

# STAND OUT

Evidence-Based Learning for  
College and Career Readiness

THIRD EDITION

1

WORKBOOK

ROB JENKINS  
STACI JOHNSON



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for College and Career Readiness,**

**Workbook**

**Third Edition**

**Rob Jenkins and Staci Johnson**

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# CONTENTS

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<b>PRE-UNIT: Welcome</b>	<b>3</b>
LESSON 1 Greet people	3
LESSON 2 Say and write numbers	6
LESSON 3 Follow instructions	9
<b>UNIT 1: Talking with Others</b>	<b>12</b>
LESSON 1 Ask for and give personal information	12
LESSON 2 Describe people	15
LESSON 3 Describe family relationships	18
LESSON 4 Express preferences	21
LESSON 5 Plan a schedule	24
Unit 1 Practice Test	27
<b>UNIT 2: Let's go shopping!</b>	<b>28</b>
LESSON 1 Identify types of retail stores	28
LESSON 2 Make purchases and read receipts	31
LESSON 3 Identify articles of clothing	34
LESSON 4 Describe clothing	37
LESSON 5 Describe items in a store	40
Unit 2 Practice Test	43
<b>UNIT 3: Food</b>	<b>44</b>
LESSON 1 Identify common meals and foods	44
LESSON 2 Interpret food advertisements	47
LESSON 3 Express needs	50
LESSON 4 Compare prices	53
LESSON 5 Take and place orders	56
Unit 3 Practice Test	59
<b>UNIT 4: Housing</b>	<b>60</b>
LESSON 1 Identify types of housing	60
LESSON 2 Describe parts of a home	63
LESSON 3 Interpret classified ads	66
LESSON 4 Use the telephone and make appointments	69
LESSON 5 Identify furniture in a house	72
Unit 4 Practice Test	75

---

<b>UNIT 5: Our Community</b>	<b>76</b>
LESSON 1 Identify locations and services	76
LESSON 2 Give and follow street directions	79
LESSON 3 Give and follow directions in a mall	82
LESSON 4 Leave a phone message	85
LESSON 5 Write an e-mail	88
Unit 5 Practice Test	91
<b>UNIT 6: Health and Fitness</b>	<b>92</b>
LESSON 1 Identify parts of the body	92
LESSON 2 Identify illnesses and health problems	95
LESSON 3 Give advice	98
LESSON 4 Ask for information	101
LESSON 5 Develop an exercise plan	104
Unit 6 Practice Test	107
<b>UNIT 7: Working on It</b>	<b>108</b>
LESSON 1 Identify common occupations	108
LESSON 2 Interpret job information	111
LESSON 3 Write your job history	114
LESSON 4 Perform a job interview	117
LESSON 5 Interpret performance reviews	120
Unit 7 Practice Test	123
<b>UNIT 8: Lifelong Learning and Review</b>	<b>124</b>
LESSON 1 Evaluate study habits	124
LESSON 2 Organize study	127
LESSON 3 Identify learning opportunities	130
LESSON 4 Identify vocational preferences	133
LESSON 5 Develop goals	136
Unit 8 Practice Test	139
<b>APPENDICES</b>	<b>140</b>
Glossary of grammar terms	140
Grammar reference	142
Photo credits	152
Map of the United States	153

# TO THE TEACHER

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## 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](http://ngl.cengage.com/so3) to get easy access to all resources.



**GOAL** ■ Greet people**A. Look at the picture. Read about Lien.**

Lien is a student at Johnson Adult School. She is a good student. Mario is her friend. He is a student, too. Lien and Mario go to school at night. Mr. Serna is the teacher in the class.

**B. Draw lines to match information.**

Lien	teacher
Mario	friend
Mr. Serna	student



C. Read the conversation.



**Roberto:** Hi. I'm Roberto. What's your name?  
**Gabriela:** My name is Gabriela.  
**Roberto:** Welcome to our class.  
**Gabriela:** Thank you.  
**Roberto:** Our teacher is Miss Jones.

D. Write the names of four students in your class.

	What's Your Name?
1.	
2.	
3.	
4.	

E. Read the chart.

The Verb <i>Be</i> in Greetings				
Greeting	Subject	Be	Your name	Example sentence
hi hello	I	am	Hans Maria	Hi. I <b>am</b> Hans. ( <i>I'm Hans.</i> )
	my name	is		Hello. My name <b>is</b> Maria. ( <i>Hello. My name's Maria.</i> )

**F. Read the information.**

Students in My Class	
1. Andrew	2. Esmeralda
3. Eva	4. Gabriela
5. Gilberto	6. Ivan
7. Roberto	8. Tri

**G. Write sentences about Exercise F.**

1. My name is Andrew.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**H. Rewrite the sentences using the contracted form of *I am*.**

1. I am Andrew. I'm Andrew.
2. I am Esmeralda. \_\_\_\_\_
3. I am Eva. \_\_\_\_\_
4. I am Gabriela. \_\_\_\_\_
5. I am Gilberto. \_\_\_\_\_
6. I am Ivan. \_\_\_\_\_
7. I am Roberto. \_\_\_\_\_
8. I am Tri. \_\_\_\_\_

**I. Write a conversation.**

You: Hello.

Partner: \_\_\_\_\_

You: \_\_\_\_\_

Partner: \_\_\_\_\_

**GOAL** ■ Say and write numbers

**A. Look at the information and write it under the pictures below.**

2929 W. Beach

New Town

714-555-2211

Marie

90691



Name: Gilberto

Address:

City: Alton

State: California

Zip Code:

Phone:



Name:

Address: 72451 Harbor

City:

State: California

Zip Code: 92691

Phone: 949-555-3765

**B. Complete the sentences about Gilberto.**

1. Gilberto's address is \_\_\_\_\_.
2. His phone number is \_\_\_\_\_.
3. His zip code is \_\_\_\_\_.

**C. Write sentences about Marie.**

1. Marie's address is \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**D. Read the class list and complete the sentences.**

Class List		
Name	Phone number	Address
Gabriela	(401) 555-7248	14 Main Street
Roberto	(619) 555-6903	2315 Wilshire Place
Eva	(401) 555-3534	333 Western Circle
Tri	(562) 555-2876	7267 Broadway

1. My name's Gabriela. My address is 14 Main Street.
2. My name's Roberto. My phone number is \_\_\_\_\_.
3. I'm Eva. My address is \_\_\_\_\_.
4. I'm Tri. My phone number is \_\_\_\_\_.
5. I'm Gabriela. My phone number is \_\_\_\_\_.
6. My name's \_\_\_\_\_. My phone number is (401) 555-3534.
7. My name's \_\_\_\_\_. My address is 2315 Wilshire Place.
8. I'm \_\_\_\_\_. My phone number is (401) 555-7248.

**E. Read the chart.**

It is (It's)			
Subject	Be	Information	Example sentence
It The address The phone number	is	265 Main Street.	It's 265 Main Street.
		265 Main Street.	The address is 265 Main Street.
		555-1234.	The phone number is 555-1234.

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

1. The phone number is 555-3755. It's 555-3755.
2. The address is 14 Main Street. \_\_\_\_\_
3. The phone number is 555-2876. \_\_\_\_\_
4. It is 555-2933. \_\_\_\_\_
5. It is 25821 West Birch Street. \_\_\_\_\_
6. It is 555-9912. \_\_\_\_\_
7. It is 373 Cypress Ave. \_\_\_\_\_
8. The phone number is 555-9090. \_\_\_\_\_

**G. With a partner, turn the sentences in Exercise F into questions and answers. Take turns asking and answering the questions.**

**Student A:** What's the phone number?

**Student B:** It's 555-3755.

**H. Read the class list in Exercise D again. Answer the questions with sentences.**

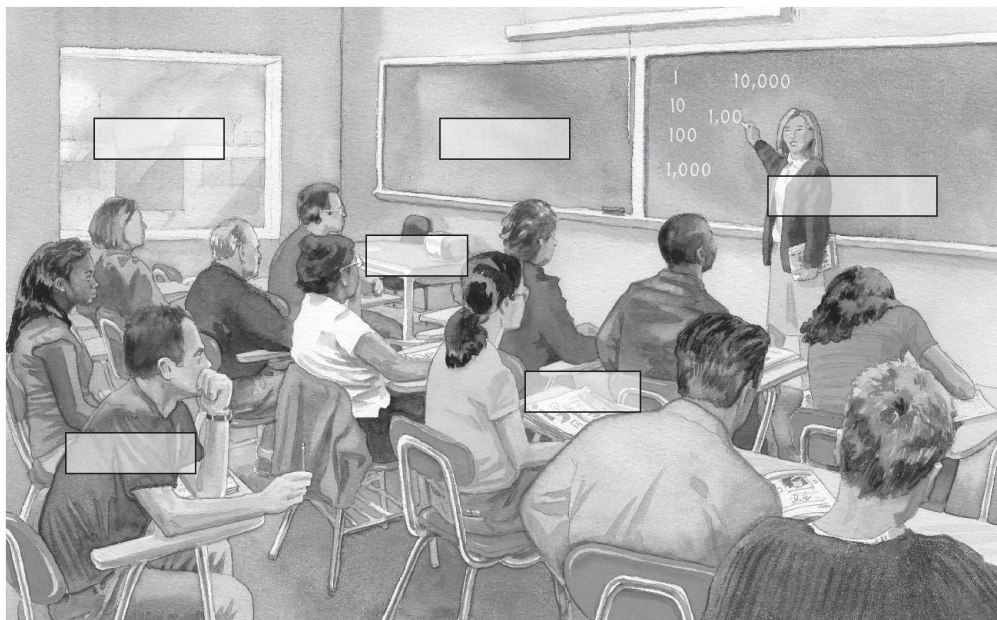
1. What's Eva's address? It's 333 Western Circle.
2. What's Eva's phone number? \_\_\_\_\_
3. What's Tri's phone number? \_\_\_\_\_
4. What's Roberto's phone number? \_\_\_\_\_
5. What's Gabriela's address? \_\_\_\_\_
6. What's Roberto's address? \_\_\_\_\_

**I. Answer the questions with *It's*.**

1. What's your address? \_\_\_\_\_
2. What's your phone number? \_\_\_\_\_
3. What's a friend's address? \_\_\_\_\_
4. What's a friend's phone number? \_\_\_\_\_

**GOAL** ■ Follow instructions

**A. Label the picture with words from the box.**



board

book

desks

student

teacher

window

**B. Complete sentences about the words in Exercise A.**

1. The teacher writes on the \_\_\_\_\_.
2. Students sit at \_\_\_\_\_.
3. The teacher talks to a \_\_\_\_\_.
4. She asks students to open their \_\_\_\_\_.
5. The students listen to the \_\_\_\_\_.
6. Please open the \_\_\_\_\_. It is hot inside.