STANDOUT BASIC

Evidence-Based Learning for Life, College, and Career

FOURTH EDITION

ROB JENKINS

STACI JOHNSON

afaq Language Center

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We believe that there's nothing more incredible than the exchange of teaching and learning that goes on in an ESL classroom. And seeing the expression on a student's face when the light goes on reminds us that there's nothing more rewarding than helping a student succeed.

Throughout our careers, we have watched as students rise to challenges and succeed where they were not sure success was possible. Seeing their confidence grow and skills develop brings great joy to both of us, and it motivates us to find better ways to reach and support them. We are humbled to think that our contributions to the field over the last 20 years have made a small difference in both students' and teachers' lives. We hope our refinements in ongoing editions will further support their growth and success.

At its core, **Stand Out** has always prioritized robust, relevant content that will deliver student gains in the classroom; while that core mission has not changed, how the program achieves it has certainly evolved in response to a changing educational landscape. The basic principles that have made **Stand Out** successful have not changed. Students are challenged to collaborate and think critically through a well-organized series of scaffolded activities that lead to student application in each lesson. The popular first-of-their-kind lesson plans are still prominent. Features such as project-based learning, video, online practice, multilevel worksheets, and classroom presentation tools continue to support the core series. New to the fourth edition is explicit workplace exploration. A lesson in each unit has been added to explore different fields and careers, potential salaries, skills, and characteristics which workers might have to excel in potential jobs. Also new to the fourth edition, students will be introduced to "Life Online" in tips, activities and video throughout the series. In addition, **Stand Out** will now be available in different digital formats compatible with different devices. Finally, **Stand Out** introduces a literacy level that will give access through a unique systematic approach to students who struggle to participate. We believe that with these innovations and features the fourth edition will bring success to every student.

STAND OUT MISSION STATEMENT

Our goal is to inspire students through challenging opportunities to be successful in their language learning experience, so they develop confidence and become independent lifelong learners preparing them for work, school, and life.

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
PRE-UNIT **Welcome** *Page 2*	**Goal:** Greet people **Pronunciation:** Contractions /m/ **Academic:** Focused listening	**Goal:** Say and write phone numbers **Writing:** Phone numbers **Life Online:** Class communication	**Goal:** Follow instructions **Pronunciation:** /t/ **Academic:** Make predictions
1 **Personal Information** *Page 12*	**Goal:** Identify people **Pronunciation:** Intonation of *wh-* questions **Grammar:** Pronouns **Academic:** Classify information	**Goal:** Express nationalities **Academic:** Make predictions; Do a survey **Grammar:** Simple present	**Goal:** Express marital status **Grammar:** The verb *be* **Academic:** Make predictions; Classify information **Writing:** Contractions
2 **Our Class** *Page 38*	**Goal:** Ask for and give personal information **Academic:** Classify information; Do a survey **Grammar:** Possessive adjectives **Pronunciation:** Intonation of *what* questions	**Goal:** Describe where things are **Academic:** Focused listening **Pronunciation:** Intonation of *where* questions **Grammar:** Prepositions of location **Life Online:** Video calling icons	**Goal:** Identify common activities **Academic:** Classify information **Grammar:** Present continuous

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Say and write addresses **Life Online:** Drop-down menus **Writing:** Addresses **Academic:** Focused listening **Grammar Review:** The verb *be*	**Goal:** Say and write dates **Writing:** Dates **Life Online:** Passwords; Personal information **Academic:** Focused listening	**Workforce Goal:** Reflect on job and career options **Academic:** Rank career fields **Grammar Review:** Simple present	**Goal:** Research community leaders **Soft Skill:** Collaboration—Working together	*Different Days, Months, and Years* **Academic:** Interpret a diagram; Infer meaning
Goal: Plan a schedule **Pronunciation:** Intonation of *when* questions **Academic:** Focused listening; Plan a schedule **Life Online:** Phone alarms	**Goal:** Plan for weather **Academic:** Interpret a weather map; Classify information **Grammar Review:** Simple present	**Workforce Goal:** Explore careers in education **Academic:** Analyze information from an infographic; Reflect on career preferences	**Goal:** Create a team poster **Soft Skill:** Presentation Skills—Steps for success	*Not Enough Time in the Day* **Academic:** Infer meaning

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
3 **Food** *Page 64*	**Goal:** Identify common foods **Grammar Review:** Prepositions of location **Academic:** Classify information	**Goal:** Express feelings about food **Grammar:** The verb *be*; The verb *be* (negative) **Academic:** Focused listening; Do a survey	**Goal:** Plan meals **Life Online:** "Jump to recipe" **Academic:** Focused listening **Grammar:** Singular and plural nouns **Pronunciation:** Plural *-s* **Writing:** Ingredients
4 **Clothing** *Page 90*	**Goal:** Identify types of clothing **Academic:** Focused listening; Make a list **Grammar:** Simple present: *have*	**Goal:** Ask for and give directions in a store **Academic:** Classify information; Focused listening **Grammar:** Prepositions of location	**Goal:** Describe clothing **Academic:** Make inferences; Classify information **Pronunciation:** Intonation of *yes / no* questions **Grammar:** *There is / are* **Life Online:** Tips for shopping online **Writing:** Write a clothing inventory
Life Online Video *Page 116*			
5 **Around Town** *Page 118*	**Goal:** Identify and ask about locations **Academic:** Classify information; Do a survey **Grammar:** *Yes / No* questions **Pronunciation:** Intonation of *yes / no* questions	**Goal:** Describe housing **Academic:** Focused listening; Compare information **Writing:** Write a conversation	**Goal:** Identify types of transportation **Academic:** Interpret pie charts **Life Online:** Remote and hybrid work; Interpreting navigation apps **Grammar:** Information questions with *get* and *go*

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Make a shopping list **Academic:** Classify information; Compare information **Life Online:** Digital shopping list **Grammar Review:** Simple present	**Goal:** Express preferences **Academic:** Rank information; Focused listening; Compare information **Grammar Review:** Simple present	**Workforce Goal:** Explore supermarket careers **Academic:** Interpret a bar graph; Reflect on work preferences **Grammar Review:** Simple present	**Goal:** Make a shopping list **Soft Skill:** Collaboration—Participation	*Food for the Soul* **Academic:** Make predictions
Goal: Make purchases **Life Online:** Payment apps **Grammar:** *How much is / are* **Academic:** Focused listening; Calculate amounts	**Goal:** Read advertisements **Grammar:** *How much / How many* **Academic:** Classify information; Compare information **Life Online:** Tax and shipping **Writing:** Write a clothing store ad	**Workforce Goal:** Investigate clothing store jobs **Academic:** Interpret a bar graph; Calculate change	**Goal:** Open a clothing store **Soft Skill:** Collaboration—Brainstorming	*How Can I Save?* **Academic:** Compare prices; Interpret an infographic
Goal: Express personal information **Academic:** Focused listening; Compare information **Grammar Review:** Simple present; Simple present: *be*	**Goal:** Give and follow directions **Academic:** Interpret maps; Focused listening **Grammar:** *The* **Writing:** Write directions	**Workforce Goal:** Investigate careers in transportation **Academic:** Interpret an infographic; Reflect on preferences and personal qualities	**Goal:** Describe your community **Soft Skill:** Active Listening—Check understanding	*A Biking City* **Academic:** Rank reasons

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
6 **Healthy Living** *Page 144*	**Goal:** Identify body parts **Academic:** Focused listening **Grammar:** Imperatives	**Goal:** Describe symptoms and illnesses **Academic:** Focused listening **Grammar Review:** Simple present: *be*; Simple present: *have* **Life Online:** Online health advice	**Goal:** Identify medications **Academic:** Analyze information **Life Online:** Pharmacy apps **Grammar Review:** Simple present
7 **Work** *Page 170*	**Goal:** Identify occupations **Academic:** Make predictions; Classify information **Grammar Review:** Simple present	**Goal:** Give information about work **Academic:** Make predictions **Grammar:** *Wh-* questions	**Goal:** Identify job duties **Academic:** Focused listening **Pronunciation:** Intonation of *yes / no* questions **Grammar:** *Can*; *Can't*
8 **Lifelong Learning and Review** *Page 196*	**Goal:** Organize study materials **Academic:** Focused listening **Life Online:** Online organization **Writing:** Write a personal profile	**Goal:** Make purchases **Grammar Review:** The verb *be* **Academic:** Calculate totals	**Goal:** Give and follow directions **Academic:** Make predictions; Create a map **Life Online:** Map apps **Grammar Review:** Prepositions
Life Online Video *Page 222*			

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Describe healthy habits **Academic:** Interpret health information **Grammar:** Simple present; Negative simple present	**Goal:** Identify actions in a waiting room **Grammar:** Present continuous **Pronunciation:** *-ing* ending **Life Online:** Telehealth	**Workforce Goal:** Investigate home health care careers **Academic:** Classify information	**Goal:** Create a doctor's office role play **Soft Skill:** Collaboration—Time management	*Too Much Life Online* **Academic:** Interpret a graph
Goal: Read evaluations **Academic:** Analyze information; Collaborate **Grammar Review:** Simple present: *be*; Simple present: *be* (negative)	**Goal:** Follow instructions **Life Online:** Online actions **Grammar:** Imperatives; Negative imperatives **Academic:** Interpret a web page **Writing:** Write classroom *do's* and *don'ts*	**Workforce Goal:** Investigate hotel jobs and careers **Academic:** Interpret an infographic; Reflect on preferences and personal qualities	**Goal:** Start a company **Soft Skill:** Active Listening—Asking questions	*A Chef with Many Skills* **Academic:** Infer meaning; Reflect on skills
Goal: Make goals **Life Online:** Reminders; Spell checkers **Academic:** Interpret bar graphs; Do a survey	**Goal:** Develop a study schedule **Academic:** Classify information; Interpret a schedule	**Workforce Goal:** Investigate child development careers **Academic:** Interpret a graph; Rank duties	**Goal:** Create a lesson and quiz **Soft Skill:** Presentation Skills—Clear visuals	*Lifelong Learning* **Academic:** Make predictions

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Unit Walkthrough

NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

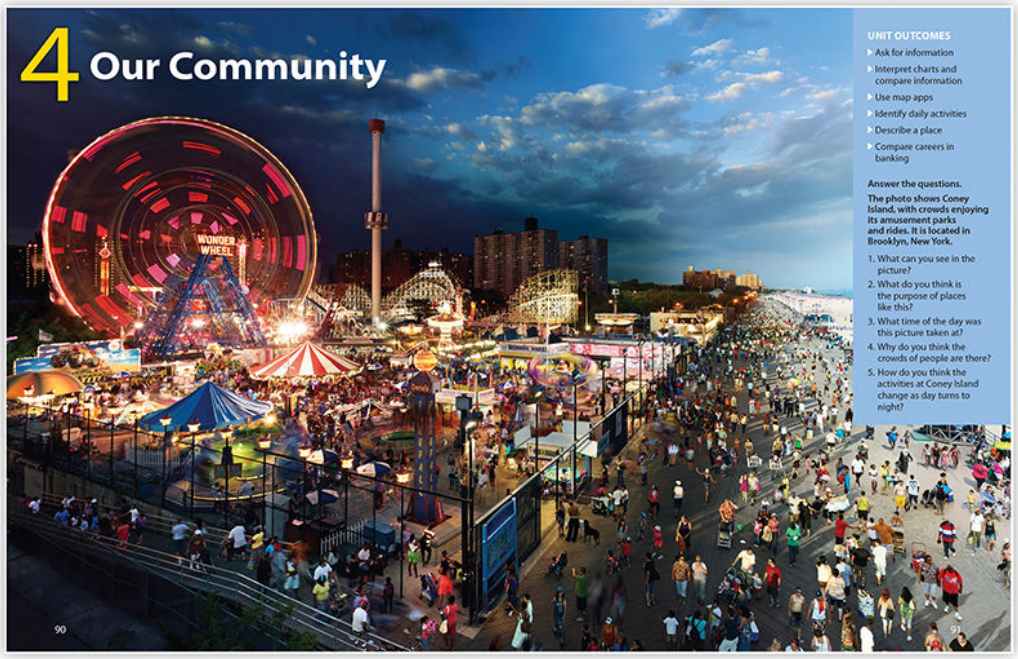
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college, and everyday life.

New Literacy level

**The Literacy level follows an instructional design that meets the needs of lower-level English learners.



Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



Unit walkthrough pages are from *Stand Out* Level 3.

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New **'Life Online'** sections develop digital literacy skills.

An **updated video program** now features two 'Life Online' videos with related practice that aligns with workforce and digital literacy objectives.

Life ONLINE

Money In The Bank



Before You Watch

A Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the subway?

B Check (✓) what is true for you. Then share your answers with a partner.

- ☐ 1. I shop online.
- ☐ 2. I order food online.
- ☐ 3. I check my bank account balance online.
- ☐ 4. I deposit checks online.
- ☐ 5. I pay my bills online.
- ☐ 6. I send money to my friends or family online.

C You are going to watch a video with advice about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

While You Watch

D Watch the video. Check (✓) the things Alex talks about doing online.

- ☐ 1. making friends
- ☐ 2. shopping for shoes
- ☐ 3. ordering tacos
- ☐ 4. playing video games
- ☐ 5. buying shampoo
- ☐ 6. signing up for a new credit card
- ☐ 7. depositing checks
- ☐ 8. checking a bank account balance
- ☐ 9. paying bills
- ☐ 10. getting a debit card
- ☐ 11. sending money to friends and family
- ☐ 12. searching for ATMs

E Watch the video again. Complete the tips with the words you hear.

1. Never sign in to your _____ or enter your credit card number while using public wi-fi.
2. Don't give out your personal _____ over email or text.
3. Don't _____ on links in emails or texts if you don't know who sent them.
4. Use different _____ for different websites.
5. Check your _____ and bank account often to make sure there is nothing unusual.

After You Watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

1. In middle school, Alex wasn't allowed to use the internet. T F
2. Alex shops online and uses online banking because it's convenient. T F
3. Alex says the internet is very dangerous. T F
4. Seeing the lock icon next to a URL can help you decide if a website is safe. T F
5. Two-factor authentication can help keep your information safe even if someone has your password. T F
6. Alex says he won't shop online or use online banking in the future. T F

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LESSON 2

The Bank, the Library, and the DMV

GOAL ▸ Interpret charts and compare information

A Discuss the following banking words with your classmates and teacher.

ATM	debit card	minimum deposit	secure banking
average daily balance	minimum daily balance	online banking	unlimited

B Riverview Bank offers three kinds of checking accounts. Interpret the website below.

Riverview Bank	Riverview Total Checking	Riverview Secure Banking	Riverview Premier Plus Checking
With a Riverview bank account, you'll enjoy state-of-the-art online banking and world-class customer service.			
Access to Riverview ATMs	yes	yes	yes
Online Banking, Online Bill Pay, and Mobile Banking	yes	yes	yes
Fees waived at non-Riverview ATMs	no	no	yes
Debit card	yes	yes	yes
Fees waived for checks	no	no paper checks	yes
Monthly service fee	$12 (fee waived if $500 in electronic deposits per month or $1,500 balance)	$4.95	$25 (fee waived if $15,000 total balance)

C Practice asking questions about the bank information above with a partner.

1. Can you do online bill pay with the _____ account?
2. What is the monthly service fee for the _____ account?
3. Do you get a debit card with the _____ account?
4. Can you use non-Riverview ATMs for free with the _____ account?

D **DECIDE** Listen to each person talk about their banking habits. Decide which account above would be best for each one of them.

Life ONLINE Watch the video at the end of the unit to learn about useful bank tips, including two-factor authentication and recognizing scams.

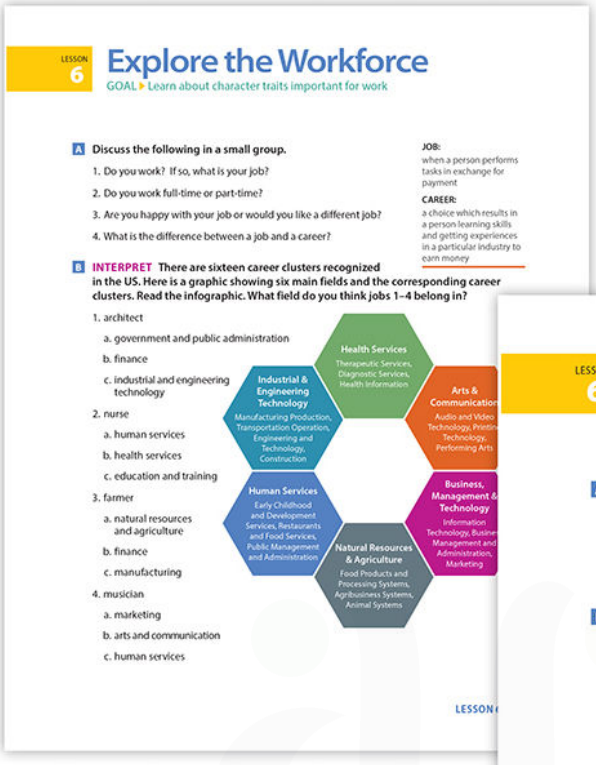
LESSON 2 95

Digital literacy reinforces best practices around privacy, security, finances, and social media.

Unit walkthrough pages are from *Stand Out* Level 3.

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Unit Walkthrough



LESSON 6

Explore the Workforce

GOAL ▸ Learn about character traits important for work

A **Discuss the following in a small group.**

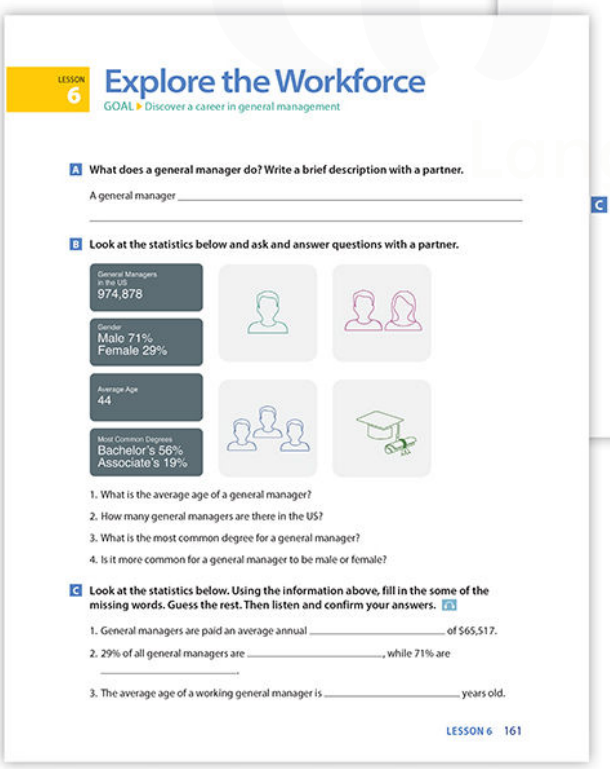
1. Do you work? If so, what is your job?
2. Do you work full-time or part-time?
3. Are you happy with your job or would you like a different job?
4. What is the difference between a job and a career?

JOB: when a person performs tasks in exchange for payment

CAREER: a choice which results in a person learning skills and getting experiences in a particular industry to earn money

B **INTERPRET** **There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?**

1. architect
   a. government and public administration
   b. finance
   c. industrial and engineering technology
2. nurse
   a. human services
   b. health services
   c. education and training
3. farmer
   a. natural resources and agriculture
   b. finance
   c. manufacturing
4. musician
   a. marketing
   b. arts and communication
   c. human services



LESSON 6

Explore the Workforce

GOAL ▸ Discover a career in general management

A **What does a general manager do? Write a brief description with a partner.**

A general manager _____

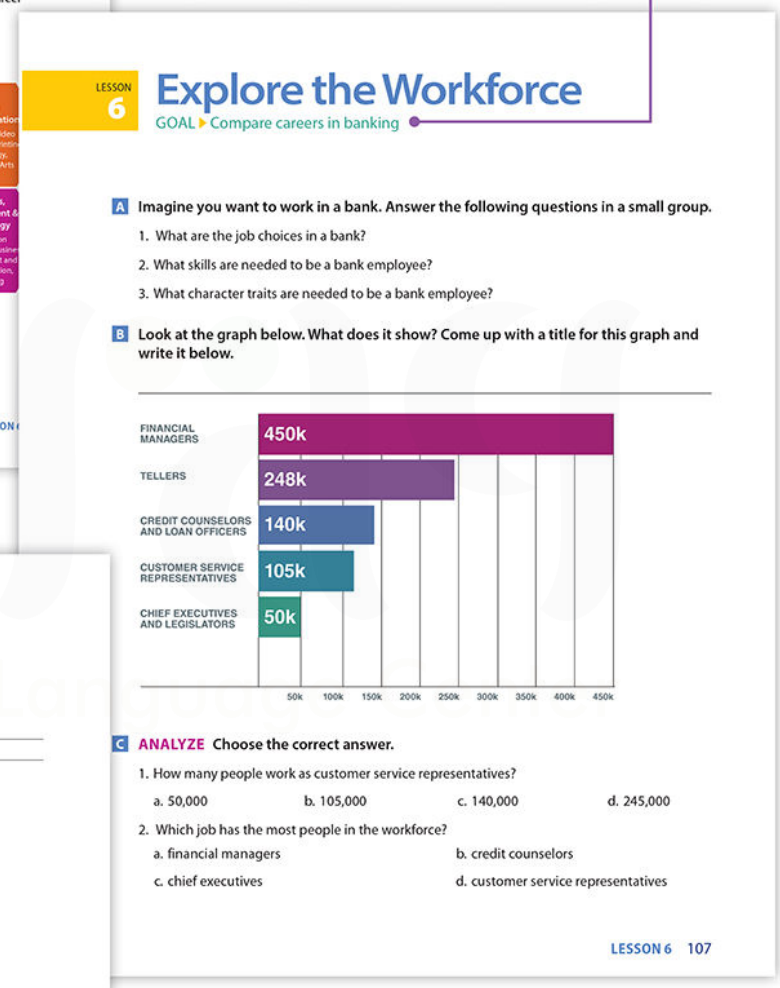
B **Look at the statistics below and ask and answer questions with a partner.**

1. What is the average age of a general manager?
2. How many general managers are there in the US?
3. What is the most common degree for a general manager?
4. Is it more common for a general manager to be male or female?

C **Look at the statistics below. Using the information above, fill in the some of the missing words. Guess the rest. Then listen and confirm your answers.**

1. General managers are paid an average annual _____ of $65,517.
2. 29% of all general managers are _____, while 71% are _____.
3. The average age of a working general manager is _____ years old.

LESSON 6 161



LESSON 6

Explore the Workforce

GOAL ▸ Compare careers in banking

A **Imagine you want to work in a bank. Answer the following questions in a small group.**

1. What are the job choices in a bank?
2. What skills are needed to be a bank employee?
3. What character traits are needed to be a bank employee?

B **Look at the graph below. What does it show? Come up with a title for this graph and write it below.**

C **ANALYZE** **Choose the correct answer.**

1. How many people work as customer service representatives?
   a. 50,000 b. 105,000 c. 140,000 d. 245,000
2. Which job has the most people in the workforce?
   a. financial managers b. credit counselors
   c. chief executives d. customer service representatives

LESSON 6 107

A new **workforce lesson** in each unit explores the sixteen national career clusters, guiding students to learn about employment opportunities in their own communities.

Unit walkthrough pages are from *Stand Out* Level 3.

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Team Project

Create a Community Brochure

SOFT SKILL ▸ Active listening

Imagine that a new family has moved into your neighborhood and you want to tell them all about your community. With your team, create a brochure about your community.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name(s)
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write information for brochure with help from the team.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: City Representatives	Help writer and designer with their work.	

2. Make a list of everything you want to include in your brochure, for example: information about the library, banks, and other local services.
3. Create the text for your community brochure.
4. Create a map of your community. Then create artwork for your community brochure.
5. Present your brochure to the class.

Active Listening
Listen carefully
Listen carefully while each team is presenting. How is their presentation different than yours? How is it the same?



Public sculptures, like The Bean in Chicago, are great places for people to meet in towns and cities.

Team projects now highlight transferrable **Soft Skills**, such as collaboration, active listening, and presentation skills.

The fully updated **Reading Challenge** will expose students to CASAS STEPS test question types.

Reading Challenge

A PREDICT Look at the company's logo in the photo. What do you think it is a picture of? What types of food and drink do you think they serve at this café?

B Match the vocabulary word to its correct meaning.

____ 1. brunch	a. money that a person gets if he or she loses his or her job
____ 2. pandemic	b. evidence that something is true
____ 3. unemployment	c. a meal that combines breakfast and lunch
____ 4. proof	d. a disease that happens to people all over the world

C Read the text.

D SEQUENCE Put the events in the correct order.

____ Carolina collected unemployment.
__1__ Carolina lived in Guatemala City.
____ Carolina lost her job.
____ Carolina worked as a housekeeper.
____ Carolina built her café.
____ Carolina found a chef and business partner.
____ Carolina crossed the border with her mother.
____ Carolina opened Tikal Café.

E On a separate piece of paper, rewrite the sentences in D in the correct order, adding in extra details from the text. Sometimes, change the name Carolina to "she" to avoid too much repetition and add transitions like *such as*, *then*, *next*, etc.

EXAMPLE: Carolina lived in Guatemala City. In 2008, she came to the US with her mother. Then...

F EXPAND Imagine you are planning a visit to Brooklyn for brunch. What would you order?

Rising to the Challenge

Tikal Café is a brunch and coffee shop located in Brooklyn, New York. If you go to its website, you will see delicious menu items such as Avocado Toast, Winter Porridge, a Walnut Pesto Quesadilla and Coconut Yogurt. You can drink Matcha, Iced Lavender Lattes, or Cold Brew Coffee. But what you won't see on the website is that the café is owned by an immigrant, Carolina Hernandez from Guatemala.

Carolina is from Guatemala City, Guatemala, and came to the US with her mother in 2008. For over 10 years, she worked two to three jobs so she could save up enough money to open her own business. Sometimes, she worked 18-hour days. She used the money from her housekeeping job to survive and pay her bills. And she used the money from her food serving job to save for her dream.

Unfortunately, when the pandemic hit in 2020, she lost all of her jobs. She was able to collect unemployment, but she wasn't happy. Carolina was a hard worker and wanted to work to earn her money, not sit on the couch and watch Netflix. So, she found a business partner, who is now the chef at the café, and picked out a location close to her home. She started with an empty space and eventually built Tikal Café, a neighborhood spot where locals can come to enjoy a cup of coffee and a delicious meal. From housekeeper to restaurant owner—Carolina is living proof of the American Dream.



Carolina Hernandez's hard work made her dream come true.

Unit walkthrough pages are from *Stand Out* Level 3.

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PRE-UNIT

Welcome

UNIT OUTCOMES

- Greet people
- Say and write phone numbers
- Follow instructions















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LESSON 1

Say Hello!

GOAL ▶ Greet people

A **Listen.**

hello	hi	goodbye	bye





B **Listen again and repeat. Point to the pictures in A.**



Greeting your friend is different from greeting your teacher.

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C **Listen and point to the pictures. Who is speaking?**



Orlando



Ms. Adams



Amal



Hang

D **Listen and repeat.**

1. I'm Orlando.
2. I'm Ms. Adams.
3. I'm Amal.
4. I'm Hang.
5. I'm a student.

Contractions

I am = I'm

/m/ **I'm** a student.

E **Listen again and read.**

Ms. Adams: Hello. I'm Ms. Adams.
Orlando: Hi, Ms. Adams. I'm Orlando. Nice to meet you.
Ms. Adams: Nice to meet you too.
Hang: Hi. I'm Hang.
Ms. Adams: Hello. Welcome!

Hang: It's nice to meet you, Amal.
Amal: Nice to meet you too, Hang!
Hang: Bye for now.
Amal: Goodbye.



Use a handshake when meeting people at work or school.

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F Listen and repeat. Trace and write the alphabet. Then write your name.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Amal

G Listen and write.

1. Orlando

2.

3.

H Write your name and your partner's name. Then practice the conversation.

Hi. I'm _____. (your name)

Hello. I'm _____. (partner's name)

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LESSON 2

Phone Numbers

GOAL ▶ Say and write phone numbers

A Listen and point to the person speaking.





B Listen and repeat. Point to each number. Then trace and write the numbers.

0 1 2 3 4 5 6 7 8 9 10

C Trace and write Lien's phone number.

Lien: (714) 555-3980

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D Listen and circle.

a. 

Laura

(714) 555-7682
(714) 555-3450
(714) 555-7689

b. 

Binh

(352) 555-6767
(352) 555-1415
(352) 555-2655

c. 

Mr. Garba

(808) 555-4512
(808) 555-6755
(808) 555-3456

d. 

Esra

(915) 555-4576
(915) 555-3466
(915) 555-3455

E Write.

1. Laura's phone number is (714) 555-3450.
2. Binh's phone number is _____.
3. Mr. Garba's phone number is _____.
4. Esra's phone number is _____.

F Listen and write the numbers.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

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G Read the phone list.

Phone List Ms. Adams' English Class	
Name	**Phone Number**
Hang	(714) 555-2968
Andre	(714) 555-1333
Orlando	(714) 555-9812
Sara	(714) 555-4545
Amal	(714) 555-1237

H Ask your partner for the phone numbers from G and write.

Student A: Hang
Student B: (714) 555-2968

The Verb *Be*
I **am** …
The phone number **is** …

Student A

1. Andre _____
2. Orlando _____

Student B

3. Sara _____
4. Amal _____

I Make a class phone list on a separate piece of paper.

Life ONLINE

Class Communication
Many teachers and students use email to talk about classes. If your teacher or classmate gives you their phone number, don't call or text very early in the morning or late at night. Ask: *What is a good time to contact you?*

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LESSON 3

Classwork

GOAL ▸ Follow instructions

A **Listen.**

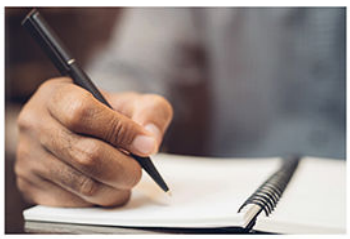


B **Listen again and point.**

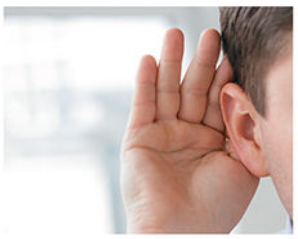
Class Instructions



Read all instructions.



Write your name.

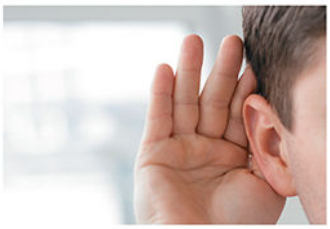


Listen carefully.

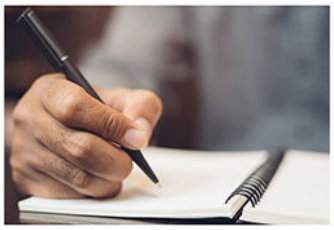
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C Write the actions.

listen	point	read	repeat	write



1. listen



2. w

Verb
actions = verbs



3. r



4. r



5. p

D Listen and repeat.

1. Write your name.
2. Point to the picture.
3. Repeat the words.

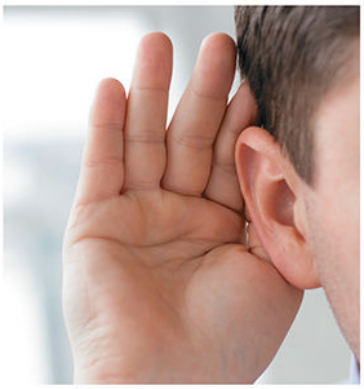
Pronunciation of /t/
/t/
Point.
Write.
Repeat.

E Practice the actions in C.

EXAMPLE:

Student A: Listen.

Student B:



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F **PREDICT** Look at the photo. What are the students doing?

G Listen and circle the answers.

1. a. point	b. repeat	c. listen	d. read	e. write
2. a. point	b. repeat	c. listen	d. read	e. write
3. a. point	b. repeat	c. listen	d. read	e. write
4. a. point	b. repeat	c. listen	d. read	e. write

H Listen and check (✓) the words you hear.

1. ☐ point	☐ repeat	☐ listen	☐ read	☐ write
2. ☐ point	☐ repeat	☐ listen	☐ read	☐ write
3. ☐ point	☐ repeat	☐ listen	☐ read	☐ write
4. ☐ point	☐ repeat	☐ listen	☐ read	☐ write

I Follow the instructions.

1. Circle the phone number: 02219 (212) 555-7763 04/08/23
2. Check (✓) the answer: 2 + 2 = _____

   ☐ 3 ☐ 5 ☐ 4
3. Write the name of your teacher: _____

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