

STAND OUT

Evidence-Based Learning for
College and Career Readiness

THIRD EDITION

3

WORKBOOK

STACI JOHNSON

ROB JENKINS



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for College and Career Readiness,
Third Edition**

Staci Johnson and Rob Jenkins

Workbook

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Work Book

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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 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.

GOAL ■ Introduce yourself and greet others

A. How do you greet people? Read the following conversations.

Miguel: Hi Janie. How's it going?

Janie: Pretty good. I really like my ESL class. What's new?

Miguel: Not much. I still have to register for class.

Janie: Well, I hope you're in my class. You'll really like the teacher.

Miguel: Sounds good. I'll see you around.

Janie: Bye.

Binh: Hey Sara. What's up?

Sara: Not much. I'm just doing my homework.

Binh: Homework on the first day of school? Wow!

Sara: It's pretty easy so far. What's new?

Binh: I start a new job today, so I'm really excited.

Sara: That's great! I hope you'll still have time for school.

Binh: Yeah, me too!

B. Look at the greetings and responses below.

Greetings	Responses
What's up? What's going on? What's happening? What's new?	Not much. Nothing.
How's it going? How are you? How are things?	Good. Pretty good. Not bad. Not so good. Bad.

- C. A contraction is when two words are combined with an apostrophe ('). Underline all of the contractions in the two conversations in Exercise A.
- D. Study the contractions you may hear when people talk.

Contractions in Greetings	
Expression	Contraction
How's it going?	<i>How's</i> = How is
What's up?	<i>What's</i> = What is
What's new?	
What's happening?	
What's going on?	

Verb Be	Contraction
I am	I'm
You are	You're
He is	He's
She is	She's
We are	We're
They are	They're

- E. Underline the contraction in each expression. Then write the words on the lines.

1. What's up?

What is
2. They're doing well.
3. I'm great!
4. How's it going?
5. It's going really well.
6. What's up?
7. He's got class in the morning.
8. She's working.

F. Underline the two words in each sentence that can be combined to make a contraction. Rewrite the sentence using the contraction.

1. How is your new class? *How's your new class?* _____
2. What is up with you? _____
3. I will see you later. _____
4. What is happening? _____
5. That is wonderful! _____
6. How is your family doing? _____

G. Fill out the application below.

Personal Information>> Household Information Essay Payment Contact Us

First Name

Middle Initial

Last Name

Phone Number

E-mail Address

Date of Birth
Month Date Year

Occupation

Submit

H. Write a question that somebody may ask you based on the application. Remember to use a contraction.

GOAL ■ Write about yourself

A. Read Lilia's story.

My name is Lilia Alvarado. I'm a student at Orange Adult Learning Center. My husband and I live in Villa Park. He works in a machine shop and I go to school and take care of our children. We want to be successful in this country. My husband wants to own his own business one day, and I hope to become a teacher.

B. Answer the questions about Lilia and her family.

1. Where does Lilia live? _____
2. Where does her husband work? _____
3. What does Lilia do? _____
4. What does Lilia hope to do in the future? _____

C. Below is some more information about Lilia and her family. Write complete sentences using this information. More than one answer can be correct.

1. teach kindergarten

Lilia wants to teach kindergarten.

2. study English

3. three children

4. Grant's Machines

5. all girls

- D. Look again at Lilia's paragraph in Exercise A and underline all of the main present tense verbs. (Hint: The main verb always comes right after the subject.)

Example: My name is Lilia Alvarado.

↑ subject ↑ main verb

- E. Study the charts.

Present Tense (Regular Verbs)					
Subject	Rule	Present tense verbs			
I, You, We, They	base verb*	work	live	want	hope
He, She, It	base verb + -s	works	lives	wants	hopes
I, You, We, They	base verb	go	watch		
He, She, It	base verb + -es	goes	watches		
*base verb = the pure verb form (to be: <u>be</u> = the base verb; to go: <u>go</u> = the base verb)					

Present Tense <i>Be</i>	
Subject	<i>Be</i>
I	am
You, We, They	are
He, She, It	is

- F. Choose the correct form of the verb. Check (✓) the correct answer.

- | | | |
|---|--------------------------------|----------------------------------|
| 1. Kimla _____ in Fountain Valley. | <input type="checkbox"/> live | <input type="checkbox"/> lives |
| 2. I _____ to move into a bigger house. | <input type="checkbox"/> want | <input type="checkbox"/> wants |
| 3. George _____ every morning before he comes to school. | <input type="checkbox"/> work | <input type="checkbox"/> works |
| 4. We _____ to school together. | <input type="checkbox"/> go | <input type="checkbox"/> goes |
| 5. She _____ to finish her high school diploma next year. | <input type="checkbox"/> hope | <input type="checkbox"/> hopes |
| 6. They _____ near the bus stop. | <input type="checkbox"/> live | <input type="checkbox"/> lives |
| 7. I _____ three English classes. | <input type="checkbox"/> take | <input type="checkbox"/> takes |
| 8. Ellie _____ at the university. | <input type="checkbox"/> study | <input type="checkbox"/> studies |

G. Complete the paragraph with the correct present tense verb form.

My name _____ (be) Jaime Kinaste. I _____
(attend) Long Beach School for Adults. I _____ (have) English
class every weekday, and I _____ (work) every night.
I _____ (be) a busboy at a local pizza restaurant.
I _____ (want) to be a cashier, so I _____ (need)
to study math. Someday, I _____ (hope) to get my high school
diploma and _____ (go) to college.

H. Answer the questions about yourself using present tense verbs.

1. What is your name? _____
2. Where do you attend school? _____
3. When do you have English class? _____
4. When do you work? _____
5. What do you want to be? _____

I. Using the information from the questions in Exercise H, write a paragraph about yourself.

Are you college bound?

GOAL ■ Identify goals

A. Look at Matthew's educational timeline.



B. Answer the questions about Matthew.

1. When did Matthew go to preschool? _____
2. When did he finish elementary school? _____
3. When did he start junior high school? _____
4. How many years did he go to high school? _____

C. Fill in the steps on the educational pyramid.

high school	preschool	college
elementary school	graduate school	vocational education
middle school	community college	kindergarten

