

STAND OUT

WORKBOOK

5

THIRD EDITION

STACI JOHNSON

ROB JENKINS



STAND OUT

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

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**NATIONAL
GEOGRAPHIC
LEARNING**



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Learning**

**Stand Out 5: Evidence-Based Learning
for College and Career Readiness,
Third Edition**

Staci Johnson and Rob Jenkins

Workbook

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Cover Image: Seth Joel/Getty Images

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Work Book

ISBN 13: 978-1-305-65566-9

National Geographic Learning/Cengage Learning

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Boston, MA 02210
USA

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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:

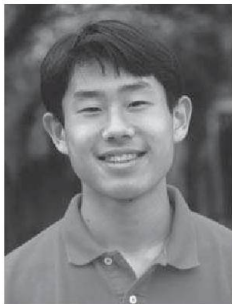
1. The activities in the workbook can be used as additional practice during class to reinforce one or more practice activities in the student book.
2. The activities in the workbook can be assigned as homework. This is often a good way to reinforce what students have learned. The skills, vocabulary, 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 resource 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 ■ Get to know people

A. Imagine you know the people below. Write notes about them. Use your imagination!



Kenji



Anya



Gilberto



Marie

Kenji: _____

Anya: _____

Gilberto: _____

Marie: _____

B. Write a description for each person based on the notes you wrote in Exercise A.

EXAMPLE: *Kenji is a happy person. He is a student from Japan. He likes to play basketball.*

Kenji: _____

Anya: _____

Gilberto: _____

Marie: _____

C. Study the chart.

| Introductions | |
|---|--|
| Introduction | Responding to an introduction |
| I'd like to introduce you to Juan. I'd like you to meet Peter. This is my friend, Ana. Do you know Caroline? Have you met my brother, Zach? | It's a pleasure to meet you. It's a pleasure meeting you. (I'm) pleased to meet you. (It's) nice to meet you. (It's) good to meet you. |
| In short common introductions with phrases and statements, it is appropriate in speaking to leave off the subject and the verb. The subject and verb are implied. | |

D. Write a response to each introduction. Use a different expression for each one.

1. **Student A:** I'd like to introduce you to my friend, Maddy.

Student B: It's nice to meet you, Maddy.

2. **Student A:** Do you know Erin?

Student B: _____

3. **Student A:** Have you met Chinh?

Student B: _____

4. **Student A:** I'd like you to meet Enrique.

Student B: _____

5. **Student A:** This is my sister, Cristina.

Student B: _____

6. **Student A:** I'd like to introduce you to Mrs. Pino.

Student B: _____

E. Study the chart.

| Simple Past/Present Perfect/Simple Present | | |
|--|--|--|
| Simple past | Something that started and ended in the past. | Juan was born in 1989. |
| Present perfect | Something that started in the past and continues in the present. | Juan has been in the United States for three years. |
| Present | Something that is true about the present. | Juan works in a department store. |
| Future | Something that will happen in the future. | Juan is going to / will study architecture in college. |

F. Complete the sentences about each of the people using the verbs and tenses listed in parentheses.

- Chinh _____ is _____ (be – present) a student.
- He _____ (live – present) in Texas now.
- He _____ (move – future) to California in a few months.
- Chinh _____ (come – past) from Vietnam five years ago.
- Chinh _____ (be – present perfect) in school for two years.
- She _____ (study – future) nursing once her English improves.
- Enrique _____ (be – past) an engineer in Mexico.
- He _____ (move – present perfect) three times since he came to the U.S.
- He _____ (like – present) to see new places and meet new people.
- He _____ (keep – future) moving so he can find an engineering job.

G. Zhou is introducing you to his friend Erin. Complete the conversation with appropriate phrases.

Zhou: I'd like you to meet my friend, Erin.

You: _____

Erin: What's your name?

You: _____

Erin: I'm actually from here, but I was born in Sweden. Where were you born?

You: _____

Erin: I came here 15 years ago with my family. What about you?

You: _____

Erin: How interesting. It's so nice to have met you. I hope we see each other in school.

GOAL ■ Talk about personal interests

A. Write four things you think the people below are interested in doing.



Name: Amelia

Interests:

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



Name: Klara

Interests:

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



Name: Oscar

Interests:

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



Name: Ana

Interests:

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

B. Look at what you wrote in Exercise A. Circle the person you are most like.

C. Study the chart.

| Asking about personal interests | Responses |
|--|--|
| So, what do you like to do in your free time? What are your hobbies? What are your interests outside of school/work? Are you into music? What do you like to do? What are your plans for the weekend? What's your favorite movie? | That's interesting. How fun! Wow, that's great. Me, too! Not me. I . . . Sounds like we have something in common. |
| Conversations are more productive when . . . you ask about the person you are talking to. you take interest in the person you are talking to. you ask follow-up questions. Other strategies: Learn to summarize what someone says when you don't understand. Learn to disagree politely, showing respect for the other person's opinion. Learn to express yourself clearly and in a simple way. Learn to maintain eye contact. | |

D. Circle the best answer to each question.

1. Q: So, what do you like to do in your free time?

A: I like to go to the movies. / No, not much.

2. Q: What are your hobbies?

A: Reading books and fixing up old cars. / We're going to the mountains.

3. Q: What are your interests outside of school/work?

A: I'm a carpenter. / Playing soccer and cooking.

4. Q: What do you like to do?

A: I like fresh fruit and red meat. / I like to train for bike races.

5. Q: What are your plans for the weekend?

A: Surfing and reading comic books. / I'm going to a family reunion.

E. Complete the conversation with the responses below.

- a. I like to ride my bike.
- b. Yes, I'm usually training for bike races.
- c. I like to have fun while I'm exercising.
- d. I think it's exciting and healthy, too. It's also a great way to meet people.

1. **Student A:** What do you like to do in your free time?

Student B: _____

2. **Student A:** Why do you sing when you exercise?

Student B: _____

3. **Student A:** I've heard that hiking is both exciting and healthy. What do you think?

Student B: _____

4. **Student A:** Is it true that you spend a lot of time riding your bike?

Student B: _____

F. Answer the following questions about yourself.

1. What do you like to do in your free time?

2. What sports are you into?

3. What are your plans for the weekend?

4. What's your favorite type of music?

GOAL ■ Write a personal message

A. Answer the following questions.

1. Do you write personal, handwritten letters? If so, to whom?

2. Do you write personal e-mails? If so, to whom?

3. Do you prefer to write personal, handwritten letters or e-mails? Why?

B. There are eight mistakes in Andrea's letter. Circle each mistake you find.

| | |
|--|---|
| | |
| | Dear Alexi, |
| | I'm so anxious to see you. I can't wait for your visit in july. We are going having a great time. |
| | I want to show you my new school. we learning a lot of interesting things right now. My english |
| | is improving. This school private is great! I'm preparing for work in the business feild. I will meet |
| | you at the bus stop at four o'clock on monday. |
| | Your friend always, |
| | Andrea |
| | |

C. Study the chart.

| Editing | |
|----------------|---|
| Capitalization | Capitalize every proper noun. Capitalize the first letter of the first word of every new sentence. |
| Spelling | Check spelling in a dictionary or ask a friend. |
| Nouns | Check to make sure nouns are written correctly (singular or plural). |
| Verbs | Verbs should agree with the noun and be in the correct tense. |
| Word order | Make sure subjects in statements come before the verb and that adjectives come before the noun they describe. |
| Punctuation | Every sentence should end with a period, exclamation point, or question mark. Separate series (three or more adjectives or nouns) with commas. |

D. Look back at the letter you corrected in Exercise B. Decide which types of mistakes you corrected.

| Corrected Mistake | Type of Mistake |
|-------------------|-----------------------|
| 1. <u>July</u> | <u>capitalization</u> |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |

E. Underline the correct sentences. Edit the incorrect sentences. On the lines, write the types of mistakes using the terms from the chart in Exercise C.

1. Last Monday, I registered for classes at my new school.

last monday, I registered for classes at my new school. capitalization

2. The bookstore sell books for all the classes.

The bookstore sells books for all the classes. _____

3. Have you ever been to the art museum on campus.

Have you ever been to the art museum on campus? _____

4. No, but I did go to the local exhibit art that came to town.

No, but I did go to the local art exhibit that came to town. _____

5. Last week, she met with the guidance counselor.

Last week, she met with the giudance counslor. _____

6. The counselor told her that she should take some harder class.

The counselor told her that she should take some harder classes. _____

F. Correct the mistakes in each sentence. Some sentences have more than one mistake.

1. Chinh looked at many ^{schools} ~~school~~ before she chose the best one for nursing.

2. she was looking for one with the best teachers?

3. She got great recomenations from the teachers at her previus school.

4. She hope to complete her degree in three yeas.

5. She is going to moves so she can be closer to her new school

6. chinh will have to work at night so she can pays for school.

7. She have a time-part job as a server food in a restaurant.

G. Imagine you are Chinh writing a letter to Jason, a friend you met at your last school. Write a personal letter on a separate piece of paper. Include all of the information from Exercise F.