



STAND OUT

Evidence-Based Learning for
College and Career Readiness

THIRD EDITION

BASIC

ROB JENKINS
STACI JOHNSON

WORKBOOK



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for College and Career Readiness,
Third Edition**

Rob Jenkins and Staci Johnson

Workbook

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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.

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 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 often 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 the 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.

GOAL ■ Greet people

A. Read.



Hi!

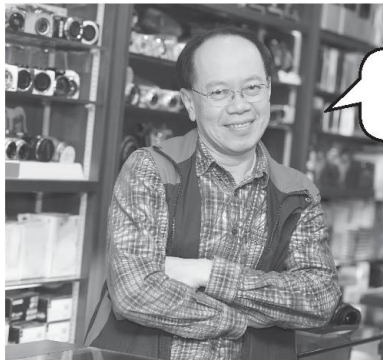


Hello!

Welcome to our class.



How are you?



Fine! How are you?

B. Write the greeting words and phrases from Exercise A.

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

C. Read the conversations.



Safa



Maria



Paulo



Hans

Safa: Hello, I am Safa.

Maria: Hi, I am Maria.

Safa: Nice to meet you, Maria.

Maria: Nice to meet you, too.

Paulo: Hi.

Hans: Hello.

Paulo: I am Paulo.

Hans: Nice to meet you. I am Hans.

D. Write a conversation.

Safa: Hello, I am Safa.

Hans: Hi, I am . . . _____.

Safa: _____

Hans: _____

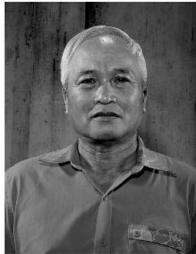
E. Read the chart.

<i>I am and I'm</i>				
Greeting	Subject	Verb	Name	Example sentence
Hi	I	am	Hans	Hi, I am Hans.
Hello			Maria	Hello, I am Maria.
Greeting	Contraction		Name	Example sentence
Hi	I'm		Sylvia	Hi, I'm Sylvia.
Hello			Oscar	Hello, I'm Oscar.

F. Rewrite the sentences.

1. I am Silvia. *I'm Silvia.* _____
2. I am Oscar. _____
3. I am Ruby. _____
4. I am Orlando. _____
5. I am Taylor. _____
6. I am Satsuki. _____

G. Write a conversation with contractions.



Duong



Eva

Duong: Hello.

Eva: _____

Duong: _____

Eva: _____

H. Circle the sentence(s) about you.

- I'm a student.
- I'm Maria.
- I'm Fred.
- I'm the teacher.

GOAL ■ Say and write phone numbers

A. Write the numbers over the words.

1	_____
one	six
2	_____
two	seven
_____	_____
three	eight
_____	_____
four	nine
_____	_____
five	ten

B. Copy the words.

one _____

two _____

three _____

four _____

five _____

six _____

seven _____

eight _____

nine _____

ten _____

C. Read the phone list.

Phone List	
Name	Phone number
Satsuki	(310) 555-1225
Ms. Adams	(619) 555-7843
Elsa	(714) 555-9856
Mirna	(562) 555-3534
Maria	(617) 555-7798
Orlando	(508) 555-4375

D. Write the phone number for each person.

1. Satsuki _____
2. Ms. Adams _____
3. Elsa _____
4. Mirna _____
5. Maria _____
6. Orlando _____

E. Read the chart.

<i>I am and It is (It's)</i>			
Subject	Verb	Information	Example sentence
I	am	Benjamin Paula	I am Benjamin. (<i>I'm Benjamin.</i>) I am Paula. (<i>I'm Paula.</i>)
The phone number	is	555-3456	The phone number is 555-3456.
It	is	555-3456	It is 555-3456. (<i>It's 555-3456.</i>)
My number	is	555-3456	My number is 555-3456.

F. Rewrite the sentences with *It's*.

Question:

What's your phone number?

Answers:

1. The number is 893-7234. *It's 893-7234.* _____
2. The number is 777-3245. _____
3. The number is 555-2235. _____
4. It is 327-8564. _____
5. It is 981-4392. _____
6. It is 972-2224. _____
7. The phone number is 283-9764. _____
8. The phone number is 765-2876. _____

G. Answer the questions about the phone list in Exercise C.

1. What is Satsuki's phone number? _____
2. What's Ms. Adams's phone number? _____
3. What's Elsa's number? _____
4. What's Mirna's phone number? _____
5. What is Maria's number? _____
6. What's Orlando's number? _____

H. Answer the questions.

1. What's your name? _____
2. What's your phone number? _____

GOAL ■ Follow instructions

A. Look at the words.

teacher

answer

book

paper

word

name

B. Write the words.



book



Amal

school



$$3 + 2 = \textcircled{5}$$

C. Circle *T* for true and *F* for false.

- | | | |
|---------------------------|---|---|
| 1. Listen to the teacher. | T | F |
| 2. Read the student. | T | F |
| 3. Circle the teacher. | T | F |
| 4. Write your name. | T | F |

D. Read the chart.

Action Verbs		
Action verb		Example sentence
read	a book	Read a book.
write	your name	Write your name.
listen	to the teacher	Listen to the teacher.
point	to the answer	Point to the answer.
repeat	the word	Repeat the word.
circle	the word	Circle the word.
check	the answer	Check the answer.

E. Look at the chart again and complete the sentences.

- _____ a book.
- _____ your name.
- _____ to the teacher.
- _____ to the answer.
- _____ the word.
- _____ the word.
- _____ the answer.