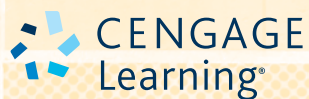


# STAND OUT

Third Edition

Coming Spring 2016



## PROGRAM SAMPLER

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



# Stand Out

Evidence-Based Learning for Life, College, and Career

Third Edition

**Stand Out** is a six-level, standards-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.

## Program Sampler

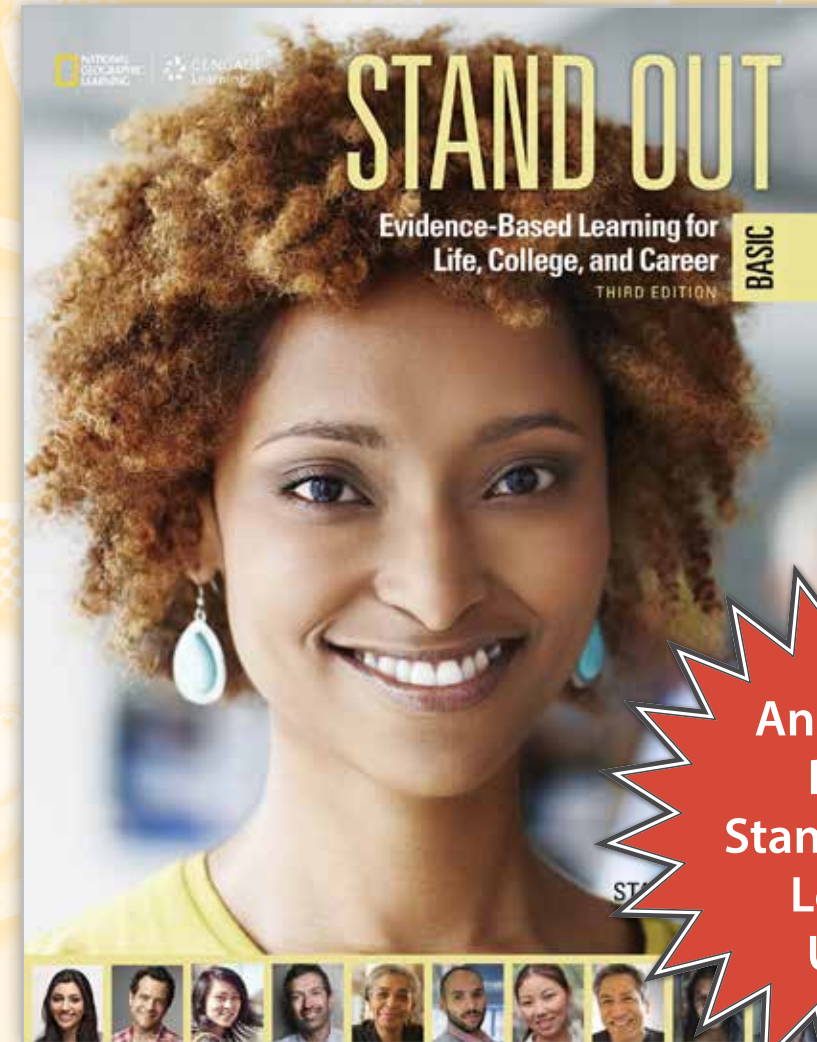
### Annotated Pages—*Stand Out, 3e: Level 3, Unit 1*

Student Book.....	3-31
Workbook.....	32-35
Multi-level Worksheet.....	37
Lesson Planner.....	38-39

For more information go to: [NGL.Cengage.com/SO3](http://NGL.Cengage.com/SO3)

# 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)



# 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.

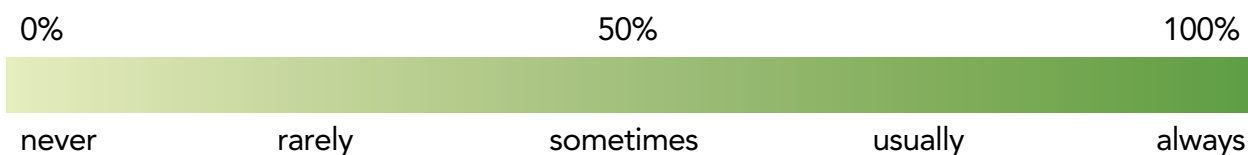
once a week      twice a week      three times a week      every Saturday  
every morning      every weekday      every other day      every Sunday

**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 <i>doesn't 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 <sup>rarely</sup> 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.

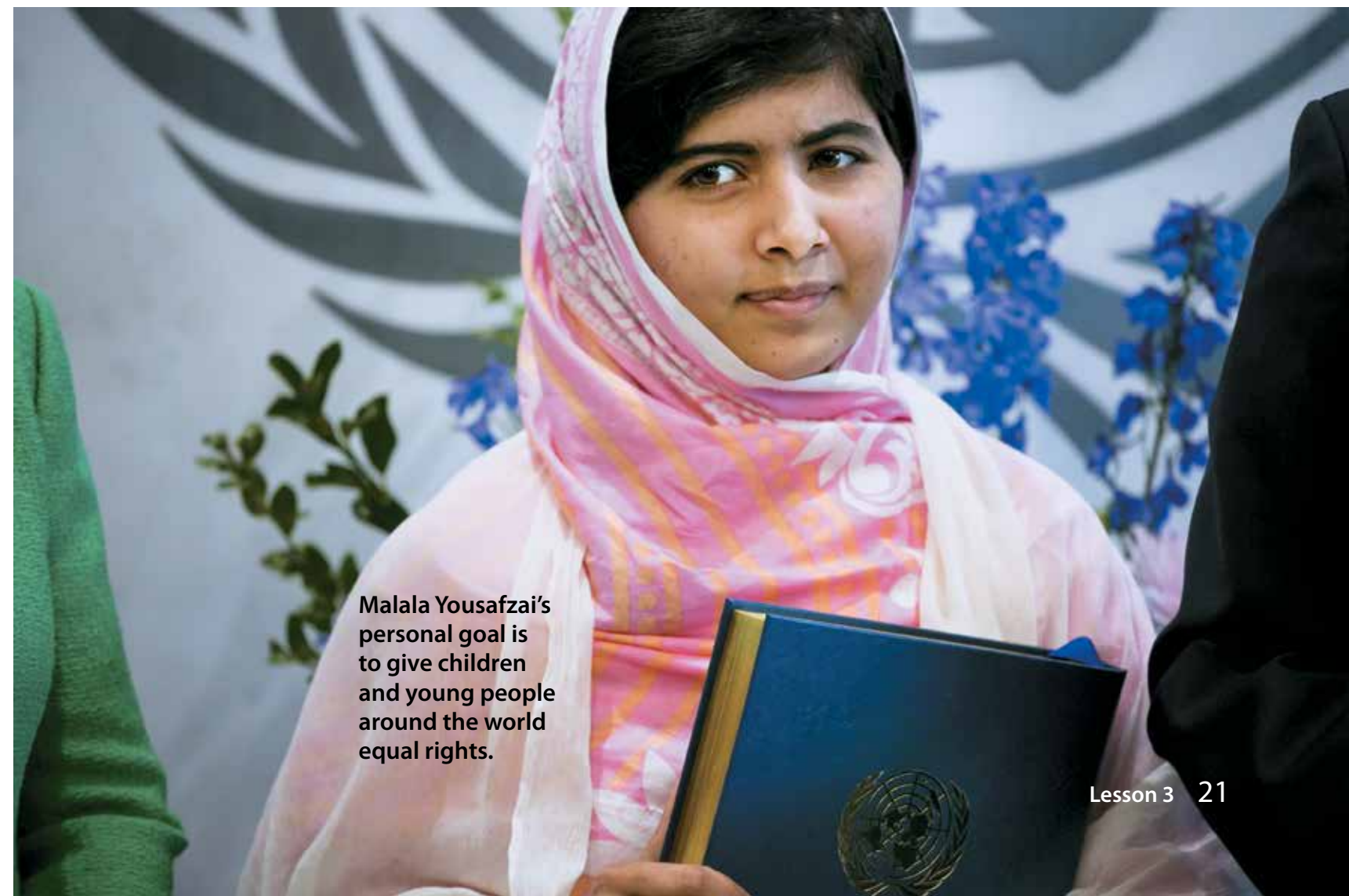
## E. Read the paragraph Tuba wrote about her goal.

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*

---



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**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.

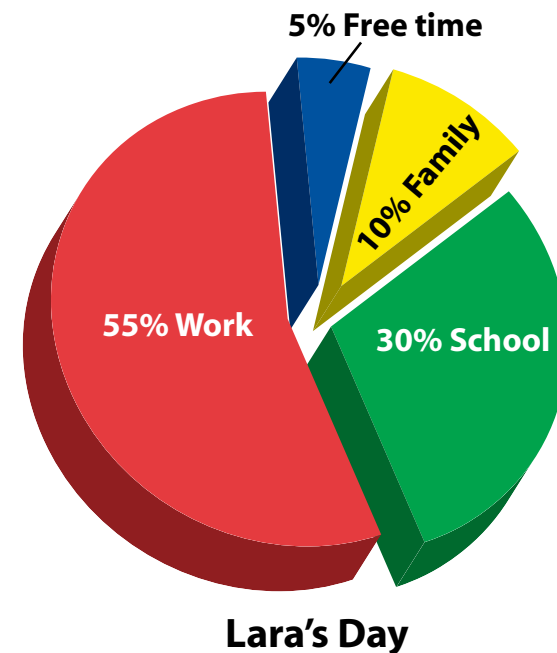
**K. COMPARE** Share your answers with a partner. Which study habits are the same? Which study habits are different?

# 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?

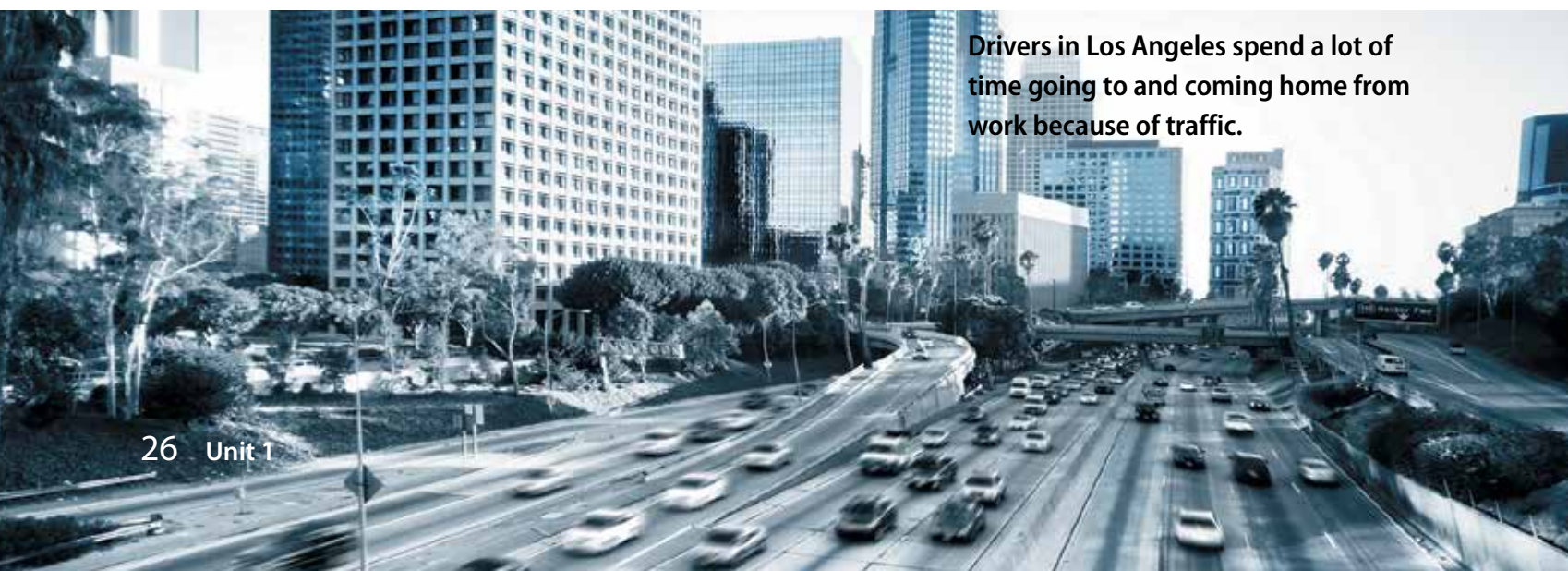
\_\_\_\_\_

3. What is her solution?

\_\_\_\_\_

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

CD 1  
TR 5



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?

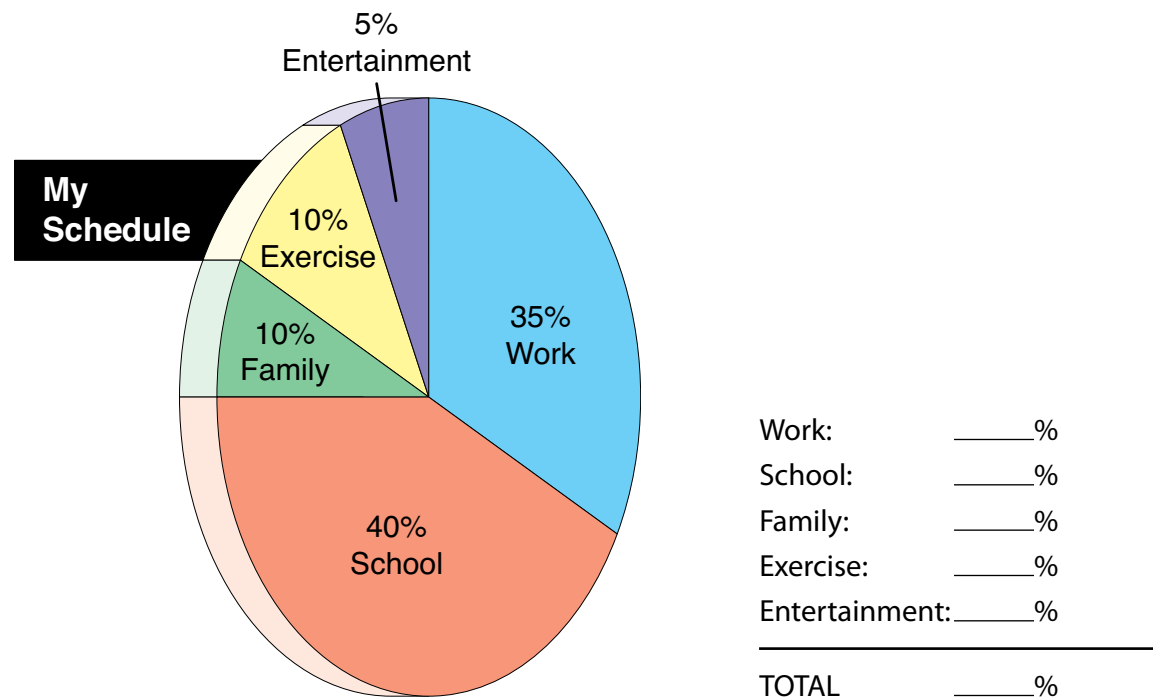
- a. You will have more time.
- b. You will feel less \_\_\_\_\_
- c. You will have time to \_\_\_\_\_

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

CD 1  
TR 5



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?

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**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.

**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.

**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

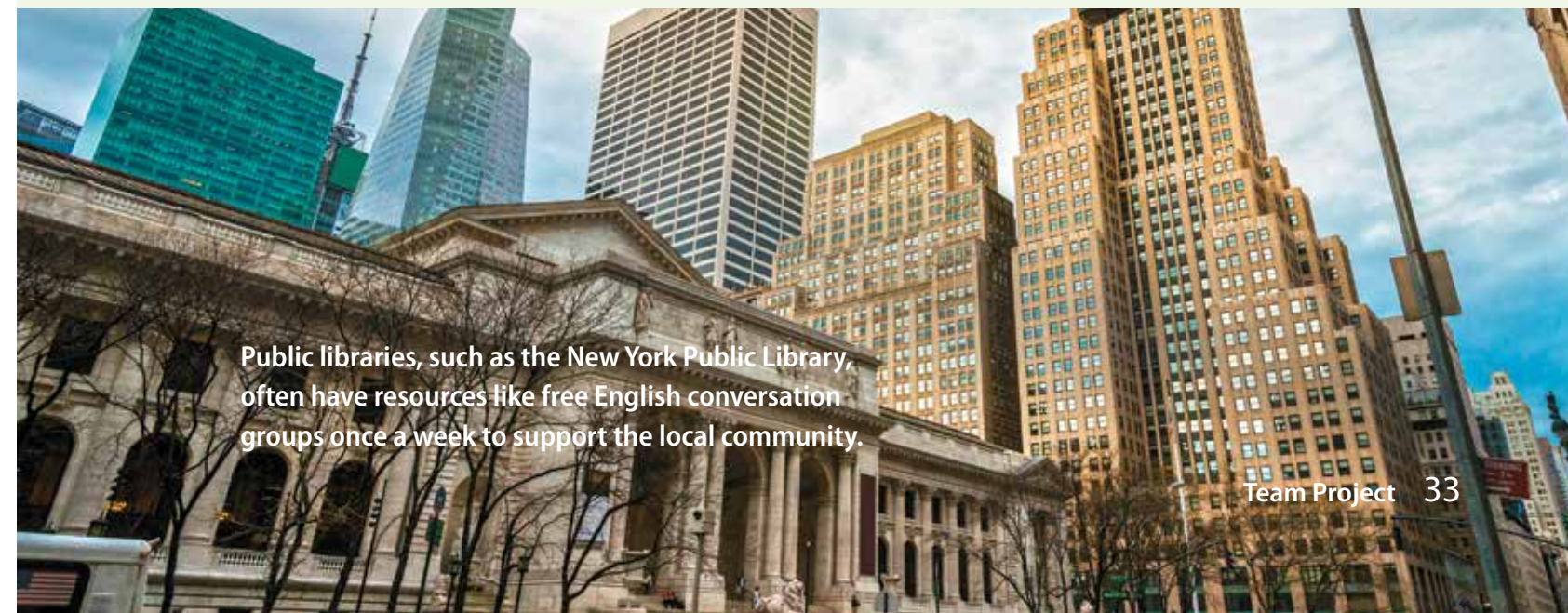
1. bad for you \_\_\_\_\_
2. when you get better at something \_\_\_\_\_
3. good for you \_\_\_\_\_
4. think hard about something \_\_\_\_\_
5. something you want to achieve \_\_\_\_\_
6. a problem \_\_\_\_\_
7. review something or check it again \_\_\_\_\_
8. things that bother you when you are studying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

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.

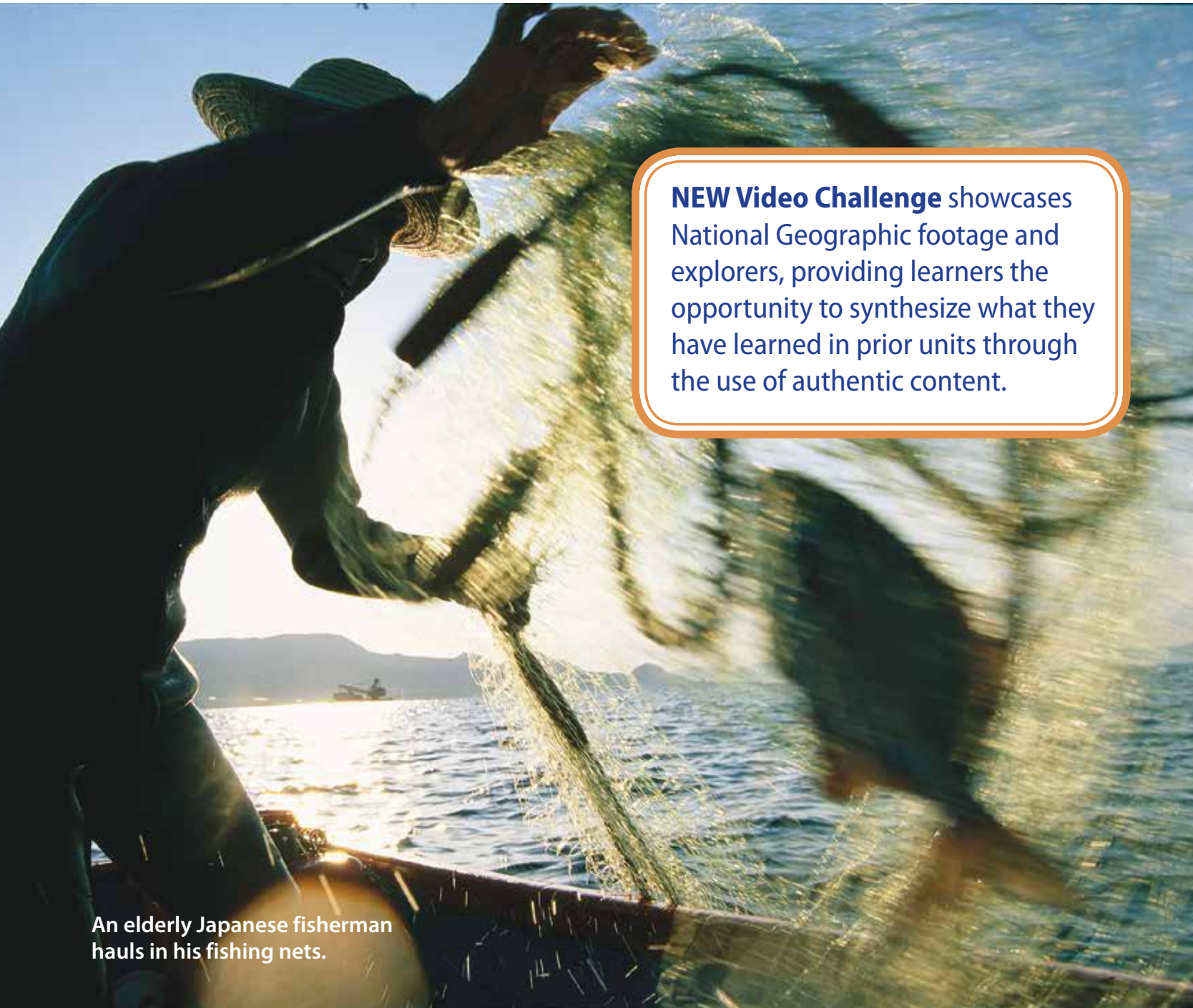
1. How do we know that Kira wanted to travel from Africa to Europe?
2. When did she first travel alone?
3. What empowers Kira?
4. Where was she kidnapped?

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

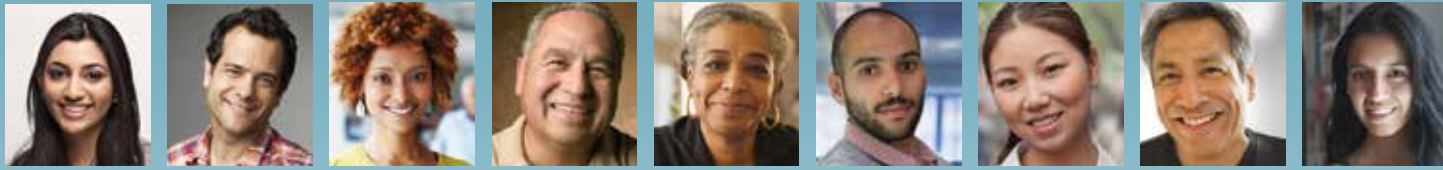
_____	_____
_____	_____

- 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.





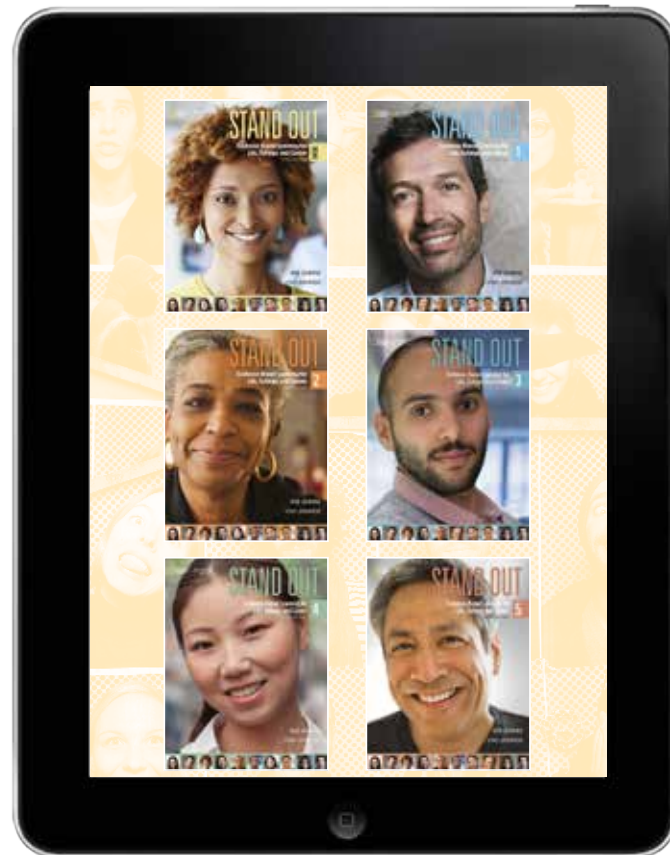
## New Print and Online Workbooks

### Workbooks

**Workbooks** for the third edition of *Stand Out* complement the student books by providing clear and concise grammar explanation boxes and additional supplementary activities designed to prepare students for both school and the workplace. Workbooks are available for all six levels of *Stand Out*.

### Also available...

**NEW Online Workbooks**, powered by MyELT 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](http://NGL.Cengage.com/myelt)



**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	see friends	see friends	visit family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**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 <b>always</b> rides his bike in the morning.	Frequency adverbs come before the main verb but after the verb <i>Be</i> .
usually		Julio <b>usually</b> works from 8 a.m.–6 p.m. <b>Usually</b> , Julio works from 8 a.m.–6 p.m.	
often		Julio <b>often</b> has ESL class at night. <b>Often</b> , Julio has ESL class at night.	
sometimes		<b>Sometimes</b> , Julio visits his family. Julio <b>sometimes</b> visits his family.	
rarely/seldom		Julio is <b>seldom</b> at home.	
never		Julio <b>never</b> 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

**F. Rewrite the sentences with the frequency adverbs.**

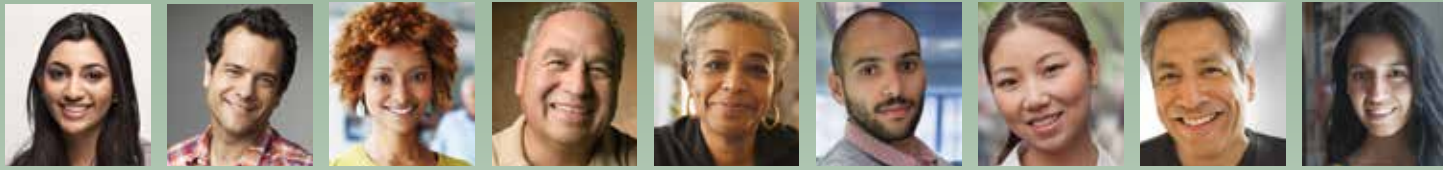
1. he accomplishes everything that needs to get done (usually)  
He usually accomplishes everything that needs to get done.
2. they are very busy in the morning (always)  
\_\_\_\_\_
3. she finds time to relax (rarely)  
\_\_\_\_\_
4. we make time for our family (often)  
\_\_\_\_\_
5. he eats lunch in the office (sometimes)  
\_\_\_\_\_
6. I get a chance to take a break (never)  
\_\_\_\_\_
7. Erica finds time to exercise after work (always)  
\_\_\_\_\_

**G. Complete the schedule. Then, write three sentences about your schedule using frequency adverbs.**

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<b>morning</b>							
<b>afternoon</b>							
<b>evening</b>							

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Additional resources for teachers and learners...

### Lesson Planners

**Lesson Planners** for the third edition of *Stand Out* provide lessons aligned to standardized tests (such as CASAS, EFF, SCANS, EL CIVICS, Common Core and state-specific standards), pacing guides, step-by-step instructions, pronunciation practice, and numerous resources and materials for every classroom situation. Lesson Planners are available for all six levels of *Stand Out*.

### 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.

## Stand Out 3: Unit 1, Lesson 1 LEVEL A Worksheet 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

# 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"> <li>• Analyze and create schedules</li> <li>• Identify goals and obstacles and suggest solutions</li> <li>• Write about a personal goal</li> <li>• Analyze study habits</li> <li>• Manage time</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• <i>When</i> in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules and time</li> <li>• Goals</li> <li>• Paragraphs</li> <li>• Study habits</li> </ul>	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"> <li>• Allocating time</li> <li>• Understanding systems</li> <li>• Applying technology to task</li> <li>• Responsibility</li> <li>• Self management</li> <li>• Writing</li> <li>• Decision making</li> </ul>	RI1, RI2, RI4, RI7 W4, W5 SL1, SL2, SL4 L1, L2, L3, L4 RF2, RF3, RF4



## 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
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	Student Book	9781305655645
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	<b>All Levels</b>	<b>ISBN</b>
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# Stand Out, Third Edition

## Evidence-Based Learning for Life, College, and Career

Rob Jenkins and Staci Johnson

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

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