



NATIONAL
GEOGRAPHIC
LEARNING

STAND-OUT

BASIC

Evidence-Based Learning for Life, College, and Career

FOURTH EDITION

ROB JENKINS
STACI JOHNSON

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Literacy Foundations

Student's Book with the Spark platform	978-0-357-96466-8
Student's Book	978-0-357-96467-5
Spark platform, Instant Access	978-0-357-96468-2
Lesson Planner	978-0-357-96470-5

Basic

Student's Book with the Spark platform	978-0-357-96404-0
Student's Book	978-0-357-96405-7
Spark platform, Instant Access	978-0-357-96406-4
Lesson Planner	978-0-357-96408-8

Level 1

Student's Book with the Spark platform	978-0-357-96416-3
Student's Book	978-0-357-96417-0
Spark platform, Instant Access	978-0-357-96418-7
Lesson Planner	978-0-357-96420-0

Level 2

Student's Book with the Spark platform	978-0-357-96426-2
Student's Book	978-0-357-96427-9
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Lesson Planner	978-0-357-96430-9

Level 3

Student's Book with the Spark platform	978-0-357-96436-1
Student's Book	978-0-357-96437-8
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Lesson Planner	978-0-357-96440-8

Level 4

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Student's Book	978-0-357-96447-7
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Lesson Planner	978-0-357-96450-7

Level 5

Student's Book with the Spark platform	978-0-357-96456-9
Student's Book	978-0-357-96457-6
Spark platform, Instant Access	978-0-357-96458-3
Lesson Planner	978-0-357-96460-6

Delivered on the Spark platform

National Geographic Learning Online Placement Test
Teacher Resources
Classroom Presentation Tool, with audio and video
Student's eBook, with audio and video
Online Practice
Assessment Suite
Course Gradebook

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From the Authors



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STACI JOHNSON

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

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

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

STAND OUT MISSION STATEMENT

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

Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
PRE-UNIT Welcome Page 2	Goal: Greet people Pronunciation: Contractions /m/ Academic: Focused listening	Goal: Say and write phone numbers Writing: Phone numbers Life Online: Class communication	Goal: Follow instructions Pronunciation: /t/ Academic: Make predictions Writing:
1 Personal Information Page 12	Goal: Identify people Pronunciation: Intonation of wh- questions Grammar: Pronouns Academic: Classify information	Goal: Express nationalities Academic: Make predictions; Do a survey Grammar: Simple present	Goal: Express marital status Grammar: The verb be Academic: Make predictions; Classify information Writing: Contractions
2 Our Class Page 38	Goal: Ask for and give personal information Academic: Classify information; Do a survey Grammar: Possessive adjectives Pronunciation: Intonation of wh- questions	Goal: Describe where things are Academic: Focused listening Pronunciation: Intonation of where questions Grammar: Prepositions of location Life Online: Video calling icons	Goal: Identify common activities Academic: Classify information Grammar: Present continuous

LESSON
4

LESSON
5

LESSON
6

TEAM
PROJECT

READING
CHALLENGE

Goal: Say and write addresses

Life Online:
Drop-down menus

Writing: Addresses

Academic: Focused listening

Grammar Review:
The verb *be*

Goal: Say and write dates

Writing: Dates

Life Online:
Passwords; Personal information

Academic: Focused listening

Workforce Goal:
Reflect on job and career options

Academic: Rank career fields

Grammar Review:
Simple present

Goal: Research community leaders

Soft Skill:
Collaboration—
Working together

Different Days, Months, and Years

Academic:
Interpret a diagram; Infer meaning

Goal: Plan a schedule

Pronunciation:
Intonation of when questions

Academic: Focused listening; Plan a schedule

Life Online:
Phone alarms

Goal: Plan for weather

Academic: Interpret a weather map; Classify information

Grammar Review:
Simple present

Workforce Goal:
Explore careers in education

Academic:
Analyze information from an infographic; Reflect on career preferences

Goal: Create a team poster

Soft Skill:
Presentation Skills—
Steps for success

Not Enough Time in the Day

Academic: Infer meaning

Scope and Sequence

UNIT

LESSON 1

LESSON 2

LESSON 3

3

Food

Page 64

Goal: Identify common foods

Grammar Review: Prepositions of location

Academic: Classify information

Goal: Express feelings about food

Grammar: The verb *be*; The verb *be* (negative)

Academic: Focused listening; Do a survey

Goal: Plan meals

Life Online: "Jump to recipe"

Academic: Focused listening

Grammar: Singular and plural nouns

Pronunciation: Plural -s

Writing: Ingredients

4

Clothing

Page 90

Goal: Identify types of clothing

Academic: Focused listening; Make a list

Grammar: Simple present; have

Goal: Ask for and give directions in a store

Academic: Classify information; Focused listening

Grammar: Prepositions of location

Goal: Describe clothing

Academic: Make inferences; Classify information

Pronunciation: Intonation of yes / no questions

Grammar: There is / are

Life Online: Tips for shopping online

Writing: Write a clothing inventory

Life Online Video Page 116

5

Around Town

Page 118

Goal: Identify and ask about locations

Academic: Classify information; Do a survey

Grammar: Yes / No questions

Pronunciation: Intonation of yes / no questions

Goal: Describe housing

Academic: Focused listening; Compare information

Writing: Write a conversation

Goal: Identify types of transportation

Academic: Interpret pie charts

Life Online: Remote and hybrid work; Interpreting navigation apps

Grammar: Information questions with *get* and *go*

LESSON
4

Goal: Make a shopping list

Academic: Classify information; Compare information

Life Online: Digital shopping list

Grammar Review: Simple present

LESSON
5

Goal: Express preferences

Academic: Rank information; Focused listening; Compare information

Grammar Review: Simple present

LESSON
6

Workforce Goal: Explore supermarket careers

Academic: Interpret a bar graph; Reflect on work preferences

Grammar Review: Simple present

TEAM
PROJECT

Goal: Make a shopping list

Soft Skill: Collaboration—Participation

READING
CHALLENGE

Food for the Soul

Academic: Make predictions

Goal: Make purchases

Life Online: Payment apps

Grammar: How much is / are

Academic: Focused listening; Calculate amounts

Goal: Read advertisements

Grammar: How much / How many

Academic: Classify information; Compare information

Life Online: Tax and shipping

Writing: Write a clothing store ad

Workforce Goal: Investigate clothing store jobs

Academic: Interpret a bar graph; Calculate change

Goal: Open a clothing store

Soft Skill: Collaboration—Brainstorming

How Can I Save?

Academic: Compare prices; Interpret an infographic

Goal: Express personal information

Academic: Focused listening; Compare information

Grammar Review: Simple present; Simple present: be

Goal: Give and follow directions

Academic: Interpret maps; Focused listening

Grammar: The

Writing: Write directions

Workforce Goal: Investigate careers in transportation

Academic: Interpret an infographic; Reflect on preferences and personal qualities

Goal: Describe your community

Soft Skill: Active Listening—Check understanding

A Biking City

Academic: Rank reasons

Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
6 Healthy Living Page 744	Goal: Identify body parts Academic: Focused listening Grammar: Imperatives	Goal: Describe symptoms and illnesses Academic: Focused listening Grammar Review: Simple present; be; Simple present: have Life Online: Online health advice	Goal: Identify medications Academic: Analyze information Life Online: Pharmacy apps Grammar Review: Simple present
7 Work Page 770	Goal: Identify occupations Academic: Make predictions; Classify information Grammar Review: Simple present	Goal: Give information about work Academic: Make predictions Grammar: Wh- questions	Goal: Identify job duties Academic: Focused listening Pronunciation: Intonation of yes / no questions Grammar: Can; Can't
8 Lifelong Learning and Review Page 790	Goal: Organize study materials Academic: Focused listening Life Online: Online organization Writing: Write a personal profile	Goal: Make purchases Grammar Review: The verb be Academic: Calculate totals	Goal: Give and follow directions Academic: Make predictions; Create a map Life Online: Map apps Grammar Review: Prepositions

Life Online Video Page 222

LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Describe healthy habits Academic: Interpret health information Grammar: Simple present; Negative simple present	Goal: Identify actions in a waiting room Grammar: Present continuous Pronunciation: -ing ending Life Online: Telehealth	Workforce Goal: Investigate home health care careers Academic: Classify information	Goal: Create a doctor's office role play Soft Skill: Collaboration—Time management	Too Much Life Online Academic: Interpret a graph
Goal: Read evaluations Academic: Analyze information; Collaborate Grammar Review: Simple present: be; Simple present: be (negative)	Goal: Follow instructions Life Online: Online actions Grammar: Imperatives; Negative imperatives Academic: Interpret a web page Writing: Write classroom do's and don'ts	Workforce Goal: Investigate hotel jobs and careers Academic: Interpret an infographic; Reflect on preferences and personal qualities	Goal: Start a company Soft Skill: Active Listening—Asking questions	A Chef with Many Skills Academic: Infer meaning; Reflect on skills
Goal: Make goals Life Online: Reminders; Spell checkers Academic: Interpret bar graphs; Do a survey	Goal: Develop a study schedule Academic: Classify information; Interpret a schedule	Workforce Goal: Investigate child development careers Academic: Interpret a graph; Rank duties	Goal: Create a lesson and quiz Soft Skill: Presentation Skills—Clear visuals	Lifelong Learning Academic: Make predictions

Appendices

Life Skills Video Practice 224

Vocabulary List 228

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New 'Life Online' sections develop digital literacy skills.

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

Money In The Bank

Before You Watch

- Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the lobby?
- Check if/what is true for you. Then show your answers with a partner.

☐ 1. I shop online.	☐ 4. I deposit funds online.
☐ 2. I bank online.	☐ 5. I pay my bills online.
☐ 3. I have a bank account before online.	☐ 6. I send money to my friends or family online.
- How are going to watch a video with others about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

While You Watch

- Watch the video. Check if/what things the video tells about doing online.

☐ 1. making loans	☐ 8. spending funds
☐ 2. shopping for items	☐ 9. checking a bank account balance
☐ 3. making loans	☐ 10. paying bills
☐ 4. paying online payments	☐ 11. getting credit card
☐ 5. buying shares	☐ 12. withdrawing money from an ATM
☐ 6. depositing a new credit card	☐ 13. withdrawing funds
- Watch the video again. Complete the items with the words you hear.
 - How safe is to pay _____ online your credit and number while using _____.
 - Don't give anyone personal _____ information.
 - Don't _____ online in public areas if you don't know who can see them.
 - Use different _____ for different websites.
 - Check your _____ regularly to see if there is anything wrong.

After You Watch

- Read each sentence. Choose if it is true or false.

1. It is safe to use a mobile phone to pay for things.	T	F
2. It is safe to use a mobile phone to pay for things.	T	F
3. It is safe to use a mobile phone to pay for things.	T	F
4. It is safe to use a mobile phone to pay for things.	T	F
5. It is safe to use a mobile phone to pay for things.	T	F
6. It is safe to use a mobile phone to pay for things.	T	F

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

The Bank, the Library, and the DMV

Skills • Compare plans and compare information

1. Choose the following banking needs with your characteristics and needs.

Bank	Online Banking	Mobile Banking	ATM	Branch
Bank of America	Yes	Yes	Yes	Yes
Chase	Yes	Yes	Yes	Yes
Wells Fargo	Yes	Yes	Yes	Yes
Citigroup	Yes	Yes	Yes	Yes
Capital One	Yes	Yes	Yes	Yes
Bank of the West	Yes	Yes	Yes	Yes
Bank of Hawaii	Yes	Yes	Yes	Yes
Bank of California	Yes	Yes	Yes	Yes
Bank of New York	Yes	Yes	Yes	Yes
Bank of Montreal	Yes	Yes	Yes	Yes
Bank of Nova Scotia	Yes	Yes	Yes	Yes
Bank of Toronto	Yes	Yes	Yes	Yes
Bank of Union	Yes	Yes	Yes	Yes
Bank of West	Yes	Yes	Yes	Yes
Bank of the South	Yes	Yes	Yes	Yes
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Bank of the South	Yes	Yes	Yes	Yes
Bank of the North	Yes	Yes	Yes	Yes
Bank of the East	Yes	Yes	Yes	Yes
Bank of the West	Yes	Yes	Yes	Yes
Bank of the South	Yes	Yes	Yes	Yes
Bank of the North	Yes	Yes	Yes	Yes
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Bank of the North	Yes	Yes	Yes	Yes
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Bank of the South	Yes	Yes	Yes	Yes
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Bank of the South	Yes	Yes	Yes	Yes
Bank of the North	Yes	Yes	Yes	Yes
Bank of the East	Yes	Yes	Yes	Yes
Bank of the West	Yes	Yes	Yes	Yes
Bank of the South	Yes	Yes	Yes	Yes
Bank of the North	Yes	Yes	Yes	Yes
Bank of the East	Yes	Yes		

Unit Walkthrough

Explore the Workforce

CCSS: *Learn about careers that are important to you*

1 Discuss the following in a small group.

1. (Discussion) Why did you pick it?
2. (Discussion) What does it do for you?
3. Are you going to get your job or would you like a different job?
4. How does this profession serve a job or a need?

2 **ANALYZE** There are sixteen career clusters recognized in the U.S. Here is a graphic showing the number of students who chose each cluster. Read the graphic. What did you think your 1-4 ranking is?

3 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

4 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

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

Explore the Workforce

CCSS: *Learn about careers in general management*

1 Discuss the following in a small group.

1. (Discussion) Why did you pick it?
2. (Discussion) What does it do for you?
3. Are you going to get your job or would you like a different job?
4. How does this profession serve a job or a need?

2 **ANALYZE** There are sixteen career clusters recognized in the U.S. Here is a graphic showing the number of students who chose each cluster. Read the graphic. What did you think your 1-4 ranking is?

3 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

4 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

Explore the Workforce

CCSS: *Compare careers in banking*

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

1. What is your job title in a bank?
2. What skills are needed to be a bank employee?
3. What character traits are needed to be a bank employee?

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

3 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

4 **ANALYZE** Choose the correct answer.

1. How many people work in business services/operations?
2. Which job has the most people in the workforce?
3. Which career cluster has the most people in the workforce?

Unit walkthrough pages are from Stand Out Level 3.

CASAS Competencies Chart

Pre-Unit Welcome	
Lesson 1: Greet people	0.1.1, 0.1.2, 0.1.4, 0.1.5
Lesson 2: Say and write phone numbers	0.1.2, 0.2.1, 0.1.5
Lesson 3: Follow instructions	0.1.7
Unit 1 Personal Information	
Lesson 1: Identify people	0.1.2, 0.1.5, 0.2.1
Lesson 2: Express nationalities	0.1.2, 0.1.5, 0.2.1
Lesson 3: Express marital status	0.1.2, 0.1.5, 0.2.1
Lesson 4: Say and write addresses	0.1.2, 0.1.5, 0.2.1
Lesson 5: Say and write dates	0.1.2, 2.3.2
Lesson 6: Reflect on job and career options	0.1.2, 0.1.5, 4.1.8
Review	0.1.2, 0.1.5, 0.2.2, 2.3.1
Team Project	0.1.2, 0.1.5, 4.8.3, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.5, 0.2.1
Unit 2 Our Class	
Lesson 1: Ask for and give personal information	0.1.2, 0.1.4, 0.1.5
Lesson 2: Describe where things are	0.1.2, 1.4.1, 2.8.3
Lesson 3: Identify common activities	0.1.2, 2.8.3
Lesson 4: Plan a schedule	0.1.2, 2.3.1, 2.8.3
Lesson 5: Plan for weather	0.1.2, 2.3.1, 7.4.4, 7.7.3
Lesson 6: Explore careers in education	0.1.2, 0.1.5, 4.1.8
Review	0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 2.8.5
Team Project	0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6
Reading Challenge	0.1.2, 0.1.5
Unit 3 Food	
Lesson 1: Identify common foods	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 2: Express feelings about food	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 3: Plan meals	0.1.2, 0.1.5, 1.1.3, 1.2.8, 6.0.2
Lesson 4: Make a shopping list	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 5: Express preferences	0.1.2, 0.1.5, 0.2.1, 1.2.8, 7.2.3
Lesson 6: Explore supermarket careers	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.7.2
Review	0.1.2, 0.1.5, 1.2.8
Team Project	0.1.2, 0.1.5, 1.2.8, 4.8.3, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 1.2.8, 7.4.4, 7.7.3
Unit 4 Clothing	
Lesson 1: Identify types of clothing	1.2.1, 1.2.8
Lesson 2: Ask for and give directions in a store	0.1.2, 0.1.5, 1.2.8, 2.2.1, 6.6.5, 7.2.3
Lesson 3: Describe clothing	0.1.2, 0.1.5, 1.2.8, 6.0.2, 7.2.3
Lesson 4: Make purchases	0.1.2, 0.1.5, 1.1.6, 1.2.8, 6.0.2, 6.1.1
Lesson 5: Read advertisements	0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.2.9, 7.2.3
Lesson 6: Investigate clothing store jobs	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.1.2, 6.7.2
Review	1.1.6, 1.2.1, 1.2.8, 6.1.2, 7.2.3
Team Project	0.1.2, 0.1.5, 1.2.1, 4.8.3, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 1.1.6, 1.2.1, 1.2.9, 6.6.5

Unit 5 Around Town	
Lesson 1: Identify and ask about locations	0.1.2, 0.1.5, 7.2.3
Lesson 2: Describe housing	0.1.2, 0.1.5, 1.4.1, 1.4.2, 2.3.5
Lesson 3: Identify types of transportation	0.1.2, 0.1.5, 2.2.3, 6.7.4, 7.2.3
Lesson 4: Express personal information	0.2.1, 7.2.3
Lesson 5: Give and follow directions	0.1.2, 0.1.5, 1.9.1, 2.2.1, 2.2.5, 2.5.1
Lesson 6: Investigate careers in transportation	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.4.4, 7.7.3
Review	0.1.2, 0.1.5, 1.4.1, 1.9.1, 2.2.1, 2.2.5, 2.2.5
Team Project	0.1.2, 0.1.5, 2.2.3, 4.8.3, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 2.2.3
Unit 6 Healthy Living	
Lesson 1: Identify body parts	0.1.2, 0.1.5, 3.6.1, 3.6.4
Lesson 2: Describe symptoms and illnesses	0.1.2, 0.1.5, 3.6.2, 3.6.3
Lesson 3: Identify medications	0.1.2, 0.1.5, 2.3.1, 3.3.1, 3.3.2, 3.3.4
Lesson 4: Describe healthy habits	2.5.9, 7.2.2, 6.6.5
Lesson 5: Identify actions in a waiting room	0.1.2, 0.1.5
Lesson 6: Investigate home health care careers	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.6.5
Review	3.3.1, 3.5.8, 3.6.1, 3.6.3, 7.2.3
Team Project	0.1.2, 0.1.5, 3.6.2, 3.6.4, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 6.7.1, 7.7.5
Unit 7 Work	
Lesson 1: Identify occupations	0.1.2, 0.1.5, 4.1.8, 7.2.3
Lesson 2: Give information about work	0.1.2, 0.1.5, 4.1.8, 4.1.8, 7.2.3
Lesson 3: Identify job duties	0.1.2, 0.1.5, 4.1.8, 4.1.8, 7.2.3
Lesson 4: Read evaluations	0.1.2, 0.1.5, 4.4.3, 4.4.4, 7.2.3
Lesson 5: Follow instructions	0.1.2, 0.1.5, 4.1.3, 4.2.1, 7.2.3
Lesson 6: Investigate hotel jobs and careers	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.4.4, 6.6.5, 6.7.2
Review	0.1.2, 0.1.5, 4.1.8, 7.2.3
Team Project	0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	4.1.8, 7.3.1, 7.3.4, 7.3.8
Unit 8 Lifelong Learning and Review	
Lesson 1: Organize study materials	0.1.2, 0.1.5, 7.2.3, 7.4.1, 7.4.3
Lesson 2: Make purchases	0.1.2, 0.1.5, 1.2.1, 1.2.6, 1.2.8, 6.1.1, 7.2.3, 7.4.4, 7.7.3
Lesson 3: Give and follow directions	0.1.2, 0.1.5, 2.2.1, 2.2.5
Lesson 4: Make goals	0.1.2, 0.1.5, 3.5.8, 6.7.2, 7.1.1, 7.1.2, 7.1.4, 7.4.1
Lesson 5: Develop a study schedule	0.1.2, 0.1.5, 7.1.4, 7.4.1, 7.4.9, 7.2.3
Lesson 6: Investigate child development careers	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.2.3, 7.4.4, 7.7.3
Review	1.2.8, 2.3.2, 3.6.1, 4.1.8
Team Project	0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.1.3, 8.3.2

For more correlations, including ELPS, CCRS, and EL Civics, visit the Spark platform.

PRE-UNIT

Welcome

UNIT OUTCOMES

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



Say Hello!

GOAL ▶ Greet people

A Listen.

hello

hi

goodbye

bye

**B** Listen again and repeat. Point to the pictures in A. 

Greeting your friend is different from greeting your teacher.