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:

- **W**arm up and Review
- **I**ntroduction
- **P**resentation
- **P**ractice
- **E**valuation
- **A**pplication

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.

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

- *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.**

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?

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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 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 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 friends
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.

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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	Examples
Before the main verb	Luisa *always/usually/often* goes running. She *sometimes/rarely/never* does yoga.
After the main verb *be*	She is *usually* busy on the weekends.
Sometimes/usually/often can come at the beginning or at the end of a sentence	*Usually/sometimes* Luisa starts work in the morning. Luisa starts work in the morning *sometimes/usually*.
Between the subject and the verb in short answers	Yes, she *always* does/No, she *usually* isn't.
Rarely and *never* are negative words. Do not use *not* and *never* in the same sentence.	Correct: She *never* plays tennis. Incorrect: She ~~doesn't~~ *never* play tennis.

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

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

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 McLain, Dan visited two other groups of people who live long lives: the residents of Okinawa, Japan and Loma Linda, California. His research appeared in the *National Geographic Magazine* and you can find out more on the National Geographic website.

Before You Watch

A. Look at the words and their definitions. Fill in the blanks with the correct choices.

longevity	long duration of a person's life
centenarian	person who lives to or over 100 years
sedentary	inactive; spending too much time seated
obesity	condition of being overweight
outlive	to live longer than another person

1. People who have a Mediterranean diet are known for their _____.
2. Schools are trying to solve the problem of _____ by offering healthy meals to students.
3. Any person who becomes a _____ in the United Kingdom receives a birthday message from the Queen.
4. Some people believe that the advances in technology mean people are living more _____ lifestyles than ever before.
5. In the United States, the average woman can _____ the average man by five years.

B. Check (✓) the items that you think contribute to a healthy lifestyle. Look up any words you don't know.

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

C. You are going to watch a video. Look at the images and quotes below. What do you think this video will be about? Discuss with a partner.

"What is **phenomenal** (great) about this region is that men are living just as long as women."

"He met an amazing woman who was over a hundred."

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

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

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.

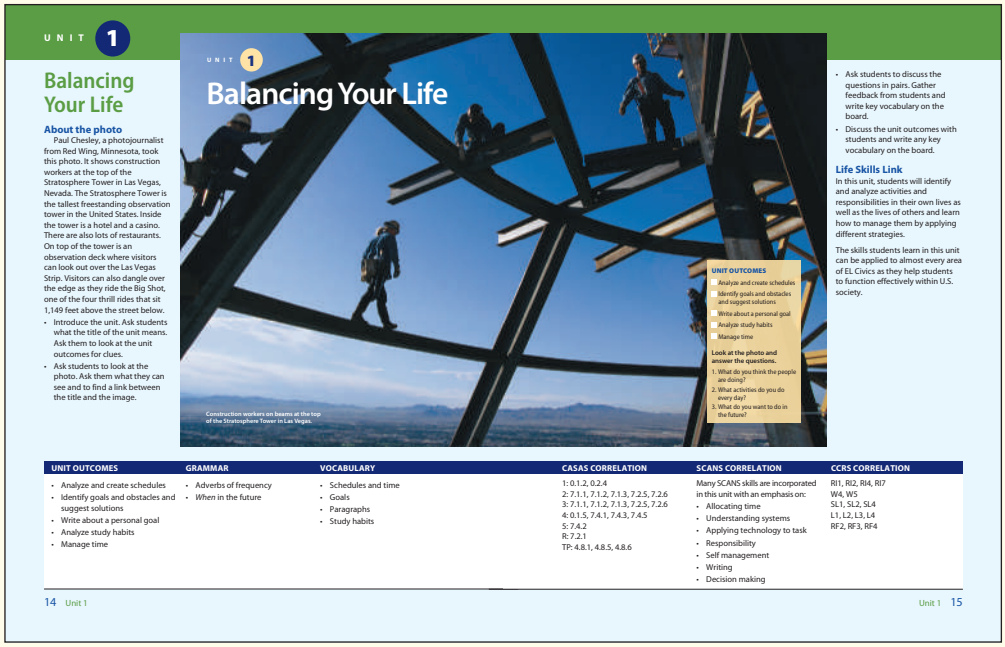
1. There's too much noise and it's difficult for Hector to (communicate/concentrate).
2. Hector says his (schedule/organization) is crazy and he has no time to study.
3. Naomi suggests that Hector (make time/write down) where and when he going to study.
4. A schedule will help Hector to (get organized/spend time with friends).
5. Naomi tells Hector a schedule will make him (productive/smarter).

- 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