Reproducible Masters

FOR BOOK 1

Graphic Organizers
Assessment Masters
Supplemental Activities and Unit Tests

New Readers Press
BOOK 1

No Problem!

Reproducible

Masters

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Answers and Listening Scripts ................................................................. 90
**Customizable Graphic Organizers**

**Master 1: Bingo Chart**
Use Picture Dictionary or Vocabulary Card Masters. Cards can be reduced to fit the bingo squares or the bingo chart can be enlarged. Learners choose cards randomly and put a card in each square. You have the same set of cards and draw one at a time, assigning each to a column (e.g., apple, column one). Learners turn the called cards over (e.g., if a student has “apple” in column one, he or she turns that card over). The first learner with a row or column completely turned over wins.

**Masters 2–4: Charts**
These masters are used for class chats and other activities that include work with a chart. Fill in headings before making copies. Add additional columns if directed.

**Master 5: Idea Map**
Use this master for Gather Your Thoughts in the unit openers or other activities that require brainstorming. Fill in the headings before making copies.

**Unit-Specific Masters**

**Project Assessment Form (Unit Masters 29, 70)**
These forms are designed to help you evaluate learner performance on a unit project. Make a copy for each learner and record evaluations on the forms. These are for Unit 2 and Unit 8 Projects.

**Unit Checkup/Reviews (Unit Masters 15, 22, 30, 37, 45, 52, 58, 65, 71)**
These two-page assessments provide a concise review of the main grammar and life-skill objectives for each unit. Completed assessments should be kept in the learner portfolio.

Unit Checkups are designed to be scored on a scale of 100 points. These points are divided among the four parts. Suggested point values for specific questions are given after each set of answers in Answers and Listening Scripts in the back of this book. If a learner scores below 70 points on a Unit Checkup, have him or her review the material and take the Unit Checkup again. If a learner has trouble with only some parts of a Unit Checkup, you can have the learner review for and re-take just those parts.

**Unit Master 11: Going to Class**
Cut out the cards and give one to each learner. You may wish not to distribute the number 1 cards because the sentences for Group 1 are provided as a model. If you have fewer than 25 learners, give more than one card with the same number to one person. Learners circulate, find others with the same number, and form a group. Each reads the information on their card, and together they add what’s necessary to make sentences, following the model. Then each group reads their sentences to the class.

**Unit Master 12: Syllable Stress**
Make a copy for each learner. If possible, make a transparency to use for modeling the activity. Read the words in alphabetical order, reading each word two or three times. Be sure to read the number in order to emphasize the order of the words. (See script on p. 90.) Have learners do the following:

- **Column 1:** Write the number next to the word.
- **Column 2:** Circle the syllable that is stressed.
- **Column 3:** Write the words in alphabetical order on the lines.

Ask learners to do the first column together. Then read the words again and have learners circle the stressed syllable in each. When you finish, ask which syllable
was circled and circle it on the board or on the transparency for everybody to see. Have learners write the words in alphabetical order in Column 3 as they repeat them to their partners.

**Unit Master 13: Information Gap**
Put learners in pairs. Make a copy of the master for each pair. Give one learner in each pair part A and the other learner part B. Ask learners to sit facing away from each other, or put an upright manila folder between them. Tell them to ask each other questions in order to fill in the gaps on their sheets.

Learners have not practiced questions yet, but Partner A can say, “Tell me Lien’s address.” Partner B then reads, “Her address is 275 Lake Street.” Have learners spell the street names after they say them. Model the first one with a volunteer to make sure that learners understand.

When learners finish, ask them to give their partners their own information. Model by giving your information to a volunteer learner.

**Unit Master 14: Concentration**
Have learners work in pairs. Distribute a copy of the master to each pair. Each pair cuts out the cards and places them facedown. One partner turns two cards over. The object is to find two that match (e.g., state and CA). If the cards match, that person removes the cards. If not, the cards are placed facedown again. The person with the most cards at the end of the game wins.

You can also use this game as a class activity. Make enough copies of the master for each learner to have one card. You can make copies in two colors and keep all cards on the left side one color and all cards on the right another. Take one card yourself if you have an odd number of learners. Pass out cards randomly. Tell learners to find someone with a card of a different color that has a word that makes a match with their card (e.g., state and CA). The two learners should read their cards to the class. Mix the cards and play again. Encourage learners to find partners more quickly each time they play.

**Unit Master 16: Guess the Sentence**
Put learners in pairs. Make a copy of the master for each pair. One learner is the scorekeeper. Make a copy of the answer key for the scorekeeper. Each player guesses a letter. The scorekeeper writes the letter in every correct blank. Players get one point for each correct letter given. The player who guesses a sentence before all the letters are written gets five points.

**Unit Master 17: Questions and Answers**
Have learners work in pairs. Cut cards on dotted lines. Partner A reads a card. Partner B puts the card under the up arrow card or the down arrow card to indicate the correct intonation.

**Unit Master 18: The Neighborhood**
Put learners in pairs. Make a copy of the master for each pair. Give one learner in each pair part A and the other learner part B. Ask learners to sit facing away from each other, or put an upright manila folder between them. Tell them to ask each other questions in order to fill in the gaps on their sheets.

Partner A reads a question. Partner B uses the map to answer. When they finish, have each learner show his or her chart to a partner. Do their charts match?

**Unit Master 23: A Birthday Party**
Cut cards on dotted lines and give one to each learner, who must find two other people with whom to create a logical sentence. One of the three reads the sentence to the class.

**Unit Master 24: Frequency Adverbs**
Make a copy of the master for each learner. Tell learners to talk to their classmates. In each square, they should write the name of a person who answers Yes. When they finish, have each learner show his or her chart to a partner. Do their charts match?

**Unit Master 25: Sounds of /a/ and Present-Tense Endings**
Read the words aloud several times. Have learners do the following:
- Listen to each word and write it in one of the /a/-sound boxes.
- Circle the action words (verbs).
- Write the present-tense verbs with a final /s/ sound in the /s/ box.
- Write the present-tense verbs with a final /z/ sound in the /z/ box.

**Unit Master 26: Crossword Puzzle**
Have learners work with a partner to unscramble the words. They then write the words in the puzzle. Partner A writes the Across answers; Partner B writes the Down answers. Learners can write sentences together, using one Across word and one Down word in each sentence.

**Unit Master 27: Questions and Answers**
Give each learner a copy of the master. Have learners work in groups of four. The first person in the group
reads the sentence. The second person turns it into a question. The third person gives a short answer. The fourth person corrects the sentence if necessary.

**Unit Master 31: Making Sentences**
For Part 1, have learners cut out the cards in each row, then make sentences. For Part 2, have them make new sentences, replacing the nouns in bold type with pronouns.

**Unit Master 32: At the Doctor’s Office**
Give a copy to each pair of learners and have them cut out the boxes. In this conversation between a doctor and a patient, Partner A, the doctor, puts the questions in order and then reads each question. Partner B, the patient, finds the correct answer and reads it.

**Unit Master 33: Gathering Information**
See directions for Unit Master 13.

**Unit Master 35: Ask about Medicines**
Bring in bottles (or boxes) of different medicines. Groupings (pairs or small groups) will depend on the number of items you bring. Learner A reads the questions. Learner B finds the answers on the medicine label. If there is a third learner in the group, he or she takes notes. When everyone is finished, one learner from each group presents the information to the class.

**Unit Master 36: Family Medical Information Form**
Help learners complete the form. Tell them to keep it near the telephone at home and use the information to help answer questions in an emergency.

**Unit Master 39: Likes, Wants, and Needs**
Make a copy for each learner. Have learners do the following:
- Write their name and the names of their group members across the top.
- Fill out the first column with their own answers.
- Ask other learners questions and fill out the remaining columns with the answers.
- Read their answers to their group.
- Write sentences based on the answers in their chart.
- Read some of their sentences and write them on the board.

**Unit Master 41: This, That, These, Those**
Have learners look at the information in the chart and write sentences. When they finish, have them talk to a partner, following the model. Partner B is a clerk. Partner A wants to buy clothes.

**Unit Master 42: Sounds of e**
Have learners make sentences with the words and read them to a partner. Tell them to put the words with the underlined e sounds into two groups—the ones that sound like be and the ones that sound like end.

**Unit Master 44: Preparing a Budget**
Read the directions at the top with learners. Review Ramon’s new budget on page 69 of the student book. Ask learners to complete the blank budget chart for themselves.

**Unit Master 47: Questions**
Use the Vocabulary Card Masters for Unit 5. Tell learners to choose a food vocabulary card and make a question by combining the food word, a phrase, and two other words.

**Unit Master 48: Statements**
Use the Vocabulary Card Masters for Unit 5. Tell learners to choose a food vocabulary card and make a statement by combining the food word, a phrase, and two other words.

**Unit Master 49: Food Pyramid**
Read the directions to learners. Review new vocabulary with them. Then read the Food Pyramid with learners. Next read the directions for Part A and have learners complete the chart. When they finish, read the directions for Part B with learners and have them complete the activity.

**Unit Master 50: Questions and Answers with or**
Put learners in pairs. Make a copy of the master for each pair. Have learners cut out cards and work together to create questions and answers.

**Unit Master 53: Dictation**
Read the sentences in the Listening Script on p. 94. Have learners complete the sentences with was or were and check their answers with a partner. Then ask learners to think about their own homes and write sentences 1, 2, 4, 5, and 6 on the lines. Have them read their sentences to each other.

**Unit Master 54: A Day at School**
Have learners read the paragraph. When they finish, have them write the same paragraph in the past tense, beginning with “Yesterday Mrs. Caruso . . . .” Change the verbs (in bold) to the past tense. After they finish rewriting the paragraph, have learners write about their own day at school yesterday and then read their sentences in their groups.
Unit Master 55: Past Questions and Answers
Cut up cards and distribute one card to each learner. Tell learners to find someone with a matching question or answer. Then have them read the question and answer to the class.

Unit Master 56: Police Report Concentration
Have learners work in pairs. Distribute a copy of the master to each pair. Each pair cuts out the cards and places them facedown. One partner turns two cards over. The object is to find two that match (e.g., state and CA). If the cards match, that person removes the cards. If not, the cards are placed facedown again. The person with the most cards at the end of the game wins. When the game is over, use the information in the cards to describe the crime. Partners take turns writing sentences.

Unit Master 59: Possessive Adjectives
Put learners in pairs. Make a copy of the master for each pair. Have pairs make a sentence using each row of words in the boxes and one of the six pronouns at the bottom of the master.

Unit Master 60: Solving Problems
Put learners in pairs. Make a copy of the master for each pair. Give one learner in each pair part A and the other learner part B. Ask learners to sit facing away from each other, or put an upright manila folder between them. Read the two-line situation at the top of the page with learners. Tell them to read the schedule and ask each other questions in order to fill in the gaps on their sheets. Partners continue asking and answering questions until they find two times they could meet. Then ask them to read their answers aloud. When they finish, have Partner A and Partner B exchange roles.

Unit Master 61: Using and to Join Sentences
Have learners work in pairs, using a phrase from each column and the word and (or but) to create a compound sentence. Have learners put the comma in the correct place in each sentence.

Unit Master 62: The Sounds of o
Have learners organize the word cards under the two header cards, long o and short o (or long u and short u), by deciding if each word has a long or short vowel sound. When they finish, have them put the cards in each group in alphabetical order.

Unit Master 63: Make a Crossword Puzzle
Make a copy of the master for each learner. Have learners do the following:
- Cut out the letters, but keep each row of letters together. Unscramble the letters in each row to make a word.
- Arrange the words on their desks like a crossword puzzle. Can they use all the words?
- After learners complete their puzzles, have them help complete puzzles created by other learners.

Unit Master 64: Make a School Information Chart
Ask each learner to tell you how many people in his or her family go to school. Provide learners with one master for each family member.

Unit Master 66: Can and Can’t
Arrange learners in groups, with an even number of learners in each group. Make a copy of the master for each pair of learners. Give one learner in each pair part A and the other learner part B. Read the direction line for A with learners. Then read the direction line for B. With a volunteer, model the interview process for the class. Partner A asks questions. Partner B answers and writes the things he or she can do. Then trade roles. When finished, learners return to groups. Each learner takes a turn telling the group about their partner.

Unit Master 67: Long and Short u Sounds
See directions for Unit Master 62.

Unit Master 68: Compound Sentences with but
See directions for Unit Master 61.

Unit Master 69: A, An, The
Put learners in pairs. Distribute a copy of the master to each learner. Read the story. Partner A circles a, an, or the in the version of the story at the top of the page. Then Partner A reads the story to Partner B, who fills in the blanks with the words he or she hears. Next, partners switch roles. Partners check their work together to make sure they have the same answers. Finally, they check their work with another pair.
### Customizable Graphic Organizer

#### Bingo Chart

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# Customizable Graphic Organizer

## 2-Column Chart

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To the Teacher: See directions on p. 6.
### Customizable Graphic Organizer

3-Column Chart

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To the Teacher: See directions on p. 6.

*English—No Problem!  Level* 1
4-Column Chart

**Customizable Graphic Organizer**

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# Generic Assessment Master

## Oral Communication Rubric

How are learners progressing? Use this set of rubrics to track progress as learners speak English during discussions, dialogues, debates, and presentations.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td>Learner speaks only in isolated words and memorized phrases in between long gaps.</td>
<td>Speech is mostly formulaic with frequent pauses and rephrasings.</td>
<td>Some speech is spontaneous but hesitant. Learner pauses frequently to search for the correct word.</td>
<td>Speech is generally fluent, with occasional hesitations and lapses.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Learner has no control of grammar apart from a few memorized phrases.</td>
<td>Learner has some control of very basic grammar in speaking but makes frequent errors.</td>
<td>Learner controls some complex forms, but frequent errors in grammar occasionally obscure meaning.</td>
<td>Learner controls many complex forms; occasional errors in grammar are noticeable but do not obscure meaning.</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Pronunciation is influenced by first language and often makes speech unintelligible.</td>
<td>Pronunciation contains frequent major errors and a very heavy accent, often requiring repetition.</td>
<td>Pronunciation patterns are somewhat clear but often cause misunderstanding and rephrasing.</td>
<td>Pronunciation causes the listener to strain occasionally to understand.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary is limited to a few isolated words and phrases.</td>
<td>Vocabulary centers on basic objects, places, and common family terms.</td>
<td>Learner uses a variety of simple words in basic personal and survival areas but frequently uses the wrong word.</td>
<td>Learner uses complex words on topics beyond basic survival areas with occasional vocabulary errors.</td>
</tr>
<tr>
<td>** Appropriateness** (accuracy and politeness with language functions)</td>
<td>Learner asks and responds to very simple learned questions.</td>
<td>Learner can participate in basic conversations in a few routine social situations.</td>
<td>Learner uses some formulaic expressions correctly but could be seen as blunt or rude.</td>
<td>Learner handles communication situations adequately with a few noticeable errors.</td>
</tr>
</tbody>
</table>

**Total Score:** ______________

*English—No Problem!* Level 1
Generic Assessment Master
Written Communication Rubric

How are learners progressing? Use this set of rubrics to track progress as learners write English in completing tasks and projects.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content is not related to topic or is very simple and undeveloped.</td>
<td>Content is somewhat related to topic, but feels incomplete or overly general.</td>
<td>Content is related to topic and shows some development but could be more specific or more fully developed.</td>
<td>Content is clearly related to topic, well developed, and nicely detailed.</td>
</tr>
<tr>
<td>Organization</td>
<td>Writing does not follow organizational guidelines and feels haphazard.</td>
<td>Writing shows some limited organization but needs to be structured more fully.</td>
<td>Writing has good expression of main idea and supporting ideas, but some inconsistencies may detract.</td>
<td>Writing shows clear and effective organization and follows guidelines carefully.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Numerous errors in spelling, capitalization, and punctuation make writing difficult to understand.</td>
<td>Writing contains frequent errors in spelling, capitalization, and punctuation but is not difficult to understand.</td>
<td>Occasional errors in spelling, capitalization, and punctuation are noticeable but do not inhibit understanding.</td>
<td>Writing contains only a few minor errors in spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>Language Use</td>
<td>Learner writes in fragments and makes many errors in word form, word order, and tenses.</td>
<td>Learner writes in simple sentences; most are complete but frequently contain errors.</td>
<td>Learner combines simple and complex sentences with some errors in articles, negatives, and tenses.</td>
<td>Learner produces nice sentence variety with infrequent errors in verb tenses, word order, and agreement.</td>
</tr>
</tbody>
</table>

Total Score: ____________
**Generic Assessment Master**

Speaking and Listening Self-Check

### Speaking Self-Check
How well can you speak English with native speakers of English?

<table>
<thead>
<tr>
<th>I can speak English to . . .</th>
<th>No</th>
<th>Not well</th>
<th>OK</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>politely disagree with someone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>invite people to an activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe clothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy things at a store</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other: _______________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other: _______________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Listening Self-Check
How well can you understand native speakers of English?

<table>
<thead>
<tr>
<th>I can understand . . . in English</th>
<th>No</th>
<th>Not well</th>
<th>OK</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>answers to my questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>telephone conversations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news on the radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news on TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>store clerks talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>announcements at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other: _______________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other: _______________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 6.*
**Writing Self-Check**  How well can you write in English?

<table>
<thead>
<tr>
<th>I can write . . . in English</th>
<th>No</th>
<th>Not well</th>
<th>OK</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>information on forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my schedule and plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>memos for my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e-mail messages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>notes when I listen or read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading Self-Check**  What are you reading in English?  
Check the chart. Try to give examples.

<table>
<thead>
<tr>
<th>In the past two weeks, I read . . .</th>
<th>In the next two weeks, I am going to read . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>signs on buildings</td>
<td>signs on buildings</td>
</tr>
<tr>
<td>road signs</td>
<td>road signs</td>
</tr>
<tr>
<td>maps</td>
<td>maps</td>
</tr>
<tr>
<td>letters or notes</td>
<td>letters or notes</td>
</tr>
<tr>
<td>memos at work</td>
<td>memos at work</td>
</tr>
<tr>
<td>newspaper articles</td>
<td>newspaper articles</td>
</tr>
<tr>
<td>magazine articles</td>
<td>magazine articles</td>
</tr>
<tr>
<td>books</td>
<td>books</td>
</tr>
<tr>
<td>information on the computer</td>
<td>information on the computer</td>
</tr>
<tr>
<td>other:</td>
<td>other:</td>
</tr>
</tbody>
</table>

**To the Teacher:** See directions on p. 6.

*English—No Problem!  Level 1*
Help your classmates. Listen carefully. Circle.

1. The ideas were not clear. clear. very clear.
2. The speakers looked at us seldom. sometimes. often.
3. The voices were too soft. mostly OK. loud and clear.
4. I understood the main points a little. sometimes. very well.
5. The things they showed helped a little. some. very much.

Something I liked about the presentation was . . .

The presentation can be made better by . . .

Give this paper to your teacher. Your teacher can give the information to the group.

To the Teacher: See directions on p. 6.
Warm-Up Unit: Are You Ready?
Grammar: Going to Class

Learners are going to ESL class. The class starts at 8:30.
Sample sentences for group 1: I’m Sara. It’s Monday. It’s raining. It’s 8:45. She’s late.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sara</td>
<td>Tomas</td>
<td>Eva and Tim</td>
<td>Carmen</td>
<td>David</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>She’s late.</td>
<td>He’s on time.</td>
<td>They’re early.</td>
<td>She’s late.</td>
<td>He’s early.</td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 6.
# Warm-Up Unit: Are You Ready?

**Phonics: Syllable Stress**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ready</td>
<td>ready</td>
<td><strong>answer</strong></td>
</tr>
<tr>
<td>information</td>
<td>in for ma tion</td>
<td></td>
</tr>
<tr>
<td>number</td>
<td>number</td>
<td></td>
</tr>
<tr>
<td>listen</td>
<td>listen</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td>city</td>
<td></td>
</tr>
<tr>
<td>weather</td>
<td>weather</td>
<td></td>
</tr>
<tr>
<td>supplies</td>
<td>supplies</td>
<td></td>
</tr>
<tr>
<td>area</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>student</td>
<td></td>
</tr>
<tr>
<td>directions</td>
<td>directions</td>
<td></td>
</tr>
<tr>
<td>open</td>
<td>open</td>
<td></td>
</tr>
<tr>
<td>answer</td>
<td>answer</td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>teacher</td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 6.
Warm-Up Unit: Are You Ready?  
Grammar: Information Gap

Ask your partner for information. Write it in your chart.
(Partner A: Tell me Lien’s zip code. Partner B: Her zip code is 91433.)

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Lien</th>
<th>Shoua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>275 Lake Street</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
<td>Buffalo</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>NY</td>
</tr>
<tr>
<td>Zip Code</td>
<td>91433</td>
<td>14212</td>
</tr>
<tr>
<td>Area Code</td>
<td></td>
<td>716</td>
</tr>
<tr>
<td>Phone Number</td>
<td>555-3974</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner B</th>
<th>Lien</th>
<th>Shoua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
<td>8463 Sutter Avenue</td>
</tr>
<tr>
<td>City</td>
<td>Los Angeles</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>CA</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td>91433</td>
<td></td>
</tr>
<tr>
<td>Area Code</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
<td>555-1623</td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 7.
Warm-Up Unit: Are You Ready?
Game: Concentration

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>telephone number</td>
<td>555-8935</td>
</tr>
<tr>
<td>state</td>
<td>CA</td>
</tr>
<tr>
<td>city</td>
<td>San Francisco</td>
</tr>
<tr>
<td>zip code</td>
<td>95818</td>
</tr>
<tr>
<td>Social Security number</td>
<td>555-22-3333</td>
</tr>
<tr>
<td>quarter</td>
<td></td>
</tr>
<tr>
<td>dime</td>
<td></td>
</tr>
<tr>
<td>cent</td>
<td></td>
</tr>
<tr>
<td>half-dollar</td>
<td></td>
</tr>
<tr>
<td>ride a bike</td>
<td></td>
</tr>
<tr>
<td>take a bus</td>
<td></td>
</tr>
<tr>
<td>take a train</td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 7.
Master 15a  Use to assess or review the Warm-Up Unit.
Name: ___________________________ Date: _______ Class: __________

Warm-Up Unit: Are You Ready?
Unit Checkup/Review

Part 1: Listening  Listen to Mr. Allen talk to Tomas about school. Circle the correct answer.
1. Yes  No
2. Yes  No
3. Yes  No
4. Yes  No
5. Yes  No

Part 2: Learning for Life  Read the sentences. Look at the pictures. Write the letter of the correct picture on the line.

1. Carmen’s last name is Lopez.  a. Lopez, Carmen
2. Today is Monday.  b.
3. It is rainy.  c.
4. Carmen rides her bike.  d.
5. She is on time for class.  e.
6. Carmen raises her hand to talk.  f.

Go On

To the Teacher: See directions on p. 6.
Part 3: Grammar  Write the correct word in the blank.

<table>
<thead>
<tr>
<th>are</th>
<th>He</th>
<th>✔ her</th>
<th>I’m</th>
<th>is</th>
<th>My</th>
</tr>
</thead>
</table>

Carmen talks to **her** teacher, Mr. Haley. **She** asks Carmen two questions. “What **is** your last name?” and “Where **are** you from?” She tells Mr. Haley, “**My** last name is Lopez. **He** is from Mexico.”

Part 4: Vocabulary  Use the words in the box to complete the sentences.

address  buy  needs  pencil  supplies  tells
bus  ✔ late  notebooks  ready  teacher

Don is **late** to class. Mr. Haley **tells** him “Welcome.” Mr. Haley **is** the **teacher**.

Don talks to Carmen after class. He **needs** to buy supplies. He needs a **pencil** to write. He needs two notebooks. Carmen tells him the **address** of a store. Don takes a **bus** to the store. He needs $8.00 to **buy** his school **supplies**. The **pencils** are $6.00. The **pencils** are $2.00. Now Don is **ready** for class.

To the Teacher: See directions on p. 6.
### Unit 1: My Life Is Changing!

**Game: Guess the Sentence**

1. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___!
2. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
3. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
4. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

<table>
<thead>
<tr>
<th>Players:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To the Teacher:** See directions on p. 7.
Unit 1: My Life Is Changing!
Pronunciation: Questions and Answers

Work with a partner. Partner A reads a card. Partner B puts it under the correct heading.

<table>
<thead>
<tr>
<th>No, he isn’t.</th>
<th>Is Nassim in her apartment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I’m not.</td>
<td>Are you at the supermarket?</td>
</tr>
<tr>
<td>Yes, she is.</td>
<td>Are Jennifer and Roxanne at home?</td>
</tr>
<tr>
<td>Yes, they are.</td>
<td>Is Lusala at the park?</td>
</tr>
</tbody>
</table>
Name: ________________________ Date: __________ Class: ____________

Unit 1: My Life Is Changing!
Grammar: The Neighborhood


2. What’s your address? __________________________________________

3. What’s it near? _______________________________________________

4. Is the park on River Street? ____________________________________

5. Is it near the hospital? ________________________________________

6. ____________________________?

7. ____________________________?

B

To the Teacher: See directions on p. 7.

English—No Problem! Level 1
Master 19

Use after Lesson 3, page 31.

Name: __________________ Date: ________ Class: __________

Unit 1: My Life Is Changing!
Grammar: Commands

Partner A reads the commands. Partner B follows the commands.

A On line 1:
Print your address.
Print your phone number.
Tell me your phone number.

On line 2:
Sign your name.
Circle your first name.
Spell your first name.

On line 3:
Print your last name.
Spell your last name.

On line 4:
Print your city.
Spell your city.

B 1. __________________________________________

____________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________
Unit 1: My Life Is Changing!
Thinking Skill: Solving Problems

Work with a partner. Match each problem to its answer.

A

Problem: Nassim’s parents are old. They are not well.

Problem: Nassim and Lusala live in a small apartment.

Problem: Big apartments are expensive.

Problem: Nassim needs a job.

B

Answer: Nassim calls about a job.

Answer: They need a big apartment.

Answer: Nassim needs to get a job.

Answer: They need to live with Nassim’s family.
# Personal Information Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Last</th>
<th>First</th>
<th>MI</th>
<th>SS#</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Number</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

| Phone: | ( ) - WORK | ( ) - HOME |

- What country are you from?
- What language do you speak?

## Education

<table>
<thead>
<tr>
<th>When</th>
<th>What?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
</tbody>
</table>

## Work Experience

<table>
<thead>
<tr>
<th>When</th>
<th>What?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
<td></td>
</tr>
</tbody>
</table>
Unit 1: My Life Is Changing!
Unit Checkup/Review

Part 1: Listening  Listen to Nassim talk about her life. Then
listen to the questions. Circle the correct answers.

1. True  False
2. True  False
3. True  False
4. True  False
5. True  False

Part 2: Learning for Life  Read the story.
Mabel Court lives in Redding, California.
She lives at 1036 Cypress Avenue.
She needs a job.
She wants a job at Great Insurance Company.
She wants a job as a secretary.
She has experience as a secretary.

Complete the information on the application for Mabel.

<table>
<thead>
<tr>
<th>Great Insurance Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Employment</td>
</tr>
</tbody>
</table>

1. Check the job you’re applying for:  □ Receptionist  ☑ Secretary  □ Manager
2.  3.  999-43-1212  (530)555-2186
   Last Name  First Name  Social Security Number  Phone
4.  5.  6.  96001
   Address  City  State  Zip

To the Teacher: See directions on p. 6.

English—No Problem!  Level 1
Master 22b   Use to assess or review Unit 1.
Name: ___________________________ Date: ______ Class: __________

Part 3: Grammar   Read the story.
Mabel is married. Her husband is Dave. He’s a teacher.
They have a son, Ross. Ross is 5 years old.
They are a happy family.

Make questions. Use is or are. Write short answers.
1. _______ Is _______ Mabel married? Yes, she is.

2. _______ Dave a teacher?

3. _______ Dave a doctor?

4. _______ Ross 9 years old?

5. _______ Ross a daughter?

6. _______ they a happy family?

Part 4: Vocabulary   Use the words to complete the letter.

Dear Molly,

I have a _______ 1 _______ job. I work _______ 2 _______ at Great Insurance Company. It’s _______ 3 _______ our house. I can walk to work.

It’s _______ 4 _______ Main _______ 5 _______.

My _______ 6 _______ is a teacher at the _______ 7 _______ on Pine Street. My _______ 8 _______, Ross, likes to go to the _______ 9 _______.

___________ 10 _______ me soon! ____________ 11 _______ me about your family.

Love, Mabel

To the Teacher: See directions on p. 6.
Boris works on Saturdays.

Boris and Jake work at the bakery.

Pavel wants a birthday party.

Yelena and Boris want to invite Pavel’s friends.

Boris and Jake start work on Wednesday at 8 a.m.

Jake starts work on Tuesday at 8 a.m.

Boris writes a note.

Pavel and Yelena write invitations.

To the Teacher: See directions on p. 7.
**Unit 2: I Need to Plan a Party**  
Grammar: Frequency Adverbs

**Do you . . . ?**

<table>
<thead>
<tr>
<th>always drive to school/work?</th>
<th>often drive to school/work?</th>
<th>sometimes drive to school/work?</th>
<th>never drive to school/work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>always take a bus to school/work?</th>
<th>often take a bus to school/work?</th>
<th>sometimes take a bus to school/work?</th>
<th>never take a bus to school/work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>always have a birthday party?</th>
<th>often have a birthday party?</th>
<th>sometimes have a birthday party?</th>
<th>never have a birthday party?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>always make a birthday cake?</th>
<th>often make a birthday cake?</th>
<th>sometimes make a birthday cake?</th>
<th>never make a birthday cake?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>always have parties at home?</th>
<th>often have parties at home?</th>
<th>sometimes have parties at home?</th>
<th>never have parties at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 7.*
Unit 2: I Need to Plan a Party
Phonics: Sounds of a and Present-Tense Endings

activity answer cake glad name rainy takes
ad ask calendar late paper raises trades
address bakes class makes plans state

- **a sound in date**
- **a sound in at**
- **Present tense verb** final s = s
- **Present tense verb** final s = z

To the Teacher: See directions on p. 7.

English—No Problem! Level 1
Unit 2: I Need to Plan a Party
Game: Crossword Puzzle

Across
1. alencrad
2. steug
3. dlga
4. tingmee
5. becelrtea

Down
1. ytpar
2. vatoininit
3. afrov
4. desn
5. reatg

1. The students plan a party at their class meeting.

To the Teacher: See directions on p. 7.
# Unit 2: I Need to Plan a Party

**Grammar: Questions and Answers**

<table>
<thead>
<tr>
<th>1. Read the sentence.</th>
<th>2. Make a question.</th>
<th>3. Give a short answer.</th>
<th>4. Correct the sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pavel wants a birthday party on <strong>Friday</strong>.</td>
<td>Does Pavel want a birthday party on Friday?</td>
<td>No, he doesn’t.</td>
<td>He wants a birthday party on <strong>Saturday</strong>.</td>
</tr>
<tr>
<td>Pavel trades days with Jake.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yelena needs to plan a party for <strong>Boris</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosa and Yelena buy <strong>school</strong> supplies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jake</strong> makes the cake.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The birthday party is in the <strong>house</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It rains at the <strong>party</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 7.*
Unit 2: I Need to Plan a Party
Unit 2 Project: Plan a Party!

Party: __________________________________________________________

Time: ___________________________ Place: __________________________

Guests to Invite
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Food
________________________________________________________________
________________________________________________________________
________________________________________________________________

Music and Other Supplies
________________________________________________________________
________________________________________________________________

To Do
☑ ask ____________ for advice
☑ buy food
☑ make invitations
☐ __________________________
☐ __________________________

Name: __________________ Date: _______ Class: ________
### Unit 2: I Need to Plan a Party

**Project Assessment Form**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Planning the Party</strong></td>
<td>Unclear or incomplete</td>
</tr>
<tr>
<td>Part 1. Planning the Party</td>
<td>0</td>
</tr>
<tr>
<td>a. What kind of party is it?</td>
<td>0</td>
</tr>
<tr>
<td>b. Who is invited?</td>
<td>0</td>
</tr>
<tr>
<td>c. What are people bringing?</td>
<td>0</td>
</tr>
<tr>
<td>d. Who can give advice?</td>
<td>0</td>
</tr>
<tr>
<td><strong>Part 2. Presenting the Party</strong></td>
<td>Unclear or incomplete</td>
</tr>
<tr>
<td>a. Invitation has date, time, place.</td>
<td>0</td>
</tr>
<tr>
<td>b. Invitation is legible.</td>
<td>0</td>
</tr>
<tr>
<td>c. Learner greets guests.</td>
<td>0</td>
</tr>
<tr>
<td>d. Learner is able to talk with guests.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments on Learner Performance:**

**Benchmarks for Learner Performance**

0 = The information is incomplete or incorrect so that the meaning is lost.

1 = The information is incomplete or has some incorrect answers, but conveys the meaning.

2 = The information is complete and mostly correct. With little assistance the student can correct any errors.

*To the Teacher: See directions on p. 6.*
Unit 2: I Need to Plan a Party
Unit Checkup/Review

Part 1: Listening  Listen to Boris talk to Yelena about the birthday party. Then listen to the questions. Circle the correct answers.

1. True  False  3. True  False  5. True  False
2. True  False  4. True  False

Part 2: Learning for Life  Read the schedule. Write the correct words in the blanks.

<table>
<thead>
<tr>
<th>San Jose Adult School — ESL Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Mr. Taylor</td>
</tr>
<tr>
<td>Ms. Phat</td>
</tr>
</tbody>
</table>

1. Mr. Taylor works from 9–11 A.M. on ________ Monday ________.
2. ________________ doesn’t work from 7–9 P.M. on Wednesday.
3. Ms. Phat works on ________________ from 9–11 A.M.
4. Mr. Taylor doesn’t work on ________________.
5. Ms. Phat and Mr. Taylor work from 9:00 to ________________ on Monday.
6. ________________ works two days a week.

Part 3: Grammar  Pick the best words to complete the sentences.

1. Mr. Taylor’s students _____ invite Ms. Phat’s students.
   a. wants to    b. want to    c. don’t wants to    d. doesn’t want to
2. Mr. Taylor’s class _____ invitations to Ms. Phat’s class.
   a. don’t send    b. doesn’t sends    c. sends    d. send

To the Teacher: See directions on p. 6.
Master 30b  Use to assess or review Unit 2.

Name: ____________________________ Date: _________ Class: ____________

3. Teresa and Lina ____ balloons for the party.
   a. buys  c. buy
   b. they buy  d. are buy

4. Does the party start on time?
   a. Yes, it do.  c. Yes, it is.
   b. Yes, they do.  d. Yes, it does.

5. Ms. Phat ____ a cake.
   a. bakes  c. don’t bake
   b. bake  d. doesn’t bakes

6. Do the students want the party inside?
   a. No, they do.  c. No, they don’t.
   b. No, he doesn’t.  d. No, it doesn’t.

Part 4: Vocabulary  Use the words in the box to complete the sentences.

always  celebrate  favor  note
birthday  ends  guests  party  presents  trade

1. Mr. Taylor ____ works on Wednesday night.
   a. always

2. His class starts at 7:00 P.M. and _________ at 9:00 P.M.

3. His daughter, Linda, has her 12th _________ on Wednesday.

4. She wants to have a birthday _________ at a restaurant.

5. Mr. Taylor needs to _________ classes with Ms. Phat.

6. He writes a _________ to her.

7. He asks her for a _________.

8. The _________ arrive at the restaurant at 6:30 P.M.

9. They bring _________ for Linda.

10. They _________ the birthday with ice cream and cake.

11. On Thursday Mr. Taylor _________ Ms. Phat for trading classes.

To the Teacher: See directions on p. 6.

English—No Problem!  Level 1
Unit 3: How Do You Feel?
Grammar: Making Sentences

Part 1

Jim to go tells home. Mary

has a Jim with meeting Mr. and Mrs. Mankin.

asks to write Jim a note. Mary

writes a to Jim note Mrs. Ramirez.

Susan an aspirin for takes a headache.

Susan. tissue Bill gives a to

Part 2

him him her. her. it them.
Unit 3: How Do You Feel?
Grammar: At the Doctor’s Office

A (Doctor)

You have a fever. Do you have a headache?

Hi. How are you today?

Take this medicine. Stay home and rest.

What are your symptoms?

B (Patient)

OK, doctor. Thank you.

Not very well. I feel sick.

I have a sore throat and a bad cough.

Yes, I do.
Complete the forms with a partner.

**Partner A**

<table>
<thead>
<tr>
<th>1. Last Name</th>
<th>Martin</th>
<th>2. Date of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Address</td>
<td>Teal Avenue, CA</td>
<td></td>
</tr>
<tr>
<td>4. Phone Number: Day</td>
<td>(415) 555-</td>
<td>Evening ( ) -2334</td>
</tr>
<tr>
<td>5. Employer</td>
<td>Pacific Bank</td>
<td></td>
</tr>
<tr>
<td>6. Address</td>
<td>349 Street, San Francisco, 94112</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>8. Reason for this visit</td>
<td>sore throat, fever</td>
<td></td>
</tr>
</tbody>
</table>

**Partner B**

<table>
<thead>
<tr>
<th>1. Last Name</th>
<th>Martin</th>
<th>2. Date of birth</th>
<th>James</th>
<th>3-12-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Address</td>
<td>1650 Avenue, San Francisco, 94119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Phone Number: Day</td>
<td>( )555-8437</td>
<td>Evening</td>
<td>(415)555-</td>
<td></td>
</tr>
<tr>
<td>5. Employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Address</td>
<td>Gray Street, CA 94112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: cats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Reason for this visit</td>
<td>sore throat, fever</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 8.*
Unit 3: How Do You Feel?
Pronunciation: Intonation

Work with a partner. Partner A reads a card. Partner B puts it under the correct arrow.

<table>
<thead>
<tr>
<th>Is your appointment at 3:00?</th>
<th>Why is he at the doctor’s?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do I take this medicine?</th>
<th>Do you need a tissue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are your children sick?</th>
<th>How are your children?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where’s the aspirin?</th>
<th>Who’s the doctor?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When do you see the doctor?</th>
<th>Does he need medicine?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When’s the appointment?</th>
<th>Do you have your information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why do they need more aspirin?</th>
<th>What’s your temperature?</th>
</tr>
</thead>
</table>
Unit 3: How Do You Feel?
Grammar: Ask about Medicines

Questions
What is the name of the medicine?
Why do you take this medicine?
How do you take this medicine?
When do you see a doctor?
Who can take this medicine?
Where can I buy this medicine?

Notes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name of the medicine?</td>
<td></td>
</tr>
<tr>
<td>Why do you take this medicine?</td>
<td></td>
</tr>
<tr>
<td>How do you take this medicine?</td>
<td></td>
</tr>
<tr>
<td>When do you see a doctor?</td>
<td></td>
</tr>
<tr>
<td>Who can take this medicine?</td>
<td></td>
</tr>
<tr>
<td>Where can I buy this medicine?</td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 8.
## Unit 3: How Do You Feel?
Unit 3 Project: Family Medical Information Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>For the ______________________ Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Cross Streets:</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Insurance Company:</td>
<td></td>
</tr>
<tr>
<td>Policy Number:</td>
<td></td>
</tr>
</tbody>
</table>

**Important Family Information:** Make a copy for each family member.

### Family Member:

- **Birthdate:**
  - (Month)  (Day)  (Year)

- **School/Work Address:**

- **School/Work Phone No:**

- **Medical Problems:**

### Family Member:

- **Birthdate:**
  - (Month)  (Day)  (Year)

- **School/Work Address:**

- **School/Work Phone No:**

- **Medical Problems:**

---

To the Teacher: See directions on p. 8.

*English—No Problem!  Level 1*
Unit 3: How Do You Feel?
Unit Checkup/Review

Part 1: Listening  Listen to Jim talk to the receptionist at Dr. Lee’s office.
Then listen to the questions. Circle the correct answers.
1. True  False  
2. True  False  
3. True  False  
4. True  False  
5. True  False  

Part 2: Learning for Life  Use the words to complete the appointment card.

<table>
<thead>
<tr>
<th>Josh Gibson</th>
<th>stomachache</th>
<th>Dr. White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>3:30 P.M.</td>
<td>October 5</td>
</tr>
</tbody>
</table>

1. Doctor: Dr. White
2. Appointment for (Name): ____________________________
3. Day: ______________
4. Date: ______________
5. Time: ______________
6. Reason for appointment: ___________________________

Part 3: Grammar  Circle the correct word and write it on the blank.
1. __________ Where (What, Where) is the clinic? It’s at 5573 Douglas Blvd.
2. ________________ (Where, Who) has the doctor appointment? Josh does.
3. ________________ (When, Where) is the appointment? It’s tomorrow.
4. Who will see ________________ (he, him)? The doctor.

To the Teacher: See directions on p. 6.
5. He _______________ (doesn’t has, doesn’t have) a cold.
6. He _______________ (have, has) a stomachache.

Part 4: Vocabulary  Josh needs some things from the pharmacy.
Write his symptoms. Then write what he needs.

<table>
<thead>
<tr>
<th>Josh has the</th>
<th>He needs some</th>
</tr>
</thead>
<tbody>
<tr>
<td>flu</td>
<td>medicine</td>
</tr>
<tr>
<td>aspirin</td>
<td></td>
</tr>
<tr>
<td>cough</td>
<td></td>
</tr>
<tr>
<td>cough syrup</td>
<td></td>
</tr>
<tr>
<td>✔ flu</td>
<td></td>
</tr>
<tr>
<td>headache</td>
<td></td>
</tr>
<tr>
<td>✔ medicine</td>
<td></td>
</tr>
</tbody>
</table>

Josh buys some cough syrup. Write the words on the label.

Tussin Cough ____________________________
______________________________ For Use
dose_____________________________
Syrup: take 2 tsp. every 4 hrs.
Daily Maximum: 6 ____________________________
_________________________ Not for children under 5.
For coughs due to ____________________________ or flu.

To the Teacher: See directions on p. 6.
Unit 4: I Need a Budget!
Grammar: Interview

Work with a partner. Ask questions. Write your partner’s answers.

1. Are you studying English at night?

________________________________________________________________________

2. Are your friends taking English classes?

________________________________________________________________________

3. Are you looking for a job?

________________________________________________________________________

4. Are you working now?

________________________________________________________________________

5. Where are you working?

________________________________________________________________________

6. Are you trying to save money?

________________________________________________________________________

7. How are you saving money?

________________________________________________________________________

8. Are your relatives living with you?

________________________________________________________________________
Unit 4: I Need a Budget!
Grammar: Likes, Wants, and Needs

<table>
<thead>
<tr>
<th>Names:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like?</td>
</tr>
<tr>
<td>What do you like to do?</td>
</tr>
<tr>
<td>What do you need?</td>
</tr>
<tr>
<td>What do you need to do?</td>
</tr>
<tr>
<td>What do you want?</td>
</tr>
<tr>
<td>What do you want to do?</td>
</tr>
</tbody>
</table>

1. Who likes the same things? ____________________________
2. Who likes to do the same things? ____________________________
3. Who needs the same things? ____________________________
4. Who needs to do the same things? ____________________________
5. Who wants the same things? ____________________________
6. Who wants to do the same things? ____________________________

To the Teacher: See directions on p. 8.
Unit 4: I Need a Budget!
Game: Word Search

Work with a partner. Find these words. Look across → and down ↓. Circle the words.

<table>
<thead>
<tr>
<th>clothes</th>
<th>dress</th>
<th>loose</th>
<th>pants</th>
<th>shirt</th>
<th>shoes</th>
<th>sweater</th>
<th>tight</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>t</td>
<td>n</td>
<td>t</td>
<td>e</td>
<td>r</td>
<td>s</td>
<td>w</td>
</tr>
<tr>
<td>x</td>
<td>c</td>
<td>v</td>
<td>b</td>
<td>n</td>
<td>m</td>
<td>h</td>
<td>a</td>
</tr>
<tr>
<td>z</td>
<td>a</td>
<td>q</td>
<td>x</td>
<td>s</td>
<td>w</td>
<td>i</td>
<td>c</td>
</tr>
<tr>
<td>f</td>
<td>g</td>
<td>h</td>
<td>b</td>
<td>n</td>
<td>m</td>
<td>r</td>
<td>i</td>
</tr>
<tr>
<td>y</td>
<td>p</td>
<td>h</td>
<td>c</td>
<td>l</td>
<td>o</td>
<td>t</td>
<td>h</td>
</tr>
<tr>
<td>x</td>
<td>a</td>
<td>v</td>
<td>g</td>
<td>y</td>
<td>u</td>
<td>i</td>
<td>k</td>
</tr>
<tr>
<td>q</td>
<td>n</td>
<td>w</td>
<td>q</td>
<td>t</td>
<td>i</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>s</td>
<td>t</td>
<td>s</td>
<td>a</td>
<td>m</td>
<td>p</td>
<td>b</td>
<td>v</td>
</tr>
<tr>
<td>v</td>
<td>s</td>
<td>x</td>
<td>z</td>
<td>i</td>
<td>l</td>
<td>s</td>
<td>d</td>
</tr>
<tr>
<td>n</td>
<td>p</td>
<td>f</td>
<td>x</td>
<td>u</td>
<td>o</td>
<td>l</td>
<td>r</td>
</tr>
<tr>
<td>m</td>
<td>y</td>
<td>h</td>
<td>s</td>
<td>h</td>
<td>o</td>
<td>e</td>
<td>s</td>
</tr>
<tr>
<td>u</td>
<td>t</td>
<td>j</td>
<td>e</td>
<td>t</td>
<td>s</td>
<td>d</td>
<td>d</td>
</tr>
</tbody>
</table>

Write sentences with the words.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________
8. _____________________________________________________________
**Unit 4: I Need a Budget!**

Grammar: *This, That, These, Those*

1. This/These  
   ![Shirt Image]  
   is/are $30.00.

2. That/Those  
   ![Shoe Image]  
   is/are $29.50.

3. That/Those  
   ![T-shirt Image]  
   is/are $9.50.

4. This/These  
   ![Pants Image]  
   is/are $35.99.

5. This/These  
   ![T-shirt Image]  
   is/are $29.50.

---

A. How much are these shirts?

B: They’re $30.00.
Unit 4: I Need a Budget!
Phonics: Sounds of e

<table>
<thead>
<tr>
<th>long e</th>
<th>short e</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>end</td>
</tr>
</tbody>
</table>

need | buy | to | I | cheap | shoes.  
--- | --- | --- | --- | --- | ---

is | rent | The | expensive.  
--- | --- | --- | ---

return | these | need | We | clothes. | to  
--- | --- | --- | --- | --- | ---

speaks | at | He | English | work.  
--- | --- | --- | --- | ---

sends | She | her | checks | to | mother.  
--- | --- | --- | --- | --- | ---

To the Teacher: See directions on p. 8.
Unit 4: I Need a Budget!
Life Skill: Saving Money

Eva has a lot of expenses. She lives alone in a big apartment. She always gives her friends a ride to school. The gas for her car is expensive. She buys clothes every week. She always pays the regular prices. Some clothes do not fit her well.

Eva usually uses a credit card. But she sometimes forgets how much she spends. Eva goes to the movies every Saturday. She calls her friends in Mexico every day. She likes to eat at restaurants for lunch and dinner. Eva needs advice on saving money.

What does Eva need to do to save money? Write. Talk to a partner.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________
11. ____________________________________________
Ramon is sharing an apartment with Ken. Look at his new budget. Can Ramon save more money? How? Think about your budget. What expenses do you have every month?

<table>
<thead>
<tr>
<th>Month:</th>
<th>How are you saving money now?</th>
<th>How can you make more money?</th>
<th>How can you save more money?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$$ Remaining</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 8.
Unit 4: I Need a Budget!
Unit Checkup/Review

Part 1: Listening  Listen. You will hear about Ramon’s job.
Then listen to the questions. Circle the correct answers.
1. True  False  4. True  False
2. True  False  5. True  False
3. True  False

Part 2: Learning for Life  How can Raisa save money?
Write the correct letter in the blank.
   ___ 1. Raisa always buys new books.   a. She can get a roommate.
   ___ 2. Raisa calls her mother every day.   b. She can buy them on sale.
   ___ 3. Raisa buys lunch at work.   c. She can use the library.
   ___ 4. Raisa pays a lot for an apartment.  d. She can walk on nice days.
   ___ 5. Raisa always drives to work.   e. She can bring it from home.
   ___ 6. Raisa buys expensive clothes.   f. She can use e-mail.

Part 3: Grammar  Write the correct word or words in the blank.
1. Raisa __________ is thinking (to think, is thinking) about a new job.
2. She ______________ (to plan, is planning) to be a teacher.
3. Raisa and Kara ______________ (is studying, are studying) English at an adult school.

To the Teacher: See directions on p. 6.

English—No Problem!  Level 1
4. Boris wants ____________ (to practice, is practicing) his English with his neighbors.

5. Boris asks Raisa, “______________ (You to save, Are you saving) money for college?”

6. Raisa answers, “Yes. I took ____________ (this, these) job for the money.”

Part 4: Vocabulary  Use the words in the box to complete the sentences.

Nancy is shopping for ____________ clothes ____________ today. She sees a beautiful ____________ for $95. It is not good for work. But she wants it. She uses her ____________ to buy it.

At home she ____________ the dress. Oh no! It is too _____________. It doesn’t ____________ well. She decides to ____________ it. This time she sees some dresses _____________.
The prices are ____________ for her _____________. She buys two for $95 this time. And she can ____________ these dresses to work.
Unit 5: What’s for Dinner?
Game: Word Search

Find these words. Look across → and down ↓. Circle the words.

<table>
<thead>
<tr>
<th>bread</th>
<th>corn</th>
<th>fish</th>
<th>milk</th>
<th>rice</th>
<th>snacks</th>
<th>soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>eggs</td>
<td>lettuce</td>
<td>noodles</td>
<td>snacks</td>
<td>tomato</td>
<td></td>
</tr>
</tbody>
</table>

n p i r s f i s h t o b
o j c t o n s l i o v r
o s b b u r s e l m a e
d f m n p e e r w a m a
l d i p m a j i i t g d
e m l e t t u c e o r i
s b k a c k p e x w n s
w q d s i c h i c k e n
r x j o a c r p x u g a
a k o t m o e t c p g c
c n u e p r o a s s s k
w r o t e n m c h j u s
Unit 5: What’s for Dinner?
Grammar: Questions

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td>there</td>
<td>there</td>
<td>there</td>
<td>there</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>there</td>
<td>there</td>
<td>there</td>
<td>there</td>
<td>there</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td>Is</td>
<td>Are</td>
<td>Are</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td>Is</td>
<td>Are</td>
<td>Are</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

in the produce section?  in the dairy section?
in the bakery section?  in the meat section?
at the restaurant?  at home?
in your home country?  in your supermarket?

To the Teacher: See directions on p. 8.
Unit 5: What’s for Dinner?
Grammar: Statements

<table>
<thead>
<tr>
<th>There</th>
<th>There</th>
<th>There</th>
<th>There</th>
<th>There</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>There</td>
<td>There</td>
<td>There</td>
<td>There</td>
</tr>
<tr>
<td>is</td>
<td>is</td>
<td>are</td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>is</td>
<td>is</td>
<td>are</td>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

in the produce section.  in the dairy section.
in the bakery section.  in the meat section.
at the restaurant.      at home.
in my home country.      in my supermarket.
This is a Food Pyramid. It tells you how to eat a balanced diet.

A. Talk to your partner. Complete the chart.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Number of servings</th>
<th>What food do you eat in this group?</th>
<th>How many servings do you eat a day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, Cereal, Rice, &amp; Pasta</td>
<td>2–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat, Poultry, Fish, Dry Beans, Eggs, Nuts</td>
<td>3–5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, Yogurt, Cheese</td>
<td>Not much</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Ask the questions. Talk about the answers in your group.

To the Teacher: See directions on p. 8.
Work with a partner. Make sentences with or:

- She buys food at Sam’s Market
- They have pizza
- Do you like hamburgers
- He likes bananas
- Do you want rice

- or
- or
- or
- or
- or

- hot dogs?
- potatoes with dinner?
- Save-a-lot.
- fast food every Friday.
- apples for snacks.
Name of Recipe: ________________________________

<table>
<thead>
<tr>
<th>Food Shopping List</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This food is from a _____________.  
   recipe / restaurant

2. The food(s) in this dish is/are ________________________________
   ________________________________
   ________________________________

3. This food is _______________ because ________________________________
   healthy / unhealthy
   ________________________________

4. This food is _______________ because ________________________________
   cheap / expensive
   ________________________________

5. I like this food because ________________________________
   ________________________________
   ________________________________
Master 52a  Use to assess or review Unit 5.
Name: ______________________ Date: ________ Class _________

Unit 5: What’s for Dinner?
Unit Checkup/Review

Part 1: Listening  Listen to Miyako talk about lunch. Then listen
to the questions. Circle the correct answers.
1. Yes  No
2. Yes  No
3. Yes  No
4. Yes  No
5. Yes  No

Part 2: Learning for Life  Ben works at Mac’s Market. His
boss tells him to write a flyer. Ben needs help. Write the correct
word on the line.

<table>
<thead>
<tr>
<th>apples</th>
<th>✔ bread</th>
<th>butter</th>
<th>chicken</th>
<th>corn</th>
<th>steak</th>
</tr>
</thead>
</table>

Mac’s Market Specials
Bakery  Dairy  Produce  Meat
Aisle 3  Aisle 5  Aisle 7  Aisle 9
1. bread  2.  3.  4.  5.  6.  

Part 3: Grammar  Write the correct word or words in the blank.
1. Chicken _____ is (is, are) in the produce section on Aisle 7.
2. _________ (Is there, Are there) butter on sale today?
3. _________ (Is, Are) the bread in Aisle 3?

To the Teacher: See directions on p. 6.
Master 52b  Use to assess or review Unit 5.
Name: __________________________ Date: _________ Class: ____________

4. Are there apples in Aisle 7 ________________ (on, or) Aisle 8?
5. The lettuce ________________ (are, is) 99¢ today.
6. ________________ (There are, There is) coupons in the newspaper today.

Part 4: Vocabulary  Write the correct words on the line.

<table>
<thead>
<tr>
<th>burger</th>
<th>cook</th>
<th>eat out</th>
<th>✔ hungry</th>
<th>popular</th>
<th>to go</th>
</tr>
</thead>
<tbody>
<tr>
<td>choices</td>
<td>coupon</td>
<td>healthy</td>
<td>newspaper</td>
<td>salad</td>
<td></td>
</tr>
</tbody>
</table>

Ben and his wife Connie are tired and ___________ hungry__________. They don’t want to ___________ dinner at home. They decide to ___________. They look in the ___________ for a ___________ for a restaurant. They find one for the River City Café. They go there early because it’s a ___________ place. There are many ___________ of foods at that restaurant. Ben wants some meat. He orders a ___________ and fries. Connie wants a big ___________. She likes to eat ___________ food. They want to eat ice cream at home later. They order ice cream ___________.

To the Teacher: See directions on p. 6.
Unit 6: Call the Police!
Grammar: Dictation

Listen to the teacher. Write was or were.

1. Yesterday ________________ Wednesday.
2. Last night the weather ________________ rainy.
3. Sara ________________ shocked when she got home.
4. Her doors ________________ not locked.
5. Her windows ________________ open.
6. Her lights ________________ not on.
7. The computer ________________ gone!
8. Her TV and VCR ________________ not there!
9. There ________________ a burglary at her apartment.

Write 1, 2, 4, 5, and 6 again. Talk about you.

1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
5. ____________________________________________________________________
6. ____________________________________________________________________
Mrs. Caruso goes to school at 8:00 A.M. She takes the bus. Today she wears a blue dress. She arrives at school at 8:20 A.M. Mrs. Caruso talks to the students about a neighborhood burglary. She has a description of the burglar. The students study about how to protect their homes. They look on the Internet for information about Home Protection. Mrs. Caruso goes home at 11:30 A.M. She is happy to know more about protecting her home.

Yesterday Mrs. Caruso

I went to school at

To the Teacher: See directions on p. 8.
Did you go to the store on Monday?
No, I went to the store on Tuesday.

Did you see the burglar in your apartment?
No, I saw him outside.

When did the police arrive?
They arrived at 11:00 P.M.

What did the burglar take?
He took my TV and my computer!

Was the burglar short?
No, he was tall.

When were you at work yesterday?
I was there from 8 A.M. to 5 P.M.

What color were her eyes?
They were blue.

What color was her dress?
It was blue.

Did he have a beard or a mustache?
No, he didn’t.

Did your neighbors tell you what happened?
Yes, they did.

What did you do last night?
I went to a restaurant with my friends.

Where did you have your photos?
I had them in an album.
## Unit 6: Call the Police!

**Game: Police Report Concentration**

<table>
<thead>
<tr>
<th>police officer</th>
<th>Officer Collins</th>
<th>date of burglary</th>
<th>7/8/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>time of crime</td>
<td>9:30 P.M.</td>
<td>things missing</td>
<td>computer and TV</td>
</tr>
<tr>
<td>witness</td>
<td>Lucy Caruso</td>
<td>type of crime</td>
<td>burglary</td>
</tr>
<tr>
<td>weather</td>
<td>cloudy</td>
<td>type of car</td>
<td>van</td>
</tr>
<tr>
<td>doors</td>
<td>locked</td>
<td>lights</td>
<td>off</td>
</tr>
<tr>
<td>address</td>
<td>182 Clare Ave.</td>
<td>phone</td>
<td>555-0460</td>
</tr>
<tr>
<td>height</td>
<td>5’9” – 6’</td>
<td>weight</td>
<td>160 – 180 lbs.</td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 9.*
# Unit 6: Call the Police!
Unit 6 Project: Home Inventory

<table>
<thead>
<tr>
<th></th>
<th>Brand/Model</th>
<th>Year Purchased</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD Player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sofa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo Albums</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 6: Call the Police!
Unit Checkup/Review

Part 1: Listening  Listen to Sara and Mrs. Caruso talk about the burglary. Then listen to the questions. Circle the correct answers.

1. a burglary  Sara  4. a TV  money
2. Mrs. Caruso  a burglar  5. Mrs. Caruso  the police
3. a burglar  a policeman

Part 2: Learning for Life  Choose the correct word. Write it on the line.

On July 8, Mr. Perez had a burglary at his home. His neighbor, Peter, saw a strange man at his house at 11:00 P.M.

beard  heavy  mustache  sweater  thin

1. glasses  2. long  ✔short  3. tall  T-shirt

Officer: Can you describe the man you saw?
Peter: Yes, Officer. He was _______ short and _________

1. with _________ hair. He wore _________ and had a

2. _________ on his face. He had on a blue _________

3. with black pants.

To the Teacher: See directions on p. 6.
Part 3: Grammar  Write the verbs in the correct tense.

Officer: What time did you see the man at the Perez house?
Peter: I saw him at about 11:00 P.M. He had a TV.

Officer: What time did you call the police?
Peter: I called them about 11:05 P.M.

Officer: Was anything taken from your house?
Peter: No. I locked the doors and closed the windows.

Part 4: Vocabulary  The police are talking to Mr. Perez. Use the words in the box to complete the sentences.

Your neighbor said the burglary happened at 11:00 last night.

It was not the only in your neighborhood. Peter was a good . His of the burglar helped us draw this picture. Now we need to complete the police . Did you have a on, or was your house ? I see your TV is gone. Is a missing? Were any papers missing? Who had to your house? Thank you for helping us this report.
Unit 7: Succeeding at School
Grammar: Possessive Adjectives

Work with a partner. Make sentences.

class. like I
at eats 11:30. He lunch
homework She night. does every
computer We on have Wednesday. class
have English you book? Do
class 4:00. history at have They

my his her
our your their

To the Teacher: See directions on p. 9.
Unit 7: Succeeding at School
Thinking Skill: Solving Problems

Mr. Kenyon needs to talk to Jordan. When can they meet?

Partner A: You are Mr. Kenyon. Ask, “Is Monday at 8:00 OK?”

Mr. Kenyon’s Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
</tr>
<tr>
<td>9:00</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>10:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:00</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>12:00</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>1:00</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We can meet on ___________ at ____________.

Partner B: You are Jordan. Mr. Kenyon needs to meet with you. Answer his questions. For example, “No, I have History on Monday at 8:00.”

Jordan’s Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>History</td>
<td>History</td>
<td>Geometry</td>
<td>History</td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Soccer Practice</td>
<td>Music</td>
<td>Music</td>
<td>Biology</td>
</tr>
<tr>
<td>1:00</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We can meet on ___________ at ____________.
Unit 7: Succeeding at School
Grammar: Using and to Join Sentences

Work with a partner. Make sentences with and.

Diane plays basketball and she teaches Spanish in the afternoon.

He has English on Tuesday and Mr. Lee works late on Wednesday.

Ms. Brown teaches English in the morning and John has math on Monday.

Mrs. Lee works late on Monday and Kathryn plays soccer.

To the Teacher: See directions on p. 9.
**Master 62** Use after Lesson 2, page 100.

Name: ___________________________ Date: ___________ Class: ___________

**Unit 7: Succeeding at School**  
Phonics: The Sounds of \( o \)

<table>
<thead>
<tr>
<th>long ( o )</th>
<th>short ( o )</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
<td>soccer</td>
</tr>
<tr>
<td>shop</td>
<td>home</td>
</tr>
<tr>
<td>no</td>
<td>phone</td>
</tr>
<tr>
<td>code</td>
<td>job</td>
</tr>
<tr>
<td>go</td>
<td>geometry</td>
</tr>
</tbody>
</table>

*To the Teacher: See directions on p. 9.*
Unit 7: Succeeding at School
Game: Make a Crossword Puzzle

Can you use all of the words?

To the Teacher: See directions on p. 9.
Unit 7: Succeeding at School
Unit 7 Project: Make a School Information Chart

Student Name: _________________________________________________________

School Name: _________________________________________________________

School Address: ________________________________________________________

<table>
<thead>
<tr>
<th>School Personnel</th>
<th>Name</th>
<th>Phone Number</th>
<th>Call when . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: _________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Subject</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 9.
Unit 7: Succeeding at School
Unit Checkup/Review

Part 1: Listening  Listen to Thuy and Karen talk about Minh. Then listen to the questions. Circle the correct answers.

1. True       False
2. True       False
3. True       False
4. True       False
5. True       False

Part 2: Learning for Life  Luis Chavez talks to his son, Diego, about his report card. Use the report card to answer the questions.

<table>
<thead>
<tr>
<th>Woodland Middle School</th>
<th>Report Card 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: Chavez, Diego</td>
<td>Grade 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Teacher</th>
<th>Code</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
<td>Mr. Collins</td>
<td>1, 3</td>
<td>C</td>
<td>B+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>P.E.</td>
<td>Ms. Lopez</td>
<td>1</td>
<td>A</td>
<td>A–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Ms. Thomas</td>
<td>2</td>
<td>A</td>
<td>B–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>US History</td>
<td>Mr. Donner</td>
<td>1</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>English</td>
<td>Ms. Cole</td>
<td>3</td>
<td>B</td>
<td>A–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Codes: 1– good attitude; 2– call for an appointment; 3– good class conduct

1. Who received this report card? ___ Diego Chavez ___
2. Who is the US History teacher? _________________________
3. Who wants an appointment with Diego’s parents? _________________________
4. In what classes did Diego have A’s in Quarter 1? _________________________
   _________________________
5. In what classes did Diego do better in Quarter 2? _________________________

To the Teacher: See directions on p. 6.
Part 3: Grammar  Luis calls his brother on the phone. Complete the conversation. Use the words in the box.

<table>
<thead>
<tr>
<th>and</th>
<th>going to</th>
<th>her</th>
<th>His</th>
<th>Our</th>
<th>✔ Your</th>
</tr>
</thead>
</table>

**Luis:** Diego, I’m a student now too! I’m going to Woodland Adult School!

**Diego:** Really? **Your** English is going to be great!

**Luis:** Viktor **his** wife Irina are new students. Viktor and I take intermediate English classes. **wife** takes beginning classes. **classes** are in the morning, and **classes** are in the afternoon.

**Diego:** Are you **have** time to play soccer Saturday?

Part 4: Vocabulary  Complete Luis’s story. Use the words in the box.

- basketball
- checks
- practices
- sports
- succeed
- works
- busy
- homework
- soccer
- studies
- tired

Luis **studies** English in the morning. He **at** a store in the afternoon. He **his** English at home and at work.

Luis is very **.** In the evening, he **his** children’s homework. He wants them to **in** school. Then Luis does his English **.** Luis likes **.**

On Saturday, he plays **with** Diego, and he watches **on** TV. Luis is very busy and very **!
Unit 8: I Want a Good Job!
Grammar: Can and Can’t

A Interview your partner. Ask questions. What can your partner do? What can’t your partner do? Tell your group.

Can you . . .
speak English?
use a computer?
write in English?
work with a partner or group?
read to children?
write a letter?
complete your work on time?
help others with their work?

B Answer your partner’s questions. Write the things you can do.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________

To the Teacher: See directions on p. 9.
Unit 8: I Want a Good Job!
Phonics: Long and Short u Sounds

<table>
<thead>
<tr>
<th>long u</th>
<th>short u</th>
</tr>
</thead>
<tbody>
<tr>
<td>us</td>
<td>use</td>
</tr>
<tr>
<td>but</td>
<td>computer</td>
</tr>
<tr>
<td>bus</td>
<td>conduct</td>
</tr>
<tr>
<td>attitude</td>
<td>Ms. Hunter</td>
</tr>
<tr>
<td>study</td>
<td>succeed</td>
</tr>
<tr>
<td>Sunday</td>
<td>supervisor</td>
</tr>
<tr>
<td>husband</td>
<td>opportunity</td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 9.
Unit 8: I Want a Good Job!
Grammar: Compound Sentences with but

Work in a group. Write sentences with but.

he doesn’t have a driver’s license. but I want to learn English quickly

he needs his high school diploma. but she needs a full-time job.

I don’t practice English at home. but Ivan wants to go to college

I want to do my homework but Ly wants to drive to work

Maria likes her part-time job but I don’t have time.

To the Teacher: See directions on p. 9.
Unit 8: I Want a Good Job!
Grammar: A, An, The

Cesar needs to buy a/an new suit for work. Usually he wears pants and a/an nice shirt to work, but sometimes he has a/an important meeting. A/The meetings are with his supervisors at work, and he wants to dress well for them. Cesar goes to a/an clothing store at an/the mall. He finds a/an gray suit at an/the store. It’s on sale! He buys an/the suit. Now he is ready for a/the meetings at work.

Cesar needs to buy ________________ new suit for work. Usually he wears pants and ________________ nice shirt to work, but sometimes he has ________________ important meeting. ________________ meetings are with his supervisors at work, and he wants to dress well for them. Cesar goes to ________________ clothing store at ________________ mall. He finds ________________ gray suit at ________________ store. It’s on sale! He buys ________________ suit. Now he is ready for ________________ meetings at work.
**Master 70** Use to assess the Unit 8 Project, page 117.

Name: ______________________  Date: _______    Class: __________

### Unit 8: I Want a Good Job!  
Project Assessment Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Time Lines</strong></td>
<td>Unclear or incomplete</td>
</tr>
<tr>
<td>a. Event years are written.</td>
<td>0</td>
</tr>
<tr>
<td>b. Brief descriptions of events are written.</td>
<td>0</td>
</tr>
<tr>
<td>c. Time line is discussed.</td>
<td>0</td>
</tr>
<tr>
<td>d. Two future goals are written.</td>
<td>0</td>
</tr>
</tbody>
</table>

| **Part 2. Presenting the Party** | Unclear or incomplete | Partially clear | Fully clear |
| a. Education information is on resume. | 0 | 1 | 2 |
| b. Work information is on resume. | 0 | 1 | 2 |
| c. Future plans are discussed. | 0 | 1 | 2 |

**Comments on Learner Performance:**

**Benchmarks for Learner Performance**

0 = The learner does not respond or participate, or the activity is too difficult to understand.

1 = The learner shows understanding of the situation and a good attempt to respond; errors in language or appropriateness affect communication (e.g., “I [gesture] here.”).

2 = The learner shows understanding of the situation and responds in a form understandable to fellow students and teachers within the situation (e.g., “I have two jobs.”).

*To the Teacher: See directions on p. 6.*
Unit 8: I Want a Good Job!
Unit Checkup/Review

Part 1: Listening  Listen. You will hear about Pilar’s and Cesar’s plans for the future. Then listen to the questions. Circle the correct answers.

1. at home □ at school □
2. computer □ English □
3. computer □ English □
4. online □ at school □
5. busy □ a better future □

Part 2: Learning for Life

Roxanne works at TCR Corporation. She’s a secretary. Her attitude is good. She has never missed a day of work. She likes her job, but she wants more responsibilities. She always comes to work on time, but she is often late for meetings. Roxanne’s computer skills are good, but her writing skills need to improve. She makes mistakes on letters for her boss.

Complete Roxanne’s Job Performance Review. Put an “x” in the correct box.

TCR Corporation Job Performance Review

<table>
<thead>
<tr>
<th>Competencies and Job Skills</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On time for work</td>
<td>❌</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Attendance at work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Attitude</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Meetings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Computer skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Writing skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 6.
Part 3: Grammar  Complete the sentences. Use the words in the box.

<table>
<thead>
<tr>
<th>a</th>
<th>but</th>
<th>the</th>
<th>can</th>
<th>can’t</th>
<th>but</th>
</tr>
</thead>
</table>

Roxanne likes her job, _________ but _________ she wants more responsibility.

She wants _________ different job, _________ she needs to improve some skills. She _________ use a computer, but she can’t write very well. She _________ always get to meetings on time. She likes _________ idea of a distance-learning class.

Part 4: Vocabulary  Complete the story. Use the words in the box.

Roxanne is going to take classes to _________ improve _________ her _________.

She wants more _________ at work. She wants to be a better _________ at TCR Corporation.

She sees a flyer on a _________.

There is a writing class at an adult school. The school has a _________ program, so she can study at home. She registers for an online computer class about the _________.

The writing class is on _________.

She _________ videos at the library and watches them at home.

Roxanne’s boss is happy. He sees that Roxanne is _________ her skills. He _________ her.
These listening passages are not included on the English–No Problem! audiotape or audio CD for Level 1.

**WARM-UP UNIT**

**Unit Master 11: Going to Class**

Group 1: I’m Sara. It’s Monday. It’s raining. It’s 8:45. She’s late.

Group 2: I’m Tomas. It’s Tuesday. It’s cloudy. It’s 8:30. He’s on time.

Group 3: We’re Eva and Tim. It’s Wednesday. It’s sunny. It’s 8:10. They’re early.

Group 4: I’m Carmen. It’s Thursday. It’s rainy. It’s 9:00. She’s late.


**Unit Master 12: Syllable Stress**

**Listening Script/Answers**

2 area are a
3 city city
4 directions directions
5 information in for ma tion
6 listen listen
7 number num ber
8 open o pen
9 ready read y
10 student stu dent
11 supplies sup plies
12 teacher teach er
13 weather weath er

**Unit Master 15: Unit Checkup/Review**

**Listening Script**

Listen to Mr. Allen talk to Tomas about school.

**Mr. Allen:** Welcome to English class, Tomas.

**Tomas:** Hello, Mr. Allen. I’m on time today and ready to write.

**Mr. Allen:** OK. Write your name on the paper.

**Circle the answers to the questions.**

1. Tomas is a teacher.
2. Mr. Allen is a teacher.
3. Tomas is late today.
4. Tomas is ready to write.
5. Tomas should write his name.

**Answers**

**Part 1**

2. Yes
3. No
4. Yes
5. Yes

Suggested point total: 5 points each (20 points for this section).

**Part 2**

2. e
3. b
4. f
5. c
6. d

Suggested point total: 5 points each (25 points for this section).

**Part 3**

2. He
3. is
4. are
5. My
6. I’m

Suggested point total: 5 points each (25 points for this section).

**Part 4**

2. tells
3. teacher
4. needs
5. pencil
6. address
7. bus
8. buy
9. supplies
10. notebooks
11. ready

Suggested point total: 3 points each (30 points for this section).

**UNIT 1**

**Unit Master 16: Guess the Sentence**

1. My life is changing!
2. Lusala is a nurse.
3. Nassim lives near the park.
4. There is a library in the neighborhood.

**Unit Master 18: The Neighborhood**

1. On River Street.
2. 1114 River Street.
3. answers will vary, but library, park, and hospital are all good answers.
4. Yes, it is.
5. Yes, it is.

**Unit Master 20: Solving Problems**

Nassim’s parents are old. They are not well.

**Answer:** They need to live with Nassim’s family.

Nassim and Lusala live in a small apartment.

**Answer:** They need a big apartment.

Big apartments are expensive.

**Answer:** Nassim needs to get a job.

Nassim needs a job.

**Answer:** Nassim calls about a job.

**Unit Master 22: Unit 1 Checkup/Review**

**Listening Script**

Listen to Nassim talk.

My name is Nassim. I have a new job at a school. It’s a good job. I live in a big apartment. It is near the school. My parents live with me.

**Answer True or False.**

1. Nassim has a job in a hospital.
2. The job is a good one.
3. Nassim lives in a small apartment.
4. She lives near her job.
5. Nassim’s parents live with her.

Answers

Part 1
2. True
3. False
4. True
5. True
Suggested point total: 5 points each (20 points for this section).

Part 2
2. Court
3. Mabel
4. 1036 Cypress Avenue
5. Redding
6. California
Suggested point total: 5 points each (25 points for this section).

Part 3
2. Is Dave a teacher? Yes, he is.
3. Is Dave a doctor? No, he isn’t.
4. Is Ross 9 years old? No, he isn’t.
5. Is Ross a daughter? No, he isn’t.
6. Are they a happy family? Yes, they are.
Suggested point total: 5 points each (25 points for this section).

Part 4
2. full-time
3. near
4. on
5. Street
6. husband
7. school
8. son
9. park
10. Call
11. Tell
Suggested point total: 3 points each (30 points for this section).

UNIT 2

Unit Master 25: Sounds of a and Present-Tense Endings

Words with the a sound in date
bakes
cake
late
makes
name
paper
rainy
raises
state
takes
trades

Words with the a sound in at
activity
ad
address
answer
ask
calendar
class
glad
plans

Present tense verb final s = s
bakes
makes
takes

Present tense verb final s = z
plans
raises
trades

Unit Master 26: Crossword Puzzle

Across Down
1. calendar 1. party
2. guest 2. invitation
3. glad 3. favor
4. meeting 4. send
5. celebrate 5. great

Unit Master 27: Questions and Answers

1. Pavel trades days with Jake.
2. Does Pavel trade days with Jake?
3. No, he doesn’t.
4. Boris trades days with Jake.

1. Yelena needs to plan a party for Boris.
2. Does Yelena need to plan a party for Boris?
3. No, she doesn’t.
4. She needs to plan a party for Pavel.

1. Rosa and Yelena buy school supplies.
2. Do Rosa and Yelena buy school supplies?
3. No, they don’t.
4. They buy party supplies.

1. Jake makes the cake.
2. Does Jake make the cake?
3. No, he doesn’t.
4. Boris makes the cake.

1. The birthday party is in the house.
2. Is the birthday party in the house?
3. No, it isn’t.
4. It’s in the yard.

1. It rains at the party.
2. Does it rain at the party?
3. Yes, it does.
4. It rains at the party.
Unit Master 30:
Unit 2 Checkup/Review

Listening Script

Listen to Boris talk to Yelena about the birthday party.

Boris: Yelena, does the party start at one o’clock?

Yelena: Yes, Boris, and it ends at three.

Boris: OK. I need to get the cake at the bakery.

Circle the answers to the questions.

1. The party starts at 3:00.
2. Boris needs to make a cake.
3. Yelena needs to go to the bakery.
4. The party ends at 3:00.
5. Boris needs to go to the bakery.

Answers

Part 1

2. False
3. False
4. True
5. True

Suggested point total: 5 points each (20 points for this section).

Part 2

2. Ms. Phat
3. Monday
4. Thursday
5. 11:00
6. Ms. Phat

Suggested point total: 5 points each (25 points for this section).

Part 3

2. c
3. c
4. d
5. a
6. c

Suggested point total: 5 points each (25 points for this section).

Part 4

2. ends
3. birthday
4. party
5. trade

Does he need medicine?
Do you have your information?

Arrow Down

Why is he at the doctor’s?
How do I take this medicine?
How are your children?
Where’s the aspirin?
Who’s the doctor?
When do you see the doctor?
When’s the appointment?
Why do they need more aspirin?
What’s your temperature?

Unit Master 31:
Making Sentences

Part 1

1. Mary tells Jim to go home.
2. Jim has a meeting with Mr. and Mrs. Mankin.
3. Mary asks Jim to write a note.
4. Jim writes a note to Mrs. Ramirez.
5. Susan takes an aspirin for a headache.
6. Bill gives a tissue to Susan.

Part 2

1. Mary tells him to go home.
2. Jim has a meeting with them.
3. Mary asks him to write a note.
4. Jim writes a note to her.
5. Susan takes it for a headache.
6. Bill gives a tissue to her.

Unit Master 32:
At the Doctor’s Office

A: Hi. How are you today?
B: Not very well. I feel sick.
A: What are your symptoms?
B: I have a sore throat and a bad cough.
A: You have a fever. Do you have a headache?
B: Yes, I do.
A: Take this medicine. Stay home and rest.
B: OK, doctor. Thank you.

Answers

Part 1

2. False
3. True
4. False
5. True

Suggested point total: 5 points each (20 points for this section).

Part 2

2. Josh Gibson
3. Friday
4. October 5
5. 3:30 P.M.
6. stomachache

Unit Master 34: Intonation

Arrow Up

Is your appointment at 3:00?
Do you need a tissue?
Are your children sick?
We need to return these clothes. He speaks English at work. She sends checks to her mother.

**“be” words  “end” words**

need cheap return these need
rent expensive sends checks

**Unit Master 45:**

Unit 4 Checkup/Review

**Listening Script**

Ramon likes his job at the restaurant.
Mr. Martin asks him to work more hours this week.
Ramon wants to work more hours. It is good for his budget.

**Circle the answers to the questions.**

1. Ramon doesn’t like his work at the restaurant.
2. Ramon wants a different job.
3. Ramon wants to work more hours.
4. Mr. Martin wants to work more hours.
5. Ramon wants to make more money.

**Answers**

**Part 1**

2. False
3. True
4. False
5. True

Suggested point total: 5 points each (20 points for this section).

**Part 2**

2. f
3. e
4. a
5. d
6. b

Suggested point total: 5 points each (25 points for this section).

**Part 3**

2. Who
3. When
4. him
5. doesn’t have
6. has

Suggested point total: 5 points each (25 points for this section).

**Part 4**

3. headache
4. aspirin
5. cough
6. cough syrup
7. Syrup
8. Directions
9. Dose
10. teaspoonfuls
11. Warning
12. colds

Suggested point total: 3 points each (30 points for this section).

**Unit Master 46: Word Search**

**Unit Master 47: Questions**

Answers will vary. All questions should start with *Is* or *Are.*

**Unit Master 48: Statements**

Answers will vary. All statements should start with *There.*
**Unit Master 49: Food Pyramid**

Bread, Cereal, Rice & Pasta  6–11 Servings
Fruit  2–4 Servings
Meat, Poultry, Fish, Dry Beans, Eggs, Nuts  2–3 Servings
Vegetable  3–5 Servings
Milk, Yogurt, Cheese  2–3 Servings
Fats, Oils, & Sweets Not much

**Unit Master 50: Questions/Answers with or**

She buys food at Sam’s Market or Save-a-lot.
They have pizza or fast food every Friday.
Do you like hamburgers or hot dogs?
He likes bananas or apples for snacks.
Do you want rice or potatoes with dinner?

**Unit Master 52: Unit 5 Checkup/Review**

**Listening Script**

*Listen to Miyako talk about eating out.*

My friends at school like to eat out for lunch.
There are cheap places to eat near the school.
But there are not many healthy choices.

*Circle the answers to the questions.*

1. Miyako’s friends like to eat out at work.
2. Her friends like to eat out for breakfast.
3. Are there cheap places to eat?
4. Are there places to eat near the school?
5. Are there many places with healthy food?

**Answers**

**Part 1**

1. No
2. Yes
3. Yes
4. No
5. Not much

Suggested point total: 5 points each (20 points for this section).

**Part 2**

1. butter
2. apples (or corn)
3. corn (or apples)
4. chicken (or steak)
5. steak (or chicken)

Suggested point total: 5 points each (25 points for this section).

**Part 3**

1. Is there
2. Is
3. or
4. is
5. There are

Suggested point total: 5 points each (25 points for this section).

**Part 4**

1. cook
2. eat out
3. newspaper
4. popular
5. or
6. choices
7. burger
8. salad
9. healthy
10. to go

Suggested point total: 3 points each (30 points for this section).

**Unit Master 53: Dictation**

**Listening Script/Answers**

1. Yesterday was Wednesday.
2. Last night the weather was rainy.
3. Sara was shocked when she got home.
4. Her doors were not locked.
5. Her windows were open.
6. Her lights were not on.
7. The computer was gone!
8. Her TV and VCR were not there!
9. There was a burglary at her apartment.

**Unit Master 54: A Day at School**

**Unit Master 58: Unit 6 Checkup/Review**

**Listening Script**

*Listen to Sara and Mrs. Caruso talk about the burglar.*

Mrs Caruso: Oh, Sara, what did the burglar steal last night?
Sara: Hello, Mrs. Caruso. He took my computer and TV, but no money.
Mrs. Caruso: I’m glad the police found everything.

*Circle the answers to the questions.*

1. What happened last night? a burglary, Sara
2. Who is Sara talking to? Mrs. Caruso, a burglar
3. Who took Sara’s things? a burglar, a policeman
4. What was missing in Sara’s apartment? a TV, money
5. Who found Sara’s things? Mrs. Caruso, the police

**Answers**

**Part 1**

1. Mrs. Caruso
2. a burglar
3. a TV
4. the police

Suggested point total: 5 points each (20 points for this section).
**Part 1**
2. True
3. False
4. False
5. True

Suggested point total: 5 points each (20 points for this section).

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**Part 2**
2. Mr. Donner
3. Ms. Thomas (the science teacher)
4. P.E., Science, and US History
5. Math and English
6. English

Suggested point total: 5 points each (25 points for this section).

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**Part 3**
2. and
3. His
4. Our
5. her
6. going to

Suggested point total: 5 points each (25 points for this section).

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**Part 4**
2. works
3. practices
4. busy
5. checks
6. succeed
7. homework
8. sports
9. soccer/basketball
10. basketball/soccer
11. tired

Suggested point total: 3 points each (30 points for this section).

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**Unit 7**

**Unit Master 59:**
Possessive Adjectives

I like my class.
He eats his lunch at 11:30.
She does her homework every night.
We have our computer class on Wednesday.
Do you have your English book?
They have their history class at 4:00.

**Unit Master 60:**
Solving Problems

Jordan and Mr. Kenyon can meet Wednesday or Friday at 12 noon.

**Unit Master 61:**
Using and to Join Sentences

Diane plays basketball, and Kathryn plays soccer.
John has math on Monday, and he has English on Tuesday.
Ms. Brown teaches English in the morning, and she teaches Spanish in the afternoon.
Mr. Lee works late on Wednesday, and Mrs. Lee works late on Monday.

**Unit Master 62:**
The Sounds of o

Long o: piano, home, no, phone, code, go
Short o: soccer, shop, job, geometry

**Unit Master 63:**
Make a Crossword Puzzle

Words are:
- homework
- principal
- counselor
- busy
- tired
- basketball
- piano
- sports
- succeed

**Unit Master 65:**
Unit 7 Checkup/Review

**Listening Script**

Listen to Thuy and Karen talk about Minh.

Thuy: Karen, I have a new job. Now I can take care of the children in the morning.
Karen: That’s great, Thuy. Is Minh still playing basketball and soccer?
Thuy: Yes, but she quit her job. Now she has more time to study.