



STAND OUT

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

THIRD EDITION

4

STACI JOHNSON

ROB JENKINS



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**Stand Out 4: Evidence-Based Learning for
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ABOUT THE AUTHORS



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.



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.

Along with the inclusion of National Geographic content, the third edition of **Stand Out** boasts 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 tool 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 in 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 ongoing 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 Secretary's 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 IN THE THIRD EDITION

New Look

Although the third edition of **Stand Out** boasts 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 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, multi-level worksheets, ExamView®, and standards correlations.

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Basic Communication	PRE-UNIT Welcome Page 2	<ul style="list-style-type: none"> • Fill out an admission application • Identify learning strategies • Write about your goals 	<ul style="list-style-type: none"> • Information questions • Editing 	<ul style="list-style-type: none"> • Applications • Word families • Making goals • Parts of speech • Parts of a paragraph
	1 Balancing Your Life Page 12	<ul style="list-style-type: none"> • Compare past and present • Determine goals • Identify obstacles and give advice • Write about an important person • Identify and apply time management skills 	<ul style="list-style-type: none"> • <i>Used to</i> • Future tense using <i>will</i> • Modals: <i>could, should; Why don't you...? How about....?</i> • Adjective clauses 	<ul style="list-style-type: none"> • Goals • Time management
Consumer Economics	2 Personal Finance Page 36	<ul style="list-style-type: none"> • Calculate expenses • Identify ways to be a smart consumer • Interpret credit card and loan information • Analyze advertising techniques • Write a business letter 	<ul style="list-style-type: none"> • Contrary-to-fact conditionals • Passive voice: present tense 	<ul style="list-style-type: none"> • Budgeting • Making a purchase • Credit cards and loans • Parts of a business letter

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Writing a paragraph • Comparing and contrasting • Setting goals • Using a bar graph 	RI5, RI7, W1, W4, W5, W7, W8, SL1, SL2, SL6, L4, L5	Many SCAN and EFF skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Decision making 	1: 0.1.2; 0.1.4; 0.2.1; 0.2.2 2: 0.2.1; 7.2.6 3: 0.1.2, 0.1.6, 0.2.1, 7.1.1
<ul style="list-style-type: none"> • Active reading • Focused listening • Writing a paragraph • Brainstorming • Using context clues • Using an outline • Comparing and contrasting • Reviewing 	RI1, RI2, RI3, RI4, RI7, RI8, W2, W3, W4, W5, W6, SL1, SL2, SL3, L1, L2, L3, L5	Many SCAN and EFF skills are incorporated in this 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 	1: 0.1.2, 0.2.4 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 5: 7.4.2 R: 7.2.1 TP: 4.8.1., 4.8.5., 4.8.6.
<ul style="list-style-type: none"> • Comparing and contrasting • Writing a business letter • Active reading • Focused listening • Calculating budgets • Reviewing 	RI1, RI2, RI3, RI4, RI7, W1, W2, W4, W5, W6, W7, W9, SL1, SL2, SL4, L1, L2, L3, L5		Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Responsibility • Participating as a member of a team • Acquiring and evaluating information • Organizing and maintaining information • Decision making

P R E - U N I T

Welcome



UNIT OUTCOMES

- Fill out an admission application
- Identify learning strategies
- Write about your goals

GOAL  Fill out an admission application

A. Fill out the college admission application below.



CANYON COUNTY COLLEGE

Admission Application

1. Last Name _____ First Name _____ Middle Initial _____
2. Date of Birth (mm/dd/yy) _____ / _____ / _____ Age _____
3. Place of Birth (City, State, or Foreign Country) _____
4. Current Address (Number and Street/ Apt #) _____
City _____ State _____ Zip Code _____
5. (Area Code) Telephone Number (_____) _____
6. Mother's Maiden Name _____
7. Citizen of what country? _____
8. What is the highest level of education you have achieved? _____
9. What is your educational goal? _____



CD 1
TR 1

B. Read the conversation. Then, listen to the conversation.

Bitá: Hi. My name is Bitá. What's your name?

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

Bitá: Where are you from, Minh?

Minh: I'm from Vietnam. And you?

Bitá: I'm from Iran.

Minh: Interesting. I've never been to Iran. Tell me something about yourself.

Bitá: Well, I'm studying English because I want to be an architect in the United States.

Minh: Wow! That's ambitious. Good for you!

Bitá: And tell me something about yourself, Minh.

Minh: In my free time, I make jewelry and sell it to help raise money for my grandchildren to go to college.

Bitá: That's wonderful! I'd love to see your jewelry sometime.

Minh: I'd be more than happy to show it to you.



C. DEMONSTRATE Talk to three classmates. Find out their first names, where they are from, and one other piece of interesting information about them. Then, introduce your new friends to another group of students.

First Name	Country	Interesting Information

- D. Find the three students you talked to in Exercise C. Ask them about what they wrote on their applications on page 3. Use the questions below to help you get started. What are some other questions you might ask about their applications? Write two more questions.**

What is your educational goal?

Where were you born?

What is the highest level of education you have achieved?

What is your mother's maiden name?

1. _____

2. _____

- E. Work with a group. Write three questions you want to ask your classmates to help you get to know them.**

1. _____

2. _____

3. _____

- F. **APPLY** Interview *other* classmates and write their answers to your group's questions in the chart below. Go back to your group and share the information.**

Name	Question 1	Question 2	Question 3
1.			
2.			
3.			
4.			

GOAL Identify learning strategies

A. How do you learn English? Make a list.

1. *Go to school.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Learning a new language takes place inside and outside the classroom. Below is a list of strategies you can use to learn a new language. Read them with your teacher.

Learning Strategies

Learn grammar rules.

Listen to the radio in English.

Read English books, magazines, and newspapers.

Talk to native speakers.

Watch TV in English.

Write in English.



C. Think of other learning strategies and add them to the list above.

D. EVALUATE Answer the questions about your personal studying strategies.

1. Where do you usually study? _____

2. What strategies do you use inside the classroom? _____

3. What strategies do you use outside the classroom? _____

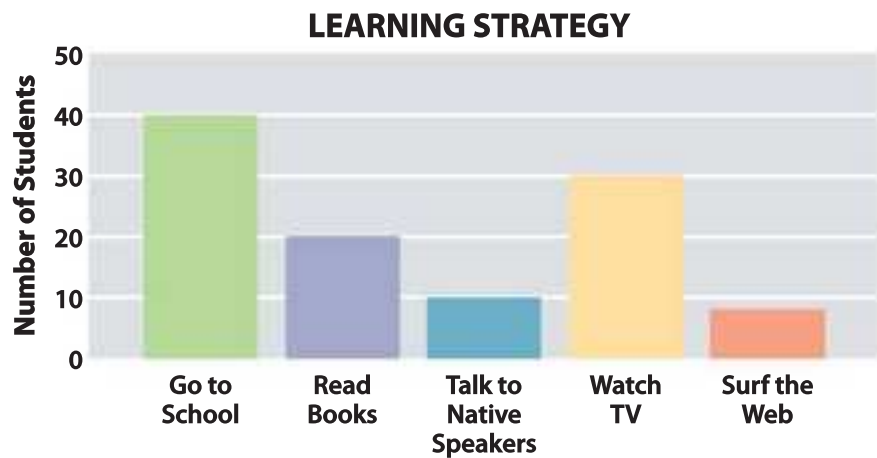
4. Write two strategies that you don't use now, but that you would like to use in the future. _____

5. What do you think is the best strategy for learning English? _____

E. Interview other students in your class using the questions in Exercise D. Write their answers below.

	Student 1	Student 2	Student 3
Study Locations			
Classroom Strategies			
Outside Strategies			
New Strategies to Use			
Best Strategies			

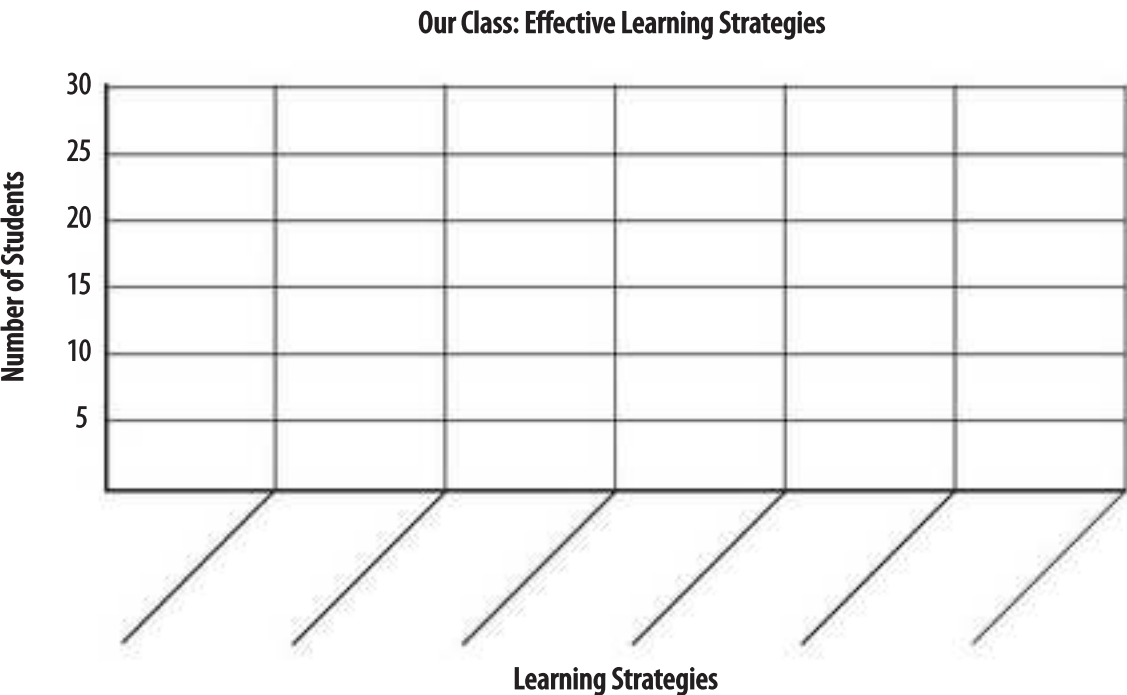
F. Look at the bar graph and answer the questions.



How many students ...

- go to school? _____
- read books? _____
- talk to native speakers? _____
- watch TV? _____
- surf the Web? _____

G. **CONSTRUCT** Create a bar graph. With a group, decide on six effective learning strategies. Take a class poll to see how many people use these learning strategies.



GOAL Write about your goals

- A. In this book, you will be learning many new strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example below.

Noun	Verb	Adjective	Adverb
creation	create	creative	creatively

- B. Read the paragraph. There are five words that belong to the same word family. Find and underline them.

My goal for the year is to get organized. To learn a new language, you need to study a lot of vocabulary. Good organization requires writing down the new words you learn and finding out their meanings. You should organize the words in a notebook so you can easily find them. Once you learn how to keep a well-organized vocabulary list, you can say, "I have good organizational skills!"

- C. Complete the chart with word families. You may need to use a dictionary or ask another student for help.

Noun	Verb	Adjective	Adverb
		educational	
success			
	decide		
		achievable	

- D. **VISUALIZE** The student who wrote the paragraph in Exercise B has a goal—to get organized. What are your goals for the year? List them below.

My Goals	

E. Takuji has had three goals since he came to the United States. Read his paragraph. What are his three goals?

My Goals

Ever since I came to the United States, I have had three goals. First, I want to improve my English by going to school every day and studying at night. Then, once my English is better, I will look for a job that pays more money. Finally, when I have saved up enough money, I will buy a new house for my family. These are the three goals that I made when I first came to the United States.

F. What is a paragraph? Discuss the words in italics with your teacher.

A paragraph is a group of sentences (usually 5–7 sentences) about the *same topic*. A *topic sentence* is usually the first sentence and it introduces your topic or *main idea*. *Support sentences* are the sentences that follow your topic sentence. They give *details* about your topic. A *conclusion sentence* is the last sentence of your paragraph and it summarizes what you have written.

PARAGRAPH

Topic sentence

Support sentences (4–5 sentences)

Conclusion sentence

G. Look back at Takuji’s paragraph. Can you find each of the three sentence types discussed in Exercise F?

H. **COMPOSE** What are your goals? Write a paragraph about your goals on a piece of paper. Make sure your first sentence is a topic sentence. Follow your topic sentence with support sentences and then, finish your paragraph with a conclusion sentence.

- I. **ANALYZE** Look at the first draft of Takuji's paragraph. There are eight errors. The first one has been done for you. Can you find and correct the rest?

My Goals	
<p>Ever since I came to the United States, I have had three goal^s. First I need to improve my English by going at school every day and studying at night. Once my English are better, I will look for a job that pays more money. Finally, when I have saved up enough money. I will buy a house new for my family. This are the three goals that I made when I first come to the united States.</p>	

- J. Write each of the errors from the paragraph in the chart below. Then, write the correct form and identify the type of error. Use choices from the box.

punctuation	capitalization	subject/verb agreement	verb tense
spelling	singular/plural	word choice	word order

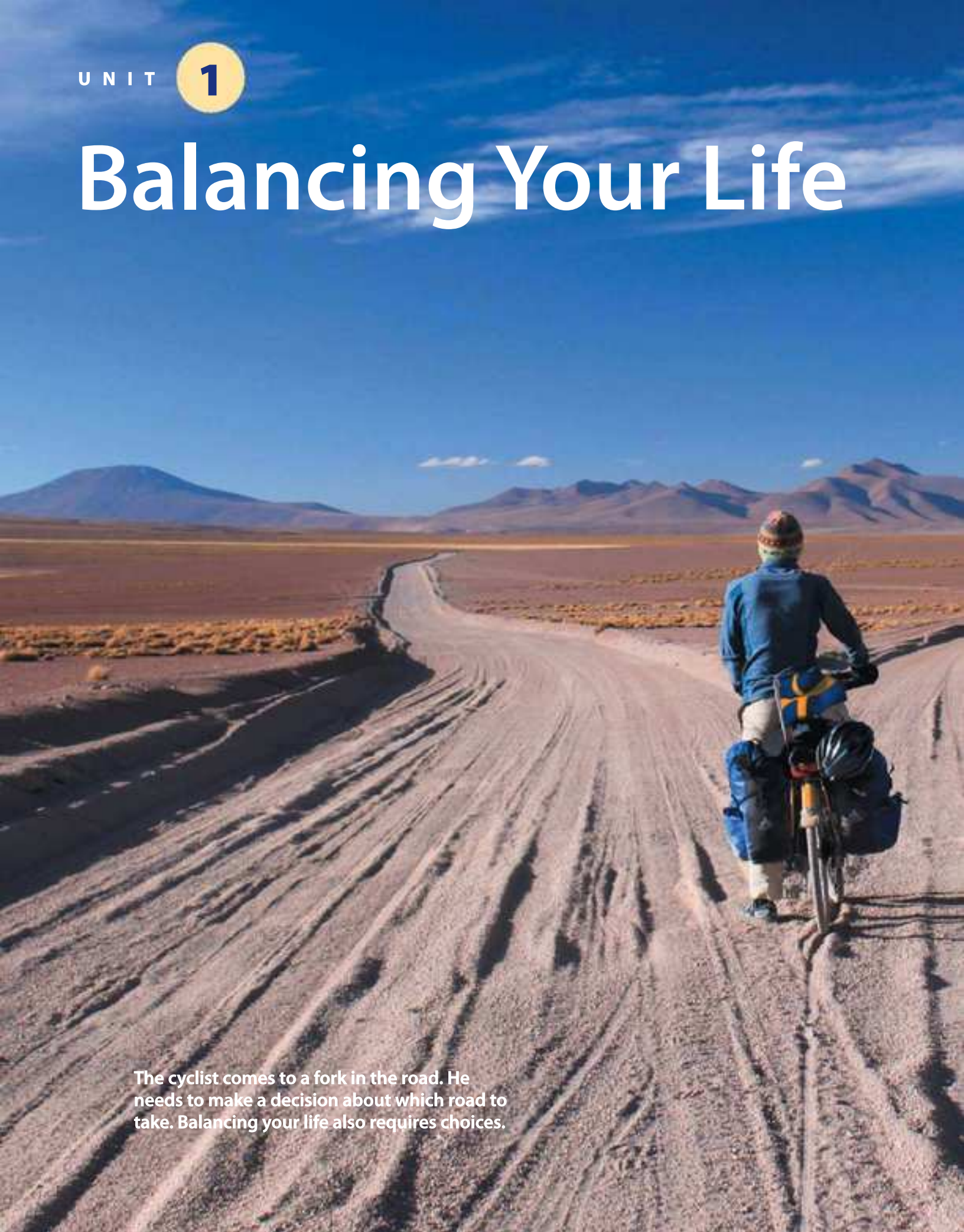
Error	Correction	Type of Error
goal	goals	singular/plural

- K. **EVALUATE** Now, exchange the paragraph you wrote in Exercise H with a partner. Check your partner's work for errors using the error types listed in Exercise J.

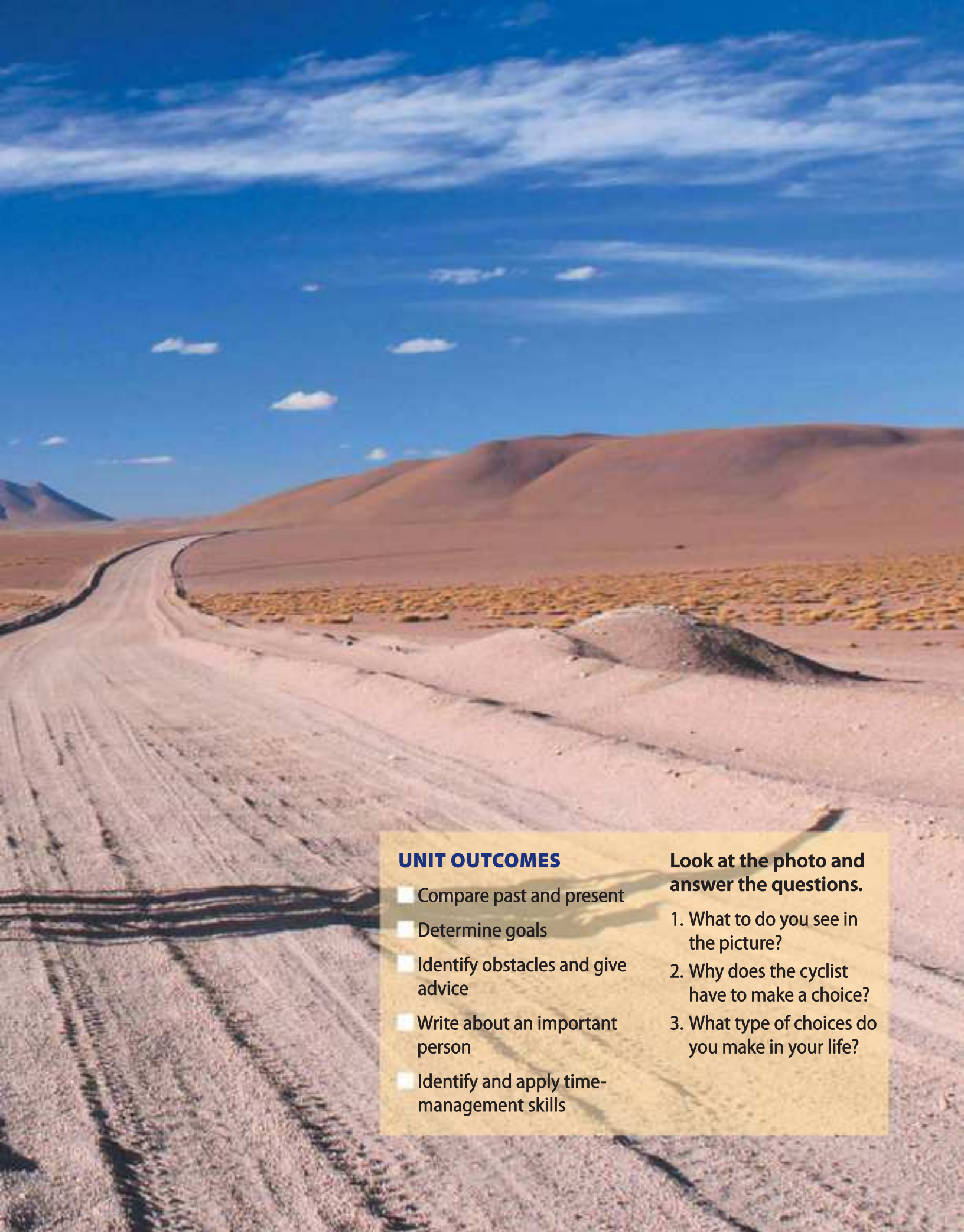
UNIT

1

Balancing Your Life

A full-page background image showing a cyclist from behind, riding a bicycle on a wide, dusty dirt road that forks into two paths. The cyclist is wearing a blue long-sleeved shirt, light-colored pants, and a colorful beanie. The road is marked with many tire tracks. The landscape is a vast, flat desert under a clear blue sky with a few wispy clouds. In the distance, there are low, reddish-brown mountains. The overall scene conveys a sense of journey and choice.

The cyclist comes to a fork in the road. He needs to make a decision about which road to take. Balancing your life also requires choices.



UNIT OUTCOMES

- Compare past and present
- Determine goals
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time-management skills

Look at the photo and answer the questions.

1. What do you see in the picture?
2. Why does the cyclist have to make a choice?
3. What type of choices do you make in your life?

GOAL  Compare past and present

A. Bita and Minh are new students at Bellingham Adult School. Listen to their conversation about their first day of class.

B. PREDICT With a partner, answer the questions about Bita and Minh. You may have to guess some of the answers.



Minh



Bita

1. How old are they?

2. What do they do?

3. Where are they from?

4. Why are they studying English?



C. Bita and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart.

	Past	Now
Bita	went to another school in the daytime	
Minh		