



STAND OUT

Evidence-Based Learning for
College and Career Readiness

THIRD EDITION

2

ROB JENKINS

STACI JOHNSON



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**Stand Out 2: Evidence-Based Learning for
College and Career Readiness,
Third Edition**

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Student Book

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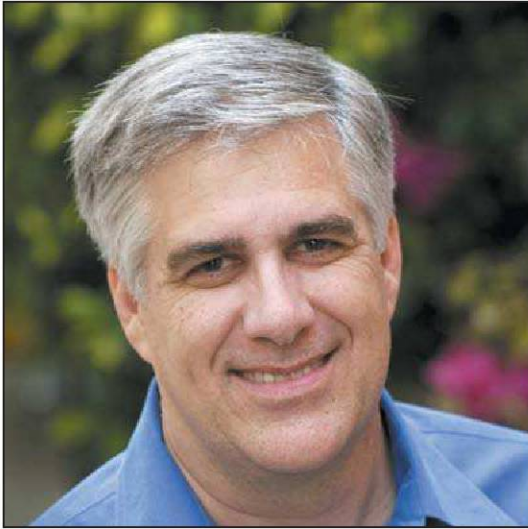
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ABOUT THE AUTHORS



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.

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.

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.

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.

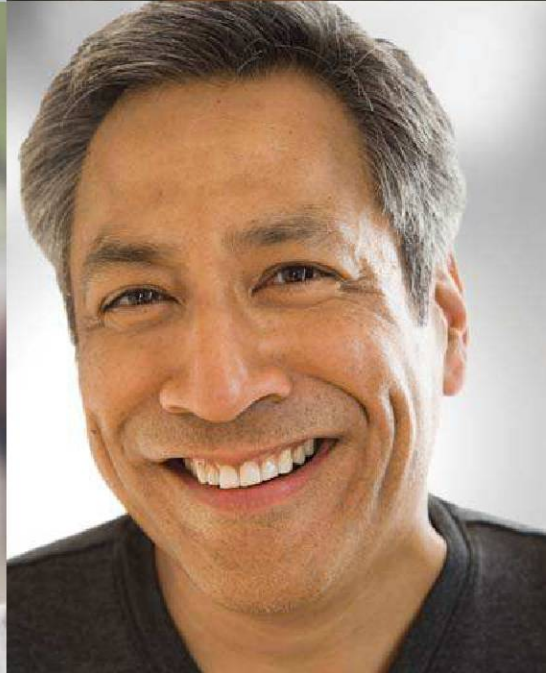
CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Basic Communication	PRE-UNIT Welcome Page 2	<ul style="list-style-type: none"> Greet people and describe feelings Complete a registration form Follow instructions 	<ul style="list-style-type: none"> Simple present: <i>be</i> Possessive adjectives Questions with <i>can</i> 	<ul style="list-style-type: none"> Greetings Feelings Registration forms Numbers 1–100 Classroom instructions Clarification phrases 	<ul style="list-style-type: none"> /m/ Yes/No question intonation
	1 Everyday Life Page 12	<ul style="list-style-type: none"> Ask for and give personal information Identify family relationships Describe people Interpret and write schedules Interpret information about weather 	<ul style="list-style-type: none"> Simple present: <i>live</i> Simple present: <i>be</i> Simple present: <i>have</i> Comparative and superlative adjectives Adverbs of frequency Simple present Short answers 	<ul style="list-style-type: none"> Personal information Family Personal description Schedules and calendars Weather 	<ul style="list-style-type: none"> Third-person singular verb endings: /s/, /z/ Question intonation
Consumer Economics	2 Let's Go Shopping! Page 36	<ul style="list-style-type: none"> Identify clothing Ask about prices Describe clothing Read advertisements and receipts Ask for assistance 	<ul style="list-style-type: none"> Simple present Negative simple present Comparative and superlative adjectives Present continuous <i>This, that, these, those</i> 	<ul style="list-style-type: none"> Clothing items Sizes, colors, patterns, and styles of clothing Prices and receipts Clothing advertisements and flyers 	<ul style="list-style-type: none"> Plural endings

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Clarification strategies Focused listening 	RI1, RI2, SL2, SL3, L1, L2, L3, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Acquiring and evaluating information Listening Speaking Sociability 	1: 0.1.4, 0.2.1 2: 0.1.2, 0.1.4, 0.2.1, 0.2.2, 4.8.1 3: 0.1.2, 0.1.5, 0.1.6, 7.5.6
<ul style="list-style-type: none"> Making bar graphs Classifying Developing study skills Evaluating Focused listening Paragraph writing Peer-editing Predicting Reviewing 	RI1, RI2, RI4, RI7, RI10, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	Most SCANS are incorporated into this unit with an emphasis on: <ul style="list-style-type: none"> Understanding systems Seeing things in the mind's eye Self-management Sociability (Technology is optional.) 	1: 0.1.1, 0.1.4, 0.2.1, 7.5.6 2: 0.1.2, 0.2.1 3: 0.1.2, 1.1.4, 4.8.1, 4.8.6 4: 0.1.2, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 7.4.7 5: 1.1.5, 2.3.3 R: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 1.1.4, 1.1.5, 2.3.1, 2.3.2, 2.3.3, TP: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 4.8.1
<ul style="list-style-type: none"> Classifying Developing study skills Evaluating Focused listening Peer-editing Predicting Reading charts and graphs Reviewing 	RI1, RI2, RI4, RI7, RI10, W8, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Allocating money Understanding systems Arithmetic (Technology is optional.) 	1: 1.3.9 2: 1.1.6, 1.2.1, 1.2.2, 1.2.4, 1.3.9 3: 1.1.9, 1.3.9 4: 0.1.2, 0.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.9, 4.8.1 5: 0.1.3, 1.3.3, 1.3.9 R: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9 TP: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9

PRE-UNIT

Welcome



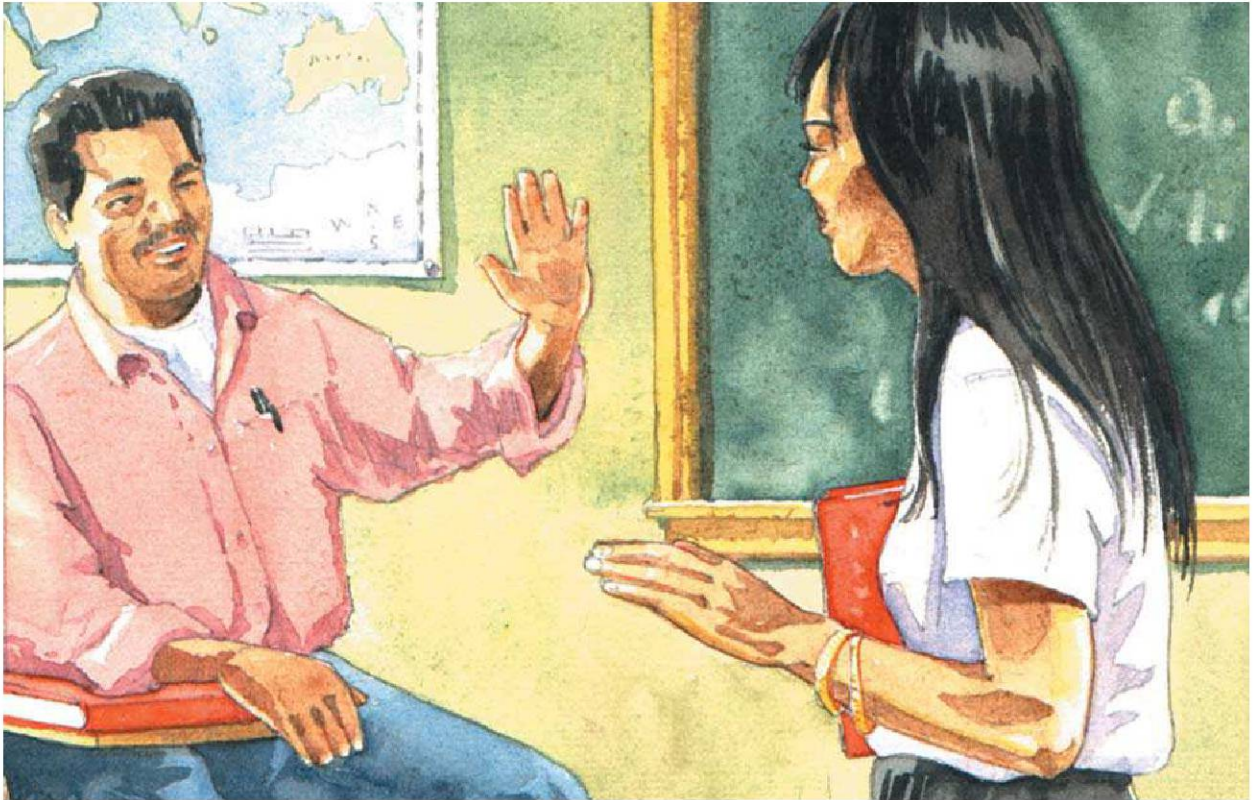
UNIT OUTCOMES

- Greet people and describe feelings
- Complete a registration form
- Follow instructions

LESSON 1 Nice to meet you!

GOAL ■ Greet people and describe feelings

A. **PREDICT** Look at the picture. Where are the students? Who is the new student?



B. Listen and practice.

Mario: Hello, what's your name?

Lien: My name is Lien.

Mario: Nice to meet you, Lien. I'm Mario.

Lien: Hi, Mario. Nice to meet you, too.

Mario: Welcome to our class, Lien.



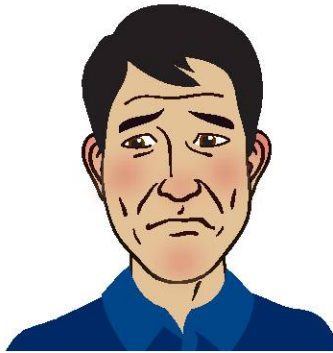
C. Listen to the conversations. Circle the new student.

- Mario Lien
- Esteban Cecilia
- Alexi Jonathan
- Rick Nadia

D. Look at the pictures of feelings. Say the words.



nervous



sad



tired



happy



angry



hungry



E. Listen and repeat.

/m/

I'm nervous.

I'm sad.

I'm tired.

I'm happy.

F. Practice the conversations.

Mario: Hi, Lien!

Lien: Hello, Mario.

Mario: How are you today?

Lien: I'm nervous.

Mario: Me, too.

Jonathan: Hi, Alexi!

Alexi: Hello, Jonathan.

Jonathan: How are you today?

Alexi: I'm sad.

Jonathan: Not me. I'm happy today.

G. Practice the conversations in Exercise F with a partner. Use different feelings.

H. Study the chart with your classmates and teacher.

The Verb <i>Be</i>			
Subject	<i>Be</i>	Feelings	Example sentence
I	am	fine	I am fine. (I'm fine.)
You, We, They	are	nervous	You are nervous. (You're nervous.)
		sad	We are sad. (We're sad.)
		tired	They are tired. (They're tired.)
He, She, It	is	angry	He is angry. (He's angry.)
		hungry	She is hungry. (She's hungry.)

I. Complete the sentences with the correct form of the verb *Be*.

- Mauricio _____ tired today.
- They _____ hungry.
- Antonio and I _____ angry.
- I _____ fine, thank you.
- Alice _____ nervous.
- You _____ happy.

J. SURVEY Ask classmates. Write their answers in the table.

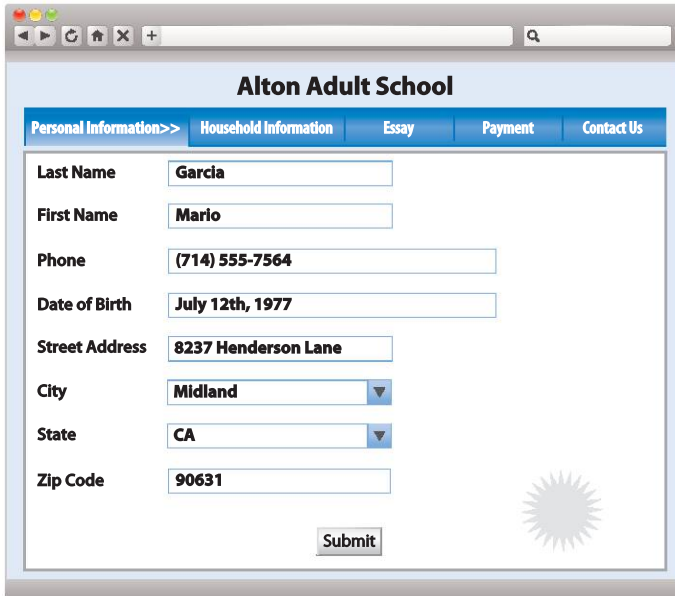
Student name	Feelings (How are you today?)
Mario	happy

K. In a group, talk about your conversations.

EXAMPLE: Mario's happy.

GOAL  Complete a registration form

A. **INTERPRET** Read Mario's school registration form.



B. Write the information.

1. Mario's last name is _____.
2. His phone number is _____.
3. His address is _____.
4. His zip code is _____.
5. His date of birth is _____.



C. Listen and write the information you hear.

1. My first name is _____.
2. My last name is _____.
3. I live on _____ (street address)
4. I live in _____ (city)
5. I am from _____.
6. My teacher's last name is _____.



D. Listen and practice saying the numbers.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	40	50	60	70	80	90	100		



E. Listen and write the phone numbers you hear.

1. (619) 555-6391 2. _____ 3. _____
 4. _____ 5. _____ 6. _____



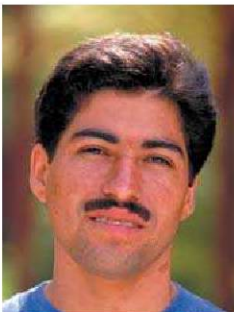
F. Listen to the conversations. Write the missing information.



1. My name is Marie. I live in Palm City. I go to West Palm Adult School. My phone number is _____.
 My last name is Collell.



2. My name is Kenji. I'm from Japan. My address is _____ Third Street.



3. My name is Mario. It's nice to meet you. My phone number is _____. My address is _____ Hamilton Street.

G. Study the chart with your classmates and teacher.

Possessive Adjectives		
Pronoun	Possessive adjective	Example sentence
I	My	My address is 3356 Archer Boulevard.
You	Your	Your phone number is 555-5678.
He	His	His last name is Jones.
She	Her	Her first name is Lien.
We	Our	Our teacher is Mr. Kelley.
They	Their	Their home is in Sausalito.

H. Write the possessive adjective.

1. I live in San Francisco. _____ address is 2354 Yerba Buena.
2. They live in Portland. _____ phone number is 555-6732.
3. We live in Dallas. _____ last name is Peters.
4. Maria is a happy woman. _____ school is in New York.
5. He is a good student. _____ name is Esteban Garcia.
6. You live on Hilton Street. _____ home is in Rockledge. Is that right?

I. APPLY Talk to a partner. Complete the form with your partner's information.

Alton Adult School

Personal Information>> Household Information Essay Payment Contact Us

Last Name

First Name

Phone

Date of Birth

Street Address

City

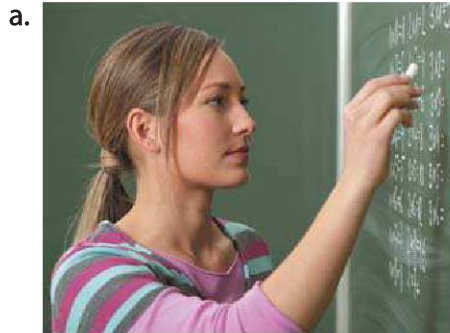
State

Zip Code

LESSON **3** Open your books!

GOAL ■ Follow instructions

A. Match the instructions with the pictures. Write the correct letter next to each sentence.



- _____ 1. Listen to the recording.
- _____ 2. Open the book.
- _____ 3. Talk to a partner.
- _____ 4. Go to the board.

B. Work with a partner. Circle the words that describe classroom activities.

answer

eat

listen

open

practice

ride

run

sit down

sleep

stand up

take out

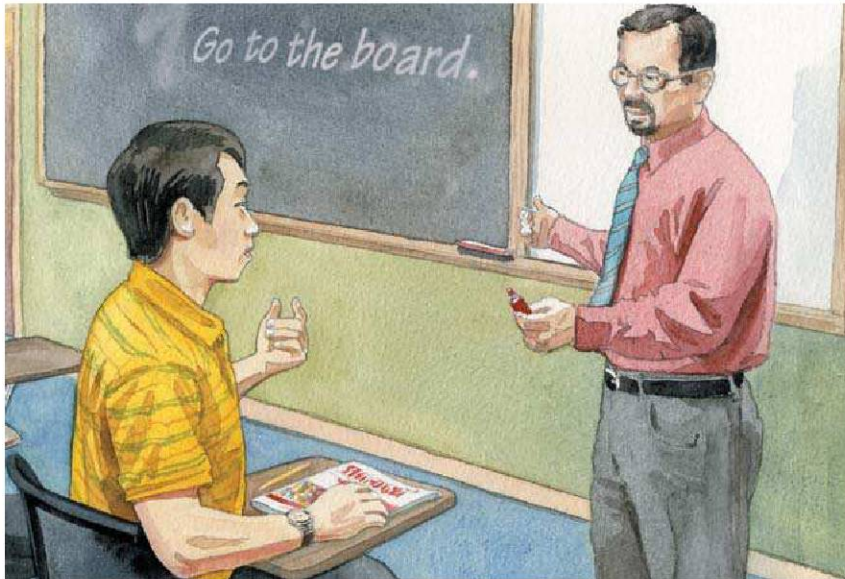
talk

watch

work

write

C. PREDICT Look at the picture. What's wrong with Kenji?



D. Read and listen to the conversation.

Mr. Jones: Kenji, please write a sentence on the board.
Kenji: Excuse me?
Mr. Jones: Write a sentence on the board.
Kenji: I'm sorry, I don't understand.
Mr. Jones: I can help you. Please come to the board.
Kenji: OK.

E. Study the clarification phrases with your classmates and teacher.

I'm sorry, I don't understand.	Excuse me?
Please speak slower.	Can you say that again, please?
Please speak louder.	Can you spell that?

F. Listen and circle a clarification phrase. There can be more than one answer.

1. Please speak slower.	Can you spell that?	Excuse me?
2. I'm sorry, I don't understand.	Can you say that again?	Can you spell that?
3. Please speak louder.	Please speak slower.	Can you say that again?
4. I'm sorry, I don't understand.	Please speak slower.	Excuse me?

G. Study the chart with your classmates and teacher.

Questions with <i>Can</i>			
<i>Can</i>	Pronoun	Verb	Example sentence
<i>Can</i>	you	help	Can you help me?
		answer	Can you answer the question?
		repeat	Can you repeat that, please?
		say	Can you say it again, please?
		speak	Can you speak slower?
		spell	Can you spell it, please?

YES/NO QUESTIONS

Yes/No questions have rising intonation.

Can you help me?

Can you speak slower?

H. CLARIFY Complete the conversation with questions from the chart above. Then, practice the conversation with a partner.

Student A: I have a problem. Can you help me?

Student B: Sure.

Student A: Your name is difficult to write. _____

Student B: Yes, it is R-O-X-A-N-N-A.

Student A: You speak very fast. _____

Student B: Yes, of course. It's R-O-X-A-N-N-A.

Student A: Thanks!



I. Listen and write the instructions.

1. _____

2. _____

3. _____

4. _____


5. _____

6. _____

UNIT

1

Everyday Life

A photograph of a subway platform with a blurred train passing by. The image is overlaid with a large teal semi-transparent rectangle. The train is moving from left to right, creating horizontal motion blur. Through the teal area, a woman is visible sitting on a bench, looking towards the train. The platform floor is visible at the bottom, featuring a tactile paving strip.

A woman gets ready to board a subway train.



UNIT OUTCOMES

- Ask for and give personal information
- Identify family relationships
- Describe people
- Interpret and write schedules
- Interpret information about weather

Look at the photo and answer the questions.

1. What does the woman look like?
2. Where do you think she is going?