

STAND OUT

WORKBOOK

4

THIRD EDITION

STACI JOHNSON

ROB JENKINS



STAND OUT

Evidence-Based Learning for College and Career Readiness

4

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**Stand Out 4: Evidence-Based Learning
for College and Career Readiness,
Third Edition**

**Staci Johnson and Rob Jenkins
Workbook**

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Work Book

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CONTENTS

PRE-UNIT: Welcome	3
LESSON 1 Fill out an admission application	3
LESSON 2 Identify learning strategies	6
LESSON 3 Write about your goals	9
UNIT 1: Balancing Your Life	12
LESSON 1 Compare past and present	12
LESSON 2 Determine goals	15
LESSON 3 Identify obstacles and give advice	18
LESSON 4 Write about an important person	21
LESSON 5 Identify and apply time-management skills	24
Unit 1 Practice Test	27
UNIT 2: Personal Finance	28
LESSON 1 Calculate expenses	28
LESSON 2 Identify ways to be a smart consumer	31
LESSON 3 Interpret credit card and loan information	34
LESSON 4 Analyze advertising techniques	37
LESSON 5 Write a business letter	40
Unit 2 Practice Test	43
UNIT 3: Housing	44
LESSON 1 Interpret housing advertisements	44
LESSON 2 Compare types of housing	47
LESSON 3 Identify housing preferences	50
LESSON 4 Identify the steps to buying a home	53
LESSON 5 Interpret mortgage information	56
Unit 3 Practice Test	59
UNIT 4: Community	60
LESSON 1 Locate community resources	60
LESSON 2 Use the telephone	63
LESSON 3 Give suggestions	66
LESSON 4 Interpret a road map	69
LESSON 5 Identify ways to volunteer in the community	72
Unit 4 Practice Test	75

UNIT 5: Health	76
LESSON 1 Identify health habits	76
LESSON 2 Describe symptoms	79
LESSON 3 Interpret doctor's instructions	82
LESSON 4 Interpret nutrition information	85
LESSON 5 Complete a health insurance form	88
Unit 5 Practice Test	91
UNIT 6: Getting Hired	92
LESSON 1 Identify skills and characteristics	92
LESSON 2 Conduct a job search	95
LESSON 3 Write a resume	98
LESSON 4 Write an e-mail	101
LESSON 5 Prepare for a job interview	104
Unit 6 Practice Test	107
UNIT 7: On the Job	108
LESSON 1 Identify different types of workplace behavior	108
LESSON 2 Identify workplace actions	111
LESSON 3 Communicate problems to a supervisor	114
LESSON 4 Make ethical decisions	117
LESSON 5 Ask for a raise	120
Unit 7 Practice Test	123
UNIT 8: Civic Responsibility	124
LESSON 1 Interpret civic responsibilities	124
LESSON 2 Apply for a driver's license and respond to a jury summons	127
LESSON 3 Communicate opinions about a community problem	130
LESSON 4 Interpret the electoral process	133
LESSON 5 Write and give a speech	136
Unit 8 Practice Test	139
APPENDICES	140
Glossary of grammar terms	140
Grammar reference	142
Photo credits	155
Map of the United States	156

TO THE TEACHER

ABOUT THE SERIES

The **Stand Out** series is designed to facilitate *active* learning within life-skill settings that leads 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.

STAND OUT WORKBOOK

The **Stand Out Workbook** is designed to provide additional practice for learners to reinforce what they learned in each student book lesson. It can be used as homework or as a supplement to the lesson in the classroom. Each lesson in **Stand Out** is driven by a life-skill objective and supported by vocabulary and grammar. Students are not expected to master or acquire vocabulary and grammar completely after being exposed to it just one time, hence the need for additional practice. The lessons in the student book are three pages long and each supporting workbook lesson is also three pages long. The workbook lessons correlate directly with the student book lessons.

The **Stand Out Workbook** establishes a link to new content by providing the essential vocabulary introduced in the books in a way that also promotes critical thinking skills. Promoting critical thinking skills is essential for students to become independent lifelong learners. About half of the three-page practice is grammar focused where students are given a chart with notes, study how the grammar facilitates communication, and gain additional needed confidence through practice.

HOW TO USE THE STAND OUT WORKBOOK

The workbook can be used in the following ways:

1. The activities in the workbook can be used as additional practice during class to reinforce one or more practice activities in the student book.
2. The activities in the workbook can be assigned as homework. This is often a good way to reinforce what students have learned. The skills, vocabulary, and structures may not transfer into long-term memory after the lesson, so reinforcing the lesson after a short period of time away can be very helpful. Additionally, teachers can also review the homework at the beginning of each class, giving students another opportunity to be exposed to the information. Reviewing the homework is also a good strategy for the *Warm-up/Review* portion of the lesson and can be used in place of the one proposed in the **Stand Out Lesson Planner**.
3. The **Stand Out Workbook** can be used as a tool in the flipped classroom. In flipped classrooms, students prepare for lessons away from class before they are presented. Since the **Stand Out Workbook** introduces much of the vocabulary and grammar for each lesson, it is ideal for incorporating this approach.

ADDITIONAL PRACTICE

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. Additional practice is available through the online workbook, which is different from the print workbook. There are also hundreds of multi-level worksheets available online. Please visit ngl.cengage.com/so3 to get easy access to all resources.

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Consumer Economics	3 Housing <i>Page 60</i>	<ul style="list-style-type: none"> • Interpret housing advertisements • Compare types of housing • Identify housing preferences • Identify the steps to buying a home • Interpret mortgage information 	<ul style="list-style-type: none"> • Comparative adjectives and questions • Superlative adjectives and questions • Yes/No questions • Information questions 	<ul style="list-style-type: none"> • Buying a home • Describing homes • Getting a loan
Community Resources	4 Community <i>Page 84</i>	<ul style="list-style-type: none"> • Locate community resources • Use the telephone • Give suggestions • Interpret a road map • Identify ways to volunteer in the community 	<ul style="list-style-type: none"> • Embedded questions • Imperatives 	<ul style="list-style-type: none"> • In the community • Using maps • Making and responding to suggestions
	VIDEO CHALLENGE		<i>Page 108</i>	Solar-Power and the Symbolic Nature of Communication
Health	5 Health <i>Page 112</i>	<ul style="list-style-type: none"> • Identify health habits • Describe symptoms • Interpret doctor's instructions • Interpret nutrition information • Complete a health insurance form 	<ul style="list-style-type: none"> • Present perfect simple • Present perfect continuous • For and since • Direct vs. Indirect speech 	<ul style="list-style-type: none"> • Health • Symptoms and illnesses • Types of Doctors • Nutrition • Health insurance

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Pronunciation: Rising and Falling intonation • Active reading • Focused listening • Reading a bar graph • Sequencing • Writing about preferences • Summarizing a process • Comparing and contrasting • Using context clues • Reviewing 	RI1, RI2, RI3, RI4, RI6, W1, W2, W4, W5, W7, SL1, SL2, SL3, SL6, L1, L2, L3, L4	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Allocating money • Understanding systems • Monitoring and correcting performance • Interpreting and communicating information • Reading • Writing • Decision making 	<p>1: 1.4.1, 1.4.2 2: 1.4.2, 7.2.7 3: 1.4.4, 1.5.3 4: 1.5.1, 6.0.3, 6.0.5, 6.1.1, 6.1.2 5: 1.4.7 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>
<ul style="list-style-type: none"> • Pronunciation: Euciation and Intonation • Focused listening • Making inferences • Reviewing 	RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W7, W8, SL1, SL2, SL3, SL4, L1, L2, L3, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Interpreting and communicating information • Writing • Decision making • Seeing things in the mind's eye 	<p>1: 0.1.2 2: 1.8.5, 2.5.6 3: 2.2.1, 2.2.5 4: 7.2.6 5: 7.2.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6</p>
<ul style="list-style-type: none"> • Focused listening • Active reading • Using a bar graph • Calculating percentages • Skimming • Reviewing 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W5, W7, SL1, SL2, SL3, SL4, L1, L2, L3, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Self management • Acquiring and evaluating information • Interpreting and communicating information 	<p>1: 3.1.1, 3.1.3, 3.2.1 2: 3.1.1 3: 3.4.2, 3.5.9 4: 3.5.1, 3.5.3, 3.5.5 3.5.9, 6.7.3 5: 3.5.9 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Occupational Knowledge	6 Getting Hired <i>Page 136</i>	<ul style="list-style-type: none"> • Identify skills and characteristics • Conduct a job search • Write a resume • Write an e-mail • Prepare for a job interview 	<ul style="list-style-type: none"> • Simple present tense 	<ul style="list-style-type: none"> • Job titles • Job skills and characteristics • Job applications
	7 On the Job <i>Page 160</i>	<ul style="list-style-type: none"> • Identify different types of workplace behavior • Identify workplace actions • Communicate problems to a supervisor • Make ethical decisions • Ask for a raise 	<ul style="list-style-type: none"> • Tag questions • Passive voice vs. active voice 	<ul style="list-style-type: none"> • Job conduct • Jobs
Government and Law	8 Civic Responsibility <i>Page 184</i>	<ul style="list-style-type: none"> • Interpret civic responsibilities • Apply for a driver's license and respond to a jury summons • Communicate opinions about a community problem • Interpret the electoral process • Write and give a speech 	<ul style="list-style-type: none"> • Passive modals 	<ul style="list-style-type: none"> • Civics • Electoral process • Political issues • Sequencing: Transition words
VIDEO CHALLENGE		<i>Page 208</i>		Searching For Genghis Kahn

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Active reading • Focused listening • Writing a resume • Writing a cover letter • Reviewing 	RI1, RI2, RI3, RI4, RI5, RI7, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL6, L1, L2, L5	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Self-esteem • Sociability • Acquiring and evaluating information • Speaking • Decision making 	1: 4.1.8 2: 4.1.9 3: 4.1.3 4: 4.1.2 5: 4.1.5, 4.1.7 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.
<ul style="list-style-type: none"> • Focused listening • Active reading • Reading a flowchart • Writing a description of a situation • Reviewing 	RI1, RI2, RI3, RI4, RI7, W1, W2, W3, W4, W5, W6, SL1, SL3, L1, L2	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Participating as a member of a team • Acquiring and evaluating information 	1: 4.1.9, 4.4.1 2: 4.2.1, 4.4.3 3: 4.2.1 4: 4.3.3, 4.3.4, 4.5.1 5: 4.4.1, 4.6.1 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6
<ul style="list-style-type: none"> • Focused listening • Active reading • Writing a paragraph • Writing a speech • Reading a flowchart • Writing a letter to a local official • Reviewing 	RI1, RI4, RI7, W1, W2, W4, W5, W6, W9, SL1, SL2, SL3, SL4, L1, L2, L4, L5	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Listening • Speaking • Responsibility • Self-esteem 	1: 5.1.6 2: 5.1.4, 5.1.6 3: 5.1.4, 5.2.1 4: 5.5.7, 5.5.8 5: 5.1.6 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.

Appendices

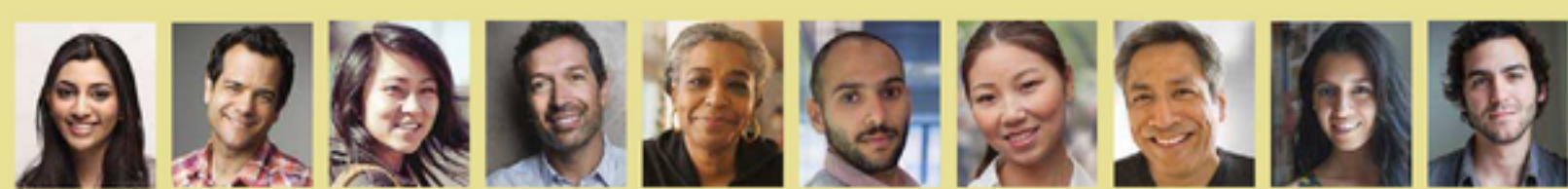
Vocabulary List *Page 212*

Grammar Reference *Page 215*

Skills Index *Page 221*

Map of the United States *Page 224*

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



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.



Stand Out supports college and career readiness

READING CHALLENGE
EXPLORER KIRA SALAK

The Real-Life Tomb Raider



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

A. PREDICT Answer the questions before you read.

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

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 25, while backpacking through Africa, she was kidnapped by soldiers and forced to "make a terrifying escape!" But this experience didn't stop her. In fact, since then, she has purposely traveled to more dangerous countries so she can tell the world about the people who live there.

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

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

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

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

Reading Challenge 35

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

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

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 friend
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.

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.

0%	50%			100%
never	rarely	sometimes	usually	always

Placement rules for frequency adverbs

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.

rarely

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

Lesson 1 15

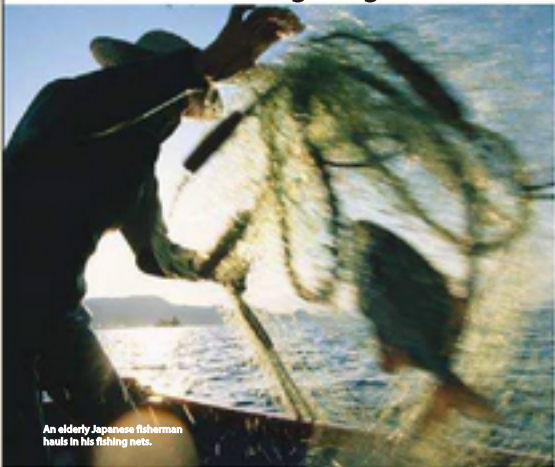
- **EXPANDED Critical Thinking Activities** challenge learners to evaluate, analyze, and synthesize information to prepare them for the workplace and academic life.



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

VIDEO CHALLENGE

The Secrets of Living Longer



An elderly Japanese fisherman hauls in his fishing nets.

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



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




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

Video Challenge 207

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 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).

Lifeskills Video 29

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

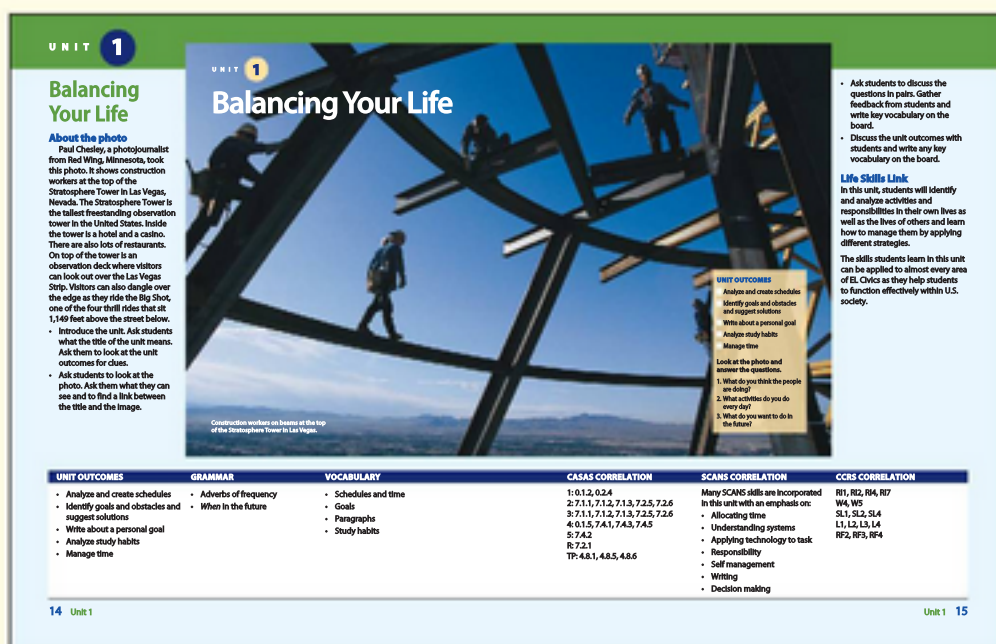
Pages shown are from *Stand Out*, Third Edition Level 3



- **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

Tell me something about yourself

GOAL ■ Fill out an admission application

A. What questions do you ask when you are meeting someone for the first time? Read and practice the following conversation.

Elia: Hi, my name is Elia. What's your name?

Sandeep: I'm Sandeep. Nice to meet you.

Elia: Where are you from, Sandeep?

Sandeep: I'm from India. And you?

Elia: I'm from Spain. I've never been to India, but I've always wanted to go there.

Sandeep: Yes, it's a beautiful country. So, why are you studying English?

Elia: Well, all of my family is here. I came here to go to school so I could become a graphic designer.

Sandeep: Wow! That's ambitious.

Elia: What is your goal?

Sandeep: I just want to learn English so I can survive here.

Elia: Well, I want to do that, too, of course!

B. What questions do Elia and Sandeep ask one another? Underline the questions and write them below.

1. _____
2. _____
3. _____
4. _____

C. How would you answer each of the questions above?

1. _____
2. _____
3. _____
4. _____