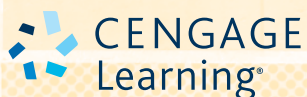




STAND OUT

Third Edition

Coming Spring 2016



PROGRAM SAMPLER

- Student Book Unit
- Workbook Sample
- Lesson Planner Sample
- Multi-level Worksheet and MORE!

Stand Out, Third Edition

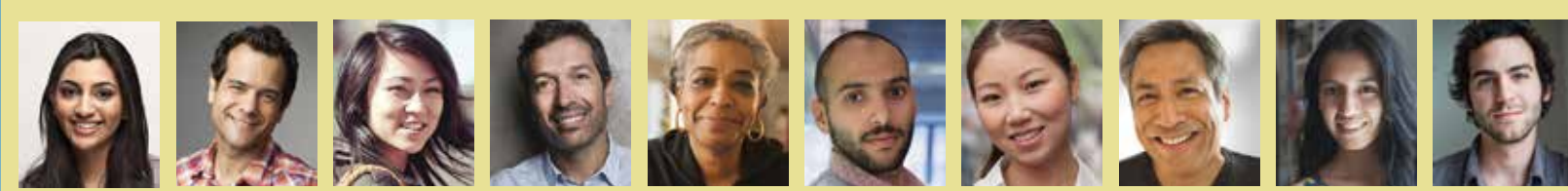
Evidence-Based Learning for Life, College, and Career

Program Sampler

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

What's New?	3-6
Student Book Sample Unit.....	7-35
Online and Print Workbook.....	36-39
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Lesson Planner.....	44-45
Heinle Picture Dictionary.....	46-47

For more information go to: NGL.Cengage.com/SO3



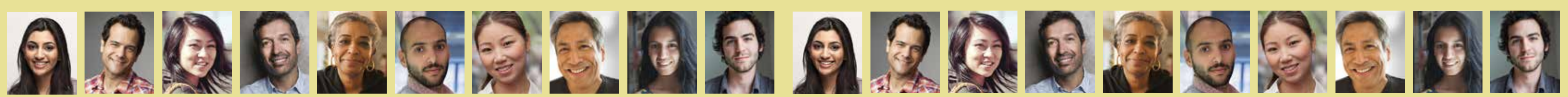
INTRODUCING STAND OUT, Third Edition!

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

***Stand Out* now integrates real-world content from National Geographic**



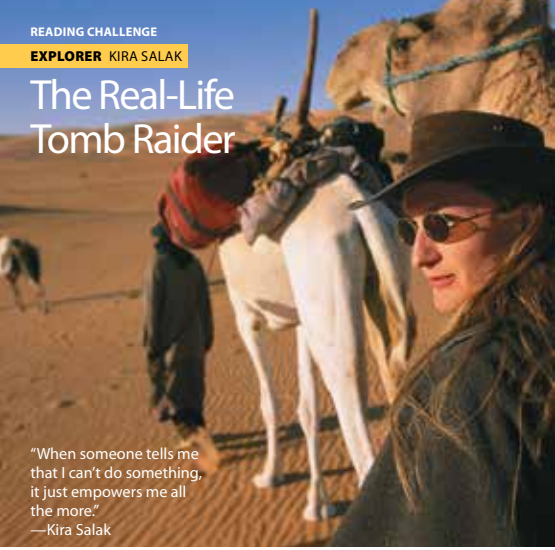
- Stand Out now integrates high-interest, real-world content from National Geographic which enhances its proven approach to lesson planning and instruction. A stunning National Geographic image at the beginning of each unit introduces the theme and engages learners in meaningful conversations right from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



Stand Out supports college and career readiness

READING CHALLENGE
EXPLORER KIRA SALAK

The Real-Life Tomb Raider



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

A. PREDICT Answer the questions before you read.

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

34 Unit 1

Reading Challenge 35

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.

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

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


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

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

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

VIDEO CHALLENGE

The Secrets of Living Longer



An elderly Japanese fisherman hauls in his fishing nets.

In Unit 5, you met National Geographic explorer Dan Buettner. You read about a group of people in Sardinia who have a high life expectancy. Along with photographer David 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.

206 The Secrets of Living Longer

Before You Watch

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

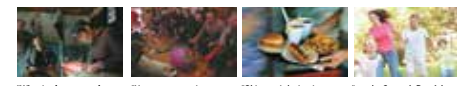
longevity long duration of a person's life
centenarian person who lives to or over 100 years
sedentary inactive; spending too much time seated
obesity condition of being overweight
outlive to live longer than another person

- People who have a Mediterranean diet are known for their _____.
- Schools are trying to solve the problem of _____ by offering healthy meals to students.
- Any person who becomes a _____ in the United Kingdom receives a birthday message from the Queen.
- Some people believe that the advances in technology mean people are living more _____ lifestyles than ever before.
- 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."

207 Video Challenge

LESSON 1 Everyday Life

GOAL Analyze and create schedules

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:45-7:45 a.m.	Run		Run		Run	Yoga	Run
7:00-8:00 a.m.	Walk the dog	Walk the dog	Walk the dog	Walk the dog	Walk the dog	Walk the dog	Walk the dog
8:00-11:00 a.m.	Work	Grocery shopping	Work	Karaoke	Work	Shopping	
11:00 a.m.-1:00 p.m.		Work		Work	Meet friends	Meet friends	
1:00-3:00 p.m.		Work		Work	Meet friends	Meet friends	
3:00-5:00 p.m.						Family dinner	
5:00-7:00 p.m.							
7:00-8:00 p.m.	ESL class	Computer class	ESL class	Computer class		Watch a movie	

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

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

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

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

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

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

0%	50%	100%
never	rarely	sometimes
		usually
		always

Placement rules for frequency adverbs

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

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

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

14 Unit 1


Lesson 1 15

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

LIFESKILLS My Schedule is Crazy

Before You Watch

A. Look at the picture and answer the questions.



- What's wrong with Hector?
- 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) _____ thank.

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

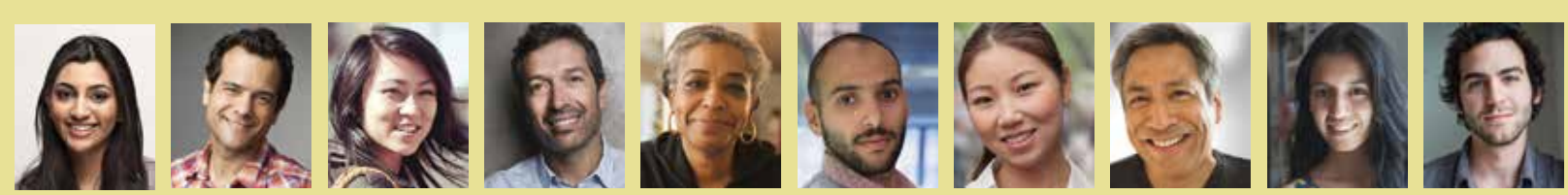
C. Circle the correct word to complete each sentence.

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

Lifeskills Video 29

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

Pages shown are from Stand Out, Third Edition Level 3



STAND OUT

Third Edition

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



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

UNIT 1
Balancing Your Life

About the photo
Paul Chesley, a photojournalist from Red Wing, Minnesota, took this photo. It shows construction workers at the top of the Stratosphere Tower in Las Vegas, Nevada. The Stratosphere Tower is the tallest freestanding observation tower in the United States. Inside the tower is a hotel and a casino. There are also lots of restaurants. On top of the tower is an observation deck where visitors can look out over the Las Vegas Strip. Visitors can also dangle over the edge as they ride the Big Shot, one of the four thrill rides that sit 1,149 feet above the street below.

UNIT OUTCOMES

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

GRAMMAR	VOCABULARY	CASAS CORRELATION	SCANS CORRELATION	CCRS CORRELATION
Adverbs of frequency	Schedules and time	1: 01.2, 02.4	Many SCANS skills are incorporated in this unit with an emphasis on:	RI.1, RI.2, RI.4, RI.7
When in the future	Goals	2: 7.1, 7.2, 7.13, 7.25, 7.26	Allocating time	W.4, W.5
	Paragraphs	3: 7.1, 7.2, 7.13, 7.25, 7.26	Understanding systems	SL.1, SL.2, SL.4
	Study habits	4: 01.5, 7.41, 7.43, 7.45	Applying technology to task	L1, L2, L3, L4
		5: 7.42	Responsibility	RF.2, RF.3, RF.4
		8: 7.21	Self management	
		TP: 4.8.1, 4.8.5, 4.8.6	Writing	
			Decision making	

• **Teacher support** Stand Out continues to provide a wide variety of user-friendly tools and interactive activities that help teachers prepare students for success while keeping them engaged and motivated.

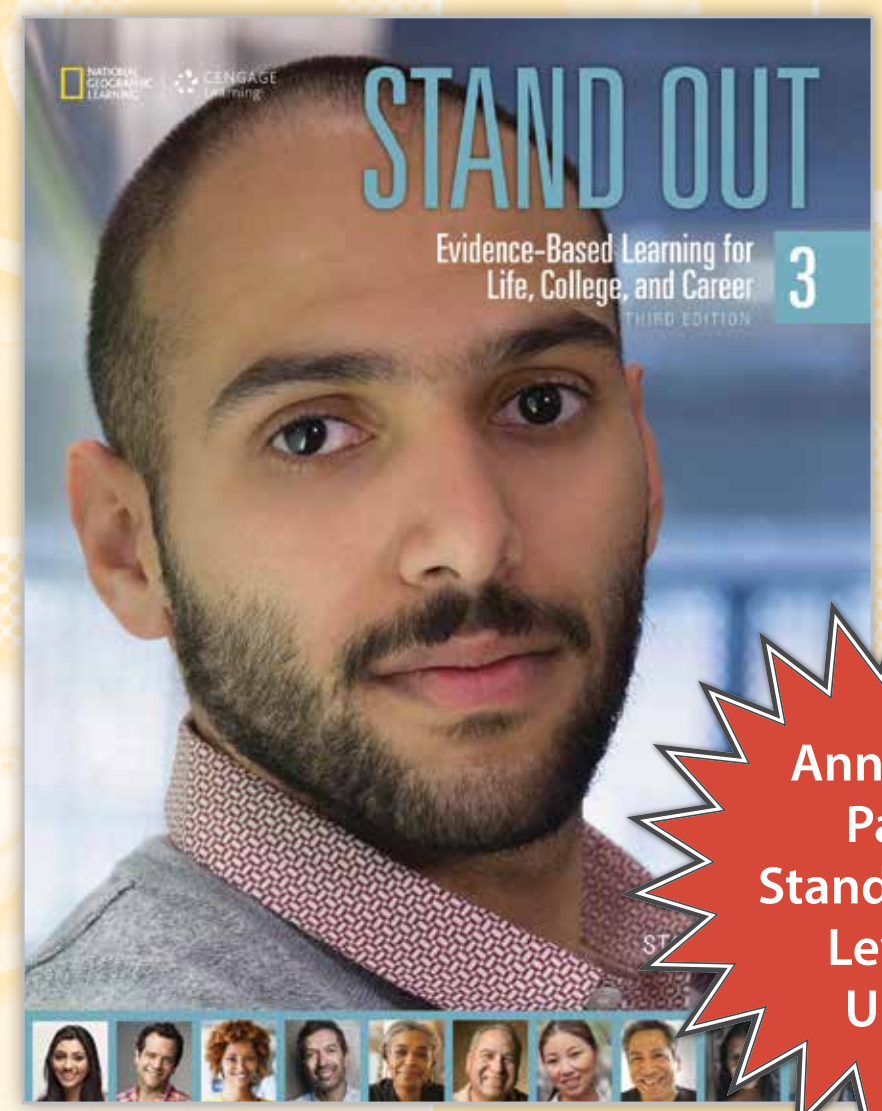
Stand Out supports teachers and learners

LEARNER COMPONENTS

- Student Book
- Online workbook powered by **MyELT**
- Print workbook

TEACHER COMPONENTS

- Lesson Planner
- Classroom DVD
- Assessment CD-ROM
- Teacher's companion site with Multi-Level Worksheets



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



NGL.Cengage.com/SO3

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?

LESSON 1 Everyday Life

GOAL Analyze and create schedules

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

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

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

Student A: What time does Luisa start work?

Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.

Student A: When does she have ESL class?

Student B: She has ESL class on Mondays and Wednesdays at 7:00 p.m.

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

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

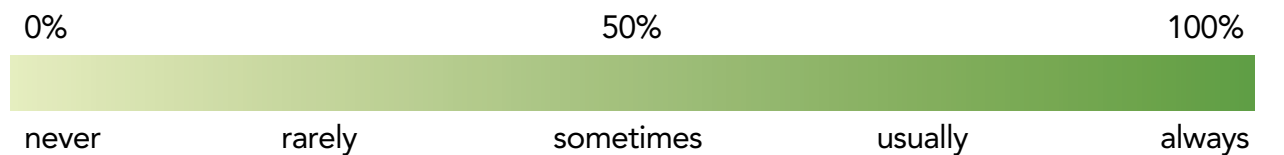
once a week twice a week three times a week every Saturday
every morning every weekday every other day every Sunday

EXAMPLE: **Student A:** How often does Luisa have dinner with her family?

Student B: Luisa has dinner with her family every Sunday.

Or Luisa has dinner with her family once a week.

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



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

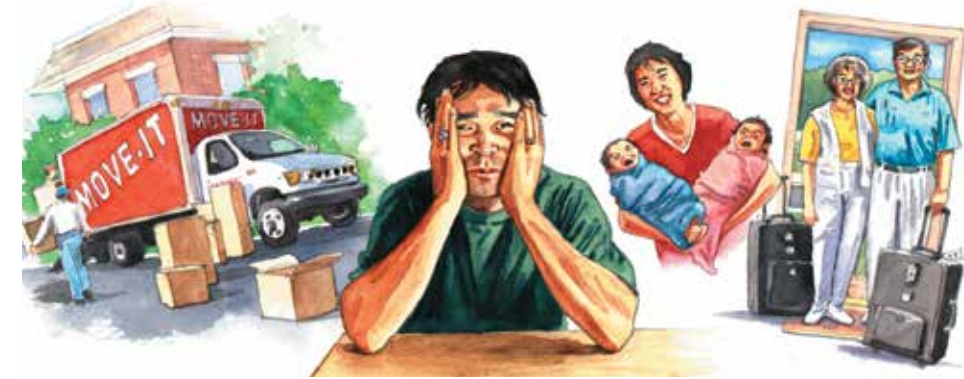
E. Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.

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

LESSON 2 Goals, Obstacles, and Solutions

GOAL ■ Identify goals and obstacles and suggest solutions

A. Look at the picture. Zhou is worried about the future. What is he thinking about?



B. Read about Zhou.

Zhou's life is going to change very soon. His wife, Huixen, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will be too small for everyone. He needs a better job, but his boss *won't* promote him because he doesn't have a college degree.

Zhou has three goals. When his parents come to the United States, he will buy a house large enough for two families. His father will work and help pay for the house. His mother will help take care of the children. Then, Zhou plans to go to night school and get his bachelor's degree. When he graduates, he will apply for a new position at work. He will work hard to achieve his goals.

*won't = will not

C. A *goal* is something you would like to achieve in the future. What are Zhou's three goals?

1. _____
2. _____
3. _____

D. An *obstacle* is a problem; something that gets in the way of your goal. Zhou has two obstacles. What are they?

1. _____
2. _____

F. Use frequency adverbs to write sentences about Luisa. Look back at her schedule in Exercise A.

1. Luisa usually starts work in the morning. _____
2. _____
3. _____
4. _____

G. Practice reading the sentences you wrote in Exercise F. Which words are the most important in each sentence?

H. **CREATE** Make a schedule of everything you do in one week. Tell your partner about your schedule.

EXAMPLE: I NEVER cook on my day off because I'm a cook in a restaurant!

STRESS

In a phrase or sentence, certain words get the most stress. In the sentences below, the words with the most stress are in CAPITAL letters.

Luisa OFTEN goes RUNNING.

She is NEVER HOME on the weekends.

SOMETIMES I go to the MOVIES.

He RARELY studies in the MORNING.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.							
7 a.m. – 9 a.m.							
9 a.m. – 11 a.m.							
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.							
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							
7 p.m. – 9 p.m.							

E. Review vocabulary and write about Zhou's solutions.

1. What is a goal? _____
2. What is an obstacle? _____
3. What is a solution? *A solution is a way to solve a problem.* _____
4. Zhou's apartment is too small. What is his solution?

5. Zhou needs a better job. What is his solution?

F. IDENTIFY Listen to Tuba and Lam. Identify their goals, obstacles, and solutions and write them in the spaces.

1. **Goal:** Tuba wants to *get a job to help her husband* _____.



Obstacle: Her obstacle is _____.

Solutions:

- a. She can _____
- b. Her mother can _____

2. **Goal:** Lam wants to _____.



Obstacle: His obstacle is _____.

Solutions:

- a. His grandchildren can _____
- b. His grandchildren can _____

G. Read how to use when to talk about goals.

1. *When Zhou graduates, he will apply for a new position at work.*
This sentence means: *First*, he will graduate. *Then*, he will apply for a new position at work.
2. *When his parents come to the United States, he will buy a house.*
This sentence means: *First*, his parents will come to the United States. *Then*, he will buy a house.

H. Study the chart.

Future Time Clauses with <i>When</i>			
<i>When</i>	Present tense	<i>Will</i>	Base verb
When Zhou	graduates,	he will	apply for a new position at work.*
When his parents	come to the United States,	he will	buy a house.

*Note: The order of the clauses does not matter. You can also say, *Zhou will apply for a new position at work when he graduates.*

I. Complete the sentences below with your own ideas.

1. When Zhou's parents come to the United States, *his house will be too small* _____.
2. When _____, they will buy a bigger house.
3. When Zhou's mother comes to stay, _____.
4. When _____, his boss will promote him.
5. When Zhou gets a better job, _____.

J. CLASSIFY Zhou has a *personal* goal (buy a new home), an *educational* goal (graduate from college), and an *occupational* goal (get a new position at work). What are your goals? Write them in the table below.

Personal	Educational	Occupational
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

K. In groups, discuss your goals for the future.

EXAMPLE: When I graduate, I will get a new job.

L. APPLY Write your goals on a separate piece of paper. Hang it up in the classroom where you can read your goals each day.

LESSON 3 The Future

GOAL Write about a personal goal

A. Complete the paragraph below with *obstacles* and *solutions*.

In the previous lesson, you wrote about your goals. Goals are things you want to achieve. Sometimes we can have problems achieving them. These problems are called _____. When we figure out how to solve these problems, we have _____.

B. ANALYZE Choose one of the goals you wrote in the table on page 19. Think of one obstacle to reaching your goal and two possible solutions.

Goal: _____

Obstacle: _____

Solutions:

1. _____

2. _____

C. Share your ideas with a partner. Can your partner suggest other solutions?

D. What is a paragraph? Discuss the following terms with your teacher.

- A *paragraph* is a group of sentences about the same topic.
- A *topic sentence* is usually the first sentence in a paragraph and it introduces the topic or *main idea*.
- *Support sentences* are the sentences that follow the topic sentence and they give *details* about the topic.
- A *conclusion sentence* is the final sentence of the paragraph and it gives a *summary* of the paragraph.

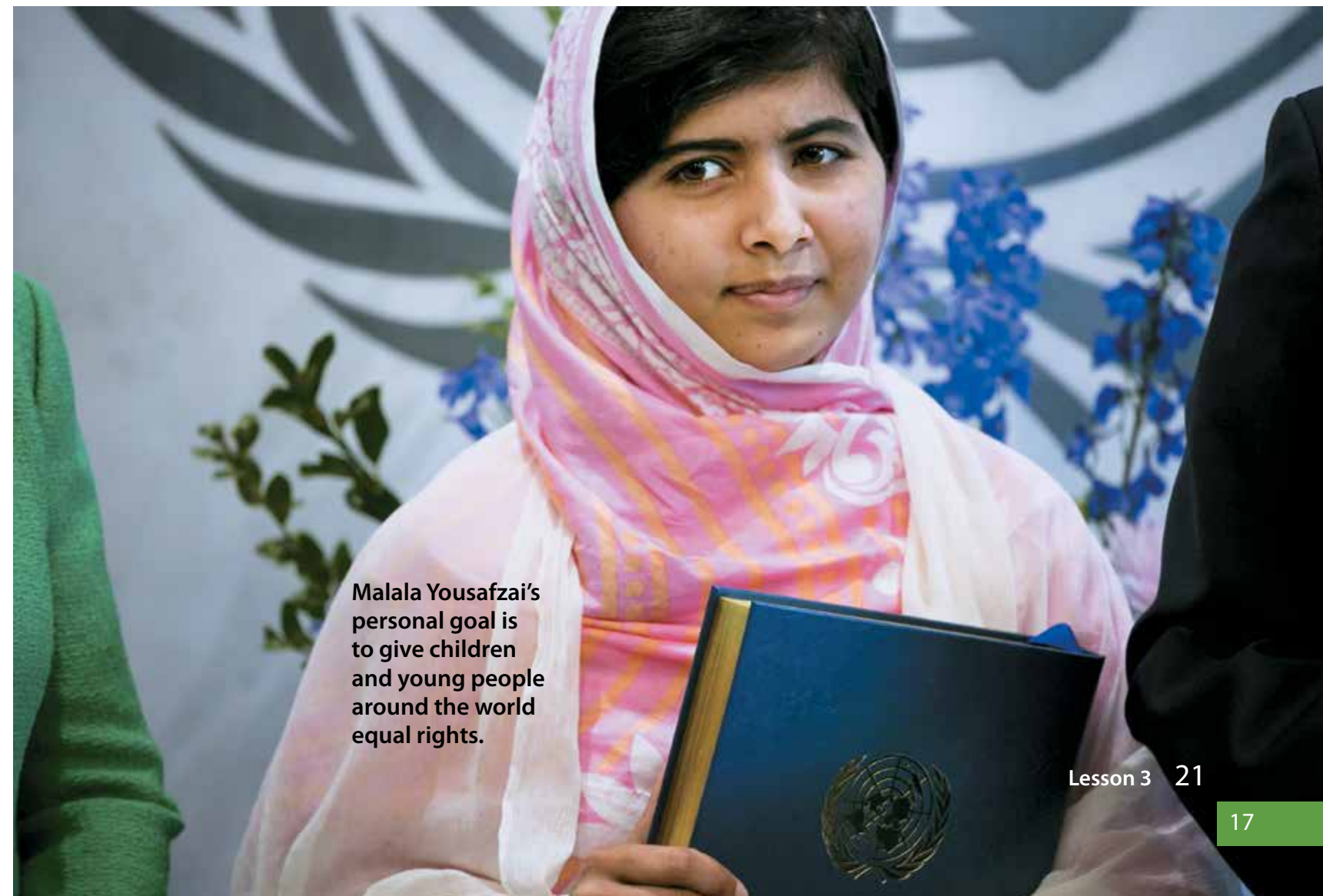
E. Read the paragraph Tuba wrote about her goal.

The diagram shows a paragraph on lined paper with a red margin line on the left. The title "My Goal" is at the top right. The first sentence is indented and labeled "topic sentence". The following three sentences are labeled "support sentences". The final sentence is labeled "conclusion sentence".

indent topic sentence My Goal title

My goal is to get a job to help my husband with money. I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to have my mother help take care of the children. If we all work together, we will achieve our goal.

support sentences conclusion sentence



LESSON **4** Study Habits

GOAL ■ Analyze study habits

F. ANALYZE Look again at Tuba’s paragraph in Exercise E and answer the questions. Then, write ideas for your own paragraph about the goal you chose in Exercise B.

1. What is Tuba’s topic sentence?

2. Tuba’s support sentences are about her obstacle and her two possible solutions. What are her support sentences?

3. What is Tuba’s conclusion sentence?

1. Write your topic sentence.

2. Write your three support sentences.

a. _____

b. _____

c. _____

3. Write your conclusion sentence.

G. On a separate piece of paper, write a paragraph about your goal using correct paragraph formatting.

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?

D. Read about study habits below.

Good study habits can be very *beneficial* to you and your education. On the other hand, bad study habits can be *harmful* to your educational goals. First, let's talk about bad study habits.

Many people have very busy schedules and it is difficult for them to find time to study. One bad study habit is not studying before class. Another bad study habit is studying with *distractions* around, such as television, people talking, or loud music. A third bad study habit is copying a friend's homework. These are just a few bad study habits, but you can easily change them into good study habits.

There are many ways that you can improve your study habits. First, set a time every day to study and try to study at the same time every day. Do not make appointments at this time. This is your special study time. Second, find a good place to study, a place that is quiet and comfortable so you can *concentrate*. Finally, do your homework on your own. Afterwards, you can find a friend to help you *go over* your work and check your answers.

E. INTERPRET According to the reading, what are some bad study habits? Add one more idea.

not studying before class

F. INTERPRET According to the reading, what are some good study habits? Add one more idea.

studying at the same time every day

G. Match each word or phrase with its correct definition. Write the letter.

- | | |
|-----------------------|-----------------------------------|
| 1. _____ beneficial | a. bad for you |
| 2. _____ harmful | b. get better |
| 3. _____ distractions | c. review or check again |
| 4. <u>b</u> improve | d. good for you |
| 5. _____ concentrate | e. think hard about something |
| 6. _____ go over | f. things that disturb your study |

H. Fill in the blanks with a word or phrase from Exercise G.

- My English will _____ if I practice every day.
- Please be quiet. I can't _____ on my homework.
- Studying with a friend can be _____ because you can help each other.
- When you finish taking a test, _____ your answers again.
- It's hard to study when there are _____. Turn off the TV!
- Bad study habits can be _____ to your educational goals.

I. Choose three words or phrases from Exercise G and write sentences about your study habits on a separate piece of paper. Share your sentences with a partner.

J. Think about your study habits. Fill in the table below.

Good study habits	Bad study habits
1.	1.
2.	2.
3.	3.

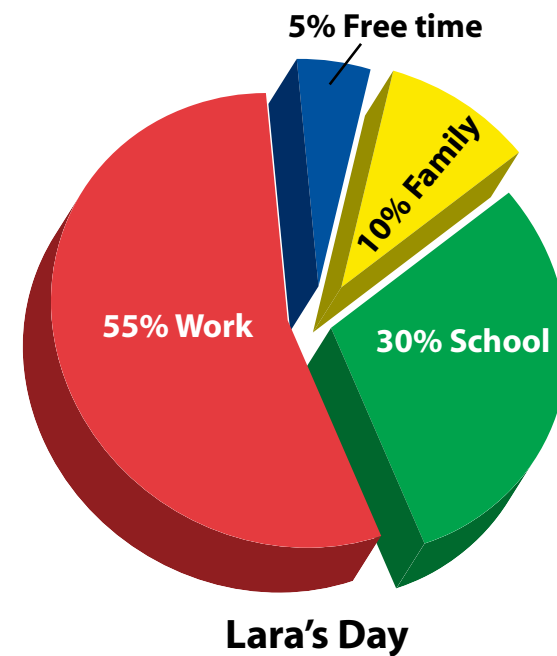
K. COMPARE Share your answers with a partner. Which study habits are the same? Which study habits are different?

LESSON 5 Time Management

GOAL ■ Manage time

A. Read about Lara's problem.

Lara doesn't spend enough time with her family. The pie chart shows how Lara spends her time. She rarely has any free time to relax. Lara wants to find a way to balance her time, so she has decided to attend a lecture at school to learn better time-management strategies.



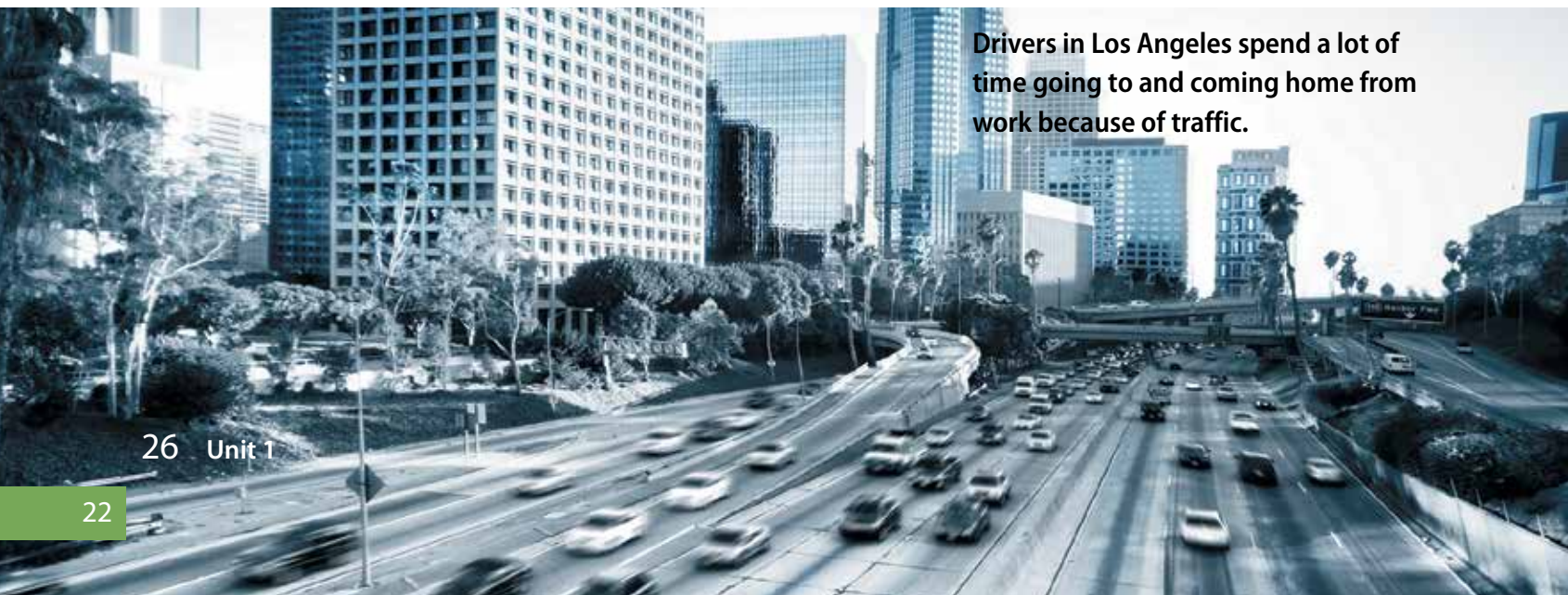
B. Answer the questions about Lara.

1. What is Lara's goal?

2. What is her obstacle?

3. What is her solution?

C. Listen to the lecture about time management. Listen for the main ideas.



Drivers in Los Angeles spend a lot of time going to and coming home from work because of traffic.

D. DISCUSS When you listen to a lecture, you can use an outline to help record important information. Look at the outline below and discuss it with your teacher.

1. Why is time management important?

- a. You stay organized.
- b. You accomplish everything that needs to get done.
- c. You _____

2. How do you keep a schedule?

- a. Write down everything you need to do in a week.
- b. Put each task in a time slot.
- c. _____
- d. Check off things that have been completed.

3. How can you add more time to your day?

- a. You can wake up earlier.
- b. You can ask _____
- c. You can try doing _____ tasks at once.

4. What are other important things to consider about time management?

- a. Remember the important people in your life.
- b. _____
- c. You are the boss of your schedule.

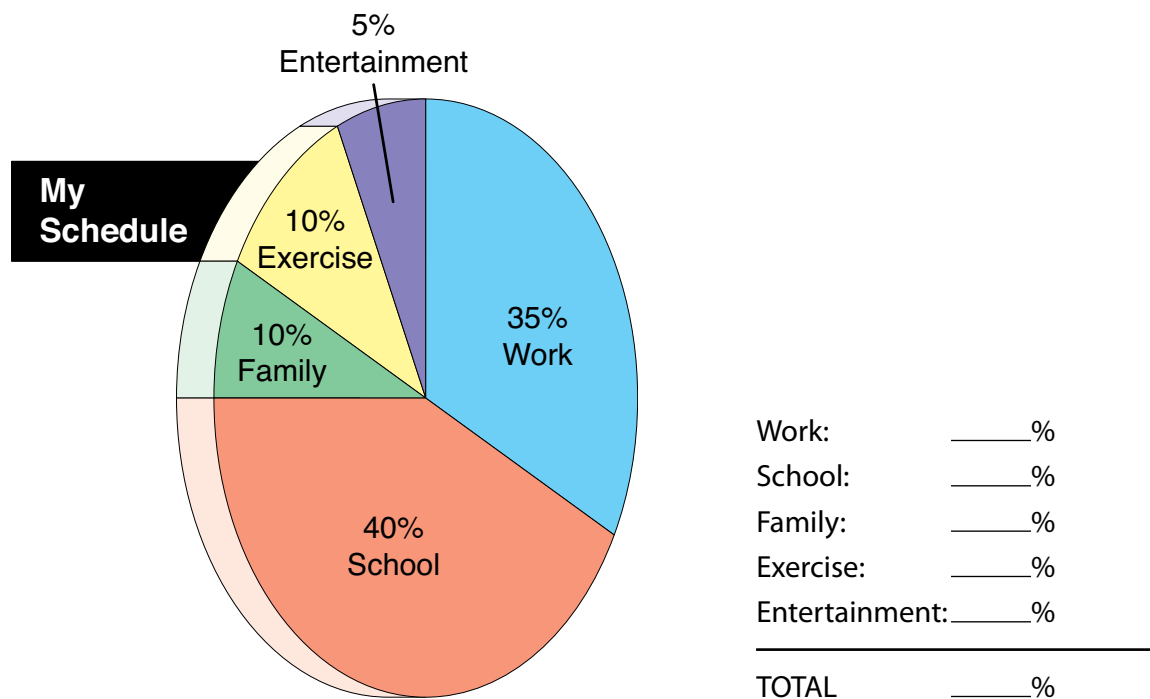
5. What are the benefits of managing your time?

- a. You will have more time.
- b. You will feel less _____
- c. You will have time to _____



E. Listen to the lecture on time management again and complete the outline above.

F. A pie chart is a circle, like a pie, and is divided up into parts that equal 100%. Look at the pie chart, fill in the percentages below, and add them up. Do they equal 100%?



G. On a separate piece of paper, create a pie chart to show how you spend your time. Make sure your chart equals 100%!

H. **REFLECT** Answer the following questions about your own time-management strategies.

1. What problems do you have with time?

I work ten hours a day, and I don't have time to study.

2. How could you add more time to your day? (Think about what you learned from the lecture.)

3. What are some time-management skills you learned that you would like to use in your life?

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).

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

Learner Log

I can analyze and create schedules.

Yes No Maybe

A. Exchange books with a partner. Have your partner complete the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							
evening							

B. Write sentences about your partner's schedule using the frequency adverbs.

1. (always) _____
2. (usually) _____
3. (often) _____
4. (sometimes) _____
5. (rarely) _____
6. (never) _____

C. Now share your sentences with your partner and see if he or she agrees. Use the conversation below as a model.

Student A: You always work in the evenings.

Student B: Yes, I do.

D. Complete the sentences with the correct verb form.

1. When Jason _____ (get) a better job _____ (buy) a new house.
2. Lilia _____ (join) her sister at college when she _____ (finish) her ESL class.
3. We _____ (run) a marathon when we _____ (complete) our training program.
4. When Maria _____ (get) her bachelor's degree, she _____ (ask) her boss for a raise.

Learner Log

I can identify goals and obstacles and suggest solutions.

Yes No Maybe

I can write about a personal goal.

Yes No Maybe

E. What are your goals for the future? Write sentences about your future goals using *when*.

1. *When I finish this course, I will take the GED exam.* _____
2. _____
3. _____
4. _____
5. _____

F. Think of one obstacle and one solution for each goal you wrote in Exercise E. Complete the chart.

	Goal	Obstacle	Solution
1.			
2.			
3.			
4.			

G. Match each word or phrase to its correct meaning. Draw a line.

- | | |
|------------------------|--|
| 1. paragraph | a. introduces your topic, or main idea |
| 2. topic sentence | b. give details about your topic |
| 3. support sentences | c. gives a summary of everything you wrote |
| 4. conclusion sentence | d. a group of sentences about the same topic |

H. Read the following sentences that make up a paragraph. Label each as a *topic sentence (T)*, a *support sentence (S)*, or a *conclusion sentence (C)*. Remember, there can only be one topic sentence and one conclusion sentence.

1. I will buy books to study with and I will study very hard. _____
2. Within the next two years, I hope to have my license. _____
3. When I'm ready, I will register for the test. _____
4. My goal for the future is to get my real estate license. _____
5. When I am close to taking the test, I will ask my friend to help me. _____

I. On a separate piece of paper, rewrite the sentences above in the correct order using correct paragraph formatting.

J. Write two good study habits.

1. _____
2. _____

K. Write two good time-management strategies.

1. _____
2. _____

L. Write the correct word from the box for each definition.

beneficial	concentrate	distraction	go over
goal	harmful	improve	obstacle

1. bad for you _____
2. when you get better at something _____
3. good for you _____
4. think hard about something _____
5. something you want to achieve _____
6. a problem _____
7. review something or check it again _____
8. things that bother you when you are studying _____

With a team, you will design a weekly schedule that includes your class and study time. You will identify good study habits and time-management strategies.

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

Position	Job Description	Student Name
Student 1: Leader	See that everyone speaks English and participates.	
Student 2: Secretary	Take notes on study habits and time-management strategies.	
Student 3: Designer	Design a weekly schedule.	
Students 4/5: Assistants	Help the secretary and the designer with their work.	

2. Design a weekly schedule. On your schedule, write in the days and times you have English class.
3. Decide on a goal that is related to learning English. Then, think of one obstacle to your goal and two solutions.
4. Make a list of good study habits and a list of time-management strategies you would like to use.
5. Make a poster with all of the information from above: weekly schedule, goal, obstacle, solutions, good study habits, and time-management strategies.
6. Present your poster to the class.



Public libraries, such as the New York Public Library, often have resources like free English conversation groups once a week to support the local community.

The Real-Life Tomb Raider



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

New Reading Challenge (in every unit) features a fascinating story about a National Geographic Explorer to immerse learners in authentic content.

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 Africa to Europe?
2. When did she first travel alone?
3. What empowers Kira?
4. Where was she kidnapped?

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

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

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.

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

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

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

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

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



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



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



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



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

While You Watch

Watch the video. Mark the items you see.

- | | | | |
|--------------------------------------|---|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> family meal | <input type="checkbox"/> natural medicine | <input type="checkbox"/> dancing | <input type="checkbox"/> healthy food |
| <input type="checkbox"/> cell phones | <input type="checkbox"/> friends | <input type="checkbox"/> swimming | <input type="checkbox"/> cycling |
| <input type="checkbox"/> fast food | <input type="checkbox"/> computer games | <input type="checkbox"/> smoking | <input type="checkbox"/> acupuncture |

After You Watch

- A. The video mentions the factors that contribute to longevity in each culture. Check (✓) the items that correspond to each place. Some items may correspond to more than one place.**

	Sardinia	Okinawa	Loma Linda
a positive outlook on life			
no drinking			
exercise			
active lifestyle			
lack of stress			
rest			
no smoking			
strong connection to family/friend			
low calorie intake			
locally sourced food			

- B. Read the sentences. Circle *T* for true and *F* for false. Correct the false sentences in your notebook.**

- | | | |
|--|---|---|
| 1. Sardinian men live longer because women make important decisions. | T | F |
| 2. People live longer in Okinawa because they spend time alone. | T | F |
| 3. All Seventh Day Adventists are vegetarians. | T | F |
| 4. The culture of longevity is disappearing in Sardinia. | T | F |
| 5. The people of Okinawa do not eat much food. | T | F |
| 6. People in Loma Linda live ten years less than other Americans. | T | F |

- C. Complete the sentences with the words below.**

longevity centenarian sedentary obesity outlive

- The Seventh Day Adventists are the only group of people David visited who are not losing their _____ edge.
- According to the video, Okinawa has the highest rate of _____ in Japan.
- David met one _____ who had just renewed her driver's license.
- Current Sardinians are leading a more _____ lifestyle that means they may not live as long as their grandparents.
- Seventh Day Adventists _____ other Americans by about ten years.

- D. Which culture of longevity appeals to you the most? Why? Discuss with a partner.**

EXAMPLE I like the Sardinian way because men live as long as women, and I'm a man!

- E. What about your own culture? Does it have anything in common with the cultures in the video? Write similarities and differences.**

Similarities

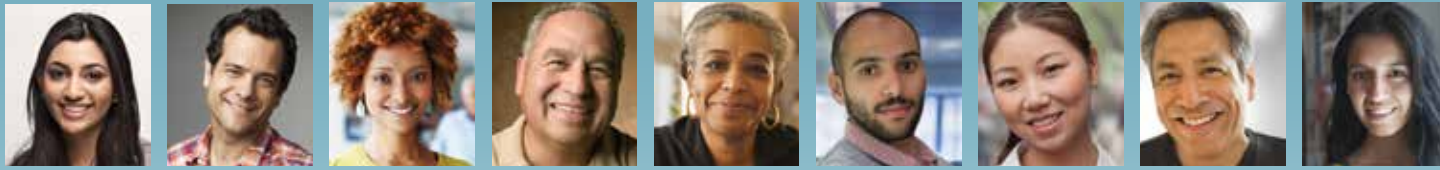
Differences

_____	_____
_____	_____

- F. Get together in a group of four. Explain to your group how your culture is similar and different from these three cultures of longevity.**



A Sardinian girl in traditional dress.



New Online and Print Workbooks

Stand Out, Third Edition Online Workbooks

powered by **MyELT**

The **Online Workbook** provides opportunities for students to practice and improve digital literacy skills essential for 21st century learners. It engages students and supports the classroom with a wide variety of activity types for reinforcement and consolidation, including:

Audio and video from trusted sources such as National Geographic

Video Challenge: A Mongolian Family

INSTRUCTIONS: Watch the video and highlight the correct answers.

Which sentences about Ochimay are true?

- He lives in the country.
- He lives in Ulaanbaatar.
- His wife's name is Anuka.
- His daughter is 6 years old.
- His daughter's name is Norvo.
- He is a taxi driver.

Pronunciation and speech recognition

Activity E

INSTRUCTIONS: Listen to the conversation. Click Record and repeat A or B. Then click Play Back to hear your voice.

A: My name is Susan and this is my good friend Emanuel. Emanuel is from Israel. We live in Sacramento. Our class is next door.

B: Nice to meet you. What's your teacher's name?

A: It's Mr. Jackson.

Interactive practice exercises and activities

Activity A

INSTRUCTIONS: Match the pictures with the words.

trash can, shirt, bookshelf, fire cabinet, door, plant, board, desk

Activity B

INSTRUCTIONS: Choose the correct answers.

- Mrs. Adams has breakfast every morning at [dropdown].
- We are meeting for dinner at [dropdown].
- Our class tomorrow night is at [dropdown].
- Orlando goes to sleep at [dropdown].
- I have English class every morning at [dropdown].
- We eat lunch every day at [dropdown].

Activity B

INSTRUCTIONS: Read the envelope and choose the correct answers.

Saul Andrade, 2239 Boston Way, Boston, MA 02111

Ava Tanaka, 44 Pio Pio Ave, Dallas, TX 75204

- The letter is from [radio buttons].
- The letter is for [radio buttons].
- The letter will go to this zip code: [radio buttons].
- The abbreviation for Texas is [radio buttons].

A Gradebook allows teachers to track class and individual student progress, and measures performance on assigned activities

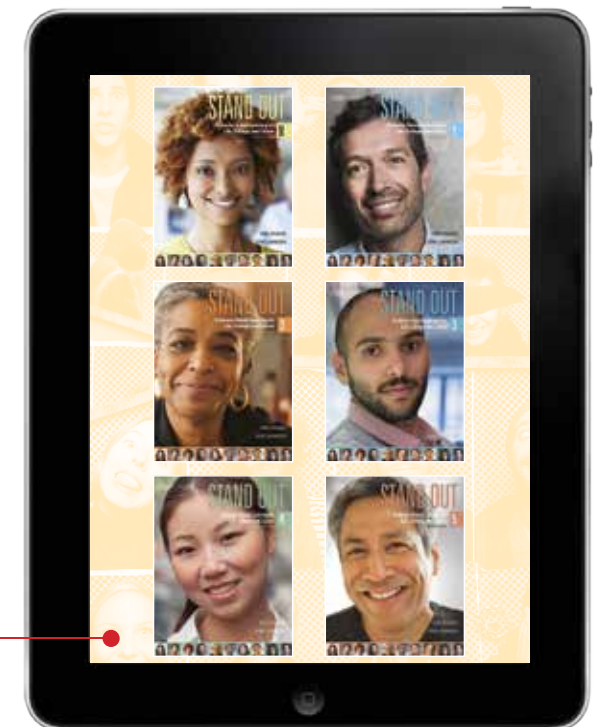
MyELT

Gradebook: Stand Out 3e >> Grades for a Single Student in Course

Student: Jones, Jason > Book: Stand Out 3e >

Activity	Score Earned (Out of 100)	%	Time Taken	Last Taken On	Time Spent (Out of 100)
Unit 8 / Lesson 1 / Activity A	9/10 (90%)	90.0%	1	2019/08/08 09:42:00 PM	30:00:00
Unit 8 / Lesson 1 / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:25:00 PM	30:00:00
Unit 8 / Lesson 4 / Activity C	10/10 (100%)	100.0%	1	2019/08/08 09:16:00 PM	30:00:00
Unit 8 / Lesson 5 / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 5 / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 6 / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 6 / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 7 / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 7 / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 8 / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Lesson 8 / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Reading Challenge / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Reading Challenge / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Writing Challenge / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Review / Activity A	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Review / Activity B	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00
Unit 8 / Review / Activity C	10/10 (100%)	100.0%	1	2019/08/08 09:02:00 PM	30:00:00

Online Workbooks can be accessed from the device of your choice — tablet or personal computer (PC)



For more information go to: NGL.Cengage.com/MyELT

1 Everyday Life

GOAL ■ Analyze and create schedules

A. Look at the frequency adverbs. Put them in order from *always* to *never*. Then, write definitions.

always never often sometimes rarely usually

1. always : all the time
2. _____ : _____
3. _____ : _____
4. _____ : _____
5. _____ : _____
6. never : _____

B. Look at Julio’s schedule and make sentences using the frequency adverbs from Exercise A.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7 a.m.	bike ride	bike ride	bike ride	bike ride	bike ride	bike ride	bike ride
8 a.m.	work	volunteer	work	volunteer	work	work	work
10 a.m.	work	volunteer	work	volunteer	work	work	work
12 p.m.	work	lunch	work	lunch	work	work	work
2 p.m.	work	study	work	study	work	work	work
4 p.m.	work	study	work	study	work	work	work
6 p.m.	dinner	dinner	dinner	dinner	dinner	dinner	dinner
8 p.m.	ESL Class	ESL Class	ESL Class	ESL Class	ESL Class	ESL Class	ESL Class

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

New Workbooks for the third edition of *Stand Out*, complement the student books by providing clear and concise grammar explanation boxes and additional supplementary activities (vocabulary building, life skills development, and grammar practice) designed to prepare students for both school and the workplace.

C. Look again at Julio’s schedule. Answer the questions on a separate piece of paper.

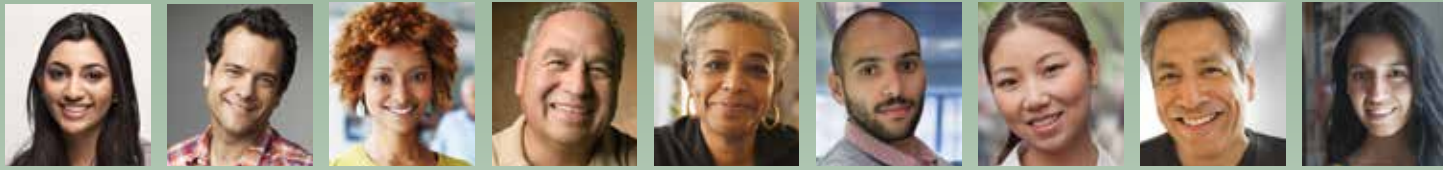
1. When does Julio exercise?
2. How many days a week does Julio work?
3. At what time does Julio go to ESL class?
4. How often does Julio eat dinner?
5. What does Julio do once a week?
6. How often does Julio volunteer?

D. Study the chart.

Adverbs of Frequency			
Adverb	Frequency	Example	Rule
always	100% ↓ 0%	Julio always rides his bike in the morning.	Frequency adverbs come before the main verb but after the verb <i>Be</i> .
usually		Julio usually works from 8 a.m.–6 p.m. Usually , Julio works from 8 a.m.–6 p.m.	
often		Julio often has ESL class at night. Often , Julio has ESL class at night.	
sometimes		Sometimes , Julio visits his family. Julio sometimes visits his family.	
rarely/seldom		Julio is seldom at home.	
never		Julio never has free time.	

E. Choose the correct frequency adverb. Check (✓) the correct answer.

1. I am never late to school. I am _____ on time. seldom always
2. I usually study at the library. I _____ study at home. often rarely
3. Every Saturday and Sunday, I sleep late. I _____ sleep late on weekends. never always
4. Michel seldom has time to study. He _____ needs more time. always never
5. Luisa goes to school every day. She _____ misses class. seldom usually
6. We always try to be quiet. We _____ disturb others. often rarely
7. They try to go for a walk once a day. They _____ exercise. never usually



Additional resources for teachers and learners...

Multi-level Worksheets

Multi-level Worksheets are available for every level and unit of *Stand Out*. This useful resource offers three levels of multi-level classroom use or homework (A = Low, B = Middle, C = High) enabling teachers to easily organize activities for their students.

Lesson Planners

Stand Out, Third Edition's Lesson Planner goes beyond merely describing activities in the student book by providing teacher support, ideas and guidance for the entire class period.

- **Standards correlations** for **CCRS**, **CASAS**, and **SCANS** are identified for each lesson.
- **Pacing Guides** help with planning by giving instructors suggested durations for each activity and a selection of activities for different class lengths.
- **At-A-Glance Lesson Openers** provide instructors with everything that will be taught in a lesson. Included are: the agenda, the goal, grammar, pronunciation, academic strategies, critical thinking elements, correlations to standards, and resources.
- **Suggested Activities** go beyond what is shown in the text providing teachers with ideas that will stimulate them to come up with their own.
- **Listening Scripts** are integrated into the unit pages for easy access.
- **Teacher Tips** provide point-of-use pedagogical comments and best practices.

If you need more vocabulary support, we recommend...

The Heinle Picture Dictionary

The Heinle Picture Dictionary presents 4,000 words in context through vibrant images within thematic units. The dictionary uses illustrations, readings, audio, and media to teach everyday and content-area vocabulary.

A. Read Eric's schedule and circle the correct adverb of frequency.

1. Eric (always / sometimes) eats dinner at 6 p.m.
2. He (seldom / always) goes shopping.
3. Eric (sometimes / rarely) rests in the middle of the day.
4. He (usually / never) works during the day.
5. Eric (sometimes / never / always) studies with his children.
6. Eric (often / never) goes to the movies on Friday nights.

B. Write the correct adverb of frequency in the blank.

always	never	seldom	rarely
usually	often	sometimes	

1. Eric _____ reads to his children.
2. He _____ plays soccer on Wednesday mornings.
3. Eric _____ takes a nap after his computer class.
4. He _____ studies after his ESL class.
5. Eric _____ eats lunch right before he picks up his kids.
6. He _____ goes running before dinner.

To view additional Multi-level worksheets please contact your rep or go to: NGL.Cengage.com/SO3

Adverbs of Frequency

Eric's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study w/ kids	study w/ kids	study w/ kids	study w/ kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work

A. Read Eric's schedule and write the correct adverb of frequency.

- Eric _____ eats dinner at 6 p.m.
- He _____ goes shopping.
- Eric _____ rests in the middle of the day.
- He _____ works during the day.
- Eric _____ studies with his children.
- Eric _____ goes to the movies on Friday nights.

B. Unscramble the sentences. Write them on a separate piece of paper.

- his children / Eric / reads to / always.
- plays soccer / He / Wednesday mornings / never / on.
- sometimes / takes a nap / Eric / computer class / after /.
- after / his ESL class / He / studies / always.
- before / he picks up his kids / Eric / eats lunch / never.
- seldom / He / dinner / goes running / before.

Adverbs of Frequency

Eric's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study w/ kids	study w/ kids	study w/ kids	study w/ kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work

A. Read Eric's schedule and circle the correct adverb of frequency.

- Eric (always / usually / often) eats dinner at 6 p.m.
- He (seldom / never / sometimes) goes shopping.
- Eric (sometimes / rarely / seldom) rests in the middle of the day.
- He (seldom / never / always) works during the day.
- Eric (sometimes / never / always) studies with his children.
- Eric (rarely / never / seldom) goes to the movies on Friday nights.

B. Write a complete sentence using the verb prompt and an adverb of frequency. Use the details from the chart to make your sentences interesting.

always sometimes usually often seldom rarely never

- Eric always reads to his children. (read)
- Eric _____ (take a nap)
- He _____ (study)
- Eric _____ (eats)
- He _____ (go)

Balancing Your Life

About the photo

Paul Chesley, a photojournalist from Red Wing, Minnesota, took this photo. It shows construction workers at the top of the Stratosphere Tower in Las Vegas, Nevada. The Stratosphere Tower is the tallest freestanding observation tower in the United States. Inside the tower is a hotel and a casino. There are also lots of restaurants. On top of the tower is an observation deck where visitors can look out over the Las Vegas Strip. Visitors can also dangle over the edge as they ride the Big Shot, one of the four thrill rides that sit 1,149 feet above the street below.

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



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

UNIT 1

Balancing Your Life

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

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?

- Ask students to discuss the questions in pairs. Gather feedback from students and write key vocabulary on the board.
- Discuss the unit outcomes with students and write any key vocabulary on the board.

Life Skills Link

In this unit, students will identify and analyze activities and responsibilities in their own lives as well as the lives of others and learn how to manage them by applying different strategies.

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	CASAS CORRELATION	SCANS CORRELATION	CCRS CORRELATION
<ul style="list-style-type: none"> • Analyze and create schedules • Identify goals and obstacles and suggest solutions • Write about a personal goal • Analyze study habits • Manage time 	<ul style="list-style-type: none"> • Adverbs of frequency • <i>When</i> in the future 	<ul style="list-style-type: none"> • Schedules and time • Goals • Paragraphs • Study habits 	1: 0.1.2, 0.2.4 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 5: 7.4.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Allocating time • Understanding systems • Applying technology to task • Responsibility • Self management • Writing • Decision making 	RI1, RI2, RI4, RI7 W4, W5 SL1, SL2, SL4 L1, L2, L3, L4 RF2, RF3, RF4



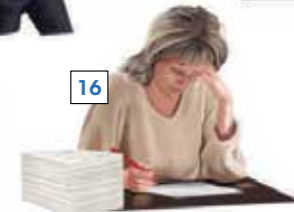
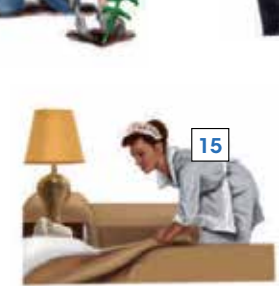
Jobs 1

Words in Context

What kind of work is right for you? Do you like to work with your hands? You could be a **carpenter**, an **assembler**, or a **construction worker**. Do you want to help people? You could be a **babysitter**, a **home health aide**, or a **doctor**. Are you creative? You could be a **hairstylist**, a **florist**, or an **architect**. Are you good with numbers? You could be an **accountant** or an **engineer**.

Words in Context allow students to see target words in brief contextualized readings.

High-Frequency Words highlight the top ten words in each lesson, allowing students to focus on the most essential vocabulary



1 an accountant

9 a delivery person

17 a barber

24 a cashier

2 a dentist

10 a computer technician

18 an assembler

25 an actor

3 an artist

11 a janitor / a custodian

19 an architect

26 a carpenter

4 a cook

12 a doctor

20 a butcher

27 an electrician

5 a hairstylist / a hairdresser

13 a homemaker

21 a (home) health aide / a (home) attendant

28 a firefighter

6 a construction worker

14 a florist

22 an engineer

29 a garment worker

7 a graphic artist

15 a housekeeper

23 a **businessman** / a **businesswoman**

30 a babysitter

8 a gardener

16 an editor

Word Partnerships

a	part-time	job
	well-paid	
	blue-collar	
	white-collar	
look for	a job	
apply for		
get		
lose		

Word Partnerships help develop fluency.

Words in Action

- Look at the list. What are the best five jobs to have? Why?
- Which jobs are done in offices? Which are done in shops? Which are done outdoors? Make three lists.



Words in Action provide opportunities for critical thinking and active learning.

Stand Out, Third Edition

Evidence-Based Learning for Life, College, and Career

Rob Jenkins and Staci Johnson

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