UNIT 7

Working On It

About the Photo

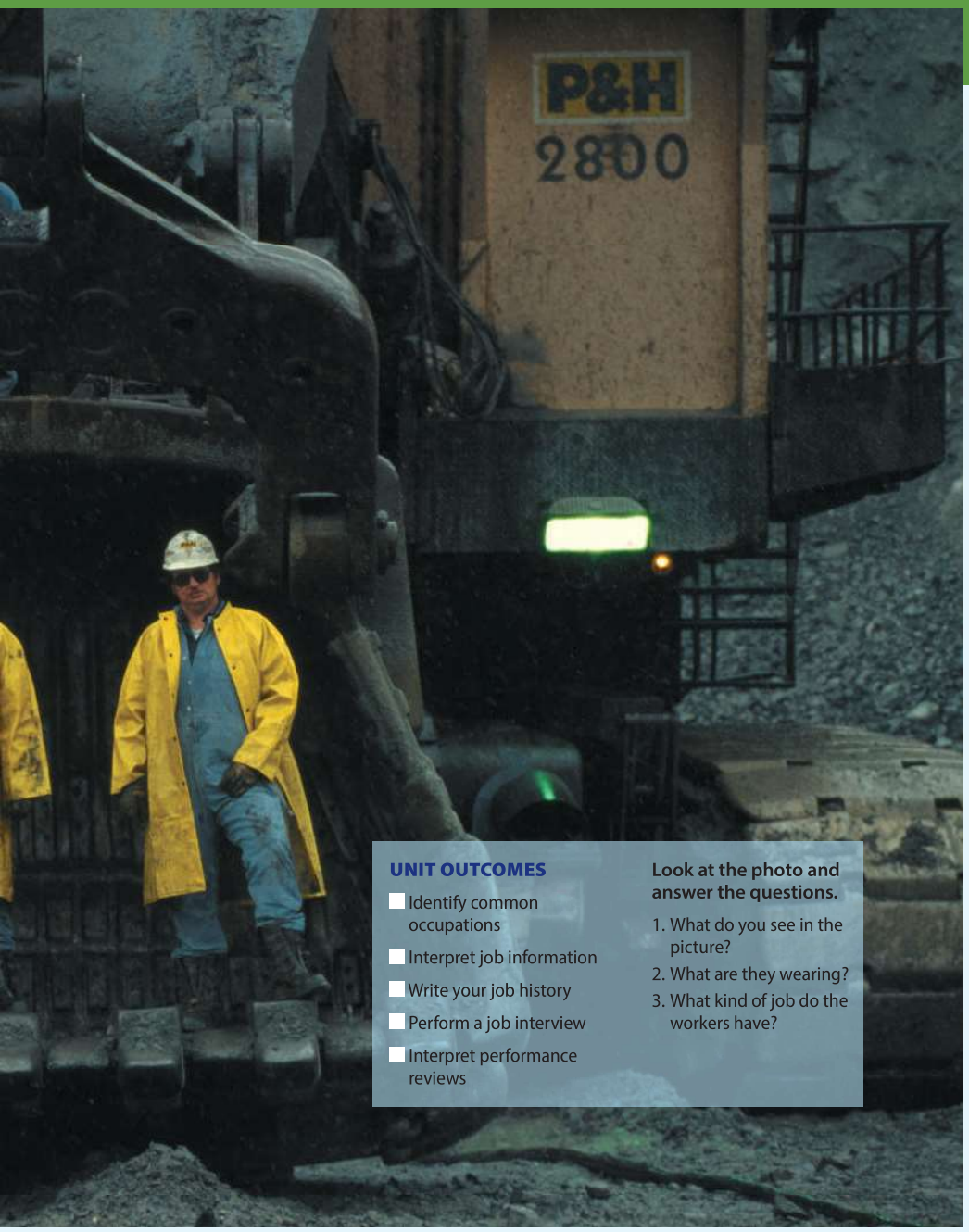
National Geographic photographer Joel Sartore took this photo. It shows three mine repair workers standing inside a "dipper" at the Bingham Canyon copper mine in Salt Lake City, Utah. The men are posing and looking very serious; however, there is a fourth worker in the photo. He is operating the machine and is looking through the top of the giant shovel. The Bingham Canyon Mine has been in operation since 1906, and the pit is a National Historic Landmark.

- Introduce the unit. Read the title out loud. Ask students what they think the title means.
- Have students look at the photo. Then, ask the questions. Discuss as a class.
- Ask a volunteer to read the caption out loud. Then ask students what they think of this kind of job. Discuss as a class.
- Go over the unit outcomes.



Three mine repair workers stand for a portrait inside a huge dipper in Utah.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
• Identify common occupations • Interpret job information • Write your job history • Perform a job interview • Interpret performance reviews	• Simple present • Negative simple present • Modal: *can* • Simple past • Simple past: regular verbs, *be* • Questions with *can* • Simple present: *be* • Adverbs of frequency	• Occupations • Job ads • Benefits, vacation, salary • Simple verbs • Application, resume, appointment • Punctuality, improvement, superior, appearance, grooming	The skills students learn in this unit can be applied to the following El Civics competency area: • Employment Resources



UNIT OUTCOMES

- ☐ Identify common occupations
- ☐ Interpret job information
- ☐ Write your job history
- ☐ Perform a job interview
- ☐ Interpret performance reviews

Look at the photo and answer the questions.

1. What do you see in the picture?
2. What are they wearing?
3. What kind of job do the workers have?

Life Skills Link

In this unit, students will learn about common occupations. They will also learn what the occupations entail and the steps involved in acquiring them as well as keeping them.

Workplace Link

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

CASAS	SCANS	CCRS
Lesson 1: 4.1.8 Lesson 2: 4.1.3, 4.1.6, 4.1.8 Lesson 3: 4.1.2, 4.1.8 Lesson 4: 0.1.1, 0.1.6, 4.1.5, 4.6.1 Lesson 5: 4.4.1, 4.4.4 Review: 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1 Team Project: 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1, 4.8.1	Most SCANS are incorporated into this unit, with an emphasis on: • Organizing and maintaining information • Understanding systems • Creative thinking • Decision making (Technology is optional.)	RI1, RI2, RI5, RI7, RI9, W2, SL1, SL2, SL4, L1, L2, L5, RF2, RF3

LESSON 1 What's your job?

GOAL Identify common occupations

A. IDENTIFY Write the jobs from the box under the pictures.

teller	nurse	office worker	server	mechanic



Alan

1. server



Michelle

2. office worker



Tony

3. mechanic



Huong

4. nurse



Isabel

5. teller

B. Practice the conversations. Then, ask questions about the people above.

Student A: What is Tony's job?
Student B: He is a mechanic.

Student B: What does Tony do?
Student A: He's a mechanic.

AT-A-GLANCE **PREP**

Goal: Identify common occupations
Grammar: Simple present and negative simple present
Pronunciation: Emphasis
Academic Strategies: Classifying, focused listening
Vocabulary: Job titles

Agenda

- Describe your job.
- Identify occupations.
- Listen to conversations about different occupations.
- Discuss occupations.

Resources

Multilevel Worksheet: Unit 7, Lesson 1, Worksheet 1
Workbook: Unit 7, Lesson 1
Audio: CD 2, Tracks 30–33
Heinle Picture Dictionary: Jobs 1, pages 146–147, Jobs 2, pages 148–149
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL1, SL2, SL4, L1, L2, L5, RF2, RF3
CASAS: 4.1.8
SCANS: **Information** Acquire and evaluate information
Basic Skills Listening, speaking
Thinking Skills See things in the mind's eye
EFF: **Communication** Speak so others can understand, listen actively, observe critically

Preassessment *(optional)*

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a pretest for Unit 7.

Warm-up and Review 7–10 mins.

Write on the board: *What do you do*? Ask various students this question. At first, students may describe what they are doing at the moment.

Then, ask a few other students to name their jobs or occupations. Explain that the question *What do you do*? usually means *What is your job*?

Make a list on the board of students' jobs. Make sure they know that being a student or a homemaker is also a job. Help with pronunciation as needed.

Introduction 3–7 mins.

Look at the list you have created with students' input on the board. Ask students if they can think of any other jobs to add to the list. State the goal: *Today, we will identify common occupations.*

Presentation 1 20–30 mins.

Before students open their books, act out the five jobs pictured in Exercise A and ask students to identify the jobs. For job titles that are difficult to act out, give students additional verbal hints. For example, for *mechanic*, tell them that this person works with cars. Write their responses on the board even if they are not exactly accurate. Go over the words you have written on the board several times, correcting inaccuracies as you go.

Ask students to open their books and look at the five occupations.

A. IDENTIFY Write the jobs from the box under the pictures.

Do this exercise as a class. Then, quiz students to test their comprehension.

Prepare students for the practice by going over the exchanges in Exercise B.

Practice 1 7–10 mins.

B. Practice the conversations. Then, ask questions about the people above.

Tell students that they may try to expand upon the examples given in the book to form longer conversations.

Evaluation 1 3–5 mins.

Observe the activity and ask volunteers to demonstrate their questions and answers in front of the class.

Presentation 2

10–15 mins.

Follow the same pattern you did for Presentation 1.

1. With books closed, pantomime the occupations depicted on the page.
2. Write students' responses on the board. This time, if they don't know an answer, don't give it to them yet.
3. Go over the pictures in the book.
4. Quiz students with a student response technique described in the Best Practice below.

BEST PRACTICE

Monitoring student responses

An easy way to monitor responses is to have students respond verbally with a word.

With the above method, however, stronger students sometimes overwhelm students who need more time to think when asked for a verbal response. You may choose other ways for students to respond where students are less likely to "go along with the crowd." One such method could be to use 3-by-5 index cards where students choose the card with the correct answer and hold it up. If you choose to do this method, have students create the actual cards themselves so they also get writing practice.

There is another effective technique that doesn't require preparation. Students respond by showing the number of fingers that correspond to each picture. Start this method by first only saying the target word. Next, embed the word in a sentence, and then embed all the words in a paragraph.

C. Study the pictures with your classmates and teacher.

D. CLASSIFY Write the job titles from Exercise C in the correct column.

Do this classifying activity as a class. You might want to do a Venn diagram on the board. One circle would represent restaurants and the other would represent schools. Both might have *custodian* in common.

Practice 2

7–10 mins.

E. Listen to each conversation. Circle the correct job title.

Play the recording several times if necessary.

LISTENING SCRIPT

CD 2
TR 30–33

1. **Supervisor:** *Hello, Maria. I have some important work for you today.*
   Maria: *Great. I am ready to work.*
   Supervisor: *One of your secretary responsibilities is to file, so please file all the papers.*
   Maria: *Yes, sir. I will have it finished by lunch.*
2. **A:** *What do you do?*
   B: *I am a cook at Market Street Grill.*
   A: *Wow, that's great. I hear the food is very good there.*
3. **A:** *My job is so great! I love working with people.*
   B: *Me, too. What do you do?*
   A: *I have the perfect job.*
   B: *Well, what is it?*
   A: *I am a teacher at an adult school in Fairmont.*
4. **Woman:** *I'm looking for a job.*
   Manager: *Do you have experience?*
   Manager: *Yes, I do. I worked at the theater down the street for three years.*
   Manager: *What was your job?*
   Woman: *I was a cashier.*
   Manager: *So, you are good with money and making change.*
   Woman: *Yes, I think I do a good job.*
   Manager: *OK, let's get you an application.*

Pause between listenings and allow students to discuss their answers.

Evaluation 2

7–10 mins.

Go over the recording again, stopping the audio when a key word is spoken.

WORKPLACE CONNECTION
Exercise D: Collect and organize information.

C. Study the pictures with your classmates and teacher.



1. cook/chef



2. server



3. custodian



4. cashier



5. secretary



6. teacher

D. CLASSIFY Write the job titles from Exercise C in the correct column.

Restaurant	School
cook/chef	secretary
server	custodian
cashier	teacher

CD 2
TR 30-33

E. Listen to each conversation. Circle the correct job title.

(1. secretary)	teacher	custodian
2. cashier	server	(cook)
3. secretary	(teacher)	custodian
(4. cashier)	server	cook

WORKPLACE CONNECTION

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

F. Study the charts with your classmates and teacher.

Simple Present		
Subject	**Verb**	**Example sentence**
I, You, We, They	work	I **work** in an office.
He, She, It	works	He **works** in a restaurant.

Negative Simple Present			
Subject	**Negative**	**Verb**	**Example sentence**
I, You, We, They	do not (don't)	work	I **don't work** in an office. You **don't work** in a restaurant.
He, She, It	does not (doesn't)		He **doesn't work** in a school. She **doesn't work** in a hospital.

G. Look at the jobs in Exercise C. Ask and answer questions about each job.

Student A: What does he do? (Point to the cook.)
Student B: He is a cook.
Student A: He works in a school, right?
Student B: No, he doesn't work in a school. He works in a restaurant.

INTONATION

Put emphasis on requested information and on corrected information.

He works IN A SCHOOL, right?

No, he doesn't work IN A SCHOOL. He works IN A RESTAURANT.

H. SURVEY Talk to three classmates. Complete the chart. Then, report to a group.

Huong is a nurse. She works in a hospital.

Answers will vary.

Name	What do you do?	Where do you work?
Huong	nurse	hospital

Presentation 3

30–40 mins.

Ask students again: *What do you do?* Also ask: *Where do you work?* Make sure you involve students who don't work out of the home, such as students and homemakers. Write down what students do in sentences on the board. For example: *Huong is a nurse. She works in a hospital.* After you have written several sentences on the board, show students that you have used the third-person singular *s*. Also, remind them again to use *a* or *an* before the name of the occupation.

Then, ask students to open their books and study the charts.

F. Study the charts with your classmates and teacher.

Continue writing examples on the board. Write negative sentences as well.

BEST PRACTICE

Recycling grammar

It is important that students learn to transfer the structures they have previously been exposed to to different contexts. The simple present has been introduced many times in this book. Make sure students see the connection of this explanation of the simple present with previous ones. Refer them to the following pages: 24 (*like*), 40 (*shop*), 87 (*live*), 127 (*write, eat, read*), and 140 (*hurt*). Show students that adding an *s* to the third-person singular verb is a consistent rule, with only a few exceptions. Ask students to help you choose other verbs and show how they are all formed in the same way.

Go over the conversation in Exercise G and help students prepare for the activity. Make sure you help them with intonation. This is also a clarifying skill. The emphasis always goes where a correction is made. Exaggerate this point so students will understand.

PRONUNCIATION

Emphasis

Students can hear rising intonation with ease. The amount of emphasis given in discourse is different in different languages. English gives more emphasis to corrections than many other languages, so students may need to be encouraged to really emphasize words. One way to do this is to have them stand and sit when they say the emphasized word or words. In this conversation, have students stand when they say *restaurant*.

Practice 3

7–10 mins.

G. Look at the jobs in Exercise C. Ask and answer questions about each job.

Evaluation 3

2–7 mins.

Ask volunteers to demonstrate in front of the class.

Application

10–15 mins.

H. SURVEY Talk to three classmates. Complete the chart. Then, report to a group.

Monitor students as they report to make sure they understand the task.

Refer students to *Stand Out 1 Workbook*, Unit 7, Lesson 1 for more practice with the simple present.

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

MULTILEVEL WORKSHEET

Unit 7, Lesson 1, Worksheet 1: Job Titles

AT-A-GLANCE **PREP**

Goal: Interpret job information
Grammar: Modal: *can*
Academic Strategies: Focused listening
Vocabulary: Abbreviations used in classified ads

Agenda

- Interview a partner.
- Read classified ads.
- Listen for benefits.
- Choose jobs to match people's skills and schedules.
- Write a classified ad.

Resources

Multilevel Worksheets: Lesson 2, Worksheets 1–2
Workbook: Unit 7, Lesson 2
Audio: CD 2, Tracks 34–37
Heinle Picture Dictionary: Jobs 1, pages 146–147; Jobs 2, pages 148–149
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI7, RI9, SL1, SL2, L1, L2
CASAS: 4.1.3, 4.1.6, 4.1.8
SCANS: **Information** Acquire and evaluate information, organize and maintain information, interpret and communicate information
Interpersonal Participate as a member of a team
Basic Skills Reading, writing, listening, speaking
Thinking Skills Think creatively
EFF: **Communication** Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Interpersonal Cooperate with others

Warm-up and Review

10–15 mins. ■■■

Have students ask the questions in the application from the previous lesson in pairs. Make sure they practice with someone different. They should ask: *What do you do?* and *Where do you work?* Then, ask students to introduce the student to the class. For example: *Oscar is a cook. He works in a restaurant.*

Introduction

5–7 mins. ■■■

Ask the class where they can find out about jobs. List their responses on the board. Ask them if they know about help-wanted ads in the newspaper. Ask how many students read the help-wanted ads and if they have any trouble understanding them. State the goal: *Today, we will interpret classified ads from the newspaper.*

Presentation 1

15–20 mins. ■■■

Write the word *benefits* on the board and ask students what they think it means. Ask for examples. Also write *vacation, sick leave,* and *health insurance* on the board and make sure students understand the meaning of each term.

A. INTERPRET Read the classified ads and discuss them with your teacher.

Have students open their books and look at the classified ads. Ask them to find the job titles, the pay, and the addresses.

B. COMPARE Write the information in the chart.

Review the vocabulary with students to make sure they understand each word. Then, do this activity as a class.

Prepare students for the focused-listening activity in Exercise C.

Practice 1

7–10 mins. ■■■

C. Listen to the conversations. Check (✓) the correct benefits.

Note: The listening script for Exercise C appears on page 166a.

Evaluation 1

3–5 mins. ■■■

Go over the answers and listen to the recording again for confirmation.

BEST PRACTICE

Using audio scripts

Many textbooks include audio scripts. It is a good idea to ask students to follow the audio script from time to time while listening. Students can benefit from seeing what they hear. This approach also helps them with pronunciation of new vocabulary as well as pronunciation in general.

First, have students listen while reading. Then, ask them to listen without the audio script. You can repeat this process as many times as you think necessary.

LESSON 2 Job hunting

GOAL Interpret job information

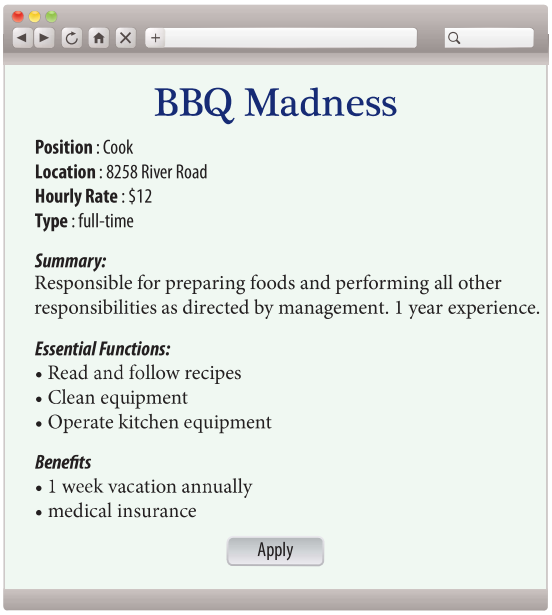
WORKPLACE CONNECTION
Exercise B: Collect and organize information.

A. INTERPRET Read the classified ads and discuss them with your teacher.

Cook Needed

Regal Diner

2 yrs exp, f/t or p/t,
gd bnfts, appl avail.
$10/hr. Call 555-7454 or
apply in person at 232
W. Broadway M-F, 8-6



BBQ Madness

Position : Cook
Location : 8258 River Road
Hourly Rate : $12
Type : full-time

Summary:
Responsible for preparing foods and performing all other responsibilities as directed by management. 1 year experience.

Essential Functions:
- Read and follow recipes
- Clean equipment
- Operate kitchen equipment

Benefits
- 1 week vacation annually
- medical insurance

Apply

B. COMPARE Write the information in the chart.

	Regal Diner	BBQ Madness
Position / Job Title	cook	cook
Location	W. Broadway	8258 River Road
Pay / Wages / Salary	$10/hr	$12/hr
Full- or Part-time?	Full-time or part-time	Full-time
Benefits	Yes	1 week vacation, medical insurance
Experience	2 years	1 year

C. Listen to the conversations. Check (✓) the correct benefits.

CD 2
TR 34-36

1. Listen to Roberto and his boss. Check (✓) the benefit.
   ☑ vacation ☐ sick leave ☐ insurance

2. Listen to Anya and her supervisor. Check (✓) the benefit.
   ☐ vacation ☐ sick leave ☑ insurance

3. Listen to Steve and his manager. Check (✓) the benefit.
   ☐ vacation ☑ sick leave ☐ insurance

WORKPLACE CONNECTION

Exercise D: Collect and organize information.

D. EVALUATE Study the information in the chart about jobs.

Position	Experience	Full-time / Part-time	Benefits (Yes/No)	Pay
1. Nurse	2 years	F/T	Yes	$22/hr
2. Server	No	P/T	No	$10/hr + tips
3. Driver	No	F/T or P/T	Yes	$18/hr
4. Cashier	No	P/T	No	$8/hr
5. Mechanic	No	F/T	Yes	$12/hr

E. Practice the conversation and then create new conversations with information from the chart.

Applicant: I am interested in the nurse position.
Manager: Great. Do you have any questions?
Applicant: Yes. Is the position full-time or part-time?
Manager: It's full-time. The pay is $22 an hour.
Applicant: And benefits?
Manager: Yes, there are benefits.
Applicant: Thank you for the information. I will apply online.

YES / NO

Yes, there are benefits.

No, there are no benefits.

CD 2 TR 37

F. Listen and write the missing words.

We need a _____cook_____ for our restaurant in San Francisco. The salary is _____$12_____ an hour. You need _____2_____ years experience for this job. This is a full-time position with benefits. We offer _____sick leave_____ and a two-week _____vacation_____ every year. Apply in person at 3500 West Arbor Place, San Francisco, California.

LISTENING SCRIPT

CD 2 TR 34–36

1. **Manager:** *Roberto, you need to take a vacation right away.*
   Roberto: *Well, I'm not sure I have time.*
   Manager: *If you don't take vacation now, then you will lose it. You have five days.*
   Roberto: *OK, I'll talk to my wife and see what she says.*
2. **Anya:** *I have a problem.*
   Manager: *What can I do for you?*
   Anya: *My husband had an accident.*
   Manager: *An accident? What happened?*
   Anya: *He was in a car accident and broke his leg.*
   Manager: *What can I do?*
   Anya: *Is he covered by my insurance?*
   Manager: *Of course. Your whole family is covered by your insurance.*
3. **Steve:** *I'm sorry. I have to call in sick.*
   Manager: *I'm sorry to hear that.*
   Steve: *Yes, I have a fever. Maybe I have the flu.*
   Manager: *How long will you be out?*
   Steve: *Do you know how much sick leave I have left?*
   Manager: *I'll check on it for you.*

Presentation 2

10–15 mins.

D. EVALUATE Study the information in the chart about jobs.

Ask students to go over the chart. Point out that there are five positions. Ask students what other information is given and discuss as a class. Ask specific questions about the information shown in the charts. Have volunteers look for and report their answers.

Practice 2

7–10 mins.

E. Practice the conversation and then create new conversations with information from the chart.

Students can do this activity in pairs or in small groups. Allow them plenty of time to work. Ask students to read the conversation before they make new ones. Have volunteers demonstrate the conversation in front of the class.

Evaluation 2

3–5 mins.

F. Listen and write the missing words.

Review the completed charts with students. Then, give them the cloze listening activity. After the listening, see if students can put the new information in the appropriate places in Exercise D.

LISTENING SCRIPT

CD 2 TR 37

We need a cook for our restaurant in San Francisco. The salary is $12 an hour. You need two years experience for this job. This is a full-time position with benefits. We offer sick leave and a two-week vacation every year. Apply in person at 3500 West Arbor Place, San Francisco, California.

INSTRUCTOR'S NOTES

Presentation 3

10–15 mins.

G. Read about Silvia, Anh, and Amal.

Go over the modal *can* with students. You may want to review the modal *should* from the previous unit to show that the two modals operate in the same way. *Can* is a verb in many languages, but it functions as a modal in English—it doesn't change form in the simple present. Have students repeat all the sentences with *can* and *can't* under the pictures.

BEST PRACTICE

Group work

At this level, it is important to model group activities with a few students. In group work, it is good to limit groups to five, with four being ideal for maximum participation. Whenever possible, be aware of the mix of students.

A variety of grouping strategies are suggested depending on the task. Some considerations might include the following:

- Allow students to self-select groups. Students sometimes perform well with friends or people they feel comfortable with.
- Arrange groups according to similar abilities. Sometimes proficient students in groups with other proficient students can be allowed to excel, while less proficient students don't feel intimidated by more proficient students.
- Arrange groups in diverse-ability groups. More proficient students often enjoy helping the less proficient, and you'll have several mentors in the class instead of just one teacher.
- Avoid putting students in homogeneous language groups when possible to encourage the use of English.

BEST PRACTICE

Random selection

Random selection of groups may be a consideration. To randomly select groups try the following techniques:

1. Count heads.
2. Use playing cards. Count out the number of cards. All students who have 3s, for example, would be in the same group.
3. Do a corners activity to form groups. Ask students to go to a corner based on criteria that you set. You might have homemakers in one corner, students in another, people who work part-time in another, and full-time workers in the final corner. Then, take one student from each corner and form a group, repeating the process until every student has been placed in a group.

Practice 3

10–15 mins.

H. ANALYZE Work in a group. Look at the information in Exercise D. Write the jobs that are good for Silvia, Anh, and Amal.

Evaluation 3

5–7 mins.

Ask groups to report to the class.

Application

10–15 mins.

I. CREATE In a group, make a classified ad for the Internet. Use another sheet of paper. Include the information below. See Exercise A for an example.

Ask students to choose an imaginary job or a job that one of the members of the group has.

J. Look in a newspaper or on the Internet to find a job you want. Tell the class about the job.

Refer students to *Stand Out 1 Workbook*, Unit 7, Lesson 2 for more practice with can.

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

MULTILEVEL WORKSHEETS

Unit 7, Lesson 2, Worksheet 1: Job Vocabulary
Unit 7, Lesson 2, Worksheet 2: Daily News Classifieds

WORKPLACE CONNECTIONS

Exercise H: Interpret and communicate information; Interact appropriately with team members.
Exercise I: Combine ideas and information.
Exercise J: Apply technology.

G. Read about Silvia, Anh, and Amal.



Silvia

Skills:
She can drive.
She can speak English.
She can speak Spanish.
She can work at night.
Needs:
She needs a part-time job.



Anh

Skills:
She can't drive.
She can speak English.
She can't work at night.
She can't speak Spanish.
Needs:
She needs a part-time job.



Amal

Skills:
He can drive.
He can speak English.
He can't speak Spanish.
He can work at night.
Needs:
He needs a full-time job.

H. ANALYZE Work in a group. Look at the information in Exercise D. Write the jobs that are good for Silvia, Anh, and Amal.

Silvia	Anh	Amal
driver	server	nurse
server	cashier	mechanic
cashier		driver

I. CREATE In a group, make a classified ad for the Internet. Use another sheet of paper. Include the information below. See Exercise A for an example. Answers will vary.

business name	job title	location	hourly rate
full- or part-time	experience needed	benefit information	

J. Look in the newspaper or on the Internet to find a job you want. Tell the class about the job.

LESSON 3 What was your job before?

GOAL Write your job history

WORKPLACE CONNECTION
Exercise C: Collect and organize information.

A. PREDICT **Look at the picture. What is Francisco's job? Does he work inside or outside? Then, read about Francisco.**

My name is Francisco. I'm from Guatemala. Now, I work in the United States. I'm a mail carrier. I deliver mail to about two hundred houses every day. I started my job in July of 2010. Before I moved to the United States, I was a cook from March 2005 to July 2010. I cooked hamburgers and french fries in a fast-food restaurant.



B. SUMMARIZE **Answer the questions in complete sentences and then tell a summary to a partner.**

1. Where is Francisco from? Francisco is from Guatemala.
2. What is his job now? He is a mail carrier.
3. What does he do in his job? He delivers mail.
4. When did he start his job? He started his job in July of 2010.
5. What was his job in Guatemala? He was a cook.
6. Where did he work in Guatemala? He worked in a fast-food restaurant.

C. Complete the job history for Francisco.

Job History

POSITION	COMPANY	FROM	TO	DUTIES (Responsibilities)
Mail carrier	US Government	July 2010	Present	delivers mail
Cook	Mr. Burger	March 2005	July 2010	cooked hamburgers and french fries
Server	La Cantina	March 2002	March 2005	served customers

AT-A-GLANCE **PREP**

Goal: Write your job history
Grammar: Simple past: regular verbs, *be*
Academic Strategy: Focused listening
Vocabulary: Job history vocabulary

Agenda

- Do a corners activity about employment status.
- Read about Francisco.
- Complete a job history for Francisco.
- Use the past tense.
- Complete a job history form about yourself.

Resources

Multilevel Worksheets: Unit 7, Lesson 3, Worksheets 1–2
Workbook: Unit 7, Lesson 3
Audio: CD 2, Track 38
Heinle Picture Dictionary: Jobs 1, pages 146–147; Jobs 2, pages 148–149
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, SL1, SL2, SL4, L1
CASAS: 4.1.2, 4.1.8
***SCANS:* Information** Interpret and communicate information
Basic Skills Reading, writing, listening, speaking
Personal Qualities Self-management
***EFF:* Communication** Read with understanding, convey ideas in writing, speak so others can understand, listen actively
Lifelong Learning Reflect and evaluate

Warm-up and Review

7–10 mins.

Do a corners activity. Send students to corners of the room based on these categories: *employed, unemployed but looking, unemployed and not looking,* and *retired*. If necessary, you can adjust these categories to better suit your class. **Note:** If your school uses the demographic forms for CASAS, you can say *unemployed* and *not employed* for the categories above.

Ask students to interview each other in their corners. Give them these questions:

Employed: Where do you work? When do you start work?
Unemployed but looking: What job do you want? Where do you want to work?
Unemployed and not looking: What do you do? Where do you live?
Retired: What do you do? Where do you live?

Introduction

3–5 mins.

Write your current and previous jobs on the board. Tell students a little about your job history. State the goal: *Today, you will write your job history.*

Presentation 1

15–20 mins.

Ask students to look at the picture. Ask the questions. Make sure that students have the paragraph beside the picture covered up so they don't refer to it to answer the questions. With the rest of the page covered, ask students the questions in Exercise B. At this point, they will be guessing so accept any answer. This method will help students prepare to read. They are predicting what they will read based on the picture.

A. PREDICT Look at the picture. What is Francisco's job? Does he work inside or outside? Then, read about Francisco.

Ask students to read the paragraph about Francisco by themselves and complete Exercise B.

B. SUMMARIZE Answer the questions in complete sentences and then tell a summary to a partner.

These comprehension questions are the same questions asked when the section was covered up. Go over the questions and compare the ideas students came up with to what they actually read. Go over any new words in the reading. Use your job history on the board to show how the most recent job always goes first.

Practice 1

12–15 mins.

C. Complete the job history for Francisco.

Allow students to do this activity on their own.

Evaluation 1

3–7 mins.

Ask students to peer-edit each other's work.

Presentation 2

15–20 min.

Draw a timeline on the board. Label the center as the present. Put an arrow going to the left and an arrow going to the right. Write *past* and *future* in the appropriate places.

D. Study the charts with your classmates and teacher.

Go over the charts thoroughly with the class. Have students repeat the sentences. Show students examples of the simple past in the paragraph in Exercise A.

BEST PRACTICE

Past-tense endings

At this level, students may not be ready for a discussion of the three pronunciations of regular past-tense verbs. They will have trouble applying the pronunciation concept if you present it at this point.

However, it is appropriate to have them repeat the correct pronunciation after you without explanation.

Practice 2

10–15 mins.

E. Complete each sentence with the correct form of the word in parentheses.

Ask students to work individually to complete this activity.

Evaluation 2

7–10 mins.

Ask volunteers to write their completed sentences on the board and go over them as a class.

BEST PRACTICE

Fill-in-the-blank activities

Teachers can easily expand fill-in-the-blank activities to give students more practice (particularly when the correct verb form is required). Teachers can write both the correct and incorrect verb forms on the board and ask students which one fits into the sentences. Teachers can ask students to create new sentences using the same verb form. Teachers can also ask students to add more sentences to the example to provide more detail.

INSTRUCTOR'S NOTES

D. Study the charts with your classmates and teacher.

Simple Past: Regular Verbs			
Subject	**Base verb + *ed***		**Example sentence**
I, You, He, She, It, We, They	cleaned	tables	I **cleaned** tables.
	cooked	hamburgers	You **cooked** hamburgers.
	prepared	breakfast	He **prepared** breakfast.
	delivered	packages	She **delivered** packages.
	counted	the money	I **counted** the money.
	helped	other workers	We **helped** other workers.
	moved	to the United States	They **moved** to the United States.

Simple Past: *Be*			
Subject	***Be***		**Example sentence**
I, He, She, It	was	a mail carrier	I **was** a mail carrier.
We, You, They	were	happy	You **were** happy.

E. Complete each sentence with the correct form of the word in parentheses.

1. Anya was an office worker.
   She typed (type) letters.

2. Ernesto was a delivery person.
   He delivered (deliver) packages.

3. David was a cashier.
   He counted (count) money.

4. Anita was a nurse.
   She helped (help) the doctors.

5. Eva and Anya were teachers.
   They worked (work) in a school.

6. Derek was a salesperson.
   He talked (talk) to customers.

7. So was a mechanic.
   He fixed (fix) cars.

8. Mary was a cook.
   She prepared (prepare) lunch.

9. Agatha was a manager.
   She supervised (supervise) the other workers.

10. I was a Answers will vary..
    I Answers will vary..

WORKPLACE CONNECTIONS

Exercise F: Interpret and communicate information.
Exercises G, H: Complete tasks as assigned.

F. Practice the conversation with your partner. Then, make new conversations using the information below.

Miyuki: What was your last job?
Anya: I was an office worker.
Miyuki: What did you do as an office worker?
Anya: I typed letters.
Miyuki: What do you do now?
Anya: I am a student. I study English.

Before	Now
1. office worker / type letters	student / study English
2. teacher / help students	writer / write books
3. mechanic / fix cars	driver / drive a taxi
4. mail carrier / deliver letters	salesperson / sell computers
5. cook / cook hamburgers	server / serve food
6. busboy / clean tables	cashier / count money

CD 2 TR 38

G. Listen and complete the job history. Then, practice the conversation in Exercise F again with the new information.

POSITION	COMPANY	FROM	TO	DUTIES (Responsibilities)
Nurse	Arch Memorial Hospital	February 2012	Present	help doctors and people
Office worker	Arch Memorial Hospital	May 2009	February 2012	typed letters
Receptionist	Arch Memorial Hospital	January 2006	May 2009	talked on the phone

H. APPLY Complete the job history for yourself. Answers will vary.

POSITION	COMPANY	FROM	TO	DUTIES (Responsibilities)

I. Get a job application from a business or find one on the Internet. How much can you complete? Can you complete the job history section?

Presentation 3

7–10 mins.

Ask students what their last job was. Ask what they did at that job. Help them express themselves and write new verbs on the board. Make a job history section from a job application on the board, similar to the one in Exercise H. Ask a few students for their job history information and complete the chart on the board for them.

Go over the conversation with students. Work on their intonation and pronunciation of key words. Show them how to do the practice substituting the information.

Also, go over the past tense of each of the verbs in the *Before* column.

Practice 3

10–15 mins.

F. Practice the conversation with your partner. Then, make new conversations using the information below.

Evaluation 3

5–7 mins.

Go over the past tense of the verbs again before doing the listening.

G. Listen and complete the job history. Then, practice the conversation in Exercise F again with the new information.

LISTENING SCRIPT

CD 2 TR 38

My name is Nadia. My first job I ever had was as a receptionist. I worked very hard. I did that job for over three years and learned a lot. I talked to people every day on the phone. I started my second position in 2009. I was an office worker. I typed letters all day, every day. Now I am a nurse. I help doctors and people. It is a great job.

Have students check their work in pairs before they practice the conversation again. Play the recording again if necessary as they check their work.

Application

15–20 mins.

H. APPLY Complete the job history for yourself.

I. Get a job application from a business or find one on the Internet. How much can you complete? Can you complete the job history section?

Refer students to *Stand Out 1 Workbook,* Unit 7, Lesson 3 for more practice with the past tense.

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

MULTILEVEL WORKSHEETS

Unit 7, Lesson 3, Worksheet 1: Job History

Unit 7, Lesson 3, Worksheet 2: Past Tense

INSTRUCTOR'S NOTES

AT-A-GLANCE **PREP**

Goal: Perform a job interview
Grammar: Questions with *can*
Pronunciation: Intonation with clarification questions
Academic Strategies: Clarification strategies, brainstorming
Vocabulary: Job interviews

Agenda

- Review job histories.
- Evaluate job interview behavior.
- Make an appointment.
- Discuss what to say in an interview.
- Discuss interview questions.
- Practice an interview.

Resources

Multilevel Worksheets: Unit 7, Lesson 4, Worksheets 1–2
Workbook: Unit 7, Lesson 4
Audio: CD 2, Tracks 39–41
Heinle Picture Dictionary: Jobs 1, pages 146–147; Jobs 2, pages 148–149
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI9, W2, SI2, SL3, L1, L5, RF2
CASAS: 0.1.1, 0.1.6, 4.1.5, 4.6.1
SCANS: **Information** Interpret and communicate information
Interpersonal Participate as a member of a team
Basic Skills Listening, speaking
Personal Qualities Self-management
EFF: **Communication** Speak so others can understand, listen actively, observe critically
Interpersonal Cooperate with others
Lifelong Learning Reflect and evaluate

Warm-up and Review

10–15 mins. ■■■

Ask students to work with a partner. One student should report their job history orally, while the other student takes notes. Then, have them reverse roles. Tell them to use Exercise H from the previous lesson to help them.

Introduction

15–20 mins. ■■■

Turn to a student and shake his or her hand. Remind the class of how to shake hands the American way by curling the fingers around the other person's hand firmly. Write on the board: *I'm looking for a job. Do you have any openings?* Shake hands with a few more students and say the statement and ask the question. Call on volunteers to do the same. Then, have all students walk around the room and practice the exchange. You can also add to the board typical responses such as: *Yes, here is an application.* State the goal: *Today, we will perform job interviews.*

Presentation 1

15–20 mins. ■■■

Role-play a bad interview with a volunteer. The volunteer will be the person who represents the hiring company. You might include in your presentation sloppy attire, uncombed hair, gum chewing, and an imaginary smoking habit.

Ask students what they found wrong with the interview. Make a list on the board. Then, ask students to open their books.

A. Look at the pictures. What is good at a job interview? What is not good?

Go over each picture carefully with students. Help them understand the new vocabulary.

Work on focused listening by talking about each item. Ask students to identify what you are talking about. For example, you might say: *I'm going in for an interview today, and I really need some help. I'm so hungry. Maybe I'll chew some gum so my stomach won't growl.*

Practice 1

10–15 mins. ■■■

B. CLASSIFY Use the words above to complete the chart. Then, add your own ideas.

After students have added to their lists, ask them to form groups to compare lists. Send representatives to other groups to add to their lists.

Evaluation 1

10–12 mins. ■■■

Draw the chart on the board and ask group representatives to enter the information. If students disagree, for example, about whether or not bright clothing is good for an interview, discuss how different cultures might view these things differently.

LESSON 4 A job interview

GOAL Perform a job interview

A. Look at the pictures. What is good at a job interview? What is not good?



chewing gum



checking texts



firm handshake



eye contact



good posture



bright clothing

B. **CLASSIFY** Use the words above to complete the chart. Then, add your own ideas.

Good at a job interview	Not good at a job interview
firm handshake	chewing gum
eye contact	checking texts
good posture	bright clothing
Answers will vary.	Answers will vary.

C. Read the chart.

Questions with *Can*				
Can	**Subject**	**Base verb**	**Example questions**	**Example answers**
Can	I	ask answer	Can I ask you a question? Can you answer a few questions?	Yes, of course. Absolutely.
	you	work follow speak	Can you work on weekends? Can you follow directions? Can you speak English well?	No, I'm sorry. I can't. Yes, I can. I believe so. I am studying in school.

CD 2
TR 39-41

D. PREDICT Complete with a question from the chart. Then, listen for the correct answer.

1. **Applicant:** Can I ask you a question?
   Interviewer: Yes, please do.
   Applicant: What are the benefits?

2. **Interviewer:** Can you work on weekends?
   Applicant: Yes, on Saturday, but not on Sunday.
   Interviewer: OK, that's good to know.

3. **Interviewer:** Can you speak English well?
   Applicant: I think I do. I am studying in school.
   Interviewer: Yes, I think you do, too. I just want to make sure.

E. CLARIFY Match each question with a clarification question. Draw lines.

1. What is your name?	a. Experience for this job?
2. What do you do?	b. My name?
3. Do you have experience?	c. Full-time?
4. Can you work eight hours?	d. On the weekends?
5. Can you work on Saturdays?	e. What is my job now?

INTONATION

Clarification Questions

My name? ↗

On the weekends? ↘

Presentation 2

15–20 mins.

C. Read the chart.

Ask students to look at the chart. Then, review the information on questions with *can*. Go over the subjects, base verbs, and the example questions and answers.

D. PREDICT Complete with a question from the chart. Then, listen for the correct answer.

Ask students to look at the conversations in Exercise D. Go over the responses. Make sure students understand all the responses. Ask them to predict which phrase goes with which conversation.

LISTENING SCRIPT

CD 2 TR 39–41

1. **Interviewer:** *Thank you for answering all our questions. We will contact you soon to let you know about the position.*
   Applicant: *Thank you. I am very interested. Can I ask you a question?*
   Interviewer: *Yes, please do.*
   Applicant: *What are the benefits?*
   Interviewer: *We offer medical and dental insurance. We also have sick leave and six days of vacation every year.*
   Applicant: *Thanks.*

CD 2 TR 40

2. **Interviewer:** *Well, I think you look very good for the position. We must speak to many other applicants. We are open every day of the week including Saturday and Sundays. Can you work on weekends?*
   Applicant: *Well… yes, on Saturday and not on Sunday.*
   Interviewer: *OK, that's good to know.*
   Applicant: *Is that something that is required?*
   Interviewer: *No, not really. We have many opportunities here.*
   Applicant: *OK, thank you.*

CD 2 TR 41

3. **Interviewer:** *In this job, you have to talk to customers all the time. I hear that you speak English a little. Do you speak English well?*
   Applicant: *I think I do. I am studying in school.*
   Interviewer: *Yes, I think you do, too. I just want to make sure. Where do you study?*
   Applicant: *At the adult school around the corner.*
   Interviewer: *Perfect!*

Now, ask students to listen again for intonation. Point out that the intonation used here involves clarification. Have them study the pronunciation box at the bottom of the page. Practice with students by asking them questions similar to the ones in Exercise D.

Practice 2

7–10 mins.

E. CLARIFY Match each question with a clarification question. Draw lines.

Have students do this activity in pairs.

Evaluation 2

5–10 mins.

Write the phrases on the board as students are working. When they have completed the practice, ask volunteers to draw the lines on the board.

INSTRUCTOR'S NOTES

Presentation 3

10–15 mins.

F. Look at the picture. Who is Miyuki talking to? What is she doing? Then, study the phrases with your teacher. What are your strengths?

Ask students to look at the picture and ask the questions. Then, go over each phrase in the box. Explain any vocabulary that students do not understand. Then, ask them what their own strengths are.

G. CONTRAST Write the phrases from Exercise F in the chart next to the weakness.

Point out that one column shows strengths and the other shows weaknesses. Have students read the statements in the column under "Weaknesses." Then ask them to write a phrase from Exercise F that matches each weakness. Tell students that these phrases are strengths.

Practice 3

7–10 mins.

H. INTERPRET Read the paragraphs about Mary and Neda.

Allow students to read on their own or take turns reading in pairs.

Evaluation 3

5–7 mins.

Ask students to summarize the paragraphs in pairs. Then, have pairs present their summaries to another pair in the class.

Application

20–30 mins.

I. APPLY Write your own Work or School Inventory on another sheet of paper. Use Exercise H as an example.

J. Write and practice a job interview. Use the information from this lesson to help you with the questions.

Refer students to *Stand Out 1 Workbook*, Unit 7, Lesson 4 for more practice with questions using *can*.

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

MULTILEVEL WORKSHEETS

Unit 7, Lesson 4, Worksheet 1: *Can*
Unit 7, Lesson 4, Worksheet 2: Job Interviews

INSTRUCTOR'S NOTES

F. **Look at the picture. Who is Miyuki talking to? What is she doing? Then, study the phrases with your teacher. What are your strengths?**



I communicate well.
I am punctual.
I am a hard worker.
I listen and follow directions well.

G. **CONTRAST** **Write the phrases from Exercise F in the chart next to the weakness.**

Strengths	Weaknesses
I am punctual.	Sometimes, I'm late.
I am a hard worker.	I like to take a lot of breaks.
I listen and follow directions well.	I don't always listen.
I communicate well.	Sometimes people don't understand me.

H. **INTERPRET** **Read the paragraphs about Mary and Neda.**

SYNONYMS
employee = worker

Mary's Work Inventory

I am a good employee.* I work hard. Sometimes I'm late. I always listen and follow directions well. I am learning English. Sometimes people don't understand me. I want to be a great employee. I need to communicate well and to come to work on time.

Neda's School Inventory

I don't work. I go to school. I am punctual. I don't always listen well. I am learning English. Sometimes people don't understand me. Sometimes I don't do my homework. I want to be a great student. I need to communicate well and do my homework every day.

I. **APPLY** **Write your own Work or School Inventory on another sheet of paper. Use Exercise H as an example.** Answers will vary.

J. **Write and practice a job interview. Use the information from this lesson to help you with the questions.** Answers will vary.

LESSON 5 He's a good worker

GOAL Interpret performance reviews

WORKPLACE CONNECTIONS
Exercises A, B Collect and organize information; Combine ideas and information.

A. Look at Fernando's evaluation. What is good? What is a problem?

EVALUATION FORM

DATE: May 4, 2016
COMPANY: Paul's Radio and CD
NAME: Fernando Gaspar
POSITION: Sales Clerk
SUPERVISOR: Leticia Garcia

Punctuality:
Superior | Good | Needs improvement

Appearance (professional dress and grooming):
Superior | Good | Needs improvement

Communication Skills:
Superior | Good | Needs improvement

Product Knowledge:
Superior | Good | Needs improvement

Fernando is a good employee. I worked with him for eight hours on April 28 to evaluate his performance. He talked with the customers well. He was ten minutes late to work. This is a problem. He said he had a problem with his car. Fernando is a good salesperson and he has very good knowledge of the product.

SIGNED: Leticia Garcia

B. EVALUATE Look at the evaluation and answer the questions.

1. Where does Fernando work? Paul's Radio and CD
2. What is his supervisor's name? Leticia Garcia
3. What does Fernando do well? communicates, knows products
4. What does he do very well? appearance
5. What does he need to improve? punctuality

AT-A-GLANCE **PREP**

Goal: Interpret performance reviews
Grammar: Simple past: *be*, adverbs of frequency
Academic Strategies: Scanning, focused listening, ranking
Vocabulary: *Punctuality, improvement, superior, appearance, grooming*

Agenda

- Review and practice interviews.
- Read an evaluation form.
- Use the *be* verb in the simple past.
- Listen to an evaluation.
- Rank job skills.

Resources

Multilevel Worksheet: Unit 7, Lesson 5, Worksheet 1
Workbook: Unit 7, Lesson 5
Audio: CD 2, Track 42
Heinle Picture Dictionary: Working, pages 150–151
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI7, SL1, SL2, SL4, L1, L2
CASAS: 4.4.1, 4.4.4
***SCANS:* Resources** Allocate human resources
Information Acquire and evaluate information, organize and maintain information, interpret and communicate information
Interpersonal Participate as a member of a team
Basic Skills Reading, writing, listening, speaking
Thinking Skills Make decisions
Personal Qualities Self-management
***EFF:* Communication** Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Decision Making Solve problems and make decisions
Interpersonal Cooperate with others
Lifelong Learning Reflect and evaluate

Warm-up and Review

10–15 mins. ■■■

Ask students to practice their new interviews from the application activity in the previous lesson and present them to the class. Teach students appropriate etiquette when students are performing in front of the class. Other students should be paying attention and not doing other work or talking.

Introduction

7–10 mins. ■■■

Write *punctuality* on the board. Give a brief definition. Take a class vote to determine which student is the most consistently punctual in the class. State the goal: *Today, we will interpret performance reviews*.

Presentation 1

15–20 mins. ■■■

Ask students what makes a good worker. Write their ideas on the board. Help them with challenging words. Write new vocabulary next to the ideas students suggest. For example, write *punctuality* next to *comes to work on time*.

A. Look at Fernando's evaluation. What is good? What is a problem?

As a class, go over each area of the evaluation form.

BEST PRACTICE

Presenting material

Asking questions is one of the best ways to introduce and present material. Allow students to answer. Ask all the questions in Exercise B and several other questions of your own. Make sure students are not completing Exercise B at this time. You may even ask them to cover it up so they are not tempted.

Ask the easier questions to the group and the more challenging questions to individuals whom you believe can answer. Keep everyone's attention by asking students to find items and to point to them in their book at times.

Make it a point to ask students who have more trouble communicating easy questions and then be ready to guide them if you need to. Another way to include these students is to ask a question to the class and give students time to think before you call on an individual.

Practice 1

10–15 mins. ■■■

B. EVALUATE Look at the evaluation and answer the questions.

Evaluation 1

3–5 mins. ■■■

Go over the answers with students.

Presentation 2

20–30 mins.

C. Study the charts with your classmates and teacher.

Look back to the evaluation form on the previous page to make additional example sentences. Write the examples on the board and allow students to copy them down. Go over the past tense and remind students about the regular past tense that they studied in this unit. Explain that the *be* verb is an irregular verb.

Remind students of the adverbs of frequency. These were last introduced in Unit 5 on page 127.

Practice 2

10–15 mins.

D. Complete the sentences with the correct form of *be*.

This activity is more difficult than it looks. Have students work in pairs and then ask the pairs to check and compare with another pair, forming a group of four.

Evaluation 2

7–10 mins.

Go over the answers with students and then do the next activity.

E. ANALYZE Read about Alberto. Underline the *be* verbs.

Read the paragraph with the class and make sure that students understand the *be* verb. See if they can also identify the present and the past in every sentence.

BEST PRACTICE

Forming groups

Teachers often ask students to form groups by simply calling out the number of group members needed. Although quick and easy, this approach is not really the best for the grouping process. Groups should be mixed with students at different performance levels and should be varied as much as possible. Students themselves may tend to group with friends, people from their own countries, the same age, or the same sex. Try using one of the following techniques to form mixed groups:

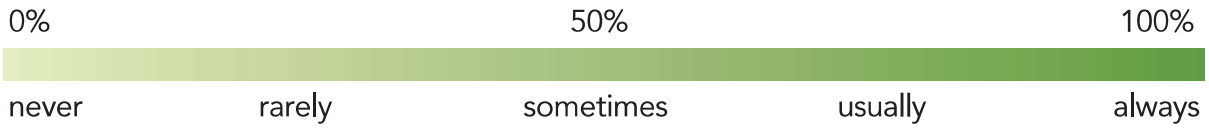
1. Ask each student to pick a partner. Then, combine pairs to make groups.
2. Write students' names on small cards. Then, randomly pick cards to make groups.
3. Give students specific categories for making their own groups. For example, have them choose classmates wearing jeans, a blue shirt, black shoes, etc.
4. Have students get into small groups of four. Then, ask one student from each group to raise his or her hand. Choose those with raised hands to form a new group. Repeat the process with the remaining students.

INSTRUCTOR'S NOTES

C. Study the charts with your classmates and teacher.

Simple Present: *Be*			
Subject	***Be***		**Example sentence**
I	am	early late on time punctual	I **am** always early.
He, She, It	is		He **is** sometimes late. She **is** a good worker.
We, You, They	are		We **are** often early. You **are** never on time. They **are** always punctual.

Adverbs of Frequency



Simple Past: *Be*			
Subject	***Be***		**Example sentence**
I, He, She, It	was	early late on time punctual	I **was** early yesterday. He **was** often late. She **was** always a good worker.
We, You, They	were		We **were** early on Saturday. You **were** on time today. They **were** never punctual.

D. Complete the sentences with the correct form of *be*.

1. Mario and Alberto _____were_____ early to work yesterday.
2. I _____was_____ never on time last year, but now I _____am_____ always on time.
3. She _____was_____ punctual every day last year.
4. We come to work on time every day. We _____are_____ rarely late.
5. You _____are_____ a good worker. You always work well with customers.

E. ANALYZE Read about Alberto. Underline the *be* verbs.

Alberto is a good worker. He works at night. He is punctual. The customers love him. Last night, Alberto was late for work. He had a problem with his car. His car is old. He called a tow truck with his cell phone and the tow truck was late.

WORKPLACE CONNECTION

Exercise F: Interpret and communicate information; Interact appropriately with team members.

CD 2 TR 42

F. Listen to John's evaluation. Circle the correct rating *(Needs Improvement, Good,* or *Superior)*.

EVALUATION FORM

DATE: May 4, 2016
COMPANY: Paul's Radio and CD
NAME: John Perkins
POSITION: Sales Clerk
SUPERVISOR: Leticia Garcia

Punctuality:
Superior (Good) Needs improvement

Appearance (professional dress and grooming):
Superior Good (Needs improvement)

Communication Skills:
(Superior) Good Needs improvement

Product Knowledge:
Superior Good (Needs improvement)

Comments:

I worked with John for four hours. He is new. He needs to learn more about the product. He doesn't dress well and he needs to comb his hair. He said he was tired today. I think he has three jobs. This is a problem. John communicates well with the customers.

Signed: Leticia Garcia

G. RANK In a group, rank the areas 1–4. Number 1 is the most important.

Answers will vary.

_____ Punctuality

_____ Appearance

_____ Communication

_____ Product Knowledge

Presentation 3

7–10 mins.

Look at the evaluation form with students. Ask questions to make sure students understand the new vocabulary. Read the comments together. This reading will help students predict what information the listening will give them. Ask students to predict what ratings John will get for the three areas. Then, play the recording.

Practice 3

10–15 mins.

F. Listen to John's evaluation. Circle the correct rating (*Needs Improvement, Good,* or *Superior*).

Play the listening several times and allow students to discuss their answers between listenings.

LISTENING SCRIPT

CD 2
TR 42

Supervisor: *John, I think in time you will become a good worker. You certainly speak well and you are great with the customers. I gave you a superior for communication skills. This is why I am sure you can be a great employee in time. I did notice that overall you come on time. You were late once, but only by a few minutes. For punctuality, I have given you a good.*

I know that you are trying to work hard and make extra money through commissions. You will do better if you dress better and keep your hair neat. Do this and you will see your sales soar. For now, I had to give you a needs improvement on appearance. You are new so don't worry too much about this last one. You will learn quickly if you apply yourself. I gave you a needs improvement for product knowledge. I am sure that will change in no time.

Evaluation 3

3 mins.

Go over students' answers. Play the recording and pause it when appropriate to confirm the correct answers.

Application

10–15 mins.

G. RANK In a group, rank the areas 1–4. Number 1 is the most important.

Refer students to *Stand Out 1 Workbook,* Unit 7, Lesson 5 for more practice with the present and past tense of *be* and adjectives.

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

MULTILEVEL WORKSHEET

Unit 7, Lesson 5, Worksheet 1: Adjectives and Adverbs

INSTRUCTOR'S NOTES

LIFESKILLS

How did you hear about this job?

Before You Watch

- Ask students if they have a job. Ask volunteers what jobs they have.
- Ask students how people find jobs. Discuss different ways as a class.

A. Look at the picture. Complete each sentence.

- Have students look at the picture. Then, ask them to complete each sentence.
- Ask volunteers to write their answers on the board. Then, review as a class.

While You Watch

B. Watch the video. Read the statements. Write T for *True* and F for *False*.

- Tell students they will watch the video. Then, tell them to read each statement and decide if it is true or false.
- Play the video and ask students to watch and listen.
- Ask students to read the statements. Then, play the video again.
- Play the video once more so that students can check their answers. Then, review answers as a class.

Check Your Understanding

C. Complete the dialog. Use the words in the box.

- Ask students to look at the words in the box. Review the words as a class.
- Explain to students that they will complete the dialog between Mr. Patel and Hector with the words from the box.
- Ask students to work individually. Then, have students check their answers in pairs.
- Ask students to practice the dialog with their partners. Then, ask them to take turns acting out the dialog with another pair.

INSTRUCTOR'S NOTES

LIFESKILLS

How did you hear about this job?

Before You Watch



A. Look at the picture. Complete each sentence.

1. Hector is at a _a job interview_.
2. Mr. Patel is reading Hector's _application_.
3. He is going to ask about Hector's _experience_.

While You Watch

B. Watch the video. Read the statements. Write T for *True* or F for *False*.

1. Hector does not have an appointment for an interview. F
2. Mr. Patel is the store manager. T
3. Hector saw an ad for the job. T
4. Hector can work in the mornings and evenings. F
5. Mr. Patel hires Hector. T

Check Your Understanding

C. Complete the dialog. Use the words in the box.

answered	~~application~~	assistant	did	experience	history

Mr. Patel: Let's take it one step at a time . . . Did you bring an (1) _application_?

Hector: Yes, here it is. I know I don't have very much (2) _experience_.

Mr. Patel: Never mind that. Tell me about your work (3) _history_. What was your last job?

Hector: I was an . . . (4) _assistant_.

Mr. Patel: And what was it that you (5) _did_ as an "assistant"?

Hector: I (6) _answered_ the phones and took messages.

Review

Learner Log

I can identify occupations. ☐ Yes ☐ No ☐ Maybe

I can read classified ads. ☐ Yes ☐ No ☐ Maybe

WORKPLACE CONNECTIONS

Exercises B, C: Collect and organize information.

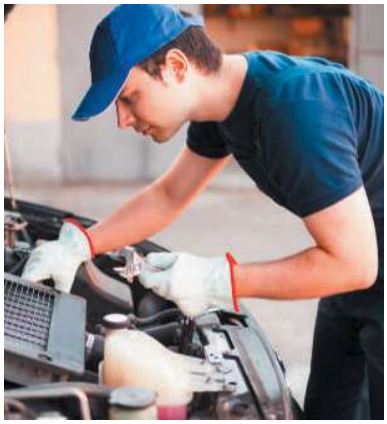
A. Write the name of the job below each picture.



1. custodian



2. mail carrier



3. mechanic

B. Read the ads and complete the chart below.

1.

Office Assistant

f/t, gd bnfts,
4 yrs exp nec,
$17/hr,
Call 555-2298.

2.

Restaurant Manager

p/t, restaurant exp nec,
$14/hr, no bnfts,
Apply in person
at 2222 E. Fourth St.
8am to 12pm, M-F.

3.

Delivery Person

p/t, work 7 days, no bnfts,
$8/hr, no exp, will train,
current driver's license,
speak Eng. and Span.
Call 555-5477.

4.

CARPENTER

f/t, good bnfts, no exp,
$22 an hour,
must be 18 yrs. old.
Apply in person at
3333 W. Broadway
during office hours.

5.

Mechanic

Mike's Garage
f/t, night shift,
$12/hour, no exp nec,
will train, bnfts,
Call 555-7469.

Position	Experience	F/T or P/T	Benefits	Pay
1. Office Assistant	yes (4 years)	full-time	yes	$17/hr.
2. Restaurant Manager	yes	part-time	no	$14/hr.
3. Delivery Person	no	part-time	no	$8/hr.
4. Carpenter	no	full-time	yes	$22/hr.
5. Mechanic	no	full-time	yes	$12/hr.

AT-A-GLANCE **PREP**

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Focused listening, reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- Discuss unit goals.
- Complete the review.
- Evaluate and reflect on progress.

Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, W2, L1, L4, RF3
CASAS: 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.8, 4.4.1, 4.4.4, 4.6.1
***SCANS:* Information** Acquire and evaluate information, organize and maintain information
Basic Skills Reading, writing, speaking
Personal Qualities Responsibility, self-management
***EFF:* Communicate** Speak so others can understand
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

10–15 mins.

With their books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then, have a competition where students in groups will write page numbers for each item on the list. The first group to have the correct page number for each item wins.

Introduction

5 mins.

Write all the goals on the board from Unit 7. Show students the first page of every lesson so they understand that today will be review. Complete the agenda.

Presentation

10–15 mins.

This Presentation and Practice will cover the first three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice

15–20 mins.

A. Write the name of the job below each picture. (Lesson 1)

B. Read the ads and complete the chart below. (Lesson 2)

BEST PRACTICE

Recycling/Review

The review and the project that follows are part of the recycling/review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students learn but are not necessarily ready to acquire language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

INSTRUCTOR'S NOTES

Practice *(continued)*

C. Write a classified ad for a receptionist. (Lesson 2)

D. Complete the paragraph with the past tense form of the verbs in parentheses. (Lesson 3)

E. Complete the job history for Jarek. (Lesson 3)

INSTRUCTOR'S NOTES

Learner Log

I can write my job history. ☐ Yes ☐ No ☐ Maybe

I can ask good questions at a job interview. ☐ Yes ☐ No ☐ Maybe

C. Write a classified ad for a receptionist.

Answers will vary.

Company: _____

Position: _____

Location: _____

Hourly Rate: _____

Type: _____

Benefits: _____

D. Complete the paragraph with the past tense form of the verbs in parentheses.

In 2005, Jarek was a carpenter. He constructed (construct) homes for Builders Plus Company. In 2007, Jarek was a custodian. He cleaned (clean) the offices for Clean Sweep Maintenance Company. In 2010, Jarek was a server. He talked (talk) to customers at the Polish Café. Now Jarek is a teacher. He helps students at Jefferson Adult School.

E. Complete the job history for Jarek.

POSITION	COMPANY	FROM	TO	DUTIES (Responsibilities)
server	The Polish Café	2010		talked to customers
custodian	Clean Sweep Maintenance Company	2007	2010	cleaned offices
carpenter	Builders Plus Company	2005	2007	constructed homes

Learner Log

I can read a job evaluation.

☐ Yes ☐ No ☐ Maybe

F. Label the pictures and circle *good* or *bad* for a job interview.



good / **bad**

1. chewing gum



good / bad

2. good posture



good / bad

3. firm handshake



good / **bad**

4. checking text message



good / **bad**

5. bright clothing



good / bad

6. eye contact

G. Complete the paragraph with the correct form of the verbs from the box. Choose the present or past tense. You will use one of the verbs two times.

be	move	work	live	help	deliver	like

Francisco *lived* in Guatemala before he *moved* to California. In Guatemala, he *was* a cook at a small fast-food restaurant. He *helped* in the kitchen. He *worked* 14 hours every day. Now, he *is* a mail carrier in California. He *delivers* letters and packages. He *likes* his new job very much.

H. Match the words and definitions. Draw lines.

1. punctuality — b. on time
2. communicate — c. talk
3. appearance — a. clothing and posture

Practice *(continued)*

F. Label the pictures and circle *good* or *bad* for a job interview. (Lesson 4)

G. Complete the paragraph with the correct form of the verbs from the box. Choose the present or past tense. You will use one of the verbs two times. (Lessons 3 and 5)

H. Match the words and definitions. Draw lines. (Lesson 5)

Evaluation

15 mins.

Go around the room and check on students' progress. Help individuals when needed. If you see consistent errors among several students, interrupt the class and give a mini lesson or review to help students feel comfortable with the concept.

Presentation

5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log including circling the answers, finding page numbers where the concept is taught, and ranking favorite activities.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use repeatedly to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice

10–15 mins.

Ask students to complete the Learner Log.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–7 mins.

Ask students to record their favorite lesson or page in the unit.

Assessment

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a post-test for Unit 7.

Refer students to *Stand Out 1 Workbook,* Unit 7, Lesson 1 for more practice with the past tense of *be* and Stand Out 1 Workbook, Unit 7, Lesson 2 for more practice with the future with *will*.

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

MULTILEVEL WORKSHEETS

Unit 7, Computer Worksheets

Unit 7, Internet Worksheets

INSTRUCTOR'S NOTES

WORKPLACE CONNECTION

Make decisions and solve problems; Collect and organize information; Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

STANDARDS CORRELATIONS

CCRS: RI1, SL1, SL2

CASAS: 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1, 4.8.1

***SCANS:* Resources** Allocate time, allocate materials and facility resources, allocate human resources

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

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

Systems: Understand systems, monitor and correct performance

Basic Skills: Reading, writing, listening, speaking

Thinking Skills: Think creatively, make decisions, solve problems, 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, observe critically

Decision Making: Solve problems and make decisions, plan

Interpersonal: Cooperate with others, advocate and influence, resolve conflict and negotiate, guide others

Lifelong Learning: Take responsibility for learning, reflect and evaluate

Introduction 5 mins.

TEAM PROJECT

Get a new job

In this project, one student will prepare to complete the process for getting a job. Discuss the art on the student book page before beginning.

Stage 1 15–20 mins.

COLLABORATE Form a team with four or five students. In your team, you need:

Help students form groups and assign positions. Review responsibilities of the positions.

Stage 2 3–5 mins.

Choose one member of your team to look for a new job. Decide on a position he or she is interested in.

Ask students to choose one person whom they will prepare for a job interview.

Stage 3 15–20 mins.

Write a classified ad describing the position.

Ask groups to design a classified ad for the new job that the team member wants. There is a classified ad template available on the Multilevel Worksheets (Unit 7, Project, Worksheet 1).

Stage 4 10–15 mins.

Write a real or imaginary job history for the person looking for a job.

Have students write a real or imaginary job history for the student they have selected. There is a job application template available on the Multilevel Worksheets (Unit 7, Project, Worksheet 2).

Stage 5 10–15 mins.

Write an imaginary job evaluation from an old job.

Ask students to make an imaginary evaluation form for one of the jobs from the student's job history. There is an evaluation template available on the Multilevel Worksheets (Unit 7, Project, Worksheet 3).

Stage 6 10–30 mins.

Write a conversation of a job interview and practice the conversation.

Ask students to write a job interview and practice it with others from the team.

Stage 7 20–30 mins.

As a team, make a presentation of all the previous steps and perform the conversation.

Ask teams to practice their presentations before presenting to the class.

Students often prepare better for formal presentations if they are videotaped.

MULTILEVEL WORKSHEETS

Unit 7, Project, Worksheet 1: Daily News Classifieds

Unit 7, Project, Worksheet 2: Job Application

Unit 7, Project, Worksheet 3: Evaluation

Unit 7, Extension, Worksheet 1: Warning Signs

Unit 7, Extension, Worksheet 2: Signs and Must

TEAM PROJECT

Get a new job

In this project, you will prepare one member of your team to complete the process for getting a job.

1. **COLLABORATE** Form a team with four or five students. In your team, you need:

Position	Job description	Student name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	With help from the team, write a classified ad, a job history, and a job evaluation.	
Student 3: **Director**	With help from the team, write and direct an interview.	
Students 4/5: **Spokespeople**	With help from the team, organize a presentation to give to the class.	

2. Choose one member of your team to look for a new job. Decide on a position he or she is interested in.
3. Write a classified ad describing the position.
4. Write a real or imaginary job history for the person looking for a job.
5. Write an imaginary job evaluation from an old job.
6. Write a conversation of a job interview and practice the conversation.
7. As a team, make a presentation of all the previous steps and perform the conversation.



READING CHALLENGE

About the Explorer

Thomas Taha Rassam (TH) Culhane is an urban planner. He is the co-founder of Solar C.3.I.T.I.E.S, a non-governmental organization that benefits low-income families in Cairo, Egypt who have no hot running water. Thomas' organization installs rooftop solar water heaters on the families' roofs. Thomas' job history has varied over the years. He has worked as a researcher for Harvard University; he has also worked as a teacher. His first job is probably the most interesting though: He worked as a clown for the Ringling Brothers Circus.

About the Photo

This photo shows Thomas helping to install a rooftop solar water heater on the roof of a low-income family in Cairo, Egypt. The system generates 200 liters of hot water and 200 liters of cold water each day. Thomas and his team do not just turn up with everything they need to install; each installation is unique. This is because the team tries to utilize as many of the available resources on the roofs as possible. This may look like garbage to the untrained eye, but these are the resources helping people of Cairo to get what they need.

- Introduce the explorer, Thomas Culhane, and read the title out loud. Then, ask students to look at the photo and describe what Thomas is doing.
- Explain to students that Thomas runs an organization. Ask them if they can guess what kind of organization Thomas runs.

A. Look at the picture. Read about Thomas Culhane's organization.

- Read the quote out loud. Ask students what the problem in



A. Look at the picture. Read about Thomas Culhane's organization.

a. Solar C3ITIES is an organization co-founded by Thomas Culhane.
b. It makes power from the sun.
c. It helps people heat water.
d. It works with poor people all over the world.

Thomas Culhane also teaches people to build passive solar heated food-waste-to-fuel-and-fertilizer biodigesters.

B. PREDICT The words below are in the reading about Thomas Culhane. Match the letter of the definition to the word.

d solar	a. to make something
a build	b. a machine to make water hot
e co-founder	c. what you do when something is funny
b water heater	d. from the sun
c laugh	e. someone who started something with another person

CCRS FOR READING

RI1, RI2, RI5, RI10, SL1, SL2, L3

C. On another sheet of paper, combine the sentences in Exercise A into a paragraph.

D. Read about Thomas Culhane and his organization.

Solar for the Poor

Thomas Culhane is a National Geographic Explorer and the co-founder of Solar C3ITIES. He helps poor people all over the world. They need hot and cold water in their homes. Thomas says that poor people have skills. They are carpenters, plumbers, glassworkers, etc. Thomas helps them build water heaters that are powered by the sun. Before working in countries like Egypt, Thomas was a teacher. He was also a researcher at Harvard University. In 1976, Thomas made people laugh as a job. He was a clown for the Ringling Brothers Circus.

E. INTERACT Find answers in the paragraph.

1. Do you think Thomas builds the water heaters by himself? Find one or two words that help you answer the question.

No. helps them

2. Is Thomas a clown now in the Ringling Brothers Circus? Find one or two words that help you answer the question.

No. was

3. What are examples of the *skills* Thomas is talking about.

carpentry, plumbing, glassworking

F. APPLY Why do people need hot and cold water? In a group, make a list.

Answers will vary.

to wash clothes

READING STRATEGIES

Question-Answer Relationship

Question-Answer Relationship is a reading strategy that requires students to analyze types of questions asked and where to find answers in a reading. The strategy is used after students have read. Question types are usually those that

- require student to use background knowledge to answer.
- have answers coming from different parts of the reading.
- are literal and have answers using the same words.
- ask students to relate the question to their own personal experience.

Egypt is. Then, ask them what the solution is.

- Ask students if they know a place or someone that uses solar energy. Discuss as a class.

B. PREDICT The words below are in the reading about Thomas Culhane. Match the letter of the definition to the word.

Ask students to match the words to the definitions.

C. On another sheet of paper, combine the sentences in Exercise A into a paragraph.

Have students use the sentences in Exercise A to write a complete paragraph.

D. Read about Thomas Culhane and his organization.

- Have students read about Thomas Culhane and his organization.
- Ask students to re-read the paragraph and underline or circle the name of the organization and find who the solar energy is for in the paragraph.

E. INTERACT Find answers in the paragraph.

- Ask students to re-read and find answers in the paragraph.
- Read each question out loud. Then, ask students to work individually or in pairs to find their answers. Discuss as a class.

F. APPLY Why do people need hot and cold water? In a group, make a list.

Ask students why people need hot and cold water. Ask them to make a list of possible answers in small groups.

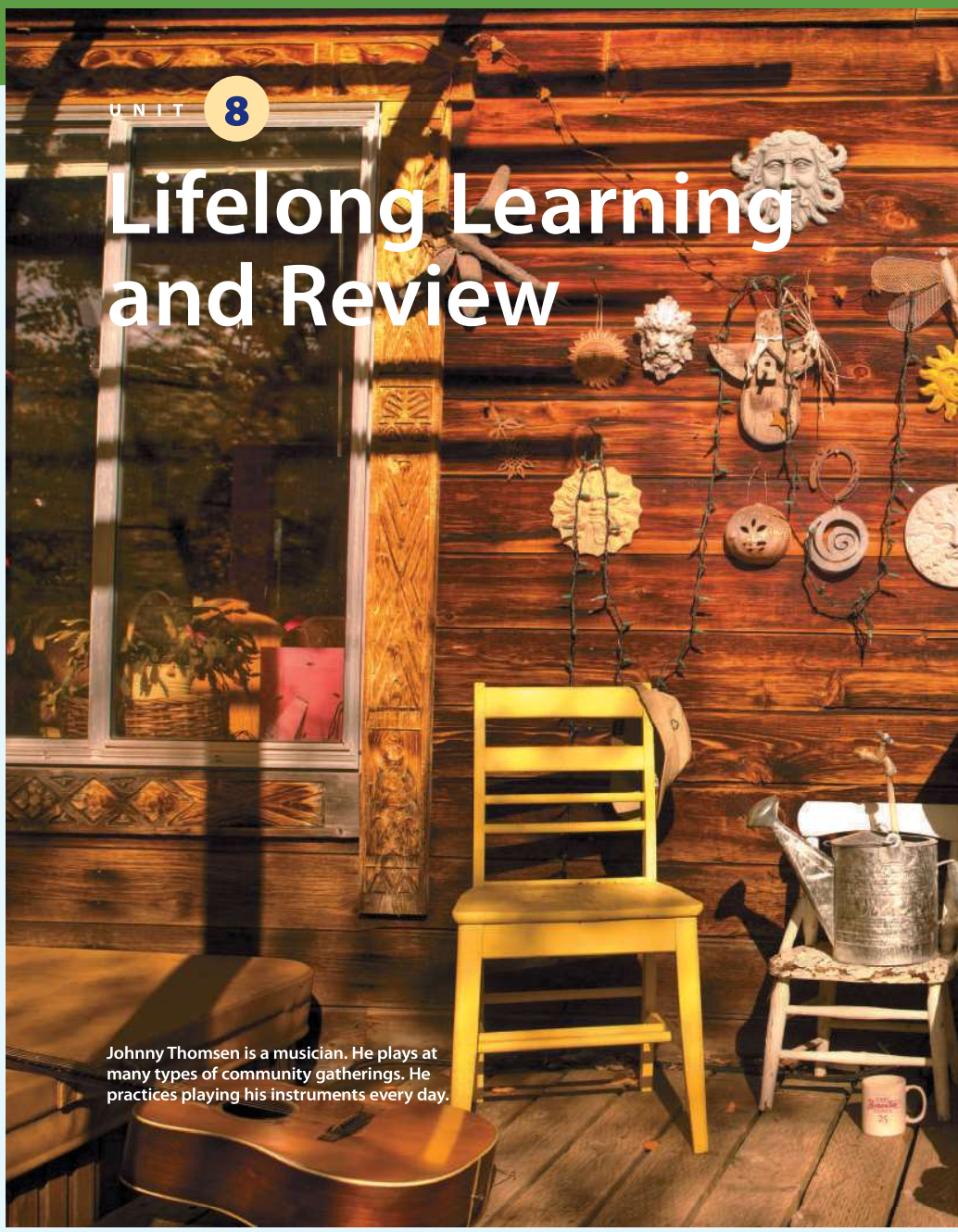
UNIT 8

Lifelong Learning and Review

About the Photo

Idaho-based photographer Glenn Oakley took this photo. It shows musician Johnny Thomsen sitting outside his self-built home with a banjo. Johnny plays a wide variety of instruments: guitar, recorder, dobro, harmonica, mandolin, flute, autoharp, accordion, and, of course, banjo. Johnny performs in many different places, including schools and folk festivals. Johnny has held a number of different jobs over the years. He was once a Forest Service fire lookout.

- Introduce the unit by reading the title. Then, go over the unit outcomes.
- Ask students to look at the photo and answer the questions. Discuss as a class.
- Have a volunteer read the caption out loud. Ask students to discuss what types of events would be considered to be a community gathering.



Johnny Thomsen is a musician. He plays at many types of community gatherings. He practices playing his instruments every day.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
• Evaluate study habits • Organize study • Identify learning opportunities • Identify vocational preferences • Develop goals	• Past tense: regular and irregular verbs • Modal: *can* • Modal: *should* • Verb + infinitive • Verb + noun • Future: *going to* and *will*	• Study words • Skills • Life skills • Educational agencies • Goals	The skills students learn in this unit can be applied to the following El Civics competency areas: • Employment Resources • Employment Soft Skills



UNIT OUTCOMES

- ☐ Evaluate study habits
- ☐ Organize study
- ☐ Identify learning opportunities
- ☐ Identify vocational preferences
- ☐ Develop goals

Look at the photo and answer the questions.

1. What does Johnny Thomsen do?
2. Where does he play?
3. When does he practice?

- Ask students what type of musical instrument they see in the photo. Point out that a *banjo* is an instrument used in traditional music. Ask students what other musical instruments might be used in traditional music. Discuss as a class.

Life Skills Link

In this unit, students will review what they have learned throughout *Stand Out 1*. They will also learn how to develop future goals pertaining to academia and the workplace.

Workplace Link

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

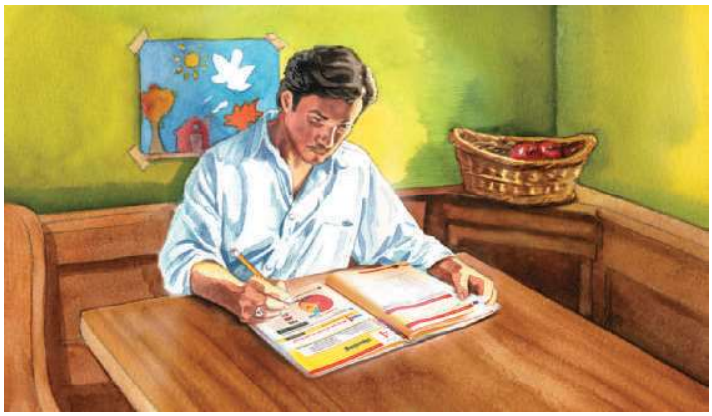
CASAS	SCANS	CCRS
Lesson 1: 7.4.1 Lesson 2: 7.1.4, 7.4.1, 7.4.9 Lesson 3: 2.5.5, 7.1.1 Lesson 4: 7.1.1, 7.5.1 Lesson 5: 7.1.1, 7.1.2 Review: 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1 Team Project: 4.8.1, 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1	Most SCANS are incorporated into this unit, with an emphasis on: • Understanding systems • Monitoring and correcting performance • Knowing how to learn • Self-management (Technology is optional.)	RI1, RI2, RI5, RI7, SL1, SL2, L1, L2, L4, L5, RF3

LESSON 1 How are your study habits?

GOAL Evaluate study habits

WORKPLACE CONNECTION
Exercise B: Collect and organize information.

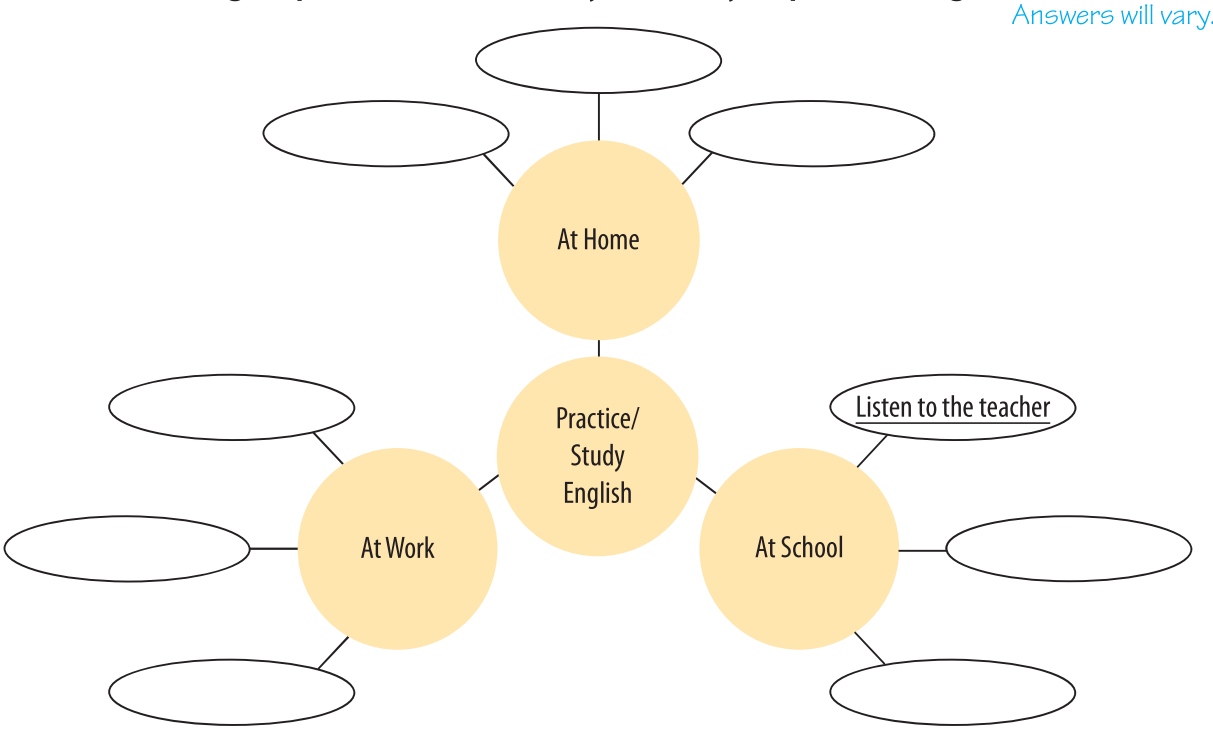
A. PREDICT Look at the picture. What is Nubar doing? Why? Then, read about Nubar.



Nubar is a good ESL student at Franklin Adult School. He comes to school every day. He also studies at home. Some students practice English at work. Others practice English with their families. Nubar learns two or three new words a day at home. Sometimes Nubar watches TV or listens to the radio.

B. CLASSIFY In a group, write different ways to study or practice English.

Answers will vary.



AT-A-GLANCE **PREP**

Goal: Evaluate study habits
Grammar: Past tense: regular and irregular verbs
Academic Strategies: Self-assessment, focused listening
Vocabulary: Study skills

Agenda

- List activities you do outside of school.
- Evaluate study habits.
- Use past tense verbs.
- Listen for good habits.
- Evaluate your study habits.

Resources

Multilevel Worksheet: Unit 8, Lesson 1, Worksheet 1
Workbook: Unit 8, Lesson 1
Audio: CD 2, Track 43
Heinle Picture Dictionary: Classroom, pages 18–19
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, SL1, SL2, L1, L2, RF3
CASAS: 7.4.1
SCANS: **Resources** Allocate time, allocate materials and facility resources, allocate human resources
Interpersonal Participate as a member of a team
Basic Skills Reading, writing, listening, speaking
Personal Qualities Responsibility, self-management
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
Lifelong Learning Take responsibility for learning, reflect and evaluate

Preassessment *(optional)*

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a pretest for Unit 8.

Warm-up and Review

7–10 mins.

Ask students what they do when they are not in school. Make a list on the board. The list may or may not include *study*. Ask students if they study at home.

Introduction

3 mins.

Write *habit* on the board. Ask students if they know what the word means. Tell them that it is when they do things over and over again. Explain that there are good and bad habits. Ask for examples of both. State the goal: *Today, we will learn to evaluate study habits.*

Presentation 1

10–15 mins.

Ask students to look at the picture of Nubar. Tell them to cover up the reading and the activity that follows. Ask the questions in the box and any others that you consider appropriate.

Prepare students for the reading by asking them for ideas on how to study English at home. List their ideas on the board. Tell students that they will have a limited time to read about Nubar. Then, they will be told to close their books.

Practice 1

10–15 mins.

A. PREDICT Look at the picture. What is Nubar doing? Why? Then, read about Nubar.

Ask students to read the paragraph silently. Only give them one minute. Then, ask them to close their books, whether they have finished or not. Students will be given more time to read in the next activity if they didn't finish.

Ask comprehension questions to see how much students retained from the paragraph and then ask them to get into groups to do the next activity.

B. CLASSIFY In a group, write different ways to study or practice English.

Groups can use ideas from the paragraph and add any other ideas they may have.

Evaluation 1

3–5 mins.

Ask groups to report to the class.

BEST PRACTICE

Reading

As mentioned earlier, some students read slowly because they think it is better than reading fast. Some students will read and vocalize what they are reading. Teach students that this is not a productive way to read. Some students will want to stop and check words in the dictionary. Ask them instead to underline words they don't know and not stop reading. Teach students that reading is like focused listening in that they may not understand every word, but they can still understand the important information.

Presentation 2

10–15 mins.

C. Study the charts with your classmates and teacher.

Reintroduce the simple past tense. Explain to students that there are many irregular forms that they will need to memorize. This is merely an introduction, however, so don't expect students to memorize the verbs at this point.

Practice 2

20–30 mins.

D. Rewrite the sentences in the past tense. Then, use the sentences to write a paragraph in your notebook.

After students do the exercise, ask them to string the sentences together in paragraph form. You may need to teach the form. Ask them to use the model on page 186.

Evaluation 2

7–10 mins.

Check students' answers. Ask volunteers to write their sentences on the board.

Presentation 3

3–5 mins.

Prepare students for listening by going over all the choices in Exercise E.

Practice 3

5–7 mins.

E. Listen to Angela talk about her study skills. Check (✓) the things she did to study.

Play the recording several times and allow students to discuss the recording between listenings.

LISTENING SCRIPT

CD 2
TR 43

My name is Angela Sheldon. I am in college now. I studied English in school so I could go to college here in the United States. I took advantage of every opportunity so I could learn quickly. For example, I came to class on time every day. I wrote down new words in my notebook. I learned new words every day. At home, I watched TV. It was really good for me. I watched the news and other programs. I think the best thing I did was I helped and taught other students. Now I am in college. I am happy to be here.

Evaluation 3

3–5 mins.

Play the recording one more time to confirm that students heard all of the information. Stop the recording when necessary.

INSTRUCTOR'S NOTES

C. Study the charts with your classmates and teacher.

Regular Past Tense Verbs	
Base	**Simple past**
study	studied
participate	participated
help	helped
listen	listened
watch	watched
practice	practiced
learn	learned

Irregular Past Tense Verbs	
Base	**Simple past**
come	came
see	saw
write	wrote
speak	spoke
read	read
teach	taught

D. Rewrite the sentences in the past tense. Then, use the sentences to write a paragraph in your notebook.

1. Nubar comes to class every day.

   Nubar came to class every day.

2. Nubar studies at home.

   Nubar studied at home.

3. Some students practice at work.

   Some students practiced at work.

4. Some students watch TV or listen to the radio.

   Some students watched TV or listened to the radio.

5. Nubar reads for one or two hours a day at home.

   Nubar read for one or two hours a day at home.

E. Listen to Angela talk about her study skills. Check (✓) the things she did to study.

CD 2 TR 43

- ☑ came to class every day
- ☑ came to class on time
- ☑ helped other students
- ☑ learned new words every day
- ☐ listened to the radio
- ☐ participated in class
- ☐ practiced at work
- ☐ studied at home
- ☑ taught other students
- ☑ watched TV

WORKPLACE CONNECTION

Exercise F: Complete tasks as assigned.

F. EVALUATE **Answer the questions about this course. Check (✓) the correct answer.**

Answers will vary.

Study Habits Questionnaire

1. How often did you come to class?
   ☐ a. most of the time ☐ b. more than 50% ☐ c. less than 50%
2. Did you come to class on time?
   ☐ a. most of the time ☐ b. more than 50% ☐ c. less than 50%
3. How much did you study at home each week?
   ☐ a. more than 10 hours ☐ b. 5–10 hours ☐ c. less than 5 hours
4. Did you speak English in class and participate?
   ☐ a. most of the time ☐ b. more than 50% ☐ c. less than 50%
5. Did you teach and help other students in class?
   ☐ a. a lot ☐ b. a little ☐ c. never
6. Did you listen to the radio in English?
   ☐ a. a lot ☐ b. a little ☐ c. never
7. Did you watch TV in English?
   ☐ a. a lot ☐ b. a little ☐ c. never
8. Did you ask the teacher or other students questions when you didn't understand?
   ☐ a. a lot ☐ b. a little ☐ c. never

How many *a* answers, *b* answers, and *c* answers do you have?		
# of ***a*** answers _____	# of ***b*** answers _____	# of ***c*** answers _____

Do the math below.
of ***a*** answers x 3 = _____
of ***b*** answers x 2 = _____
of ***c*** answers x 1 = _____
Total = _____

Score: **20–24** Super – You have great study habits!

Score: **16–19** Good – You have great study habits.

Score: **Under 16** – You need to change your study habits.

Application

10–15 mins.

F. EVALUATE Answer the questions about this course. Check (✓) the correct answer.

Ask students to calculate their rating. You may decide that it would be interesting if students interviewed one another instead of evaluating themselves.

Refer student to *Stand Out 1 Workbook*, Unit 8, Lesson 1 for more practice with the past tense of irregular verbs.

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

MULTILEVEL WORKSHEET

Unit 8, Lesson 1, Worksheet 1: Studying Outside of Class

BEST PRACTICE

Student-to-student interviews

Having students conduct their own interviews is an excellent way for them to practice their English and the lesson goals. Treating the interview as a real-life experience will also be a fun and engaging activity for students. With this goal in mind, teachers should provide students with a few effective tips on conducting interviews.

1. Ask students to review the interview questions beforehand. This allows them to sound less stilted when asking their questions and makes the interview go along more smoothly. Tell them that it is very important that the interviewer know the information that he or she is looking for.
2. Help students pick a pre-determined location to conduct their interviews. It can be in different locations around the classroom, for example. This gives students as much privacy as possible with a minimum chance of interference from other classmates.
3. Ask students to open their interview with small talk (*How are you doing today? What country are you from? Where do you live?*). Small talk is a good warm-up and helps students feel more comfortable with each other before they participate in the interview process.
4. Discourage students from interrupting each other. Instruct them to ask the question and let the interviewee respond with his or her own answers, whatever they may be. Explain that this provides them with more reliable data and it also give each student the chance to speak his or her own mind without interruption.

INSTRUCTOR'S NOTES

AT-A-GLANCE **PREP**

Goal: Organize study
Grammar: Modal: *can*
Academic Strategies: Focused listening, organizational strategies, self-assessment
Vocabulary: Life skills

Agenda

- Talk about study skills.
- Organize study time.
- Identify life skills.
- Organize a notebook.
- Write in a journal.

Resources

Multilevel Worksheets: Unit 8, Lesson 2, Worksheets 1–2
Workbook: Unit 8, Lesson 2
Audio: CD 2, Track 44
Heinle Picture Dictionary: Classroom, pages 18–19
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, SL2, L1, L2
CASAS: 7.1.4, 7.4.1, 7.4.9
SCANS: **Resources** Allocate materials and facility resources, allocate human resources
Information Acquire and evaluate information
Interpersonal Participate as a member of a team
Systems Understand systems, monitor and correct performance, improve and design systems
Basic Skills Reading, writing, listening, speaking
Personal Qualities Responsibility, self-management
EFF: Communication Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Interpersonal Cooperate with others
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

15–20 mins.

Write the word *study* on the board. Ask students what they should study if they want to learn English. Help them get started by writing *vocabulary* on the board. They may need additional help, so lead them through aspects of classroom study, such as *grammar, vocabulary,* and *life skills*.

Introduction

5–7 mins.

Ask students which of the items they mentioned in the warm-up are most important to them. Take a class poll. State the goal: *Today, we will learn how to organize study.*

Presentation 1

15–20 mins.

A. Talk about the pictures with your classmates and teacher.

Ask students to cover up Exercise B and see how many photos they can identify without the word box. Talk about each picture and then, as a class, do Exercise B.

B. What do you learn in English class? Write a word from the box for each picture above.

C. COLLABORATE In a group, think of other things you learn in English class.

Have students work in small groups of three or four to complete this exercise.

Practice 1

10–15 mins.

D. APPLY Complete the chart about yourself. Use the words from Exercise B.

Write the chart headings on the board. Make sure students understand them. Share with the class something that you personally do well. As another example, point out a student who speaks very well in the class.

After students have had five or ten minutes to complete the chart, do a corners activity. Designate the corners of the room as *reading*, *writing*, *listening*, and *speaking*. Then, ask students to go to the corner that represents which skill they do best. While in their corners, have students ask one another which skill they do second best.

Evaluation 1

5–7 mins.

Observe the activity. Discuss what students discovered from the activity. For example, discuss if there is a consensus on what students do well or if students have different strengths.

LESSON 2 Staying organized

GOAL Organize study

WORKPLACE CONNECTION
Exercise C: Interact appropriately with team members.

A. **Talk about the pictures with your classmates and teacher.**



1. listening



2. writing

SIMPLE PRESENT

I like . . .

He / She likes . . .

3. grammar



4. teamwork



5. speaking

FOR RENT

2 bed, 3 bath apt.
a/c, elect. pd.
Call Margaret for
more information-
555-2672.

6. life skills



7. reading



8. vocabulary

B. **What do you learn in English class? Write a word from the box for each picture above.**

grammar	~~listening~~	speaking	writing
life skills	reading	teamwork	vocabulary

C. **COLLABORATE** **In a group, think of other things you learn in English class.**

Answers will vary.

_____ _____

_____ _____

D. **APPLY** **Complete the chart about yourself. Use the words from Exercise B.**

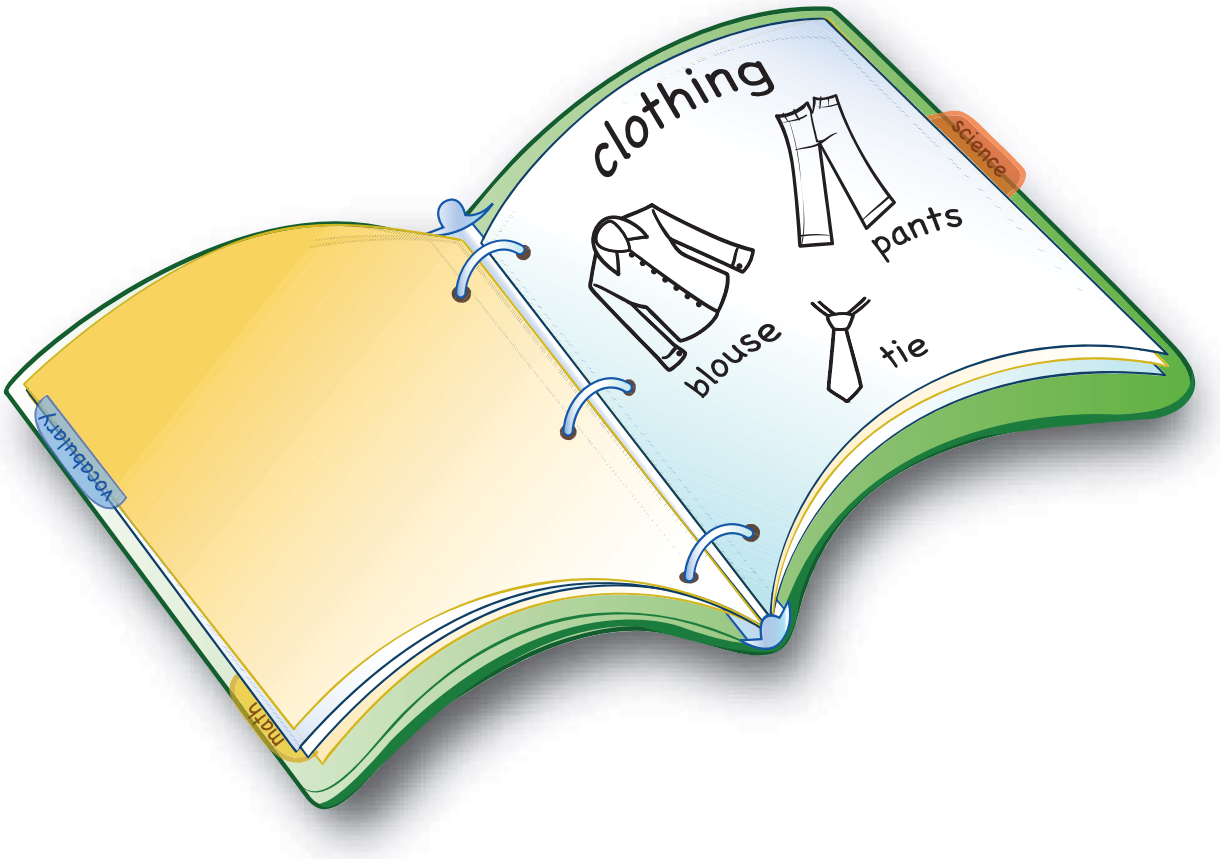
Answers will vary.

Things I do well	Things I need help with

WORKPLACE CONNECTION

Exercise E: Combine ideas and information.

E. **Make a study guide. Make one page for each skill from Exercise B and add a page for a journal.** Answers will vary.



F. **Write new words in the Vocabulary page. List one or two new words you learned from each unit in this book.** Answers will vary.

G. **In a group, write on the Listening page ways you can practice listening outside of class.** Answers will vary.

H. **REFLECT** **On the Grammar page, write the name of the grammar tenses you have learned in this book. Use pages 214–219 to help you with this.**

CAN

I **can** listen to the radio.
You **can** listen to …
He/She **can** listen to …
We **can** listen to …
They **can** listen to …

Answers will vary. Sample answers are given.
We can listen to friends.
We can listen to the TV.
We can listen in the language lab.
We can listen on the computer.
We can listen to people talking.

Presentation 2

15–20 mins.

Show students a notebook and dividers before they see this page. Tell them that notebooks and journals are good ways to organize their work.

E. Make a study guide. Make one page for each skill from Exercise B and add a page for a journal.

Encourage students to make their own notebooks or journals. If they can't buy dividers, suggest they make dividers out of file folders. Discuss notebook sections with students by referring to ideas on the previous page.

Encourage students to choose *vocabulary* and *listening* as important sections in their notebooks. Go through Unit 1 in the book with students. Ask them which words they think are most important. Tell students to do Exercise F for homework.

F. Write new words in the Vocabulary page. List one or two new words you learned from each unit in this book. Add the words to the Vocabulary page.

Go over the small grammar review box and remind students how to use *can*.

Practice 2

10–15 mins.

G. In a group, write on the Listening page ways you can practice listening outside of class.

H. REFLECT On the Grammar page, write the name of the grammar tenses you have learned in this book. Use pages 214–219 to help you with this.

Evaluation 2

3–5 mins.

Ask groups to report their ideas to the class.

INSTRUCTOR'S NOTES

Presentation 3

10–15 mins.

With books closed, ask students what *life skills* are. Tell students that they will read a paragraph that will describe what a life skill is.

I. What are life skills? Read the definition.

Ask students to first read the definition by themselves. Then, read the definition as a class and answer any questions about meaning. Encourage students to go through the book and look for other life skills. Ask volunteers to share their examples and discuss as a class.

Prepare students for focused listening.

Practice 3

30–40 mins.

J. Listen and write the life skills you hear in the conversation. Then, write them on your study guide page for Life Skills.

Play the recording several times.

LISTENING SCRIPT

CD 2
TR 44

Nadia: *English is very important to me. I need to learn it well so I can go to college.*
Phuong: *You need to study a lot.*
Nadia: *I know, but school will be out for two months. What can I do?*
Phuong: *Life is practice.*
Nadia: *What do you mean?*
Phuong: *When you read a bus schedule, that is a life skill and you practice English.*
Nadia: *I see. So, reading the newspaper is a life skill, too, right?*
Phuong: *That's right.*
Nadia: *How about calling the doctor for an appointment? Is that a life skill?*
Phuong: *Yes, it is. So is making a notebook.*
Nadia: *I guess you're right. I can practice English every day. Making this notebook will really help.*

Evaluation 3

5 mins.

Go over students' answers as a class. You may need to introduce gerunds if students are confused, but this isn't the goal of the activity, so any explanation should be short and simple.

Application

10–15 mins.

K. Read the journal notes.

Go over the journal notes with students. Show them how a simple journal can be maintained to help them keep track of their learning. Help students understand that journal entries don't need to be lengthy and that often just a few words will help speed their learning.

L. CREATE What did you do today to help you practice English? Write the information here and in your study guide.

Ask students to write their own journal entry.

M. Now that you have made a study guide, make a notebook. Put each page of the study guide in a section of your notebook.

Refer students to *Stand Out 1 Workbook*, Unit 8, Lesson 2 for more practice with *can*.

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

MULTILEVEL WORKSHEETS

Unit 8, Lesson 2, Worksheet 1: My Journal
Unit 8, Lesson 2, Worksheet 2: Identify Study Skills

INSTRUCTOR'S NOTES

WORKPLACE CONNECTIONS

Exercises L, M: Complete tasks as assigned.

I. What are life skills? Read the definition.

> Every lesson in this book teaches a life skill. Life skills are what we do often every day, like reading a bus schedule or making a doctor's appointment.

CD 2 TR 44

J. Listen and write the life skills you hear in the conversation. Then, write them on your study guide page for Life Skills.

reading a bus schedule

reading the newspaper

calling for a doctor's appointment

K. Read the journal notes.

New Words: checkout, counter, cough
Skill: I practiced in the supermarket. "Where is the medicine?"
Book: I reviewed pages 10–15 in the textbook from last semester.
Listening: TV—I watched Channel 20 for ten minutes at 7a.m.
Writing: I wrote in my journal.

L. CREATE What did you do today to help you practice English? Write the information here and in your study guide. Answers will vary.

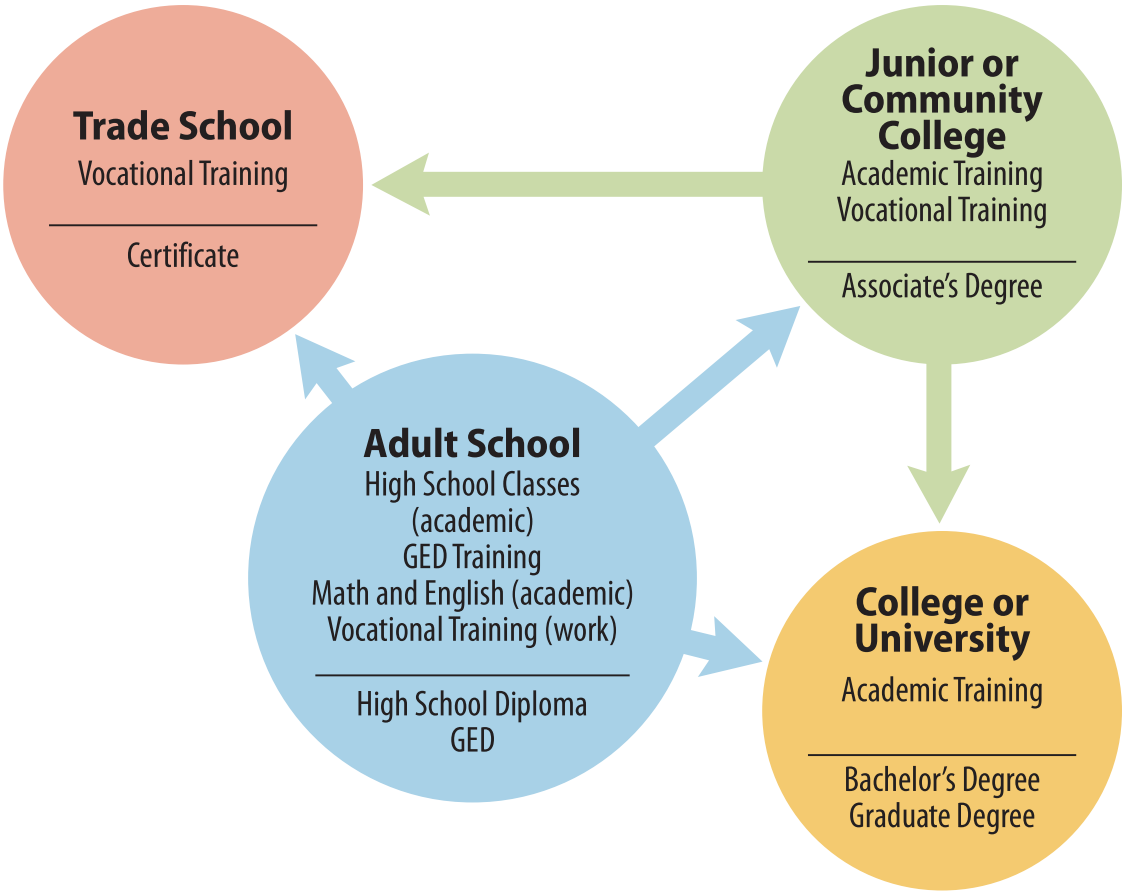
M. Now that you have made a study guide, make a notebook. Put each page of the study guide in a section of your notebook.

LESSON 3 Schools in the United States

GOAL Identify learning opportunities

WORKPLACE CONNECTION
Exercise B: Collect and organize information.

A. ANALYZE Read the diagram with your classmates and teacher.



B. INTERPRET Complete the chart about learning opportunities.

School	Degree or diploma
Adult School	High School Diploma or GED
Trade School	Certificate
Junior or Community College	Associate's Degree
College or University	Bachelor's or Graduate Degree

AT-A-GLANCE **PREP**

Goal: Identify learning opportunities
Grammar: Modal: *should*
Academic Strategy: Focused listening
Vocabulary: Educational choices, learning opportunities

Agenda

- Review new words from Units 1–7.
- Identify learning opportunities.
- Listen to advice from counselors.
- Think about your future plans.

Resources

Multilevel Worksheet: Unit 8, Lesson 3, Worksheet 1
Workbook: Unit 8, Lesson 3
Audio: CD 2, Tracks 45–50
Heinle Picture Dictionary: Life Events, pages 30–31
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, RI7, SL1, SL2, L1
CASAS: 2.5.5, 7.1.1
***SCANS:* Resources** Allocate materials and facility resources, allocate human resources
Information Acquire and evaluate information, organize and maintain information, interpret and communicate information
Basic Skills Reading, writing, listening, speaking
Personal Qualities Responsibility, self-management
***EFF:* Communication** Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

10–15 mins.

Ask students to share the words they came up with from each unit. (This was the homework assignment in the previous lesson from Exercise F.) Write the vocabulary on the board.

Introduction

5–7 mins.

Ask students if they have any future plans for their education. Have a short discussion about possible educational paths. State the goal: *Today, we will learn about educational opportunities.*

Presentation 1

30–40 mins.

A. ANALYZE Read the diagram with your classmates and teacher.

Discuss the different possible paths students can take. Briefly explain each one and the number of years a full-time student might go to school. Ask students if this system is similar to or different from the system they are familiar with in their native countries.

You might consider discussing your own educational path as an example.

BEST PRACTICE

Lecture and student-centered instruction

When there is a lot of information for students to learn, it is tempting to teach with little interaction with students. It is important to make a connection with students and work on making it a discussion even though students have minimal English language skills at this point.

Try asking questions such as: *Do you have a high school diploma from your country? Who wants to go to college? Who likes math? Do you have trade schools in your country? Does anyone have vocational training? What kind of vocational training do you have?*

B. INTERPRET Complete the chart about learning opportunities.

Evaluation 1

5 mins.

Check students' answers in their books as they are working.

Presentation 2

15–20 mins.

C. PREDICT Read the information about the students. What kind of education do you think they need?

Do this activity as a class. Write the word *counselor* on the board. Explain what a counselor does. Ask students to predict what a counselor would say to the people depicted in Exercise C. Prepare students for focused listening.

D. Listen to the conversations and check the correct information in Exercise C.

Do the first item of the listening as a class so that students understand how to complete the rest of the activity.

LISTENING SCRIPT

CD 2
TR 45–50

1. **Ahmed:** *I want to be a computer technician, but first I need to learn more English.*
   Counselor: *That's very important. Do you have a high school diploma?*
   Ahmed: *No, I don't.*
   Counselor: *Well, that is always a good place to start. Maybe you can get work without it, but it's very important.*
   Ahmed: *Yes, I know. That's one of my plans.*
   Counselor: *You can learn to be a computer technician in a trade school, or you can go to a two-year college.*
   Ahmed: *Which one is better?*
   Counselor: *They are both good, but a trade school will help you find a job later.*

2. **Akiko:** *I want to understand computers in the United States so I can get a good job in web design.*
   Counselor: *First, you have to speak English very well.*
   Akiko: *If I study at home and come to adult school, I think that will be enough.*
   Counselor: *You should plan to go to college and take technology courses, too. It's hard, but you need the experience.*

3. **Counselor:** *That's great that you want to be a teacher.*
   Minh: *Yes, but I do need to learn English.*
   Counselor: *That's right. You have your high school diploma, so you can start at a two-year college or go right to the university.*
   Minh: *Which is better for me?*
   Counselor: *They are both good. The college is cheaper and you can take English classes while you take other classes.*

4. **Counselor:** *Alan, you want to be a cook, right?*
   Alan: *That's right.*
   Counselor: *Do you want to be a chef in an expensive restaurant where you can make special food?*
   Alan: *I don't know. I like to cook. Is it hard to be a chef?*
   Counselor: *You need to go to school—maybe a trade school.*
   Alan: *That sounds like a lot of work, but I'll think about it.*

5. **Mario:** *I just need a little English and I can go to work. I am already a good mechanic.*
   Counselor: *Do you have a GED or high school diploma?*
   Mario: *No. Do I really need one?*
   Counselor: *A GED can really help. A good mechanic needs to read instructions and manuals. Please think about it.*
   Mario: *Thanks, I'm going to think about it.*

6. **Counselor:** *Nursing is a good job. You can take special classes at a university.*
   Marie: *I already have plans to go to community college here in town. Do I need to be a citizen?*
   Counselor: *No, but you do need to be a state resident or it will cost you a lot of money.*
   Marie: *Good. I am a state resident.*

Practice 2

7–10 mins.

E. Practice the conversation with a partner. Ask about the students in Exercise C.

Go over the grammar box as a class before students practice the exchange in pairs.

Evaluation 2

5 mins.

Observe students as they practice the exchange. Make sure they use *should* correctly.

C. PREDICT Read the information about the students. What kind of education do you think they need?

1. 

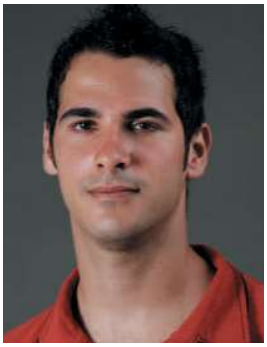
Ahmed wants to be a computer technician.

- ☑ High School Diploma
- ☑ Community College
- ☐ University
- ☑ Trade School

3. 

Minh wants to be a teacher.

- ☐ High School Diploma
- ☑ Community College
- ☑ University
- ☐ Trade School

5. 

Mario wants to be a mechanic.

- ☑ High School Diploma
- ☐ Community College
- ☐ University
- ☐ Trade School

2. 

Akiko wants to be a Web designer.

- ☐ High School Diploma
- ☑ Community College
- ☐ University
- ☐ Trade School

4. 

Alan wants to be a cook.

- ☐ High School Diploma
- ☐ Community College
- ☐ University
- ☑ Trade School

6. 

Marie wants to be a nurse's assistant.

- ☐ High School Diploma
- ☑ Community College
- ☑ University
- ☐ Trade School

CD 2
TR 45–50

D. Listen to the conversations and check the correct information in Exercise C.

E. Practice the conversation with a partner. Ask about the students in Exercise C.

Student A: Where should Ahmed go to school after the adult school?
Student B: He should go to a trade school.

SHOULD

I **should** go to college.
You **should** go …
He/She **should** go …
We **should** go …
They **should** go …

WORKPLACE CONNECTIONS

Exercises F, G: Interact appropriately with team members.

F. **Look at the pictures. What are the people doing? Then, in a group, make a list of three or four places you can go to for advice about learning opportunities.**

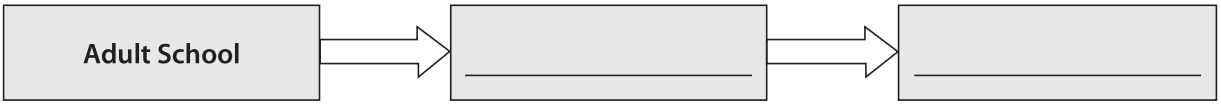
Answers will vary.







G. **APPLY** **What do you want to do after adult school? Fill in the boxes and talk to a partner.** Answers will vary.



H. **What books or Internet sites can help you with your educational choices? Tell the class.**

Presentation 3

7–10 mins.

Look at the photos with the class. Ask questions about what the people might be doing, where they might be, and other questions that seem relevant.

Practice 3

10–15 mins.

F. Look at the pictures. What are the people doing? Then, in a group, make a list of three or four places you can go to for advice about learning opportunities.

Evaluation 3

5 mins.

Ask groups to report to the class.

Application

10–15 mins.

G. APPLY What do you want to do after adult school? Fill in the boxes and talk to a partner.

H. What books or Internet sites can help you with your educational choices? Tell the class.

Refer students to *Stand Out 1 Workbook,* Unit 8, Lesson 3 for more practice with *should*.

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

MULTILEVEL WORKSHEET

Unit 8, Lesson 3, Worksheet 1: Choices for the Future

BEST PRACTICE

Asking students to conduct research

Often exercises call for students to conduct research on their own. This may be via the Internet or finding information in books or other print resources. This is nothing new to most students. However, they may be at a lost about where to begin, particularly when the language is not their native tongue.

Teachers should always help students start their research on the Internet by providing them with a list of useful websites. It is beneficial if the list contains the website names, brief one-line descriptions of content, and the URL (web addresses). Teachers may print these lists and distribute them to the class or simply e-mail them to students. If choosing the latter, they may consider authoring the list with active *hyperlinks*. This means that students will only have to point and click on the link to reach the target Internet source.

The same advice applies to having students use books and other print resources. Teachers should provide students with directions as to where to look. They should always be clear about what to look for (i.e., a bibliography) Students may not be familiar with the local library or even how it works. If students take along a suggested bibliography, it will be easier for them to start looking on their own or ask for assistance from library personnel.

Exhaustive or long bibliographies are not necessary, but teachers should give students enough to get them off to a good start. Research activities should be enjoyable and a beneficial addition to the lesson. If planned and well-conducted, students will learn more and start to look forward to conducting research. Teachers will also gain valuable insight into students' grasp of lesson goals.

INSTRUCTOR'S NOTES

AT-A-GLANCE **PREP**

Goal: Identify vocational preferences
Grammar: Verb + infinitive, verb + noun
Academic Strategies: Focused listening, self-evaluation
Vocabulary: Goals

Agenda

- Identify work preferences.
- Predict jobs.
- Discuss your preferences.
- Take a personal inventory survey.

Resources

Multilevel Worksheet: Unit 8, Lesson 4, Worksheet 1
Workbook: Unit 8, Lesson 4
Audio: CD 2, Tracks 51–53
Heinle Picture Dictionary: Jobs, pages 146–149
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, SL1, SL2, L1
CASAS: 7.1.1, 7.5.1
***SCANS:* Basic Skills** Reading, writing, listening, speaking
Thinking Skills Make decisions, solve problems
Personal Qualities Responsibility, sociability, self-management
EFF: Communication Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Decision Making Solve problems and make decisions, plan
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

10–15 mins.

Write the word *counselor* on the board. Ask students if they have spoken to either a school counselor or a job counselor before. Ask students if they have any job goals for the future. Talk to students with goals and ask them what kind of education they would need for the jobs.

Introduction

5–7 mins.

State the goal: *Today, we will identify work preferences.*

Presentation 1

15–20 mins.

A. PREDICT Read the information about the students. Circle the job that you think is the best for each one.

Look at the pictures and the information. Ask students to predict what would be the best job for each of the people depicted in Exercise A.

B. Listen to the conversations. Check your predictions in Exercise A.

Play the recording several times so students have an opportunity to hear the information. Check to see if the class predictions were good predictions.

LISTENING SCRIPT

CD 2
TR 51–53

1. **Roberto**

My name is Roberto. I am a student at Pine Adult School. I like to study and go to school. I think I would like to be a student for my whole life, but I know I will have to get a job someday. I love history so maybe I should look into being a teacher. I think that would be a great profession for me.

2. **Eva**

I love people. Every chance I get, I talk to people. They are so interesting. I like to help people. For that reason, I am going to choose a career that will enable me to be around people who I can help. I think being a nurse would be very rewarding. My mother is a nurse, too. It might be fun.

3. **Duong**

My name is Duong. I have a lot of experience working with my hands. I like to fix things, too. I love to make things work. That's why I think being a mechanic might be a good job for me. I like cars, too, so I think that this is a good choice.

Practice 1

10–15 mins.

C. Talk to a partner. List three things your partner likes to do.

Encourage students to use the information from Exercise A to come up with ideas of their own.

Evaluation 1

3–5 mins.

Ask students to report to the class about their partners.

LESSON 4 Choosing the right job

GOAL Identify vocational preferences

WORKPLACE CONNECTION
Exercise C: Interpret and communicate information.

A. PREDICT Read the information about the students. Circle the job that you think is the best for each one.

Position	Job
1. Roberto likes to study. He likes school. He likes history. 	(teacher) mechanic doctor
2. Eva likes to help people. She likes to talk to people. She likes to study. 	gardener (nurse) receptionist
3. Duong likes to work with his hands. He likes to fix things. He likes cars. 	(mechanic) manager salesperson

CD 2
TR 51-53

B. Listen to the conversations. Check your predictions in Exercise A.

C. Talk to a partner. List three things your partner likes to do. Answers will vary.

_____ _____ _____

WORKPLACE CONNECTION

Exercise F: Interpret and communicate information.

D. Study the charts with your classmates and teacher.

Verb + Infinitive			
Subject	**Verb**	**Infinitive**	**Example sentence**
I, You, We, They	like want need	to read to travel to work to talk to handle to study	I like **to read**. You want **to travel**. We need **to work** alone. They like **to talk** on the phone.
He, She, It	likes wants needs		He likes **to handle** money. She wants **to study**.

Verb + Noun			
Subject	**Verb**	**Noun**	**Example sentence**
I, You, We, They	like want need	cars computer books school food	I like **cars**. You want a **computer**. We need **books**. They like **school**.
He, She, It	likes wants needs		He likes **computers**. She wants **food**.

E. Complete each sentence with the correct form of the verb in parentheses.

1. They like to work (work) outside.
2. He wants to study (study) at school every day.
3. She needs to make (make) money right now.
4. They want to handle (handle) money.
5. I want to learn (learn) English.
6. We like to read (read) books.
7. I like to talk (talk) on the telephone.
8. You want to work (work) at the university.

F. Talk to a different partner than in Exercise C. List three things your partner likes to do. Report to a group.

Answers will vary.

_____ _____ _____

Presentation 2

15–20 mins.

D. Study the charts with your classmates and teacher.

Go over the charts carefully. Help students to see that the purpose of this activity is to help them write their goals and what they like to do more clearly.

Practice 2

7–10 mins.

E. Complete each sentence with the correct form of the verb in parentheses.

After students complete this activity, ask them if any of the sentences are true for them.

Evaluation 2

7–10 mins.

F. Talk to a different partner than in Exercise C. List three things your partner likes to do. Report to a group.

BEST PRACTICE

The importance of example sentences in grammar charts

Studying grammar is an integral part of language learning. There is no escape; it has to be learned. Although most students understand this, they are rarely motivated to complete grammar exercises and rarely interested in reviewing grammar charts.

Teachers should point out that a grammar chart in itself is a straightforward and valuable tool, much like a dictionary. They should also mention that it is useful for grasping often complex grammar rules and that the example sentences in the chart are of equal importance.

Because most students prefer to learn grammar in a social context, teachers can take advantage of this inclination by calling attention to these example sentences. Teachers should let students know that the examples usually mimic lifelike social interactions. Teachers can further exemplify this by asking students to create a short and natural conversation in pairs using the featured grammar item. Students will see that some statements and responses in their conversations will match in form with the example sentences already provided.

INSTRUCTOR'S NOTES

Presentation 3

10–15 mins.

Review how to form questions with students. Write on the board: *Do you like to work outside*? Go around the room and ask students about each of the items in Exercise E. Ask students to make questions of each of the sentences in Exercise E using *Do you . . .* ?

Practice 3

7–10 mins.

Ask students to walk around the room and interview three of their classmates. They should ask questions using the eight sentences that they completed in Exercise E.

Evaluation 3

5–7 mins.

Ask volunteers to write their questions on the board.

Application

10–15 mins.

G. PLAN A counselor is going to ask you questions to help you with your future plans. Answer the questions about yourself. Check (✓) *Yes* or *No*.

H. Discuss your answers in a group.

Refer students to *Stand Out 1 Workbook,* Unit 8, Lesson 4 for more practice with *like*, *want*, and *need*.

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

MULTILEVEL WORKSHEET

Unit 8, Lesson 4, Worksheet 1: Questions

BEST PRACTICE

Practice asking questions

Students have plenty of opportunities to answer questions, but seldom have as many chances to ask them. When presenting lessons that teach the correct forms for asking questions, it is important that teachers give students as much practice as possible. This can go beyond exercises in the book. Teachers should consider having students play games or participate in other fun activities after the model forms have been presented. Game or activity ideas like the following may be employed:

Guess the question

Divide the class into an equal number of groups. Ask students to make a list of a select number of answers to commonly asked questions they might hear (e.g., in school, at home, etc.*). Next, have each group face an opposing group. Then, ask each group member to take a turn giving an answer and waiting for the opposing group member to come up with the correct question. Tell students that they only have one turn per answer. Have students play the game until all the answers have been used. The team with the highest number of correct questions wins the game.*

INSTRUCTOR'S NOTES

G. PLAN **A counselor is going to ask you questions to help you with your future plans. Answer the questions about yourself. Check (✓) *Yes* or *No*.** Answers will vary.

Personal Inventory

	Yes	No
1. Do you have a high school diploma?	☐	☐
2. Do you have good study skills?	☐	☐
3. Do you have experience?	☐	☐
4. Do you like technology (computers, machines)?	☐	☐
5. Do you like to do the same thing every day?	☐	☐
6. Do you like to handle money?	☐	☐
7. Do you like to read?	☐	☐
8. Do you like to study and to learn new things?	☐	☐
9. Do you like to listen to people?	☐	☐
10. Do you like to talk on the phone?	☐	☐
11. Do you like to travel?	☐	☐
12. Do you like to work with other people?	☐	☐
13. Do you like to work alone?	☐	☐
14. Do you like to work at night?	☐	☐
15. Do you like to work in the daytime?	☐	☐
16. Do you like to work with your hands?	☐	☐
17. Do you like your job?	☐	☐
18. Do you work now?	☐	☐
19. Do you have goals for the future?	☐	☐

H. Discuss your answers in a group.

LESSON 5 Making goals

GOAL Develop goals

WORKPLACE CONNECTIONS
Exercises A, B: Collect and organize information.

A. Read Nubar's journal entry. Answer the questions about his study goals.

September 5
I have many study goals for the next month. I am going to read the newspaper, listen to the radio, and talk to people in English every day. I am also going to study four pages from my textbook every night for 30 minutes in my bedroom.

1. When is Nubar going to study? Nubar is going to study at night.
2. Where is Nubar going to study? Nubar is going to study in his bedroom.
3. What is he going to study? Nubar is going to study his English textbook.
4. How long is he going to study? Nubar is going to study for 30 minutes.

CD 2 TR 54

B. Look at the clocks. Then, listen to Nubar talk about his plans. Write what he is going to do next to the clocks. Use the phrases from the box.

listen to the radio	read the newspaper	write in a journal
review vocabulary	study the textbook	

From  to  read the newspaper

From  to  study the textbook

From  to  listen to the radio, review vocabulary

From  to  write in a journal

AT-A-GLANCE **PREP**

Goal: Develop goals
Grammar: Future with *going to* and *will*
Academic Strategies: Focused listening, note taking
Vocabulary: Study plans, goals

Agenda

- Review what makes a good worker.
- Read and listen to Nubar's goals.
- Use the future with *going to* and *will*.
- Make personal goals.

Resources

Multilevel Worksheets: Unit 8, Lesson 5, Worksheets 1–2
Workbook: Unit 8, Lesson 5
Audio: CD 2, Track 54
Heinle Picture Dictionary: Life Events, pages 30–31
Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI1, W2, SL1, L1
CASAS: 7.1.1, 7.1.2
***SCANS:* Resources** Allocate time, allocate materials and facility resources, allocate human resources
Interpersonal Participate as a member of a team
Basic Skills Reading, writing, listening, speaking
Thinking Skills Make decisions, solve problems
Personal Qualities Responsibility, self-management
***EFF:* Communication** Read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically
Decision Making Solve problems and make decisions, plan
Interpersonal Cooperate with others
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

10–15 mins.

Ask students what makes a good worker. Make a list of the qualities they brainstorm on the board.

Introduction

10–15 mins.

Write *goal* on the board. Ask students for work, education, and family goals. State the goal: *Today, we will develop goals*.

Presentation 1

7–10 mins.

Ask students if they have any goals. Write on the board *long-term goals* and *short-term goals*. Explain that a short-term goal is one that helps you reach long-term goals. Ask students if they have made any study goals for the next month.

A. Read Nubar's journal entry. Answer the questions about his study goals.

Give students a time limit to read the entry. Then, ask them to answer the questions on their own.

Practice 1

10–15 mins.

B. Look at the clocks. Then, listen to Nubar talk about his plans. Write what he is going to do next to the clocks. Use the phrases from the box.

Evaluation 1

3–5 mins.

Go over the answers and play the recording for a final check.

LISTENING SCRIPT

CD 2 TR 54

I think that if I plan, I will be able to learn English well even when there is no school. I am going to read the newspaper, listen to the radio, and talk to people in English every day. Well, let's see. If I am going to do all this, I need to schedule these things. I will get home at 6:00 and then from 6:30 to 6:45 I will read the newspaper. I need to find time to study the textbook. I know—I will do that from 7:00 to 7:30. I will listen to the radio from 8:00 to 8:45. This should be good practice. During this time, I will review vocabulary, too. Then, from 9:00 to 9:15, I will write in my journal. I am going to do this for a full month. Then, I will make new goals.

BEST PRACTICE

Taking notes

This is an opportunity to teach students how to take notes. Some will want to write the entire phrase next to the clock and by so doing will miss all the other clues. Tell students that you will not stop the recording after every clue. Tell them that they will hear the recording only three times.

Show students how to write a word or two as a reminder to go back and add details later. They might write the first letter of the phrase or, even faster, number the clocks and write the number next to the phrase when they hear it.

Presentation 2

15–20 mins.

C. Study the chart with your classmates and teacher.

Practice the new sentence structure with students. Go back to the previous page so students can see how it is used in context. Prepare some example sentences and ask students to complete sentences on the board in the context of this lesson. The sentences might be the following:

I _____ (study) 30 minutes every day.

We _____ (listen) to the radio from 7:00 to 7:30.

They _____ (write) sentences every day.

She _____ (speak) at work in English.

You _____ (learn) three new words a day.

Practice 2

10–15 mins.

D. Write sentences about Nubar's plans. Use the information from Exercise B.

Evaluation 2

10 mins.

E. PLAN What are your study plans? Write sentences and share them with a group.

Go over what students have written.

BEST PRACTICE

Sharing work

Students may be initially reluctant to share their written work with classmates. They may be sensitive about possible errors and not want to feel inferior to others. Teachers should point out that mistakes are part of the learning process and that classmates can give valuable feedback from a student's perspective. Teachers should explain that checking someone else's work is also a good way to test their own understanding of the lesson. Encourage students to be respectful when giving feedback and/or criticism. Have students share work as much as possible. They will eventually become more comfortable with the practice.

INSTRUCTOR'S NOTES

WORKPLACE CONNECTION
Exercise E: Interact appropriately with team members.

C. Study the chart with your classmates and teacher.

Future with *Going to*			
Subject	***Going to***	**Base verb**	**Example sentence**
I	am going to (I'm going to)	learn listen practice	I **am going to** learn English.
You, We, They	are going to (you're/we're/they're going to)		We **are going to** practice English.
He, She, It	is going to (he's/she's going to)	read speak study write	She **is going to** speak English.
Use *going to* for future plans that can change.			

D. Write sentences about Nubar's plans. Use the information from Exercise B.

Answers will vary.

1. He is going to read the newspaper from 6:30 to 6:45.
2. _____
3. _____
4. _____

E. PLAN What are your study plans? Write sentences and share them with a group.

Answers will vary.

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

WORKPLACE CONNECTIONS

Exercises H, I: Collect and organize information.

F. Study another way to talk about future plans.

Future with *Will*			
Subject	***Will***	**Base**	**Example sentence**
I, You, He, She, It We, They	will	study work get married	I **will** study every day. She **will** work hard. They **will** get married.
Use *will* for future plans you are very sure about.			

G. Read about Nubar's long-term goals.

June 12

I have many goals for the future. Some of my goals will take a long time. I will study every day and get a high school diploma. After that, I will start college. I want to start in about three years. I also want to get married and have children sometime in the future. I will be a computer technician one day.

H. CLASSIFY Nubar wants to do many things. Write his goals in the chart.

Family goals	Educational goals	Work goals
He wants to get married.	He wants to get a high school diploma.	He wants to be a computer technician.
He wants to have children.	He wants to start college.	

I. APPLY What are your family, educational, and work goals? Write them in the chart.

Answers will vary.

Family goals	Educational goals	Work goals

Presentation 3

10–15 mins.

F. Study another way to talk about future plans.

Go over this structure as well. Play the listening from Exercise B and ask students to listen for this structure.

Write *Family Goals, Educational Goals,* and *Work Goals* on the board.

Practice 3

10–15 mins.

G. Read about Nubar's long-term goals.

H. CLASSIFY Nubar wants to do many things. Write his goals in the chart.

Allow students to do this activity in pairs or in groups.

Evaluation 3

5–7 mins.

Have groups or pairs report to the class.

Application

20–30 mins.

I. APPLY What are your family, educational, and work goals? Write them in the chart.

Refer students to *Stand Out 1 Workbook*, Unit 8, Lesson 5 for more practice with the future with *going to*.

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

MULTILEVEL WORKSHEETS

Unit 8, Lesson 5, Worksheet 1: *Going to*
Unit 8, Lesson 5, Worksheet 2: Future Plans

INSTRUCTOR'S NOTES

LIFESKILLS

I have lots of different interests

Before You Watch

- Draw a chart on the board and label it *My Interests*.
- Read the title out loud. Write a list with some of your own interests. Then, go over the list with the class.
- Ask students if they have lots of different interests.
- Ask students to work in small groups and complete a chart listing their interests.
- Have groups compare their lists with other groups.

A. Look at the picture. Complete each sentence.

- Ask students to look at the picture. Then, have them complete the sentences.
- Ask students to compare their answers to a partner's.
- Have volunteers read the sentences and their answers to the class.

While You Watch

B. Watch the video. Complete the dialog. Use the words in the box.

- Review the words in the box.
- Tell students they will watch the video and then complete the dialog with the words from the box.
- Read the example sentence out loud. Then, play the video once for understanding.
- Play the video again. Ask students to complete the dialog.
- Have students review their answers in pairs.
- Play the video once more. Then, ask students to act out the dialog with their partners.
- Have volunteers act out the dialog in front of the class.

Check Your Understanding

C. Read the statements. Write T for *True* or F for *False*.

- Ask students to read each statement and write T for *True* or F for *False*.
- Have volunteers read the statements and share their answers.

INSTRUCTOR'S NOTES

LIFESKILLS

I have lots of different interests

Before You Watch



A. Look at the picture. Complete each sentence.

Answers will vary. Sample answers are given.

1. Hector is one of Mrs. Smith's students.
2. Hector needs some help.
3. Mrs. Smith is going to help him identify his goals.

While You Watch

B. Watch the video. Complete the dialog. Use the words in the box.

gave	like	take	taking	took	~~wanted~~

Hector: That's hard. I'm interested in lots of things. First, I (1) wanted to be an actor. Then, I wanted to be a teacher. Now, I'm not sure. I'm taking lots of different classes.

Mrs. Smith: Tell me, which classes did you (2) take last semester?

Hector: I (3) took a class in public speaking. That was fun.

Mrs. Smith: Oh, really? You (4) like to speak in public?

Hector: Let's just say I'm not shy. I (5) gave a speech at least twice a week. And I took a class in world events, too.

Mrs. Smith: World events—very interesting. And what classes are you (6) taking now?

Check Your Understanding

C. Read the statements. Write T for *True* or F for *False*.

1. Hector needs to choose his classes for the new semester. T
2. He's not sure what classes he's going to take. T
3. Last semester he took a class in journalism. F
4. Hector likes to watch and listen to news programs. T

Review

Learner Log

I can evaluate my study habits. ☐ Yes ☐ No ☐ Maybe

I can identify study skills. ☐ Yes ☐ No ☐ Maybe

A. **What are six things you did in this course to help you study English? Use the verbs from the box. Write sentences in the simple past tense.** Answers will vary.

participate	help	speak	ask	read	listen	~~come~~

1. I came to class on time.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. **Check (✓) the study skills.**

☐ learn English	☐ get a high school diploma	☑ read
☐ go to college	☑ listen carefully	☑ write vocabulary words
☐ go to the supermarket	☑ ask questions	☐ eat a good breakfast

C. **Write the things you can do well in class.** Answers will vary.

1. I can _____.
2. _____
3. _____

D. **Ask a partner: *What can you do well in class?*** Answers will vary.

1. He can listen well. OR She can ask questions well.
2. _____
3. _____
4. _____

AT-A-GLANCE **PREP**

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Focused listening, reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- Discuss unit goals.
- Complete the review.
- Evaluate and reflect on progress.

Stand Out 1 Assessment CD-ROM with ExamView®

Pacing

1.5 hour classes 2.5 hour classes
3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI7, W2, SL2, L1, RF3
CASAS: 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1
***SCANS:* Information** Acquire and evaluate information, organize and maintain information
Basic Skills Reading, writing, speaking
Personal Qualities Responsibility, self-management
***EFF:* Communication** Speak so others can understand
Lifelong Learning Take responsibility for learning, reflect and evaluate

Warm-up and Review

7–10 mins.

With their books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then, have a competition where students in groups write page numbers where they can find each item on the list. The first group to have the correct page number for each item wins. Explain that this review will also include going through the entire book for information.

Introduction

5 mins.

Write all the goals on the board from Unit 8. Show students the first page of every lesson so they understand that today will be review. Complete the agenda.

Presentation

10–15 mins.

This Presentation and Practice will cover the first three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice

15–20 mins.

A. What are six things you did in this course to help you study English? Use the verbs from the box. Write sentences in the simple past tense. (Lesson 1)

B. Check (✓) the study skills. (Lesson 2)

C. Write the things you can do well in class. (Lessons 1 and 2)

D. Ask a partner: *What can you do well in class?* (Lessons 1 and 2)

BEST PRACTICE

Recycling/Review

The review and the project that follows are part of the recycling/review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students learn but are not necessarily ready to acquire language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

E. Complete the paragraph with the words from the box. (Lesson 3)

F. Complete the sentences with the correct form of the verb in parentheses. (Lesson 4)

INSTRUCTOR'S NOTES

Learner Log

I can identify learning opportunities. ☐ Yes ☐ No ☐ Maybe

I can identify work preferences. ☐ Yes ☐ No ☐ Maybe

E. Complete the paragraph with the words from the box.



degree college trade diploma GED adult certificate

In the United States, adults can go to school in many different places. They can go to an _adult_ school to learn English or to get a high school _diploma_ or _GED_. After adult school, students can study at a _college_ or a _trade_ school. Students who go to a trade school get a _certificate_ when they complete the courses. Some students get a _degree_ from a university after adult school.

F. Complete the sentences with the correct form of the verb in parentheses.

1. Javier likes _to study_ (study) in the afternoon.
2. The students _want_ (want) to learn English.
3. I _like_ (like) books.
4. She _likes_ (like) to read books.
5. We want _to go_ (go) to college.
6. You need _to speak_ (speak) to a teacher.
7. Eva _wants_ (want) to see the homework.
8. He likes _to work_ (work) at night.

Learner Log

I can develop goals.

☐ Yes ☐ No ☐ Maybe

G. Write sentences about Nam's future goals. Use *be going to*.



Nam

Now: Alton Adult School
Educational Goals: learn English, go to junior college
Work Goal: become a chef
Family Goal: buy a house

1. Nam is going to learn English.
2. Nam is going to go to junior college.
3. He is going to become a chef.
4. He is going to buy a house.

H. Write sentences about Gabriela's future goals. Use *will*.



Gabriela

Now: Alton Adult School
Educational Goals: get a high school diploma, go to a trade school
Work Goal: become a nurse
Family Goal: get married

1. Gabriela will get a high school diploma.
2. She will go to a trade school.
3. She will become a nurse.
4. She will get married.

Practice *(continued)*

G. Write sentences about Nam's future goals. Use *be going to*. (Lesson 5)

H. Write sentences about Gabriela's future goals. Use *will*. (Lesson 5)

Evaluation

10–15 mins.

Go around the room and check on students' progress. Help individuals when needed. If you see consistent errors among several students, interrupt the class and give a mini lesson or review to help students feel comfortable with the concept.

Presentation

5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log including circling the answers, finding page numbers where the concept is taught, and ranking favorite activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways.

1. They serve as part of the review process. They help students to gain confidence and to document what they have learned.
2. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice

10–15 mins.

Ask students to complete the Learner Log.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–7 mins.

Ask students to record their favorite lesson or page in the unit.

Assessment

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a post-test for Unit 8.

Refer students to *Stand Out 1 Workbook*, Unit 8, Lesson 1 for more practice with future *will* and *Stand Out 1 Workbook*, Unit 8, Lesson 2 for more practice with future *will* and contractions.

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

MULTILEVEL WORKSHEETS

Unit 8, Computer Worksheets

Unit 8, Internet Worksheets

INSTRUCTOR'S NOTES

WORKPLACE CONNECTION

Make decisions and solve problems; Collect and organize information; Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

STANDARDS CORRELATIONS

CCRS: RI7, W2, SL1, SL2

CASAS: 4.8.1, 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1

***SCANS:* Resources** Allocate time, allocate materials and facility resources, allocate human resources

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

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

Systems Understand systems, monitor and correct performance

Basic Skills Reading, writing, listening, speaking

Thinking Skills Think creatively, make decisions, solve problems, 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, observe critically

Decision Making Solve problems and make decisions, plan

Interpersonal Cooperate with others, advocate and influence, resolve conflict and negotiate, guide others

Lifelong Learning Take responsibility for learning, reflect and evaluate

Introduction

5 mins.

TEAM PROJECT

Meet your goals

In this project, students will plan a personal study schedule and write two paragraphs pertaining to their study goals.

In a positive atmosphere, students can rely on each other for assistance and peer-review. Students may use templates and checklist in Multilevel Worksheets CD-ROM (Unit 8, Worksheets 1–4) as guides.

Stage 1

10 mins.

Complete a calender for this month and next month. Write what days and what times you are going to do the following activities.

Ask students to develop their calendars individually.

Stage 2

10 mins.

COLLABORATE **Discuss your plans with your team.**

Have students compare their calendars.

Stage 3

40–50 mins.

Write a paragraph about your goals on another piece of paper. Start your paragraph like this.

Ask students to write a paragraph about their goals.

Stage 4

40–50 mins.

Write another paragraph about your plans for developing good study habits. Are you going to come to school every day? Are you going to arrive on time? What are other things you are going to do?

Ask students to write another paragraph detailing their specific study habit goals.

Stages 5 and 6

20–30 mins.

Ask members of your team to edit your paragraphs. Then, rewrite them. Then, read your paragraphs to your team.

Ask students to peer-edit each other's work within their teams.

Stage 7

15–20 mins.

As a team, design a goal chart that you can each put in your home to remind you of your goals.

Have students organize their goals into a chart.

Stage 8

15–20 mins.

Present your calendar, paragraphs, and goal chart to the class.

Encourage students to bring the goal chart home and put their calendars in a place they'll check regularly.

MULTILEVEL WORKSHEETS

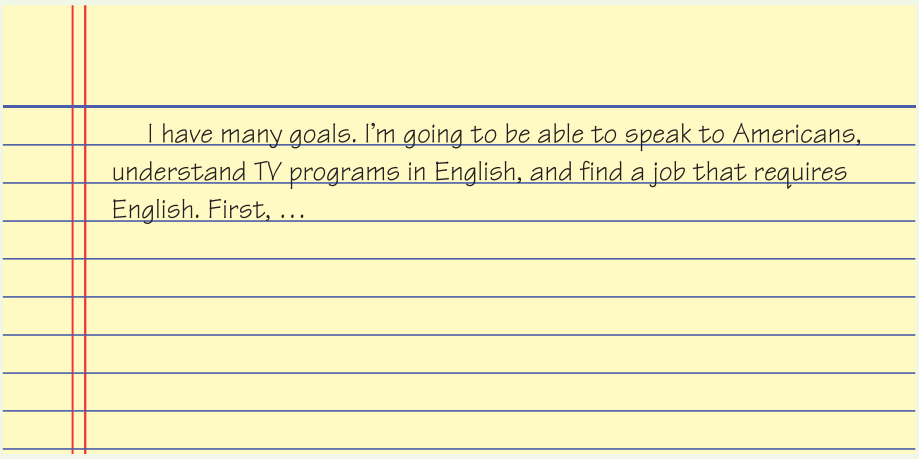
Unit 8, Project, Worksheet 1: Calendar
Unit 8, Project, Worksheet 2: Goals
Unit 8, Project, Worksheet 3: Study Plans
Unit 8, Project, Worksheet 4: Editing Checklist
Unit 8, Extension, Worksheet 1: Personal Inventory

TEAM PROJECT

Meet your goals

In this project, you will plan your study time on a calendar. You will also write out your goals and plans in two paragraphs. You will work with a team, and your team will help you polish your paragraphs and calendar. Then, you will present your paragraphs and calendar to the class.

1. Complete a calender for this month and next month. Write what days and what times you are going to do the following activities:
   - study your textbook
   - listen to the radio
   - read the newspaper
   - watch TV
   - review flash cards
   - write in your journal
2. **COLLABORATE** Discuss your plans with your team.
3. Write a paragraph about your goals on another piece of paper. Start your paragraph like this:



4. Write another paragraph about your plans for developing good study habits. Are you going to come to school every day? Are you going to arrive on time? What are other things you are going to do?
5. Ask members of your team to edit your paragraphs. Then, rewrite them.
6. Read your paragraphs to your team.
7. As a team, design a goal chart that you can each put in your home to remind you of your goals.
8. Present your calendar, paragraphs, and goal chart to the class.

READING CHALLENGE

About the Explorer

Jack Andraka is a researcher, scientist, and inventor from Maryland. Born in Ohio in 1997, Jack is a rising talent in the science world. When he was only 15 years old, Jack developed an inexpensive early detection method for pancreatic, lung, and ovarian cancer. He developed the test after a close family friend died from pancreatic cancer, and it won him the grand prize at a 2012 science and engineering fair, among other awards.

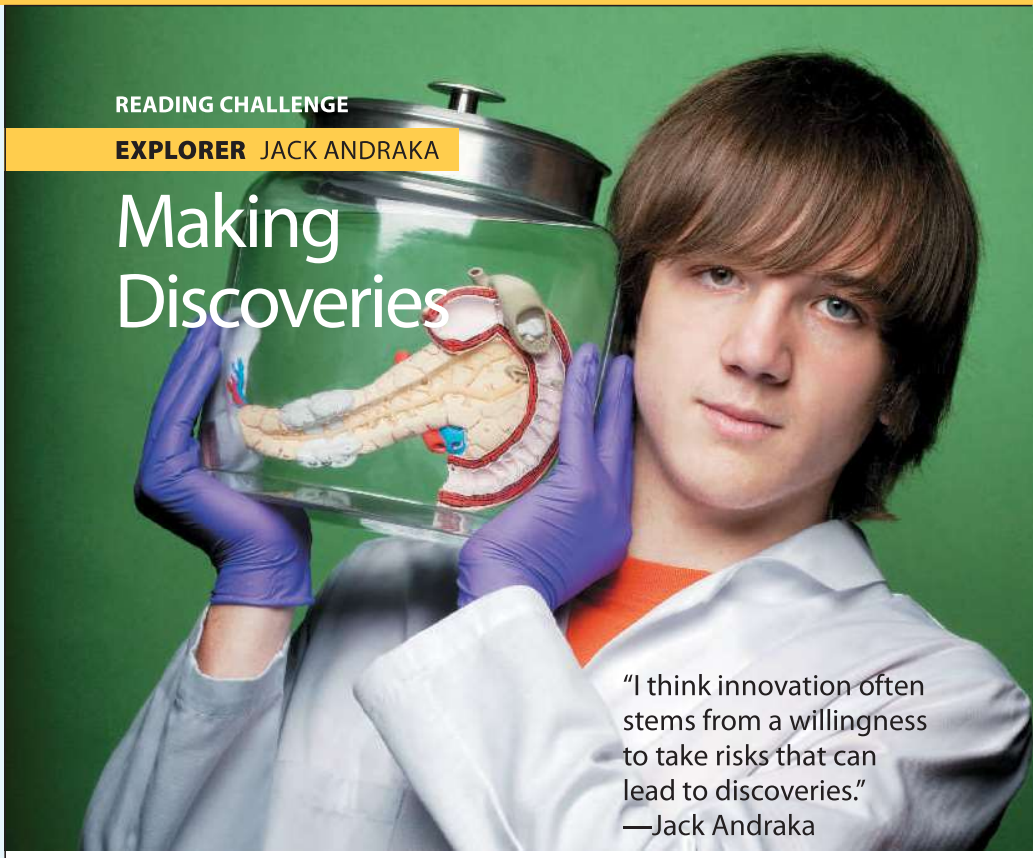
About the Photo

The photo shows Jack holding a model pancreas. The pancreas is an essential part of the digestive system and helps control blood sugar levels in the body. Cancer of the pancreas is fatal in the majority of cases. Jack's test not only detects the onset of pancreatic cancer early, but it is also extremely cheap—three cents! It is also 90 percent accurate. Jack hopes that one day his test will be available for everyone to use.

- Introduce the explorer and tell students that the young man in the photo is Jack Andraka. Ask them how old they think Jack is.

A. PREDICT Look at the picture and answer the questions.

- Read the title out loud and ask students what they think Jack discovered. Ask them what his job is. Have them look carefully at the photo and discuss.
- Ask a volunteer to read the quote to the class. Then, ask the class what they think Jack means. Discuss.



A. PREDICT Look at the picture and answer the questions.

1. How old is Jack in the picture?
   a. 17 b. 30 c. 50
2. What is his job?
   a. a mechanic b. a cook c. a researcher

B. Match the word with the definition.

1. researcher	a. a serious illness
2. discover	b. a person who looks for answers to questions or problems
3. cancer	c. life with friends and family
4. social life	d. to find something

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CCRS FOR READING

RI1, RI2, RI10, L4

C. **Read about Jack Andraka and his discovery.**

In 2015, Jack Andraka was 17 years old and a high school student. At the same time, he worked in a lab on important experiments, traveled, and shared his story with people all over the world. He is famous because, at 15 years old, he discovered a way to identify some forms of cancer. He is a researcher now. He continues to work and receive awards. In the future, he will study and learn more. He is learning to balance school, to work on his experiments, and to have a social life with speaking about his discovery with other researchers.

D. **CLASSIFY** **Complete the timeline about Jack's life.**

Past		Present	Future
2013	2015		
Discovered a way to identify some forms of cancer.	went to high school worked in a lab traveled shared his story	works receives awards	will study learn more learn to balance school, work, social life, and speaking

E. **CREATE** **Complete a timeline for you.** Answers will vary.

Past	Present	Future

READING STRATEGIES

Sequencing

Being able to sequence demonstrates that students fully comprehend a reading. Sequencing is identifying the beginning, middle, and end of a story and/or putting key events or details in the correct order. If students can understand information in the order that it is presented, they can better recall and retell a complete story without just focusing on the parts that interest them.

B. Match the word with the definition.

Ask students to match each word with the correct definition.

C. Read about Jack Andraka and his discovery.

Have students read about Jack Andraka and his discovery.

D. CLASSIFY Complete the timeline about Jack's life.

- Ask students to look at the chart. Tell them it is a timeline about Jack's life.
- Direct students' attention to the columns for the past and the present. Point out that 2013 and 2015 are in the past.
- Ask students to complete the timeline. Tell them to refer back to the reading to check their answers.
- Ask students to compare their timelines with another student. Then, review as a class.

E. CREATE Complete a timeline for you.

Ask students to complete a timeline for themselves and then share in small groups.