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

Multi-level Worksheets ................. 40-43

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.
National Geographic explorer

The Real-Life

A. The Real-Life

B. Stand Out supports college and career readiness

- 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.

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

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

- 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.

- PREDICT

A. The Real-Life

1. What do you think these words mean? Write them in a journal.

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

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

Welcome to Stand Out xvii
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?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 a.m. – 7 a.m.</td>
<td>5:45 Run</td>
<td>5:45 Run</td>
<td>5:45 Yoga</td>
<td>6:00 Run</td>
<td>5:45 Run</td>
<td></td>
</tr>
<tr>
<td>7 a.m. – 9 a.m.</td>
<td>7:00 Walk the dog</td>
<td>7:00 Walk the dog</td>
<td>7:00 Walk the dog</td>
<td>7:00 Walk the dog</td>
<td>7:00 Walk the dog</td>
<td>7:00 Walk the dog</td>
</tr>
<tr>
<td>9 a.m. – 11 a.m.</td>
<td>9:00 Work</td>
<td>9:00 Groceries shopping</td>
<td>9:00 Work</td>
<td>9:00 Run errands</td>
<td>9:00 Work</td>
<td>10:00 Shopping</td>
</tr>
<tr>
<td>11 a.m. – 1 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 p.m. – 3 p.m.</td>
<td>1:00 Work</td>
<td>1:00 Work</td>
<td>2:00 Meet friends</td>
<td>1:00 Meet friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 p.m. – 5 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 p.m. – 7 p.m.</td>
<td></td>
<td></td>
<td>5:00 Family dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 p.m. – 9 p.m.</td>
<td>7:00 ESL class</td>
<td>8:00 ESL class</td>
<td>7:00 ESL class</td>
<td>8:00 Computer class</td>
<td>7:00 Watch a movie</td>
<td></td>
</tr>
</tbody>
</table>

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 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

- Before the main verb: Luisa always/usually/often goes running. She sometimes/rarely/never does yoga.
- After the main verb be: She is 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 sometimes/usually.
- Between the subject and the verb in short answers: Yes, she always does/No, she usually isn't.
- Rarely and never are negative words. Do not use not and never in the same sentence.

Correct: She never plays tennis.
Incorrect: She doesn't never play tennis.

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

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

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

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

B. Read about Zhou.

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?

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.

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!
**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___________________________.
   **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.**

<table>
<thead>
<tr>
<th>Future Time Clauses with <em>When</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>When Zhou graduates,</td>
</tr>
<tr>
<td>When his parents come to the United States,</td>
</tr>
</tbody>
</table>

*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.**

<table>
<thead>
<tr>
<th>Personal</th>
<th>Educational</th>
<th>Occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**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.**
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.

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.

Malala Yousafzai’s personal goal is to give children and young people around the world equal rights.
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?

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
- Studying with distractions
- Copying a friend’s homework
- Be late to class

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

- Studying at the same time every day
- Setting a daily study schedule
- Studying with a friend
- Study breaks

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. _____ 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.

1. My English will _______________ if I practice every day.
2. Please be quiet. I can’t _______________ on my homework.
3. Studying with a friend can be _______________ because you can help each other.
4. When you finish taking a test, _______________ your answers again.
5. It’s hard to study when there are _______________. Turn off the TV!
6. 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.

<table>
<thead>
<tr>
<th>Good study habits</th>
<th>Bad study habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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%?

![Pie Chart]

Work: ____%  
School: ____%  
Family: ____%  
Exercise: ____%  
Entertainment: ____%  
TOTAL ____%

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?
   _____________________________________________________________

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.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
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<td></td>
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</tr>
<tr>
<td>evening</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Obstacle</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>beneficial</th>
<th>concentrate</th>
<th>distraction</th>
<th>go over</th>
</tr>
</thead>
<tbody>
<tr>
<td>goal</td>
<td>harmful</td>
<td>improve</td>
<td>obstacle</td>
</tr>
</tbody>
</table>

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

TEAM PROJECT

Make a Schedule

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.

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

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.
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.

<table>
<thead>
<tr>
<th>adventurer</th>
<th>continent</th>
<th>document (v)</th>
<th>doubt</th>
</tr>
</thead>
<tbody>
<tr>
<td>empower</td>
<td>escape</td>
<td>exotic</td>
<td>kayak (v)</td>
</tr>
<tr>
<td>kidnap</td>
<td>resolve</td>
<td>superficial</td>
<td>terrifying</td>
</tr>
</tbody>
</table>

C. Read about Kira Salak.

Kira Salak is an adventurer. She was the first known person to kayak down the Niger River in West Africa by herself. Kira is a traveler. She has traveled alone to almost every continent.

Kira is a writer. She documents her travels by writing about the people she has met and the places she has seen. How did she become all of these things?

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

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

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

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

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

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.

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.

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.

- lack of stress
- strong connections to friends and family
- sedentary lifestyle
- locally sourced food
- fast food
- active lifestyle
- positive outlook on life
- low calorie intake
- obesity
- high alcohol intake
- smoking
- rest
- exercise
- 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.

- family meal
- natural medicine
- dancing
- healthy food
- cell phones
- friends
- swimming
- cycling
- fast food
- computer games
- smoking
- 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.

<table>
<thead>
<tr>
<th>Sardinia</th>
<th>Okinawa</th>
<th>Loma Linda</th>
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<tbody>
<tr>
<td>a positive outlook on life</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>no drinking</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>no smoking</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>strong connection to family/friend</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>low calorie intake</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>locally sourced food</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>longevity</th>
<th>centenarian</th>
<th>sedentary</th>
<th>obesity</th>
<th>outlive</th>
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</thead>
</table>
| 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.

<table>
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<th>Differences</th>
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</table>

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.
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
- Pronunciation and speech recognition
- Interactive practice exercises and activities
- A Gradebook allows teachers to track class and individual student progress, and measures performance on assigned activities
- 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
GOAL  ■ Analyze and create schedules

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

<table>
<thead>
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<th>always</th>
<th>never</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>usually</th>
</tr>
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<tr>
<td>1.</td>
<td>always , all the time</td>
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B. Look at Julio's schedule and make sentences using the frequency adverbs from Exercise A.

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.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Frequency</th>
<th>Example</th>
</tr>
</thead>
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<tr>
<td>always</td>
<td>100%</td>
<td>Julio always rides his bike in the morning.</td>
</tr>
<tr>
<td>usually</td>
<td></td>
<td>Julio usually works from 8 a.m.–6 p.m.</td>
</tr>
<tr>
<td>often</td>
<td></td>
<td>Julio often has ESL class at night.</td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
<td>Sometimes, Julio visits his family.</td>
</tr>
<tr>
<td>rarely/seldom</td>
<td></td>
<td>Julio is seldom at home.</td>
</tr>
<tr>
<td>never</td>
<td>0%</td>
<td>Julio never has free time.</td>
</tr>
</tbody>
</table>

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

1. I am never late to school. I ____________ 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

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.
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.

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

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

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

1. His children / Eric / reads to / always.
2. Plays soccer / He / Wednesday mornings / never / on.
3. Sometimes / takes a nap / Eric / computer class / after /.
4. After / his ESL class / He / studies / always.
5. Before / he picks up his kids / Eric / eats lunch / never.
6. Seldom / He / dinner / goes running / before.

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

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

1. Eric always reads to his children.
2. Eric (take a nap)
3. He (study)
4. Eric (eats)
5. 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.

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

UNIT OUTCOMES
• Adverbs of frequency
• Schedules and time
• Goals
• Paragraphs
• Study habits

UPATED 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.

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

• 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 CORRELATION
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:
• Allocating time
• Understanding systems
• Applying technology to task
• Responsibility
• Self management
• Writing
• Decision making

R1, R2, R4, R7
W4, W5
SL1, SL2, SL4
L1, L2, L3, L4
RF2, RF3, RF4
-specific grammar tasks offer applied practice.

**Word Partnerships**

Word Partnerships help develop fluency.

**High-Frequency Words**

Highlight the top ten words in each lesson, allowing students to focus on the most essential vocabulary.

**Words in Action**

Provide opportunities for critical thinking and active learning.

---

### 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.

1. an accountant
2. a dentist
3. an artist
4. a cook
5. a hairstylist
6. a construction worker
7. a graphic artist
8. a gardener
9. a delivery person
10. a computer technician
11. a janitor / a custodian
12. a doctor
13. a homemaker
14. a florist
15. a housekeeper
16. an editor
17. a barber
18. an assembler
19. an architect
20. a butcher
21. a (home) health aide / a (home) attendant
22. an engineer
23. a businessman / a businesswoman
24. a cashier
25. an actor
26. a carpenter
27. an electrician
28. a firefighter
29. a garment worker
30. a babysitter

**Words in Action**

1. Look at the list. What are the best five jobs to have? Why?
2. Which jobs are done in offices? Which are done in shops? Which are done outdoors? Make three lists.
## Stand Out, Third Edition

Evidence-Based Learning for Life, College, and Career

Rob Jenkins and Staci Johnson

### Teacher and Learner Resources

<table>
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<tr>
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<th>ISBN</th>
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