



STAND OUT

Evidence-Based Learning for
College and Career Readiness

THIRD EDITION

1

ROB JENKINS

STACI JOHNSON



STAND OUT

THIRD EDITION

SERIES COMPONENTS



LEVEL BASIC

Student Book	9781305655201
Workbook	9781305655225
Online Workbook	9781305655393
Audio CDs	9781305655232
Lesson Planner	9781305655218
Classroom Presentation Tool	9781305655744



LEVEL 1

Student Book	9781305655409
Workbook	9781305655423
Online Workbook	9781305665101
Audio CDs	9781305655454
Lesson Planner	9781305655416
Classroom Presentation Tool	9781305655737



LEVEL 2

Student Book	9781305655478
Workbook	9781305655492
Online Workbook	9781305665118
Audio CDs	9781305655508
Lesson Planner	9781305655485
Classroom Presentation Tool	9781305655720



LEVEL 3

Student Book	9781305655522
Workbook	9781305655546
Online Workbook	9781305665125
Audio CDs	9781305655553
Lesson Planner	9781305655539
Classroom Presentation Tool	9781305655713



LEVEL 4

Student Book	9781305655591
Workbook	9781305655614
Online Workbook	9781305665132
Audio CDs	9781305655621
Lesson Planner	9781305655607
Classroom Presentation Tool	9781305655706



LEVEL 5

Student Book	9781305655645
Workbook	9781305655669
Online Workbook	9781305665149
Audio CDs	9781305655676
Lesson Planner	9781305655652
Classroom Presentation Tool	9781305655690

ALL LEVELS

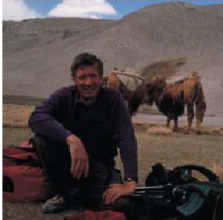
DVD Program - Basic to Level 5	9781305655249
ExamView® and Audio Pack - Basic to Level 5	9781305664852

The new edition of *Stand Out 1* now features **National Geographic Explorers!**

UNIT 1

Photographer

GORDON WILTSIE p. 34



UNIT 2

Photographer / Adventurer

ANDREW SKURKA p. 58



UNIT 3

Environmentalist

TRISTRAM STUART p. 82



UNIT 4

Photographer

BEN HORTON p. 106



UNIT 5

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MARITZA MORALES CASANOVA p. 134



UNIT 6

Ethnobotanist

GRACE GOBBO p. 158



UNIT 7

Urban Planner

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UNIT 8

Inventor

JACK ANDRAKA p. 206



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**Stand Out 1: Evidence-Based Learning
for College and Career Readiness,
Third Edition**

Rob Jenkins and Staci Johnson

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Student Book

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ABOUT THE AUTHORS



Rob Jenkins

I love teaching. I love to see the expressions on my students' faces when the light goes on and their eyes show such sincere joy of learning. I knew the first time I stepped into an ESL classroom that this is where I needed to be and I have never questioned that resolution. I have worked in business, sales, and publishing, and I've found challenge in all, but nothing can compare to the satisfaction of reaching people in such a personal way.



Staci Johnson

Ever since I can remember, I've been fascinated with other cultures and languages. I love to travel and every place I go, the first thing I want to do is meet the people, learn their language, and understand their culture. Becoming an ESL teacher was a perfect way to turn what I love to do into my profession. There's nothing more incredible than the exchange of teaching and learning from one another that goes on in an ESL classroom. And there's nothing more rewarding than helping a student succeed.

Along with the inclusion of National Geographic content, the third edition of **Stand Out** boasts of several innovations. In response to initiatives regarding the development of more complexity with reading and encouraging students to interact more with reading texts, we are proud to introduce new rich reading sections that allow students to discuss topics relevant to a global society. We have also introduced new National Geographic videos that complement the life-skill videos **Stand Out** introduced in the second edition and which are now integrated into the student books. We don't stop there; **Stand Out** has even more activities that require critical and creative thinking that serve to maximize learning and prepare students for the future. The third edition also has online workbooks. **Stand Out** was the first mainstream ESL textbook for adults to introduce a lesson plan format, hundreds of customizable worksheets, and project-based instruction. The third edition expands on these features in its mission to provide rich learning opportunities that can be exploited in different ways. We believe that with the innovative approach that made **Stand Out** a leader from its inception, the many new features, and the new look; programs, teachers, and students will find great success!

Stand Out Mission Statement:

Our goal is to give students challenging opportunities to be successful in their language learning experience so they develop confidence and become independent lifelong learners.

STAND OUT

**Evidence-Based Learning for
College and Career Readiness**

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1

ROB JENKINS

STACI JOHNSON



Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Clarification strategies • Pronunciation • Focused listening 	RI1, SL2, SL3, L2, RF2	<ul style="list-style-type: none"> • Listening • Speaking • Sociability 	<p>1: 0.1.1, 0.1.4, 0.2.1 2: 0.1.2, 0.1.4, 0.2.2 3: 0.1.5, 0.1.6, 2.2.1</p>
<ul style="list-style-type: none"> • Focused listening • Predicting • Reviewing • Self-evaluation 	RI1, R12, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> • Acquiring information • Interpreting and evaluating information • Writing (Technology is optional.) 	<p>1: 0.1.2, 0.2.1 2: 0.1.2, 0.1.3, 1.1.4 3: 0.1.2 4: 0.2.4 5: 2.3.1 R: 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1, 4.8.1 TP: 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1</p>
<ul style="list-style-type: none"> • Categorizing • Classifying • Focused listening • Graphs • Predicting • Reviewing • Self-evaluation 	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, RF2, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> • Allocating money • Serving customers • Organizing and maintaining information • Decision making (Technology is optional.) 	<p>1: 1.1.3, 1.3.7, 2.5.4 2: 1.3.3, 1.3.8, 1.3.9, 1.6.4 3: 1.2.1, 1.3.9 4: 1.3.9 5: 0.1.2, 1.1.9, 1.3.9 R: 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4 TP: 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4, 4.8.1</p>

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Basic Communication	PRE-UNIT Welcome <i>Page 2</i>	<ul style="list-style-type: none"> • Greet people • Say and write phone numbers • Follow instructions 	<ul style="list-style-type: none"> • Contractions: <i>I'm</i> • <i>Be</i> verb • Imperatives 	<ul style="list-style-type: none"> • Greetings • Numbers • Study words • Classroom commands 	<ul style="list-style-type: none"> • /m/
	1 Talking with Others <i>Page 12</i>	<ul style="list-style-type: none"> • Ask and give personal information • Describe people • Describe family relationships • Express preferences • Plan a schedule 	<ul style="list-style-type: none"> • Simple present: <i>be</i> • <i>his/her</i> • Adjective order • Simple present: <i>like</i> • <i>From ... to...</i> 	<ul style="list-style-type: none"> • Personal information • Height, weight, hair color and styles • Family • Entertainment • Clock times 	<ul style="list-style-type: none"> • /v/ • Stress
Consumer Economics	2 Let's Go Shopping! <i>Page 36</i>	<ul style="list-style-type: none"> • Identify types of retail stores • Make purchases and read receipts • Identify articles of clothing • Describe clothing • Describe items in a store 	<ul style="list-style-type: none"> • Simple present: <i>shop</i> • Questions and answers with <i>be</i> • Singular and plural nouns • Possessive adjectives • Adjectives • Simple present: <i>want</i> 	<ul style="list-style-type: none"> • Types of stores and products they sell • Money • Clothing • Colors, patterns • Adjectives of size, age, pattern 	<ul style="list-style-type: none"> • Stress and intonation • Plural endings

In the first edition of **Stand Out**, we identified direct correlations to SCANS, EFF, and CASAS standards. *The Secretaries Commission on Achieving Necessary Skills* or SCANS and *Equipped for the Future* or EFF standards are still important and are identified in every lesson of **Stand Out**. These skills include the basic skills, interpersonal skills, and problem-solving skills necessary to be successful in the workplace, in school, and in the community. **Stand Out** was also developed with a thorough understanding of objectives established by the *Comprehensive Adult Student Assessment Systems* or CASAS. Many programs have experienced great success with their CASAS scores using **Stand Out**, and these objectives continue to be reflected in the third edition.

Today, a new emphasis on critical thinking and complexity has swept the nation. Students are expected to think for themselves more now than ever before. They must also interact with reading texts at a higher level. These new standards and expectations are highly visible in the third edition and include *College and Career Readiness Standards*.

Stand Out offers a complete set of correlations online for all standards to demonstrate how closely we align with state and federal guidelines.

IMPORTANT INNOVATIONS TO THE THIRD EDITION

New Look

Although the third edition of **Stand Out** boasts of the same lesson plan format and task-based activities that made it one of the most popular books in adult

education, it now has an updated look with the addition of the National Geographic content which will capture the attention of the instructor and every student.

Critical Thinking

With the advent of new federal and state initiatives, teachers need to be confident that students will use critical thinking skills when learning. This has always been a goal in **Stand Out**, but now those opportunities are highlighted in each lesson.

College And Career Readiness Skills

These skills are also identified by critical thinking strategies and academic-related activities, which are found throughout **Stand Out**. New to the third edition is a special reading section in each unit that challenges students and encourages them to develop reading strategies within a rich National Geographic environment.

Stand Out Workbook

The print workbook is now more extensive and complete with vocabulary, life skills, and grammar activities to round out any program. Many instructors might find these pages ideal for homework, but they of course can be used for additional practice within the classroom.

Media And Online Support

Media and online support includes audio, video, online workbooks, presentation tools, and multi-level worksheets, ExamView, and standards correlations.

Formative assessments are essential. Pre and post-assessments can be given for units or sections of the book through *ExamView*—a program that makes developing tests easy and effective. These tests can be created to appear like standardized tests, which are important for funding and to help students prepare.

Finally, *learner logs* allow students to self-assess, document progress, and identify areas that might require additional attention.

SUPPLEMENTAL COMPONENTS

The **Stand Out** series is a comprehensive one-stop for all student needs. There is no need to look any further than the resources offered.

Stand Out Lesson Planners

The lesson planners go 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.
- **Teacher Tips** provide point-of-use pedagogical comments and best practices.
- **At-A-Glance Lesson Openers** provide the instructor with everything that will be taught in a particular lesson. Elements include: 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.

Stand Out Workbook

The workbook in the third edition takes the popular **Stand Out Grammar Challenge** and expands it to include vocabulary building, life-skill development, and grammar practice associated directly with each lesson in the student book.

Stand Out Online Workbook

One of the most important innovations new to the third edition of **Stand Out** is the online workbook. This workbook provides unique activities that are closely related to the student book and gives students opportunities to have access to audio and video.

The online workbook provides opportunities for students to practice and improve digital literacy skills essential for 21st century learners. These skills are essential for standardized computer and online testing. Scores in these tests will improve when students can concentrate on the content and not so much on the technology.

Activity Bank

The Activity Bank is an online feature that provides several hundred multilevel worksheets per level to enhance the already rich materials available through **Stand Out**.

DVD Program

The **Stand Out Lifeskills Video Program** continues to be available with eight episodes per level; however, now the worksheets are part of the student books with additional help in the lesson planners.

New to the third edition of **Stand Out** are two National Geographic videos per level. Each video is accompanied by four pages of instruction and activities with support in the lesson planners.

Examview

ExamView is a program that provides customizable test banks and allows instructors to make lesson, unit, and program tests quickly.

STANDARDS AND CORRELATIONS

Stand Out is the pioneer in establishing a foundation of standards within each unit and through every objective. The standards movement in the United States is as dominant today as it was when **Stand Out** was first published. Schools and programs must be aware of on-going local and federal initiatives and make attempts to meet ever-changing requirements.

TO THE TEACHER

ABOUT THE SERIES

The **Stand Out** series is designed to facilitate *active* learning within life-skill settings that lead students to career and academic pathways. Each student book and its supplemental components in the six-level series expose students to competency areas most useful and essential for newcomers with careful treatment of level appropriate but challenging materials. Students grow academically by developing essential literacy and critical thinking skills that will help them find personal success in a changing and dynamic world.

THE STAND OUT PHILOSOPHY

Integrated Skills

In each of the five lessons of every unit, skills are introduced as they might be in real language use. They are in context and not separated into different sections of the unit. We believe that for real communication to occur, the classroom should mirror real-life as much as possible.

Objective Driven Activities

Every lesson in **Stand Out** is driven by a performance objective. These objectives have been carefully selected to ensure they are measurable, accessible to students at their particular level, and relevant to students and their lives. Good objectives lead to effective learning. Effective objectives also lead to appropriate self, student, and program assessment which is increasingly required by state and federal mandates.

Lesson Plan Sequencing

Stand Out follows an established sequence of activities that provides students with the tools they need to have in order to practice and apply the skills required in the objective. A pioneer in Adult Education for introducing the Madeline Hunter WIPPEA lesson plan model into textbooks, **Stand Out** continues to provide a clear and easy-to-follow system for presenting and developing English language skills. The WIPPEA model follows six steps:

- Warm up and Review
- Introduction
- Presentation
- Practice
- Evaluation
- Application

Learning And Acquisition

In **Stand Out**, the recycling of skills is emphasized. Students must learn and practice the same skills multiple times in various contexts to actually acquire them. Practicing a skill one time is rarely sufficient for acquisition and rarely addresses diverse student needs and learning styles.

Critical Thinking

Critical thinking has been defined in various ways and sometimes so broadly that any activity could be classified to meet the criteria. To be clear and to draw attention to the strong critical thinking activities in **Stand Out**, we define these activities as **tasks that require learners to think deeper than the superficial vocabulary and meaning**. Activities such as ranking, making predictions, analyzing, or solving problems, demand that students think beyond the surface. Critical thinking is highlighted throughout so the instructor can be confident that effective learning is going on.

Learner-Centered, Cooperative, and Communicative Activities

Stand Out provides ample opportunities for students to develop interpersonal skills and to practice new vocabulary through graphic organizers and charts like VENN diagrams, graphs, classifying charts, and mind maps. The lesson planners provide learner-centered approaches in every lesson. Students are asked to rank items, make decisions, and negotiate amongst other things.

Dialogues are used to prepare students for these activities in the low levels and fewer dialogues are used at the higher levels where students have already acquired the vocabulary and rudimentary conversation skills.

Activities should provide opportunities for students to speak in near authentic settings so they have confidence to perform outside the classroom. This does not mean that dialogues and other mechanical activities are not used to prepare students for cooperative activities, but these mechanical activities do not foster conversation. They merely provide the first tools students need to go beyond mimicry.

Assessment

Instructors and students should have a clear understanding of what is being taught and what is expected. In **Stand Out**, objectives are clearly stated so that target skills can be effectively assessed throughout.

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Clarification strategies • Focused listening • Graphs • Predicting • Ranking • Reviewing • Self-evaluation • VENN diagrams 	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> • Interpreting and communicating information • Understanding systems • Decision making (Technology is optional.) 	<p>1: 3.1.1 2: 3.1.1, 6.6.5 3: 0.1.3, 3.3.1, 3.3.2, 3.3.3 4: 0.1.2, 2.5.1 5: 1.1.3, 3.5.9, 7.1.1 R: 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9 TP: 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9, 4.8.1</p>
<ul style="list-style-type: none"> • Clarification strategies • Classifying • Focused listening • Peer editing • Ranking • Reviewing • Scanning • Self-evaluation • VENN diagrams 	RI1, RI2, RI5, RI7, RI9, W2, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> • Organizing and maintaining information • Understanding systems • Creative thinking • Decision making (Technology is optional.) 	<p>1: 4.1.8 2: 4.1.3, 4.1.6, 4.1.8 3: 4.1.2, 4.1.8 4: 0.1.1, 0.1.6, 4.1.5, 4.6.1 5: 4.4.1, 4.4.4 R: 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1 TP: 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1, 4.8.1</p>
<ul style="list-style-type: none"> • Focused listening • Note-taking • Organizational strategies • Predicting • Reviewing • Self-evaluation 	RI1, RI2, RI5, RI7, SL1, SL2, L1, L2, L4, L5, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Monitoring and correcting performance • Knowing how to learn • Self-management (Technology is optional.) 	<p>1: 7.4.1 2: 7.1.4, 7.4.1, 7.4.9 3: 2.5.5, 7.1.1 4: 7.1.1, 7.5.1 5: 7.1.1, 7.1.2 R: 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1 TP: 4.8.1, 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1</p>

Appendices

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Grammar Reference *Page 214*

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For other national and state specific standards, please visit: www.NGL.Cengage.com/SO3

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Health	6 Health and Fitness Page 136	<ul style="list-style-type: none"> Identify parts of the body Identify illnesses and health problems Give advice Ask for information Develop an exercise plan 	<ul style="list-style-type: none"> Simple present Simple present and negative: <i>have</i> Modal: <i>should</i> Question words Infinitives 	<ul style="list-style-type: none"> Parts of the body Symptoms and illnesses Medications Hospital <i>Exercise, healthy, flexibility</i> 	<ul style="list-style-type: none"> Intonation
Occupational Knowledge	7 Working on It Page 160	<ul style="list-style-type: none"> Identify common occupations Interpret job information Write your job history Perform a job interview Interpret performance reviews 	<ul style="list-style-type: none"> Simple present Negative simple present Modal: <i>can</i> Simple past Simple past: <i>be</i> Simple present: <i>be</i> Adverbs of frequency 	<ul style="list-style-type: none"> Occupations Job ads <i>Benefits, vacation, salary</i> Simple verbs <i>Application, resume, appointment</i> <i>Punctuality, improvement, superior, appearance, grooming</i> 	<ul style="list-style-type: none"> Stress Intonation
Lifelong Learning	8 Life Long Learning and Review Page 184	<ul style="list-style-type: none"> Evaluate study habits Organize study Identify learning opportunities Identify vocational preferences Develop goals 	<ul style="list-style-type: none"> Past tense: regular and irregular verbs Modal: <i>can</i> Modal: <i>should</i> Verb + infinitive Verb + noun Future: <i>going to</i> and <i>will</i> 	<ul style="list-style-type: none"> Study words Skills <i>Life skills</i> Educational agencies <i>Goals</i> 	
VIDEO CHALLENGE			Page 208	The Engaging Environmentalist	



INTRODUCING

STAND OUT, 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.

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

UNIT 1

Balancing Your Life

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?

- *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.

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Brainstorming Classifying Critical thinking Focused listening Making graphs Predicting Reviewing Self-evaluation 	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> Allocating money Understanding systems Creative thinking Seeing things in the mind's eye (Technology is optional.)	<p>1: 1.3.8, 7.2.3 2: 1.2.1, 1.2.4, 1.3.8 3: 0.1.2, 1.1.7, 1.3.8, 7.2.6 4: 1.1.3, 1.2.1, 1.2.2, 1.3.8 5: 1.3.8, 2.6.4, 7.2.3 R: 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4 TP: 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4, 4.8.1</p>
<ul style="list-style-type: none"> Classifying Focused listening Pie charts Reviewing Self-evaluation Venn diagrams 	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Creative thinking Seeing things in the mind's eye (Technology is optional.)	<p>1: 1.1.3, 1.4.1 2: 1.1.3, 1.4.1, 4.8.1, 7.2.3 3: 1.4.2 4: 1.4.2 5: 1.4.1, 1.4.2, 2.2.1 R: 1.4.1, 1.4.2 TP: 1.4.1, 1.4.2, 4.8.1</p>
<ul style="list-style-type: none"> Brainstorming Classifying Focused listening Reviewing Scanning for information Self-evaluation 	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF3	<p>Most SCANS are incorporated into this unit, with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Reading Seeing things in the mind's eye Sociability (Technology is optional.)	<p>1: 1.1.3, 2.5.1, 2.5.3, 7.4.4 2: 1.1.3, 1.9.1, 1.9.4, 2.2.1, 2.2.2, 2.2.5 3: 1.3.7, 2.2.1, 2.5.4 4: 2.1.7, 2.1.8 5: 0.2.3 R: 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2 TP: 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2, 4.8.1</p>



- **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.

Book 2/2/2016 3 Activity A

INSTRUCTIONS: Listen to the conversation. Then read each sentence. Choose true or false.

2. Chen is from Japan.
 True
 False

3. Chen lives downtown.
 False
 True

4. Jack lives downtown.
 True
 False

5. Chen lives on Taylor Street.
 False
 True

Buttons: Show Answers, Submit

- **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 photographer 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 1,160 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 Chen.
- Ask students to look at the photo. Ask them what they can see and find a link between the title and the image.

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

UNIT OUTCOMES

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 • When in the future 	<ul style="list-style-type: none"> • Schedules and time • Goals • Paragraphs • Study habits 	<ul style="list-style-type: none"> 1-0.1.0, 0.2.4 2.1.1.1, 2.1.2, 2.1.3, 2.2.5, 2.2.6 3.1.1, 2.1.2, 2.1.3, 2.2.5, 2.2.6 4.0.1.5, 7.4.1, 7.4.5, 7.4.5 5.2.4.2 R 7.2.1 TP-4.A.1, 4.B.5, 4.B.6 	<ul style="list-style-type: none"> Many SCANS skills are incorporated in the 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 	<ul style="list-style-type: none"> RII, RI, 8A, 8F WA, WS SL, SL.1, SL.2, SL.4 LI, LI.1, LI.1.4 WQ, WQ, WQ.4

14 Unit 1

Unit 1 15

- **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



- **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 net.

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 McClain, 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

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 hand!"




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



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


Video Challenge 207

- **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.

LIFESKILLS  **My Schedule is Crazy**

Before You Watch

A. Look at the picture and answer the questions.



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

While You Watch

B. Watch the video and complete the dialog.

Naomi: ... you wouldn't slip 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/smart).

Lifeskills Video 29

Pages shown are from *Stand Out*, Third Edition Level 3



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.

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?

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

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

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.

Reading Challenge 35

• 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.

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 a.m.	5:45 Run	5:45 Run	5:45 Run	5:45 Run	5:45 Run	6:00 Yoga	6:45 Run
7 a.m. 8 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Breakfast with contaminants	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog
8 a.m. 11 a.m.	8:00 Work	8:00 Grocery shopping	8:00 Work	8:00 Run errands	8:00 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 friend	1:00 Meet friend
3 p.m. 5 p.m.							
5 p.m. 7 p.m.							8:00 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.

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 every morning	twice a week every weekday	three times a week every other day	every Saturday 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.

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 usually</u> busy on the weekends.
Sometimes/usually/often can come at the beginning or at the end of a sentence	<u>Usually/sometimes</u> 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	<u>Yes, she always</u> does/No, <u>she usually</u> isn't.
Rarely and never are negative words. Do not use not and never in the same sentence.	Correct: She <u>never</u> plays tennis. Incorrect: She <u>doesn't never</u> 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 sits lunch with her husband. (sometimes)
4. Our teacher sits at her desk while she is teaching. (never)
5. Ella 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.

Welcome to Stand Out XV

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Consumer Economics	3 Food Page 60	<ul style="list-style-type: none"> Identify common meals and foods Interpret food advertisements Express needs Compare prices Take and place orders 	<ul style="list-style-type: none"> Simple present: <i>like</i> <i>How much is...?/ How much are...?</i> Simple present Comparative adjectives Yes/No questions and answers 	<ul style="list-style-type: none"> Meals Foods Quantities and containers <i>Expensive, cheap</i> Menu sections 	<ul style="list-style-type: none"> Plural endings: /z/, /iz/ Stress
	4 Housing Page 84	<ul style="list-style-type: none"> Identify types of housing Describe parts of a home Interpret classified ads Use the telephone and make appointments Identify furniture in a house 	<ul style="list-style-type: none"> Simple present: <i>live</i> <i>a/an</i> Simple present: <i>have</i> Yes/No questions Present continuous Prepositions of location 	<ul style="list-style-type: none"> Housing Parts of a home Classified ads Appointments Furniture 	<ul style="list-style-type: none"> /v/ Intonation
VIDEO CHALLENGE		Page 108		How Your T-Shirt Can Make a Difference	
Community Resources	5 Our Community Page 112	<ul style="list-style-type: none"> Identify locations and services Give and follow street directions Give and follow directions in a mall Leave phone messages Write an e-mail 	<ul style="list-style-type: none"> Imperatives <i>in/on</i> Prepositions of location Questions with <i>can</i> Present continuous Adverbs of frequency Simple present 	<ul style="list-style-type: none"> Places in your community Directions Stores Prepositions Social language 	<ul style="list-style-type: none"> Intonation

PRE-UNIT

Welcome



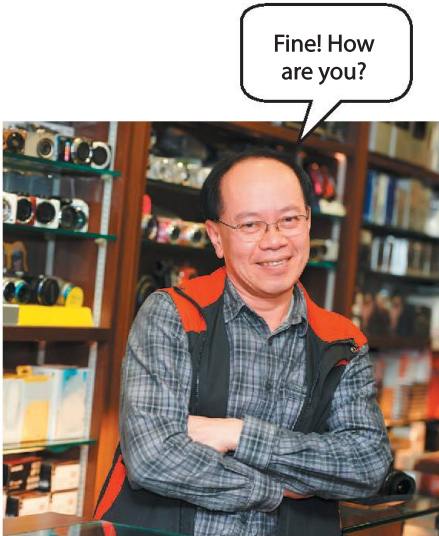
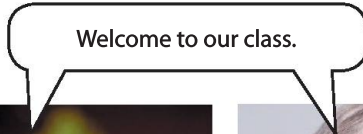
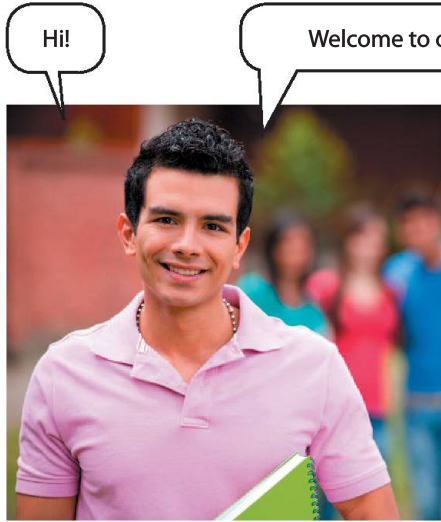
UNIT OUTCOMES

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

LESSON 1 Hello!

GOAL ■ Greet people

 **A. Listen.**
CD1
TR1



B. Complete the conversations and practice them with a partner.

1. Felipe: _____ . Welcome to our class.

Student: Hello. Thank you.

2. Gabriela: Hi! _____ *How are you* _____ ?

Duong: Fine, thanks. _____ ?

3. Eva: _____ . Welcome to our class.

Student: Hi. Thank you.

C. Read the greetings.

hi	hello	welcome	How are you?
good morning	good afternoon	good evening	

D. Listen and complete the conversation.



Roberto: Hi. I'm Roberto. _____ ?

Gabriela: _____ . My name is Gabriela. I'm fine, thanks.

Roberto: _____ to our class.

Gabriela: Thank you.

Roberto: Our teacher is Miss Smith.



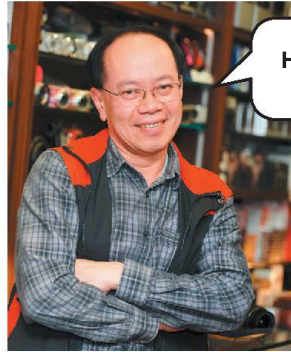
E. Listen and repeat.

CD 1
TR 3

Hi! I'm Gabriela.
G-A-B-R-I-E-L-A.



Hello. I'm Duong.
D-U-O-N-G.



YES/NO QUESTIONS

- Can you repeat that?
- Can you speak slower?
- Can you spell that again?



F. Listen and repeat.

CD 1
TR 4

Aa Bb Cc Dd Ee Ff
 Gg Hh Ii Jj Kk Ll
 Mm Nn Oo Pp Qq Rr
 Ss Tt Uu Vv Ww Xx
 Yy Zz

CONTRACTIONS

/m/ I'm



G. Listen and write.

CD 1
TR 5

- Hi! I'm _____
- Hello! My name is _____
- How are you? I'm _____
- Hi! My name is _____

H. Greet five people in your class. Ask them to spell their names. Write their names.

- _____
- _____
- _____
- _____
- _____