



Introducing

# STAND OUT

Evidenced-Based Learning for  
College and Career Readiness

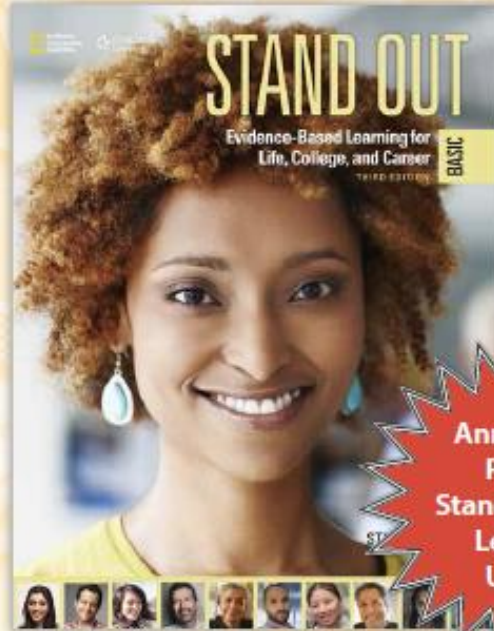
Third Edition





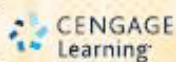
# STAND OUT

Third Edition



Evidence-Based Learning for College and Career Readiness

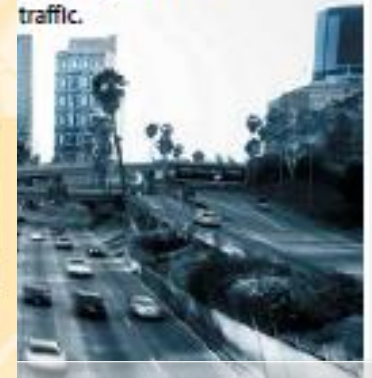
Annotated Pages  
Stand Out, 3e  
Level 3:  
Unit 1



[NGL.Cengage.com/SO3](http://NGL.Cengage.com/SO3)



...ges spend a lot of d coming home from traffic.





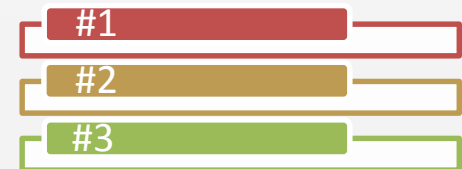
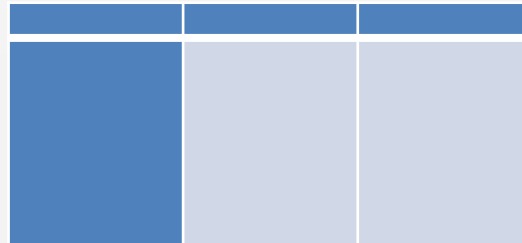
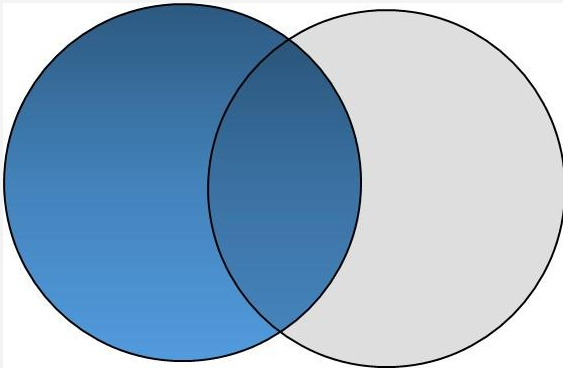
Give students  
challenging opportunities  
to be  
successful  
in their language-learning  
experience so they develop  
confidence and become  
independent, lifelong learners.



# Critical Thinking / CCRs / SCANS

We define these activities as ***tasks that require learners to search deeper than the superficial vocabulary and meaning.*** Activities such as ranking, making predictions, analyzing, or solving problems demand that students think beyond the surface meaning.

The curriculum identifies the language and skills being taught. Critical thinking, CCRs and SCANS describe what students **do** with the language.

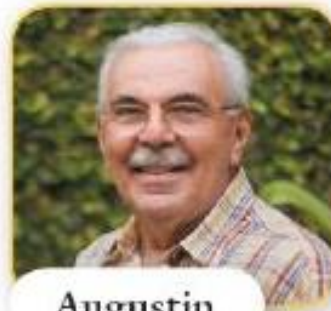


# Critical Thinking



Silvia

**Breakfast:** cereal and milk  
**Lunch:** green salad and fruit juice  
**Dinner:** spaghetti with meatballs and ice



Augustin

**Breakfast:** coffee  
**Lunch:** sausage, beans, rice, and water  
**Dinner:** cheese, bread, green salad, and fruit



Fernando

**Breakfast:** fruit, cereal, milk, and toast  
**Lunch:** pepperoni pizza and milk  
**Dinner:** fried chicken and a baked potato



Rosa

**Breakfast:** coffee  
**Lunch:** soup, bread, fruit, and yogurt  
**Dinner:** turkey, potatoes, green salad, and water



Gilberto

**Breakfast:** doughnut and coffee  
**Lunch:** hamburger, fries, and a soda  
**Dinner:** pepperoni pizza and water

**RANK – most to least nutritious diet**

#1

---

#2

---

#3

---

#4

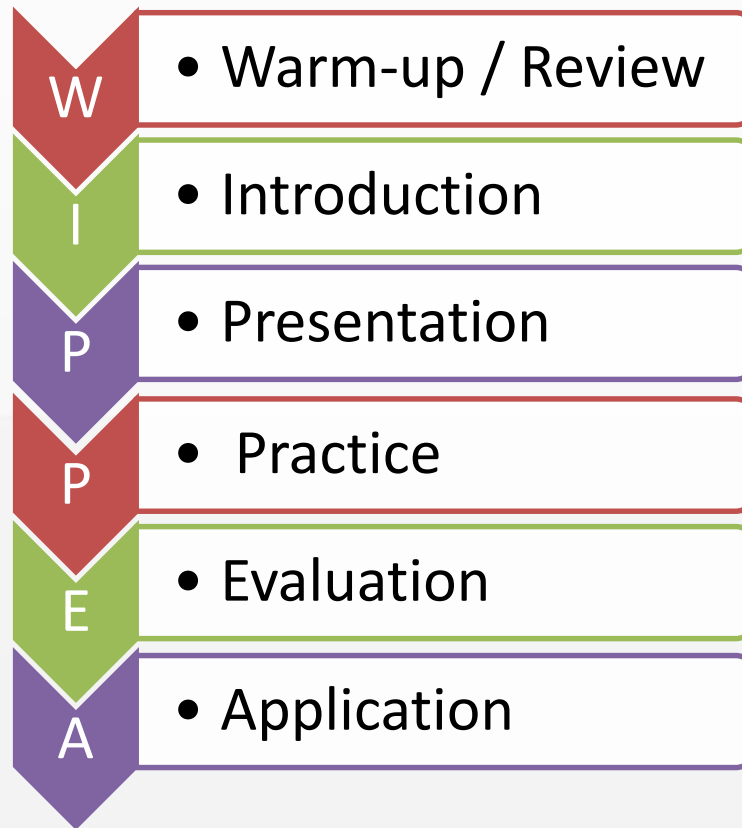
---

#5

---

# Six Steps to Success

## Lesson Plans



Meaningful,  
***evidence-based***  
activities that  
progress to  
application and real  
communication

# Evidence-Based

Evidenced-based activities consists of the integration of professional wisdom through experience and empirical research.

## **A Few Examples:**

1. Students involved in communicative activities performed better than other students on specific tasks and tests.
2. Students working *interdependently* in cooperative groups have better test scores than students working alone.
3. Many forms of student-centered activities leads to greater student outcomes.

**Examples from:** By Joy Kreeft Peyton, Sarah Catherine K. Moore, and Sarah Young, Center for Applied Linguistics

# Stand Out Units

- Opening spread
- Five 3-page lessons
- Life skill video (NEW!)
- Review with learner log
- NatGeo Reading Challenge (New!)
- Project-based activity

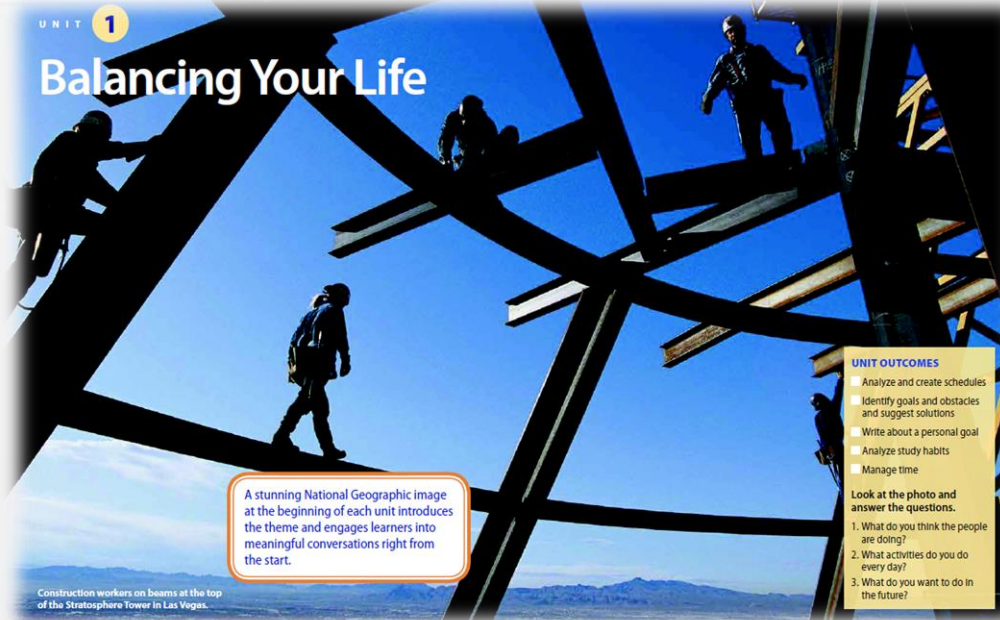


# Opening Spreads

## What's **New**?

- Unit openers
- Communication prompts
- Learner outcomes

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



UNIT **1**

## Balancing Your Life

A stunning National Geographic image at the beginning of each unit introduces the theme and engages learners into meaningful conversations right from the start.

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

**UNIT OUTCOMES**

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

Look at the photo and answer the questions.

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

# Healthy Living

## UNIT OUTCOMES

- Identify body parts
- Describe symptoms and illnesses
- Identify medications
- Describe healthy habits
- Identify actions in a waiting room

Look at the photo and answer the questions.

1. What are the people in the photo doing? How does it benefit their health?
2. What other ways can you keep healthy?

Visitors to the Blue Lagoon bathe in volcanic water and wear mud masks.

# Lifelong Learning and Review

Divers examine the remains of a skeleton found in an underwater cave.

## UNIT OUTCOMES

- Organize study materials
- Make purchases
- Give and follow directions
- Make goals
- Develop a study schedule

Look at the photo and answer the questions.

1. What job do the people have?
2. What can they learn from what they have found?

# Lessons

## What makes them Stand Out

- Objective driven
- Lesson plan format
- Integrated skills
- Critical thinking throughout
- 3 pages per lesson

## What's **New?**

- Updated NatGeo images
- Even more critical thinking /CCR
- Better identified pronunciation
- More authentic listening

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

## LESSON 4 Study Habits

GOAL Analyze study habits

A. Answer the following questions. Then, compare your answers with a partner.

1. Where do you like to study?

---

2. When do you usually study?

---

3. How long do you study for?

---

4. Do you listen to music when you study? Why or why not?

---

B. **COMPARE** Look at the first picture. What is Luisa doing? Do you think she is learning anything? Why or why not? Look at the second picture. What is Michel doing? Is he learning anything? Discuss your ideas with a partner.



C. Listen to the information about study habits and take notes. What are good and bad study habits?

---

---

---

# Videos

## What makes them Stand Out

- Life skill video
- Before you watch activities
- While you watch activities
- After you watch activities
- Student interviews

## What's **New?**

- It is now in the book
- Videos are accessible online
- **NatGeo video and activities**

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

### LIFE SKILLS My Schedule is Crazy


#### Before You Watch

A. Look at the picture and answer the questions.

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



#### While You Watch

B.  Watch the video and complete the dialog.

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

**Hector:** That's a great (2) \_\_\_\_\_, thanks.

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

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

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

**Hector:** I (6) \_\_\_\_\_ Talk to you later.

#### Check Your Understanding

C. Circle the correct word to complete each sentence.

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

## VIDEO CHALLENGE

# The Secrets of Living Longer



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

An elderly Japanese fisherman hauls in his fishing nets.

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

## Before You Watch

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

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

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

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

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

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



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



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



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



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

# Reviews / Learner Logs

What makes them Stand Out!

- 3-page review
- Learner log while reviewing (NEW!)

# Projects

What make them Stand Out!

- Problem-based / Project-based learning
- Collaboration / Presentations

# Readings

## What makes them Stand Out

- Life skill / infographics / informational
- Excellent critical thinking activities
- Integrated in lessons throughout

## What's **New?**

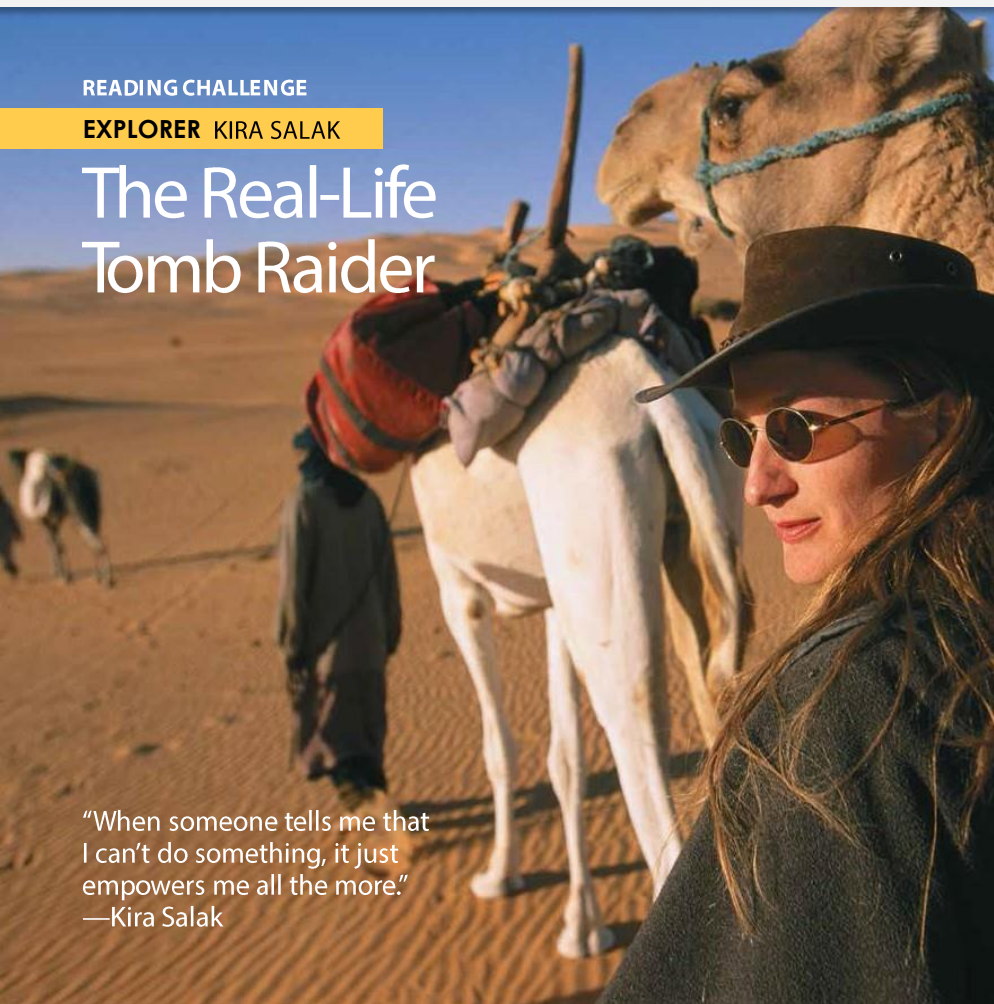
- NatGeo Reading Challenge in every unit ties the unit topic to the world.
- Special attention given to CCRs



READING CHALLENGE

EXPLORER KIRA SALAK

# The Real-Life Tomb Raider



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

**A. PREDICT** Answer the questions before you read.

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

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

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

**C. Read about Kira Salak.**

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

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

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

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

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

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

# Workbooks

## **Print Workbooks (NEW!)**

3 pages per lesson with vocabulary and the popular grammar challenge!

## **NEW Online Workbooks (NEW!)**

Engage students and support the classroom by providing a wide variety of auto-graded interactive activities that include audio, video from National Geographic, and pronunciation activities. For more information go to: [NGL.Cengage.com/myelt](https://www.ngl.cengage.com/myelt)

# Instructor Support

## Lesson Planners

Aligned to CASAS, EFF, SCANS, EL CIVICS, Common Core and state-specific standards.






## Multi-level Worksheets

100s of customizable worksheets for every level of *Stand Out* correspond to every lesson. This useful resource offers three levels of multi-level classroom use or homework.

## Presentations

Presentation tool allows teachers to access audio and video while manipulating activities for the classroom. **(NEW!)**

Teacher and Learner Resources

	<b>Basic</b>	<b>ISBN</b>
	Student Book	9781305655201
	Workbook	9781305655225
	Online Workbook	9781305655393
	Audio CDs	9781305655232
	Lesson Planner	9781305655218
	Classroom Presentation Tool	9781305655744
	<b>Level 1</b>	<b>ISBN</b>
	Student Book	9781305655409
	Workbook	9781305655423
	Online Workbook	9781305665101
	Audio CDs	9781305655454
	Lesson Planner	9781305655416
	Classroom Presentation Tool	9781305655737
	<b>Level 2</b>	<b>ISBN</b>
	Student Book	9781305655478
	Workbook	9781305655492
	Online Workbook	9781305665118
	Audio CDs	9781305655508
	Lesson Planner	9781305655485
	Classroom Presentation Tool	9781305655720
	<b>Level 3</b>	<b>ISBN</b>
	Student Book	9781305655522
	Workbook	9781305655546
	Online Workbook	9781305665125
	Audio CDs	9781305655553
	Lesson Planner	9781305655539
	Classroom Presentation Tool	9781305655713
	<b>Level 4</b>	<b>ISBN</b>
	Student Book	9781305655591
	Workbook	9781305655614
	Online Workbook	9781305665132
	Audio CDs	9781305655621
	Lesson Planner	9781305655607
	Classroom Presentation Tool	9781305655706
	<b>Level 5</b>	<b>ISBN</b>
	Student Book	9781305655645
	Workbook	9781305655669
	Online Workbook	9781305665149
	Audio CDs	9781305655676
	Lesson Planner	9781305655652
	Classroom Presentation Tool	9781305655690
	<b>All Levels</b>	<b>ISBN</b>
	ExamView® and Audio Pack	9781305664852
	DVD Program	9781305655249

# Stand Out, Third Edition

Evidence-Based Learning for  
Life, College, and Career

[NGL.Cengage.com/SO3](http://NGL.Cengage.com/SO3)

Rob Jenkins and Staci Johnson  
Spring 2016

OCT/15

