Reproducible Masters
FOR BOOK 2

Graphic Organizers
Assessment Masters
Supplemental Activities and Unit Tests

New Readers Press
No Problem!

Reproducible Masters

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New Readers Press
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Answers and Listening Scripts
Directions for Using the Masters

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 learner has “apple” in column one, he or she turns that card over). The first learner with a row or column completed 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.

Masters 5–6: Idea Map, Venn Diagram
Use these masters for Gather Your Thoughts in the unit openers or other activities that require brainstorming. Fill in the headings before making copies.

Generic Assessment Masters

Masters 8–9: General Rubrics for Oral and Written Communication
By using a rubric, you can track the progress of learners as they engage in discussions, dialogues, and presentations.

Masters 10–11: Self-Assessment (Speaking, Listening, Writing, Reading)
These masters are to be used at the beginning of the course and at the end of Units 3, 6, and 9 to track learner progress. The completed masters may be kept in learner portfolios.

Master 12: Peer Assessment Form for Projects and Tasks
Learners can use this master to provide feedback to other learners in a small-group setting before presentations are made to the class.

Unit-Specific Masters

Bingo Games (Unit Masters 14, 20, 29, 42, 53, 67)
Distribute copies of the bingo game. (Note: With Master 42, distribute a copy of the blank bingo chart—Master 1—as well.) Read and explain the directions to learners. Explain that to win, learners may complete a horizontal (→), vertical (↓), or diagonal (↖, ↷) line of squares. Discuss the example if one is given. Briefly review questions on the card to check comprehension. You may put your own card on an overhead transparency and play along.

Extension: As an extension of the game on Master 14, have learners play “Who can do what?” One learner asks, “Who can _____?” Another answers, “Marta can _____.”

Unit Checkup/Reviews (Unit Masters 18, 25, 32, 38, 44, 51, 58, 64, 71)
These two-page assessments provide a concise review of the main grammar, listening, vocabulary, and life-skill objectives for each unit. They 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 retake just those parts.

Project Assessment Forms (Unit Masters 31, 50, 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 the unit projects for Units 3, 6, and 9.

Tic-Tac-Toe Games (Unit Masters 41, 45, 55)
Draw a tic-tac-toe grid on the board or on an overhead transparency. Let learners decide if they want to play in pairs, groups of four, or two class teams. Suggest that learners begin by selecting a sound. They will write words with that sound in boxes of the tic-tac-toe grid, trying to get three in a row horizontally (→), vertically (↓), or diagonally (↖, ↷).

Dictations (Unit Masters 36, 61, 66)
Have learners work in pairs. Cut apart the page. Give each partner a different section. Read the directions. Pronounce each word, and ask learners to repeat. Circulate among partners to listen to the practice. Model correct pronunciation as needed.
Then give the partner who dictated the words the lined section and the partner who wrote the words the list of words. Ask them to help check each other’s spelling.

**Master 13: KWL**
Have learners work in small groups to complete the KWL chart. Refer them to “Setting Goals” on page 11 of the student book. Discuss the example.

**Master 15: Good and Bad Job Interviews**
Have learners work in small groups. Explain the rules. Ask for volunteers to demonstrate how the game is played.

*Extension:* Have learners create other flash cards with vocabulary they already know and role-play their own words.

**Master 16: Making Decisions**
Copy each story on a different color paper. Ask learners to work in pairs. Give each partner a different story.

**Master 19: An Interview**
Have learners work in pairs. Give oral directions. Do a Language Experience Activity. Have learners dictate sentences generated by the interviews. Write the sentences on the board or on an overhead transparency. Point out relevant grammar structures.

*Note:* Questions with *do* will not be reviewed until Unit 3. Learners are not required to produce these questions here, only to read them.

**Master 22: Pie Chart**
Have learners work in pairs to complete the chart. Explain that a whole pie chart (circle graph) represents 100%. Demonstrate how a pie chart is used to show percentages or parts of a whole.

*Extension:* For more work with pie charts, draw a blank pie chart on the board or an overhead transparency. Ask learners where they are from and list just the countries represented. Tally the number of learners from each country. Complete the pie chart using the class data.

**Master 23: Share a Recipe**
Make a copy of one of your favorite recipes for each learner, or make an overhead transparency and have learners copy. Go over the format: ingredients and directions. Read through your recipe with learners. If possible, bring the prepared food for a fun sharing activity. Encourage learners to bring their recipes and, if possible, the previously prepared dish itself for the international party.

**Master 24: Plan an International Party**
Give a copy to each learner to use in completing the Unit 2 Project.

**Master 26: Acting Out Feelings**
Review the meanings of feeling words. Explain *angry* if learners do not know the meaning. Have learners work in small groups and role-play feelings in a charades-type game. Using the master, prepare a set of flash cards for each group.

Learner A draws a card and acts out the feeling named on it with facial and body language. Members of the group guess the feeling. The person who guesses must ask, “Do you feel ___?” Learner A answers, “Yes, I do.” OR “No, I don’t.”

**Master 27: Compare and Contrast Daily Activities**
Draw a Venn diagram on the board or on an overhead transparency. Ask for volunteers to give you some examples of their daily activities and write the activities on the chart. Provide a copy of the handout for every learner. Then divide learners into pairs. Partners work together to fill in notes on the Venn diagram. Each partner writes his or her own paragraph.

**Master 30: A Presentation about Your Life**
Give a copy to each learner to use in completing the Unit 3 Project. Refer learners to the lessons for points 1–3:

1. *Everything I Do in a Week:* Lesson 2, Activities C and D and Task 2
2. *My Job or Family Responsibilities:* Lesson 1, Activity A and Task 1
3. *What I Like to Do and Why It Is Important to Me:* Lesson 3, Activities A and B and Task 3

*Option:* Instead of doing all the points as part of the unit project, do points 1–3 separately as follows:

1. at the end of Lesson 2, page 41
2. at the end of Lesson 1, page 38
3. at the end of Lesson 3, page 44

Encourage learners to create a collage of labeled photos or illustrations about each point in the project.

**Master 33: She’ll Be Comin’ ‘Round the Mountain**
Divide the class into four groups. Have each group memorize and be ready to sing one of the four stanzas. Each group creates an illustration for its stanza (e.g., Group 1—a mountain, Group 2—white horses, etc.)
Master 35: Complete a Check
Distribute the master. Learners work individually. Make sure they understand that they are to use their own information or, if they wish, fictitious information.

Master 40: Order from a Catalog
Learners first talk about what they would like to order from the catalog. Circulate as they talk and model using compound sentences.

Learners complete the order form and then write several compound sentences, following the patterns taught in the student book on page 67.

Master 43: Find a Bargain
Learners use this handout while working on the Unit 5 Project on page 69. Provide learners with newspaper ads and catalogs. Have learners work in groups. Each member of a group fills in one circle.

Master 46: Say It Two Ways
Model saying the sentences, first with clear pronunciation, pronouncing every word; then speaking less formally, using reductions. Have learners work in pairs. Give directions orally.

Extension: If possible, record each learner reading both versions of the sentences.

Master 47: What We Are Doing and What We Were Doing
Have learners work in groups of four. Give an example about yourself (e.g., “I am reading a good book.”). Then explain that the learner to your right would say, “The teacher was reading a good book.”

Master 48: What Could You Do?
Have learners review Grammar Talk: Modals in Lesson 1, page 73. You may also wish to refer back to the information on page 76 about US laws against discrimination. Have learners discuss briefly in groups what happens in the picture story before completing the handout individually.

Master 49: Make a Complaint
Learners will use this handout to do the Unit 6 Project on page 81. Introduce the unit project as an example of how a complaint would be filed—or how you ask for help from the EEOC when you think there has been discrimination. Discuss each of the sections on the form to make sure learners understand.

Extension: Encourage a discussion by asking learners whether they would actually file a complaint if they felt they were being discriminated against. Ask for reasons.

Master 52: Complete a Paycheck and Stub
Have learners work individually. Refer them to Puri’s paycheck and stub on page 83. If they work, encourage them to use information from their own paycheck stubs. If they do not, tell them to make up realistic amounts or write amounts on the board for them to use.

Master 54: Pie Chart
Have learners work in pairs. Draw a pie chart on the board or on an overhead transparency. Write an example, showing the calculations. Make sure learners understand proper use of mathematical vocabulary (e.g., division, calculation, multiplication, percentage, convert).

Master 57: Calculate Taxes
Give a copy to each learner to use in completing the Unit 7 Project on page 93. Have learners work in pairs or in small groups. Encourage groups to select a team leader who is comfortable filling out tax forms to assist others. Review each section of the form. Explain that fine print can be difficult to read.

Copy the 1040EZ form on an overhead transparency or on the board if no overhead is available. Give a specific example on how to locate information on a W-2 form and enter it in the appropriate box. Review mathematical terms (e.g., add and subtract).

If you choose to use one of your own W-2 forms as an example, white out any personal information you do not want to share. Blank W-2 forms are available on the IRS web site. You can fill in sample information for learners to use in completing the 1040EZ.

Master 59: What Are My Strengths?
Have learners work in pairs. Review the skills with learners and explain any that they don’t understand. Circulate and listen to pairs discuss their skills so you can help if necessary.

Extension: Learners can also write sentences telling how, why, and with whom they use these skills.

Master 60: Create a Bar Graph
Note: Be prepared to introduce the topic of divorce rates with sensitivity. Try to anticipate how learners may respond to this topic, and be prepared to provide well-balanced, fair, and objective feedback.
Collect information on birth and death rates and unemployment rates in countries represented in your classroom. Try searching for this data on the Internet. Provide groups with data that they can convert to a bar graph. Put learners from different countries in each group so they can compare data.

**Master 62: What Will You Do?**
Have learners work in pairs. Review directions and the example.

**Master 63: Describe Yourself**
Give a copy to each learner to use in completing the Unit 8 Project on page 105.

**Master 65: What Are They Celebrating?**
Have learners work in pairs. Ask them to identify the celebration in each picture. Discuss the details in the pictures. Elicit examples of sentences with pronouns.

**Master 68: How Do You Celebrate?**
Have learners work in pairs. Ask them to identify the celebration in each picture. Elicit examples of sentences with verbs in the past tense.

**Master 69: Present a Success Story**
Give a copy to each learner to use in completing the Unit 9 Project on page 117. Explain how organizing the information on the cards can help learners prepare their presentations.
Master 1
Name: ___________________ Date: __________ Class: __________

Customizable Graphic Organizer
Bingo Chart

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To the Teacher: See directions on p. 6.
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 2
To the Teacher: See directions on p. 6.

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Master 4

Customizable Graphic Organizer

4-Column Chart

Date:  

Class:  

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Customizable Graphic Organizer

To the Teacher: See directions on p. 6.
# 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>
<th>4</th>
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</thead>
<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><strong>Appropriateness</strong></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: ________________
## Generic Assessment Master
### Written Communication Rubric

How are learners progressing? Use this set of rubrics to track progress as learners engage in various forms of writing to complete tasks and projects.

<table>
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<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Content</strong></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><strong>Organization</strong></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><strong>Mechanics</strong></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><strong>Language Use</strong></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>
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<td>ask questions</td>
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<td>talk about my skills</td>
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<td>talk about my health</td>
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<td>politely disagree with someone</td>
<td></td>
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<tr>
<td>invite people to an activity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>describe clothing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe people</td>
<td></td>
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</tr>
<tr>
<td>buy things at a store</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>other:</td>
<td></td>
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<tr>
<td>other:</td>
<td></td>
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<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>
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<tr>
<td>news on the radio</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news on TV</td>
<td></td>
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<td></td>
<td></td>
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<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>
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<td></td>
<td></td>
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<tr>
<td>other:</td>
<td></td>
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</tbody>
</table>

To the Teacher: See directions on p. 6.
# Generic Assessment Master
## Writing and Reading Self-Check

### 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>
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<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>
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<td></td>
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<tr>
<td>other:</td>
<td></td>
<td></td>
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<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.
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.
Unit 1: Time for a Change  
Study Skill: KWL

Work in a small group. Talk about change in your lives. Look at the goals on page 11. Complete the information in the Know and Want to Know columns.

After you do the unit project, meet with your group again. Write the things that you learned in the Learned column.

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can list my skills.</td>
<td>I want to know about job applications.</td>
<td>I learned to complete a job application.</td>
</tr>
</tbody>
</table>
Walk around. Ask a learner one of the questions on your card (e.g., Can you fix things?). If the learner answers Yes, using a complete sentence (e.g., Yes, I can fix things.), that learner writes his or her initials on your card in the correct box. Each learner writes in only one box.

<table>
<thead>
<tr>
<th>Can you . . .</th>
<th>fix things?</th>
<th>be organized in a job?</th>
<th>organize books in a library?</th>
<th>be confident and polite in an interview?</th>
<th>complete a job application?</th>
</tr>
</thead>
<tbody>
<tr>
<td>work in a hospital?</td>
<td>be organized in a job?</td>
<td>organize books in a library?</td>
<td>be confident and polite in an interview?</td>
<td>complete a job application?</td>
<td></td>
</tr>
<tr>
<td>ask for ideas from friends?</td>
<td>ask your children to help you?</td>
<td>have good eye contact with an interviewer?</td>
<td>talk to an interviewer?</td>
<td>talk to a friend about your career?</td>
<td></td>
</tr>
<tr>
<td>sing?</td>
<td>list your skills?</td>
<td>ask your teacher to help you?</td>
<td>tell your experiences?</td>
<td>work in a bank?</td>
<td></td>
</tr>
<tr>
<td>ask your boss for a new job?</td>
<td>learn quickly?</td>
<td>tell your problems to your family?</td>
<td>plan your career?</td>
<td>help your family with good advice?</td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 6.
Unit 1: Time for a Change
Game: Good and Bad Job Interviews

Work in a small group. Cut out cards and place facedown. One learner takes a card and looks at the behavior. The learner acts out either the good behavior on the card or a bad behavior (the opposite of what’s on the card).

Other people guess what the behavior is. If the behavior is good, someone says, “You have to ______ on a job interview.” If the behavior is bad, someone says, “Never ______ on a job interview.” The first person to guess correctly takes another card.

- Shake hands firmly.
- Be on time.
- Make good eye contact.
- Never smoke or chew gum.
- Thank the interviewer.
- Act interested in the job.
- Be confident.
- Be polite.
- Wear neat clothes.
- Send a thank-you note.
Unit 1: Time for a Change
Thinking Skill: Making Decisions

Work with a partner. You have one story. Your partner has the other story. Read your story to your partner. Talk about answers to the questions with your partner. Then your partner reads the other story. Talk about answers to the questions with your partner.

Story 1
Mary Parks is a car salesperson.
She works very hard.
She has many sales every month.
After one year, she talks to her supervisor.
She says that she wants to be a supervisor too.

1. Can you tell Mary things to do?
2. How can she prepare for her interview with her boss?

Story 2
Abdul Hajib has a technical degree from India.
He has no job experience.
He is in an English 3 class.
He is excited about a career in the United States.

1. What can you say to Abdul?
2. Can he get an entry-level job first?
3. What else can he do?
## Unit 1: Time for a Change
Unit 1 Project: Complete an Application Form

### APPLICATION FOR EMPLOYMENT

**ELECTRO-NOW**

*Equal Opportunity Employer*

### PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Date:</th>
<th>Social Security Number:</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>Address:</td>
<td>Street</td>
<td>City</td>
</tr>
</tbody>
</table>

- Can you lawfully work in the US? □ Yes □ No
- How do you know about our company? □ Walk-in □ Newspaper □ School □ Friend □ Agency □ Other _____________________

### Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Name and Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical School: Business, Trade, Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WORK EXPERIENCE

List your last job first.

- May we contact your current employer? □ Yes □ No

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer/Address</th>
<th>Supervisor’s Name/Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Applicant’s signature</td>
<td></td>
</tr>
</tbody>
</table>

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Part 1: Listening  Listen to Nicholas and his wife talk about his job offer. Then listen to the sentences. Circle the correct answers.

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

Part 2: Learning for Life  Find the correct answer for each question. Write the answer.

I need my training and my job history.  I can be a cashier.
I need to learn more about technical work.  I can think about my experience.
He can tell me about the programs.  I am very organized.

1. You can work well with numbers. What kind of work can you do?  
   I can be a cashier.

2. You go to see a technical school counselor. How can he help you?  

3. What information do you need to complete a job application?  

4. What is one of your skills?  

5. What training do you need?  

6. You have a job interview at a restaurant. How can you prepare?  

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

My friend Rashid ___________ speak two languages. He ___________ bilingual. He works as a taxi driver. I think he ___________ get a better job. He ___________ very ambitious and hard working. Maybe he ___________ attend a training class to become an interpreter or a translator. I ___________ confident that he will reach his goals.

Part 4: Vocabulary  Choose the correct word and write it on the line.

1. To get a job you need to complete a(n) ___________.
2. It is important to have ___________.
3. You need to have eye contact with the ___________.
4. One thing to put on your application is your ___________.
5. A(n) ___________ person wants to be successful.
6. Your ___________ can give you a reference.
7. Wear ___________ clothes for a job interview.
8. A training ___________ can help you learn a new job.
9. When someone offers you a job, you want to know about the ___________.
10. You also need to learn about the ___________.
11. A(n) ___________ is only the first step.

To the Teacher: See directions on p. 6.

English—No Problem!  Level 2
Unit 2: New Beginnings
Grammar: An Interview

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

1. What is your name?

2. Where are you from?

3. When did you come to the US?

4. Did you come alone?

5. How did you feel?

6. What did you do in your home country?

7. How is life in the US different from your home country?

Now write about your partner. Use your partner’s answers to write complete sentences.

My partner’s name is

To the Teacher: See directions on p. 7.
Walk around. Ask a learner one of the questions on your card (e.g., Did you cook last night?). If the learner answers Yes, using a complete sentence (e.g., Yes, I cooked dinner for my family.), that learner writes his or her initials on your card in the correct box. Each learner writes in only one box.

| Did you . . .                  |              |              |              |              |              |
|--------------------------------|--------------|--------------|--------------|--------------|
| cook last night?               | talk on the phone today? | leave a message on someone’s voice mail? | order a pizza? | stay late at school? |
| clean your house today?        | talk with your friends? | play American music? | go to the movies? | sleep late this morning? |
| teach someone a skill?         | learn something today? |              | ever make a cake? | ever volunteer to help someone? |
| ever build something?          | ever serve meals in your house? | ever sell tickets? | bring your notebook to class today? | read a book this week? |
| sing with a group?             | attend a ceremony? | take something to a party? | teach other students? | ever sell anything? |

*To the Teacher: See directions on p. 6.*
Unit 2: New Beginnings
Phonics: Sounds of o

Work with a partner or in a small group. Say each word. Write the words. Take turns saying a sentence with each word. Then write the sentences.

1. phone
2. road
3. coach
4. throw
5. coffee
6. pot
7. clock
8. stove
9. nose
10. toast
11. blow
12. shop

I use the phone to call home.
Unit 2: New Beginnings
Thinking Skill: Pie Chart

Work with a partner. Read the information. Complete the chart. Answer the questions. Write complete sentences.

According to the US Census for the year 2000, people of many races live in the US.

- White, Non-Hispanic 69.1%
- Hispanic or Latino 12.5%
- Black or African American 12.3%
- Asian 3.6%
- American Indian and Alaskan Native 0.9%
- Others 1.6%

1. What is the largest group in the US? ________________________________
2. Are there more Hispanics or African Americans in the US? _____________
3. What is the smallest group in the US? ________________________________
4. Can you write the names of other groups in the US? ________________

To the Teacher: See directions on p. 7.
Master 23

Use after Lesson 3, page 32, and with the Unit 2 Project, page 33.

Name: __________________________ Date: ___________ Class: ___________

Unit 2: New Beginnings
Life Skill: Share a Recipe

Write a favorite recipe from your home country in English. Try to use simple words that everyone can understand. Share the recipe with other learners.

Recipe for __________________________

Ingredients

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Directions

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To the Teacher: See directions on p. 7.
**Unit 2: New Beginnings**

Unit 2 Project: Plan an International Party

Work in a small group. Decide on a date and time for your international party. Then make a time line for what needs to be done.

**Party Plan**

**Date and Time:**

<table>
<thead>
<tr>
<th>What needs to be done?</th>
<th>Who will do it?</th>
<th>When does it need to be done?</th>
<th>Is it done?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Part 1: Listening   Listen to the phone message. Write the information.

Date and Time: **Monday, 7:35 p.m.**

Caller: 

Message:  

Call back?  Yes  No

Phone number: 

Part 2: Learning for Life   Match the parts of each sentence. Write the correct letter on the line.

1. When Ritza got divorced  
   a. taking phone messages in English.
2. Fotini felt  
   b. about life in Greece.
3. Fotini learned new skills, like  
   c. excited but a little scared.
4. She taught her granddaughters  
   d. enjoyed Fotini’s stories about Greece.
5. Fotini made new friends  
   e. she asked her mother, Fotini, to move from Greece to the US.
6. Raisa and Luisa  
   f. because she helped in the community.

To the Teacher: See directions on p. 6.
Part 3: Grammar  Use the simple past tense of the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>ask</th>
<th>go</th>
<th>sit</th>
<th>✔ take</th>
<th>talk</th>
<th>teach</th>
</tr>
</thead>
</table>

1. I __________ took classes when I came to the US. I also __________
2. Spanish at the university. One night I __________ to a dance with some
3. friends. A young man __________ me to dance. We __________ at
4. a table and __________ about life for hours!

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

<table>
<thead>
<tr>
<th>adjust</th>
<th>crafts</th>
<th>help</th>
<th>immigrants</th>
<th>political</th>
<th>✔ volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>community</td>
<td>culture</td>
<td>homeless</td>
<td>move</td>
<td>tickets</td>
<td></td>
</tr>
</tbody>
</table>

Volunteering

Many people __________ volunteer to help in their neighborhoods. It’s good to help in your __________. You can serve meals in a __________ shelter. You can sell __________ to a church festival. You can teach __________ in the community park. It feels good to __________ other people.

Immigration

Many __________ have come to the US for a better life. Some people came to the US for personal, economic, or __________ reasons. Immigrants brought their skills, their ideas, and their __________. Sometimes it is hard for people to __________ to change. There are many changes for immigrants who __________ to the US.

To the Teacher: See directions on p. 6.
Unit 3: Balancing Your Life
Grammar: Acting Out Feelings

Work in a group. Partner A takes a card and acts out the feeling. Other students guess the feeling. They can say, “Do you feel _____?” Partner A answers: “Yes, I do,” or “No, I don’t.” The first person to guess the correct feeling takes the next card.

To the Teacher: See directions on p. 7.
Unit 3: Balancing Your Life
Thinking Skill: Compare and Contrast Daily Activities

Talk to a partner about your day and your partner’s day. Write all the things that only you do in the left circle. Write the things that only your partner does in the right circle. Write the things that you both do in the middle section.

Now write about your daily activities and your partner’s daily activities. Read your sentences to your partner.

Both ___________________ and I have a busy day. We both ___________________
and ___________________. ___________________ also ___________________ and
_______________________.

I ____________________ and
_______________________.
_______________________
_______________________
_______________________

To the Teacher: See directions on p. 7.
Unit 3: Balancing Your Life
Game: Find Your Match

Your teacher will give you a question or an answer. Walk around and find a match. A question can come before or after a statement. Sometimes there is more than one possible match.

Practice saying the question and answer. Add sentences to the conversation.

I have a sore throat and a headache. Do you want some aspirin?
I listen to music. Do you play the piano too?
I have to do housework. Can you ask your children to help?
Yes, and then I come home and work more. Do you work at your job more than eight hours a day?
I want to change my schedule. Can you write a note to your boss?
No, I like to read books. Do you like to watch TV?
I feel sad and stressed. How do you feel?
I like to watch sports. What do you do to relax?
Unit 3: Balancing Your Life  
Grammar: Bingo Game

Walk around. Ask a learner one of the questions on your card (e.g., Do you work in a laundry room?). If the learner answers Yes, using a complete sentence (e.g., Yes, I do.), that learner writes his or her initials on your card in the correct box. If the learner answers No, ask another learner. Each learner writes in only one box.

<table>
<thead>
<tr>
<th>Do you . . .</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>work in a laundry room?</td>
<td>play tennis?</td>
<td>have children?</td>
<td>paint?</td>
<td>drive to school?</td>
<td></td>
</tr>
<tr>
<td>cook?</td>
<td>play soccer?</td>
<td>wash your car?</td>
<td>take medicine?</td>
<td>play the piano?</td>
<td></td>
</tr>
<tr>
<td>use a computer?</td>
<td>have a headache?</td>
<td>FREE SPACE</td>
<td>work in the garden?</td>
<td>talk to friends in English?</td>
<td></td>
</tr>
<tr>
<td>speak two languages?</td>
<td>wash clothes?</td>
<td>go to baseball games?</td>
<td>fish?</td>
<td>know someone who sleeps 10 hours a night?</td>
<td></td>
</tr>
<tr>
<td>have a teenager in your house?</td>
<td>watch football on TV?</td>
<td>like to clean your house?</td>
<td>have an easy job?</td>
<td>eat three meals a day?</td>
<td></td>
</tr>
</tbody>
</table>
Unit 3: Balancing Your Life

Unit 3 Project: A Presentation about Your Life

Get ready for your presentation by writing on cards.

1. Everything I Do in a Week

2. My Job or Family Responsibilities

3. What I like to Do and Why It Is Important to Me

4. How I Feel at Different Times of the Week

5. What I Will Do to Balance My Life: My Goal and My Plan

To the Teacher: See directions on p. 7.
Unit 3: Balancing Your Life
Project Assessment Form

Criteria

Part 1. Taking Notes

<table>
<thead>
<tr>
<th>Performance</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What you do in a week</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Your job or family responsibilities</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. What you like to do and why</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. How you feel</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Your goal and plan</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Part 2. Presentation

<table>
<thead>
<tr>
<th>Performance</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tells about activities and responsibilities</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Expresses feelings and preferences</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Explains a future goal and plan</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Uses appropriate vocabulary</td>
<td>0</td>
<td>1</td>
<td>2</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 with some incorrect answers, but conveys the meaning.
2 = The information is complete and mostly correct. With little assistance the learner can correct any errors.

To the Teacher: See directions on p. 6.
Unit 3: Balancing Your Life
Unit 3 Checkup/Review

Part 1: Listening  Listens to Silvia and Raul talk. Then listens to the questions. Circle the correct answers.

1. Yes, she does.  No, she doesn’t.  
2. Yes, he can.  No, he can’t.  
3. Yes, she does.  No, she doesn’t.  
4. Yes, she does.  No, she doesn’t.  
5. Yes, he does.  No, he doesn’t.  
6. Yes, she does.  No, she doesn’t.

Part 2: Learning for Life  Read the stories. Answer the questions. Use complete sentences.

A. Raul plays the piano on a ship. He is home only two days a week. What can he do to balance his life?
   1. He can ask to work half time, and he can get another part-time job at home.
   2. 
   3. 

B. If you work two jobs and go to English classes, what can you do to relax? Write three things you can do. Tell when you can do them.
   4. 
   5. 
   6. 

Part 3: Grammar  Write three questions that your doctor can ask you or that you can ask your doctor. Write an answer to each question.

1. Do I have a fever? No, you don’t.
2. 
3. 
4. 

To the Teacher: See directions on p. 6.
Write a compound sentence about two things you do. Write a compound sentence about one thing that you want to do but can’t.

5. I take English classes, and I cook for my family.

6. I want to exercise, but I am always too tired.

7. ____________________________

8. ____________________________

Part 4: Vocabulary  Complete each sentence with a word from the box.

baby-sit ✔ headache pharmacy prescription stressed time off
drives housework pills relax tennis

1. I need an aspirin. I have a ________ headache ________.

2. Silvia cleans and cooks. She does ________________.

3. She has too many responsibilities. She is ________________.

4. Silvia can’t go to work. She needs ________________.

5. She ______________ to the doctor’s office.

6. The doctor tells her she needs to rest and ________________ more.

7. The doctor also gives her a ________________ for medicine.

8. He says, “Take two ________________ every six hours.”

9. She goes to the ________________ to buy the pills.

10. She can ask her friend to ________________ the children once a week.

11. Then Silvia can play ________________.

To the Teacher: See directions on p. 6.

English—No Problem!  Level 2
Unit 4: Making a Plan for Your Money
Song: She’ll Be Comin’ ‘Round the Mountain

She’ll be comin’ ‘round the mountain when she comes.
She’ll be comin’ ‘round the mountain when she comes.
She’ll be comin’ ‘round the mountain, she’ll be comin’ ‘round the mountain,
She’ll be comin’ ‘round the mountain when she comes.

She’ll be drivin’ six white horses when she comes.
She’ll be drivin’ six white horses when she comes.
She’ll be drivin’ six white horses, she’ll be drivin’ six white horses,
She’ll be drivin’ six white horses when she comes.

Oh, we’ll all go out to meet her when she comes.
Oh, we’ll all go out to meet her when she comes.
Oh, we’ll all go out to meet her, we’ll all go out to meet her,
We’ll all go out to meet her when she comes.

We’ll all have chicken and dumplin’s when she comes.
We’ll all have chicken and dumplin’s when she comes.
We’ll all have chicken and dumplin’s, we’ll all have chicken and dumplin’s,
We’ll all have chicken and dumplin’s when she comes.
Unit 4: Making a Plan for Your Money
Grammar: Find Your Match

Your teacher will give you part of a sentence.

Walk around and find a match. Sometimes there is more than one possible match. Practice saying the question and answer. Add sentences to the conversation. Use need to, must, have to, and will.

When I open an account, I must sign the application.
When I deposit a check, I must endorse it.
When I write a check, I have to sign it.
When I shop at that store, I have to pay cash.
When I send money to my family, I have to write a check.
When I make a budget, I must look at expenses and income.
When I want to save more money, I will open a savings account.
When I read my bank statement, I’ll see if I’m saving money.

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Unit 4: Making a Plan for Your Money
Life Skill: Complete a Check

Complete the statements with your information.

I need to pay my ______________ bill. I have to write
a check for $______________ to _________________.

Now write the information in the check. Use today’s date.

Fill out the check register.

<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Payment (-)</th>
<th>Deposit (+)</th>
<th>$ Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1369</td>
<td>8/15</td>
<td>Electricity</td>
<td>84 45</td>
<td>84 45</td>
<td>1,765 91</td>
</tr>
<tr>
<td>1370</td>
<td>8/16</td>
<td>Groceries</td>
<td>98 72</td>
<td>98 72</td>
<td>1,667 19</td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 8.
Unit 4: Making a Plan for Your Money
Pronunciation/Listening: Dictation

Read the words with a partner. Many of the words have the sound of *sh* or *ch*. Each partner takes a turn saying the words and writing the words.

1. church       6. share          11. much
2. child        7. shop           12. balance
3. wash         8. dish           13. subtract
4. change       9. show           14. cash
5. sick         10. scared        15. paycheck

---

To the Teacher: See directions on p. 6.
Unit 4: Making a Plan for Your Money
Unit 4 Project: Make Your Budget

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>Savings Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>Total</td>
<td>3.</td>
</tr>
</tbody>
</table>

Expenses That Stay the Same

<table>
<thead>
<tr>
<th>Rent</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric</td>
<td>Clothing</td>
</tr>
<tr>
<td>Car Insurance</td>
<td>Telephone</td>
</tr>
<tr>
<td>Renters Insurance</td>
<td>Entertainment</td>
</tr>
</tbody>
</table>

Expenses That Change

<table>
<thead>
<tr>
<th>Total A</th>
<th>Total B</th>
</tr>
</thead>
</table>

Total A + Total B = Total Expenses =
Unit 4: Making a Plan for Your Money
Unit 4 Checkup/Review

Part 1: Listening  Listen to Joseph tell his parents about his plans.
Circle True or False.

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

Part 2: Learning for Life  Choose the best ending for each sentence.
Write the letter.

1. To open a bank account you need to  d.
   a. have a photo ID
   b. fill out an application form
   c. deposit a minimum amount
   d. a, b, and c

2. Do not endorse a check before you are ready to cash it because  c.
   a. you need to show an ID
   b. another person can cash it
   c. the bank will not accept it
   d. a, b, and c

3. To make a budget, first you should  a.
   a. add your income and subtract expenses
   b. buy things you want
   c. pay all your bills
   d. go to a bank

4. One way to save money is to  a.
   a. compare prices
   b. have a lot of cash
   c. eat at restaurants
   d. use credit cards

5. One monthly expense that stays the same is  a.
   a. entertainment
   b. food
   c. rent
   d. clothes

6. Sometimes you have expenses that you don’t plan for, like  a.
   a. rent
   b. electricity
   c. insurance
   d. car repair
Master 38b  Use to assess or review Unit 4.
Name: ___________________________ Date: __________ Class: __________

Part 3: Grammar  Answer the questions. Use complete sentences.
Joseph’s sister will come for a visit next week. Joseph wants to have a party. He will use some of his savings. Then he can invite his friends and family.

1. What does Joseph want? ____________________________
   He wants to have a party.

2. Who will come to visit? ____________________________
   ____________________________

3. Who will Joseph ask to come to the party? ____________________________
   ____________________________

4. When will Joseph’s sister come? ____________________________
   ____________________________

5. How will he pay for the party? ____________________________
   ____________________________

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

balance  checking  earn    savings
bills    budget    paycheck

Joseph Delva has to make a ______ budget plan. He wants to ______ an apartment. He will open a ______ account to pay his ______. He needs to learn to ______ his checkbook. He will open a ______ account to save some money. When he gets his ______, he will put it in the bank. Joseph is happy to be ______ money now.

To the Teacher: See directions on p. 6.
Work with a partner. Look at the four pictures of places to shop. Partner A says a sentence about something that you could buy at one of the four places. Use comparative adjectives. Partner B writes the sentence next to the correct piece of art. Then Partner B says a sentence, and Partner A writes.

The jeans at the thrift shop are cheaper and they fit better.
Work with a partner. Look at these items from a catalog page. Decide on three items to order. Talk to your partner about your order. Try to use compound sentences.

**Partner A:** I want to buy a jacket, and I need to order some jeans.
**Partner B:** I don’t have much money. I can buy shoes on sale, or I can buy a sweatshirt for my girlfriend.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item #</th>
<th>Size</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress shirts</td>
<td>6196-3812</td>
<td>S–M–L–XL</td>
<td>$29.50</td>
</tr>
<tr>
<td>Dressy pants</td>
<td>6622-7814</td>
<td>28–30–32–34–36</td>
<td>$44.50</td>
</tr>
<tr>
<td>Sweatshirts</td>
<td>7844-5817</td>
<td>S–M–L–XL</td>
<td>$28.00</td>
</tr>
<tr>
<td>Ladies’ shoes</td>
<td>2174-4814</td>
<td>6–6 1/2–7–7 1/2–8–8 1/2</td>
<td>$36.00</td>
</tr>
<tr>
<td>Men’s sandals</td>
<td>2165-7811</td>
<td>8–8 1/2–9–9 1/2–10–10 1/2</td>
<td>$27.50</td>
</tr>
<tr>
<td>Jackets</td>
<td>3738-9102</td>
<td>S–M–L–XL</td>
<td>$51.00</td>
</tr>
</tbody>
</table>

After deciding, complete the order form.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
<th>Size</th>
<th>Qty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your compound sentences. Use and, too, and or.

To the Teacher: See directions on p. 8.
# Unit 5: Bargain Shopping

**Pronunciation: Tic-Tac-Toe Game**

Read the words with a partner. Take turns. Write one word in a square. The first person who has three words with the same *th* sound or the same beginning *s* sound in a row is the winner. A row can be across →, down ↓ or diagonal ↖ ↙.

<table>
<thead>
<tr>
<th>both</th>
<th>other</th>
<th>size</th>
<th>stop</th>
<th>that</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>leather</td>
<td>sale</td>
<td>socks</td>
<td>store</td>
<td>thing</td>
<td></td>
</tr>
<tr>
<td>mother</td>
<td>see</td>
<td>standard</td>
<td>style</td>
<td></td>
<td>think</td>
</tr>
</tbody>
</table>

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

*English—No Problem! Level 2*
Unit 5: Bargain Shopping

Game: Bingo

Work in a group. Each learner gets a blank bingo card from the teacher. One person reads the words. Learners write each word in any space on their cards. The reader also writes the words on his or her own card. When everyone has filled out their bingo cards, one learner reads the words again in a different order. Learners place a coin or marker on each word when they hear it. The first person with a row or column completely marked wins.

accessories  socks
audio  jacket
electronic  underwear
camcorder  appliance
camera  clothes
fax  furniture
game  flea market
catalog  shoes
mall  boots
wireless  pajamas
sweatshirt  raincoat
gloves  sale
shirt

to the Teacher: See directions on p. 6.
Unit 5: Bargain Shopping
Unit 5 Project: Find a Bargain

- Work with your group.
- Complete the idea map.
- Use it to report to the class.

Write why you chose this product from this source.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To the Teacher: See directions on p. 8.
Part 1: Listening
Listen to the radio advertisement. Choose the best ending for each sentence. Write the correct letter.

1. a. shoe store. b. a restaurant. c. a mall.
2. a. a jacket. b. a car. c. a wireless phone.
3. a. closed Sunday. b. closed weekends. c. open every day.
4. a. many things. b. one thing. c. bad things.
5. a. expensive things. b. better prices. c. high prices.
6. a. this ad. b. the merchandise. c. the mall.

Part 2: Learning for Life
Answer the questions. Use complete sentences.

1. Why do people shop in second-hand stores? ___________
   They shop in second-hand stores because they can find cheaper items.

2. What are the advantages of using coupons? ________________________

3. What is a disadvantage of shopping on the Internet? ________________________

4. What are some things you need to know about shopping in the US? ________________________

5. Where can you go to buy high quality clothes? ________________________

6. What is a good place to find many different types of merchandise? ________________________

To the Teacher: See directions on p. 6.
Part 3: Grammar  Use comparative adjectives to write a sentence with each set of words.

1. sandals, shoes, cheap

   The sandals at this store are cheaper than the shoes at the mall.

2. dress, jeans, casual

3. department store, Internet, easy

4. catalogs, store, fast

5. size 8 dress, size 14 dress, small

Part 4: Vocabulary  Use the word for the picture to write a sentence.

1. Those pants look very good on you.

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

To the Teacher: See directions on p. 6.
Unit 6: Equal Rights
Game: Tic-Tac-Toe

Read the words with a partner. Take turns. Write one word in a square. The person who has three words with the same /a/ sound in a row is the winner. A row can be across ➡️, down ⏯️, or diagonal ↯️.

<table>
<thead>
<tr>
<th>accept</th>
<th>age</th>
<th>attitude</th>
<th>may</th>
<th>race</th>
</tr>
</thead>
<tbody>
<tr>
<td>ads</td>
<td>and</td>
<td>map</td>
<td>pay</td>
<td>wages</td>
</tr>
</tbody>
</table>
Unit 6: Equal Rights
Pronunciation: Say It Two Ways

- Find a partner.
- Partner A reads each sentence or question slowly, pronouncing each word.
- Partner B says the same sentence fast.
- Now Partner B reads each sentence slowly, pronouncing each word.
- Partner A says the same sentence fast.

1. Amara is going to fight back.
2. We were learning about our rights.
3. Would you like something to eat?
4. We are talking about rights and responsibilities.
5. Do you like living in the United States?
6. Could you please help me?
7. I don’t know.
8. We want to speak English.
9. He has to study more.
10. I need to talk to a counselor.

With your partner, write three more sentences to say first slowly and then fast.

__________________________
__________________________
__________________________
Unit 6: Equal Rights
Grammar: What We Are Doing and What We Were Doing

Work in a group of four learners. Sit in a circle. Tell the player to your right one thing that you are doing today (e.g., I am going to the store). That player tells the player to his or her right what you *were* doing and one thing that he/she *is* doing (e.g., You were going to the store. I am writing a letter.). Everyone takes turns telling the player to the right what the player to the left *was* doing and what he or she *is* doing. Each learner writes his or her two sentences in the chart and then passes the chart to the next learner.

<table>
<thead>
<tr>
<th>What We Are Doing</th>
<th>What We Were Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 8.
Unit 6: Equal Rights
Grammar: What Could You Do?

Work in a group. Luis works in a clothing store. Ruby is his supervisor.
Read each sentence and check what Ruby or Luis may, could, or should do. Compare and talk about your choices. Write other things Ruby or Luis may, could, or should do.

_____ 1. Luis could tell Ruby that she is wrong.
_____ 2. Luis should ask for help from the EEOC.
_____ 3. Luis should not speak Spanish.
_____ 4. Luis should get a new job.
_____ 5. Ruby could be nicer to Luis.
_____ 6. Luis may speak any language in any place.
_____ 7. Ruby could learn Spanish too.

To the Teacher: See directions on p. 8.
DISCRIMINATION COMPLAINT FORM

1. Name: ____________________________  Address: ____________________________
   Phone (home): ____________________  (work): ____________________________

2. Basis of the discrimination

   □ race  □ color  □ religion  □ national origin  □ retaliation
   □ age   □ gender  □ disability  □ marital status  □ sexual orientation
   □ other (specify): ______________________________________________________

3. Dates of the discrimination: from ___________ to ___________

4. Names of person(s) who you believe discriminated against you

   Name: ____________________________  Job title: ____________________________
   Name: ____________________________  Job title: ____________________________

5. Because of this discrimination I was

   □ fired  □ not hired  □ not promoted  □ not given benefits  □ paid less
   □ other: __________________________________________________________________

6. Details of complaint ______________________________________________________

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Signature ________________________________  Date ____________________

To the Teacher: See directions on p. 8.
### Unit 6: Equal Rights
Project Assessment Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Content</strong></td>
<td></td>
</tr>
<tr>
<td>a. Form contains important information.</td>
<td>0 1 2</td>
</tr>
<tr>
<td>b. Complaint is convincing.</td>
<td>0 1 2</td>
</tr>
<tr>
<td>c. All parts are completed.</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Part 2. Language</strong></td>
<td></td>
</tr>
<tr>
<td>a. Grammar usage</td>
<td>0 1 2</td>
</tr>
<tr>
<td>b. Punctuation</td>
<td>0 1 2</td>
</tr>
<tr>
<td>c. Spelling</td>
<td>0 1 2</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 with some incorrect answers, but conveys the meaning.
2 = The information is complete and mostly correct. With little assistance the learner can correct any errors.

*To the Teacher: See directions on p. 6.*
Unit 6: Equal Rights
Unit 6 Checkup/Review

Part 1: Listening

Listen to the television news. Then listen to the sentences.
Circle True or False.

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

Part 2: Learning for Life

Match each law or agency to a description.
Write the letter on the line.

b  1. Civil Rights Act of 1991
2. Title VII of the Civil Rights Act of 1964
3. Equal Pay Act of 1963
5. Title I of the Americans with Disabilities Act of 1990

a. forbids employment discrimination against people with disabilities
b. provides for compensation in cases of job discrimination
c. protects people against job discrimination
d. says that men and women who do equal work at the same work site must be paid an equal wage
e. forbids job discrimination based on race, color, religion, gender, or national origin
f. protects people who are 40 years of age or older against job discrimination

To the Teacher: See directions on p. 6.
Master 51b Use to assess or review Unit 6.
Name: __________________________ Date: _______ Class: __________

Part 3: Grammar  Circle the correct word and write it on the line.
1. A person ____________ (should/may) not accept discrimination.

2. Before coming to the US, my husband ______________ (is working/was working) with computers.

3. He ______________ (would/could) get a new job in electronics.

4. He went for a job interview. Now he ______________ (was writing/is writing) a follow-up letter.

5. We ______________ (are learning/were learning) about our rights last week in English class.

6. The EEOC tried, but they ______________ (could/would) not help everyone.

Part 4: Vocabulary  Complete the paragraph about finding a job.
Use the words in the box.

Going for a job interview may be a ______________ challenge. Every applicant for a job should be prepared. Try to be friendly and to have a good ______________ attitude. There are laws in the US that ______________ legal protection for you from job ______________ discrimination. It is not ______________ legal to ask about your age or religion. You may have to provide a ______________ resume that lists your job history. If you have good work ______________ experience, you may be able to get the job you want. The interviewer will ask you what ______________ job qualifications you have for the job. Employers should offer ______________ equal ______________ opportunities to all applicants.

To the Teacher: See directions on p. 6.
English—No Problem!  Level 2
Unit 7: Paying Taxes
Life Skill: Complete a Paycheck and Stub

• Complete the paycheck and stub.
• Use information from your own paycheck, or use other amounts.

Gross pay: 
Deductions (list): 

Total deductions:
Net pay: 

<table>
<thead>
<tr>
<th>EARNINGS Item</th>
<th>This Check</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Tax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Security</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Earnings Statement

To the Teacher: See directions on p. 8.
Unit 7: Paying Taxes
Grammar: Bingo Game

Walk around. Ask a learner one of the questions on your card (e.g., Do you want to learn English?). If the learner answers Yes, using a complete sentence (e.g., Yes, I want to learn English.), the learner writes his or her initials on your card in the correct box. Each learner writes in only one box.

<table>
<thead>
<tr>
<th>Do you . . .</th>
<th>want to learn English?</th>
<th>need to see a doctor?</th>
<th>use a computer?</th>
<th>help to clean a house?</th>
<th>want to play a sport?</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a new job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plan to get a tax refund?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know how to complete a tax form?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like to learn new languages?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel happy about something?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like to shop?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have to write checks?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need to complete a form?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>try to speak English with friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have to pay taxes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need to hire an accountant?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want to get a job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have to buy a new car?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like to sing?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need to earn more money?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like to eat Chinese food?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand your paycheck?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need to open a bank account?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need a better job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 7: Paying Taxes
Thinking Skill: Pie Chart

With a partner, look at Puri’s information from his first paycheck stub:

Total earnings $580.00
Federal withholding tax $55.14
Social Security $35.75
Medicare $10.20

Convert the deductions to percentages of the total. To do this, divide the deduction by the total. To get the decimal answer, multiply by 100.

Here is an example:

Total earnings: $500.00
Deductions: $47.50
Percentage: $47.50 ÷ 500.00 = 0.095, or 9.5%

Now make a pie chart. Shade in the percentage of Puri’s earnings that is taken out as deductions.

To the Teacher: See directions on p. 8.
Unit 7: Paying Taxes
Pronunciation: Tic-Tac-Toe Game

Read the words with a partner. Take turns. Write one word in a square. The first person who has three words in a row with the same sound of $e$, the sound of $t$, or the sound of $d$, is the winner. A row can be across →, down ↓ or diagonal ↘️ ↖️.

<table>
<thead>
<tr>
<th>agree</th>
<th>city</th>
<th>federal</th>
<th>need</th>
<th>state</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefits</td>
<td>employer</td>
<td>he</td>
<td>net</td>
<td>tax</td>
</tr>
<tr>
<td>check</td>
<td>even</td>
<td>husband</td>
<td>speak</td>
<td>withhold</td>
</tr>
</tbody>
</table>
Unit 7: Paying Taxes
Grammar: Find Your Match

Your teacher will give you an item name or a definition.

Walk around and find a match. One partner reads the name of the item and its definition. The other partner makes the definition into a complete sentence. In your notebook, write the sentences and circle the adjectives.

IRS = the federal agency that collects taxes
The IRS is the **federal** agency that collects taxes.

<table>
<thead>
<tr>
<th>IRS</th>
<th>a form that you complete and send to the government every year</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependents</td>
<td>a form that your employer sends to you that shows how much you earned</td>
</tr>
<tr>
<td>1040 Form</td>
<td>people in your family that you support</td>
</tr>
<tr>
<td>W-4 Form</td>
<td>a form that you complete when you get a new job</td>
</tr>
<tr>
<td>W-2 Form</td>
<td>money that some people get after they send their tax forms to the government</td>
</tr>
<tr>
<td>refund</td>
<td>the federal agency that collects taxes</td>
</tr>
</tbody>
</table>
# Unit 7: Paying Taxes
Unit 7 Project: Calculate Taxes

## Form 1040EZ

### Income

1. Total wages, salaries, and tips. This should be shown in box 1 of your W-2 form(s). Attach your W-2 form(s).

2. Taxable interest. If the total is over $1,500, you cannot use Form 1040EZ.

3. Unemployment compensation and Alaska Permanent Fund dividends (see page 16).

4. Add lines 1, 2, and 3. This is your adjusted gross income.

5. Can your parents (or someone else) claim you on their return?
   - Yes. Enter amount from worksheet on back.
   - No. If single, enter $7,700.
   - If married, enter $13,850. See back for explanation.

6. Subtract line 5 from line 4. If line 5 is larger than line 4, enter -0.- This is your taxable income.

### Payments and tax

7. Federal income tax withheld from box 2 of your W-2 form(s).

8. Earned income credit (EIC).

9. Add lines 7 and 8. These are your total payments.

10. Tax. Use the amount on line 6 above to find your tax in the tax table on pages 25–29 of the booklet. Then, enter the tax from the table on this line.

### Refund

11a. If line 9 is larger than line 10, subtract line 10 from line 9. This is your refund.

   - b. Routing number
   - c. Type: □ Checking □ Savings
   - d. Account number

12. If line 10 is larger than line 9, subtract line 9 from line 10. This is the amount you owe. For details on how to pay, see page 22.

---

To the Teacher: See directions on p. 8.

English—No Problem! Level 2
Unit 7: Paying Taxes
Unit 7 Checkup/Review

Part 1: Listening  Listen to the voice message for Puri. Then listen to each question and the two answers. Circle the correct answer.

1. a. Puri  b. John
2. a. Puri’s wife  b. Puri’s boss
3. a. Yes, he did.  b. No, he didn’t.
4. a. at work  b. in the house
5. a. his tax forms  b. a W-4 Form
6. a. Puri’s job  b. Puri’s taxes

Part 2: Learning for Life  Write the words on the lines.

deductions  gross income  net income  stub  taxes

Part 3: Grammar  Answer each question. Describe how you feel. Use complete sentences.

1. What does Puri need to understand? How does he feel about this?
   He needs to understand his paycheck. He feels confused.

2. What do you want to learn? How do you feel about this?

3. What do you have to do today? What kind of day will it be?

To the Teacher: See directions on p. 6.
Master 58b  Use to assess or review Unit 7.
Name: __________________________ Date: __________ Class: __________

4. What do you need to do in English class?

________________________________________________________________________

5. What do you often do at home?

________________________________________________________________________

6. What kind of car or house do you want?

________________________________________________________________________

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

<table>
<thead>
<tr>
<th>deductions</th>
<th>employee</th>
<th>married</th>
<th>owe</th>
<th>spouse</th>
<th>withholds</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependents</td>
<td>✔ IRS</td>
<td>military</td>
<td>refund</td>
<td>states</td>
<td></td>
</tr>
</tbody>
</table>

1. The federal agency that collects taxes is the ________ IRS ________.
2. The federal government collects taxes, and so do some _____________.
3. An _________________ has to complete a W-4 Form when starting a new job.
4. The government takes _________________ out of your paycheck.
5. Taxes help pay for things like police, schools, and the _________________.
6. You may pay lower taxes if you claim more _________________.
7. Sometimes the government _________________ too much money from your paycheck.
8. If you paid too much money, you will get a _________________.
9. If you did not pay enough, you will _________________ taxes.
10. You pay a different amount of tax if you are single or _________________.
11. You and your _________________ can file your tax forms jointly.

To the Teacher: See directions on p. 6.

English—No Problem!  Level 2
Unit 8: Understanding Yourself
Thinking Skill: What Are My Strengths?

Work with a partner. Read these 16 skills. They are divided into four separate areas. Choose one area to talk about. Tell your partner about your experiences with the skills in that area (e.g., Communication Skills: I work at a convenience store. I use communication skills every day. I have to try hard to speak clearly so the customers can understand what I say.) Which is your strongest skill? Write sentences about your skills.

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Interpersonal Skills</th>
<th>Lifelong Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read With Understanding</td>
<td>• Cooperate With Others</td>
<td>• Take Responsibility for Learning</td>
</tr>
<tr>
<td>• Convey Ideas in Writing</td>
<td>• Advocate and Influence</td>
<td>• Reflect and Evaluate</td>
</tr>
<tr>
<td>• Speak So Others Can Understand</td>
<td>• Resolve Conflict and Negotiate</td>
<td>• Learn Through Research</td>
</tr>
<tr>
<td>• Listen Actively</td>
<td>• Guide Others</td>
<td>• Use Information and</td>
</tr>
<tr>
<td>• Observe Critically</td>
<td></td>
<td>Communications Technology</td>
</tr>
<tr>
<td><strong>Decision-Making Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use Math to Solve Problems and Communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Solve Problems and Make Decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My strongest skill area is:

My skills in this area are:

To the Teacher: See directions on p. 8.
Unit 8: Understanding Yourself
Study Skill: Create a Bar Graph

• Work in a group. Look at the bar graph on page 100.
• Discuss the differences in the divorce rates. Why do you think some countries have a low rate? Why do other countries have a high rate?

Write your ideas here.

• Find out about your home country. In your group, make another bar graph. Find information on the Internet or in an almanac. Your teacher will help you.

1. birth rates
2. death rates
3. employment/unemployment rates
4. other: ____________________
Unit 8: Understanding Yourself
Pronunciation: Dictation

Work with a partner. Partner A reads the words out loud. Partner B writes the words. Then Partner B reads and Partner A writes.

1. quiet 6. music 11. better
2. couple 7. boss 12. divorce
3. but 8. block 13. sensitive
4. luck 9. positive 14. very
5. issue 10. best 15. volunteer

To the Teacher: See directions on p. 6.
Unit 8: Understanding Yourself
Grammar: What Will You Do?

Rewrite each sentence a different way.

1. I will listen carefully.
   I am going to listen carefully.

2. I will not get angry.

3. I will be helpful and friendly.

4. I am going to apologize when I am wrong.

5. I will cooperate more.

6. Other:

Talk to your partner about things you will do and are going to do to improve your relationships. Use the list above and add your own ideas.
# Career Skills Inventory

This test will evaluate your skills and weaknesses in the workplace. Check whether each statement is true always, sometimes, or never.

<table>
<thead>
<tr>
<th>Category</th>
<th>Always True</th>
<th>Sometimes</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good listener.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good speaker.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write my ideas well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy working with other people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good leader.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to help others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making &amp; Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use math to solve problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make decisions easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can negotiate to resolve conflicts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read to learn new things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy doing research on the computer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like taking classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 1: Listening

Listen to Carlos speak at the Neighborhood Association meeting. Then listen to the sentences. Write the letter for the correct answer.

1. a. himself  
   b. his girlfriend  
   c. both a and b

2. a. South America  
   b. Argentina  
   c. the US

3. a. wife  
   b. girlfriend  
   c. neighbor

4. a. get married  
   b. help the neighborhood  
   c. both a and b

5. a. Uruguay  
   b. Carlos's house  
   c. a new apartment

6. a. a church  
   b. a club  
   c. the association

Part 2: Learning for Life

Choose your five strongest skills from the list in the box. Write a sentence for each skill, giving an example of how you use this skill.

<table>
<thead>
<tr>
<th>cooperating</th>
<th>listening</th>
<th>planning</th>
<th>speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>doing math</td>
<td>making decisions</td>
<td>reading</td>
<td>using technology</td>
</tr>
<tr>
<td>guiding others</td>
<td>✔ negotiating</td>
<td>researching</td>
<td>writing</td>
</tr>
</tbody>
</table>

1. I negotiate when my children fight.

2. 

3. 

4. 

5. 

6. 

To the Teacher: See directions on p. 6.
Part 3: Grammar  Circle the correct word and write it on the line.

1. Maria and Bill _______ are going _______ (will/are going) to be married.
2. They _______ (will/are going) have a good life together.
3. They will try to understand _______ (himself/themselves) and each other.
4. Maria is proud of _______ (themselves/herself) because she learned English.
5. Bill also wants to learn Spanish, and he _______ (himself/will) take classes.
6. Maria tells Bill, “I will try to be honest with _______ (myself/herself) and with you too.”

Part 4: Vocabulary  Write T (True) or F (False) on the line.

F  1. An intelligent person does everything right.
   T  2. I need to be honest with myself to understand myself.
   T  3. If you are very selfish, you think of yourself too much.
   T  4. A sensitive person respects the feelings of other people.
   F  5. If you are outgoing, you won’t make friends easily.
   T  6. An athletic person is good at sports.
   F  7. A quiet person makes a lot of noise.
   T  8. Stress can cause conflict in a marriage.
   T  9. Open communication is good for a relationship.
   T  10. Before making a decision, you should evaluate all the possibilities.
   T  11. A volunteer is someone who gets paid for a job.
Unit 9: It Takes a Team
Grammar: What Are They Celebrating?

With a partner, describe these celebrations. Try to use object pronouns.
Write a title below each picture.

1. ____________
2. ____________
3. ____________

Write the number of the correct picture next to each of the following sentences.

_____ Her family planned a surprise birthday party for her.
_____ They got engaged tonight, and they are very happy about it.
_____ Her boss told her that she is a good worker.
_____ The man told the woman that he loved her.
_____ She shook hands with her boss.
_____ Everyone brought her presents.
_____ She said, “I love you too!”
_____ Aunt Yoru brought the cake, and it was delicious.
_____ He gave her a ring.
_____ They sang “Happy Birthday” to her.

Now circle the pronouns in each sentence above.

To the Teacher: See directions on p. 9.

English—No Problem!  Level 2
**Unit 9: It Takes a Team**

Pronunciation: Dictation

Work with a partner. Partner A reads the words out loud. Partner B writes the words. Then Partner B reads and Partner A writes.

| 1. argue | 6. success | 11. suggestion |
| 2. respect | 7. opinion | 12. discussion |
| 3. proud | 8. gift | 13. teamwork |
| 4. event | 9. leader | 14. celebrate |
| 5. right | 10. strategy | 15. trust |

---

*To the Teacher: See directions on p. 6.*
Unit 9: It Takes a Team
Game: Bingo

Walk around. Ask a learner one of the questions on your card (e.g., Did you plan a birthday party this year?). If the learner answers Yes, using a complete sentence (e.g., Yes, I planned a birthday party this year.), that learner writes his or her initials on your card in the correct box. Each learner writes in only one box.

<table>
<thead>
<tr>
<th>Did you . . .</th>
<th>plan a birthday party this year?</th>
<th>win an award?</th>
<th>achieve success at work?</th>
<th>show self-confidence in a job interview?</th>
<th>work as a member of a team?</th>
</tr>
</thead>
<tbody>
<tr>
<td>see a movie last weekend?</td>
<td>celebrate an anniversary this month?</td>
<td>find out a secret this week?</td>
<td>have a fight with someone today?</td>
<td>celebrate a holiday?</td>
<td></td>
</tr>
<tr>
<td>have a birthday this month?</td>
<td>get a promotion at work?</td>
<td>FREE SPACE</td>
<td>make a good suggestion?</td>
<td>cooperate with a co-worker?</td>
<td></td>
</tr>
<tr>
<td>make party decorations this year?</td>
<td>buy a gift for a neighbor?</td>
<td>take responsibility for something?</td>
<td>make a bad decision?</td>
<td>disagree with your supervisor?</td>
<td></td>
</tr>
<tr>
<td>use a map?</td>
<td>praise someone?</td>
<td>give a speech?</td>
<td>argue with someone at work this month?</td>
<td>give someone a reward?</td>
<td></td>
</tr>
</tbody>
</table>

To the Teacher: See directions on p. 6.
Unit 9: It Takes a Team
Grammar: How Do You Celebrate?

Work with a partner. Talk about these holidays. Write three sentences about how you have celebrated. Use the past tense. Then draw a picture and write about another holiday you have celebrated.

[Blank lines for sentences]

[Blank lines for picture and description]
Unit 9: It Takes a Team
Unit 9 Project: Present a Success Story

Organize information for your speech by filling out these cards.

1. What You Did

2. Who Helped You

3. Why You Were Successful

4. How You Felt

5. When and Where You Celebrated

6. Future Plans for Success
Unit 9: It Takes a Team
Project Assessment Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Speech</strong></td>
<td>Unclear or incomplete</td>
</tr>
<tr>
<td>a. Organization</td>
<td>0</td>
</tr>
<tr>
<td>b. Interest</td>
<td>0</td>
</tr>
<tr>
<td>c. Details</td>
<td>0</td>
</tr>
<tr>
<td>d. Pronunciation</td>
<td>0</td>
</tr>
<tr>
<td>e. Fluency</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part 2. Poster**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Content</td>
<td>Very poor</td>
</tr>
<tr>
<td>b. Quality</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 with some incorrect answers, but conveys the meaning.
2 = The information is complete and mostly correct. With little assistance the learner can correct any errors.

To the Teacher: See directions on p. 6.
Unit 9: It Takes a Team
Unit 9 Checkup/Review

Part 1: Listening  Mai Lin is writing a letter to her boss. She reads her letter to her grandfather. She is asking him for suggestions. Listen to the letter. Then listen to the sentences. Circle True or False for each sentence.

1. True False  3. True False  5. True False
2. True False  4. True False  6. True False

Part 2: Learning for Life  You are planning a classroom celebration. Choose five actions from the box that show teamwork can make the celebration a success. Write them on the idea map.

√ Have a group meeting.
Work only with my friends.
Cooperate with classmates.
Discuss ideas.
Do all the work myself.

Trust the group.
Don’t listen to ideas.
Argue with group members.
Follow the time line.
Make suggestions.

1. Have a group meeting.

Planning a Celebration

2.

3.

4.

5.

6.
Master 71b  Use to assess or review Unit 9.
Name: ___________________________ Date: ________ Class: ______________

Part 3: Grammar  Use object pronouns or the simple past of verbs to complete the sentences.

Our classroom celebration was great! Everyone _____________ together to make it a success. We really _____________ our teacher, Evelyn. We did _____________ for Evelyn because it was _____________ birthday. We _____________ her a nice present. She cried and thanked _____________.

Part 4: Vocabulary  Match each word with its closest meaning. Write the letter and the word.

1. congratulate _____________ praise  a. suggestion
2. occasion ________________  b. group
3. idea ________________  c. praise
4. praise ________________  d. event
5. team ________________  e. positive comment
6. leader ________________  f. boss

Match each word with the opposite of its meaning. Write the letter and the word.

7. surprise _____________ planned  g. problem
8. agree ________________  h. workday
9. holiday ________________  i. argue
10. solution ________________  j. not asked
11. discuss ________________  k. don’t talk
12. invited ________________  l. planned

To the Teacher: See directions on p. 6.
These listening passages are not included on the English—No Problem! audiotape or audio CD for Level 2.

**UNIT 1**

Unit Master 18:
Unit 1 Checkup/Review

Listening Script
Elana: Well, how was the interview?
Nicholas: Great! They offered me a job. I'm very happy!
Elana: Can you tell me more?
Nicholas: I can start next week. They have a training program. The interviewer thinks I can be good for the company. I think this is a good opportunity.

1. Elana is not interested in the interview.
2. They did not offer Nicholas a job.
3. He thinks he can start tomorrow.
4. Nicholas thinks he has a good opportunity.
5. The company sends employees to a technical school.
6. Nicholas is excited.

Answers
Part 1
2. False
3. False
4. True
5. False
6. True

Answers will vary.

Suggested scoring: 5 points for each answer (25 for the section)

Part 3
2. is
3. can
4. is
5. can
6. am

Suggested scoring: 4 points for each answer (20 for the section)

Part 4
2. training
3. interviewer
4. degree
5. ambitious
6. supervisor
7. neat
8. program
9. pay
10. benefits
11. entry-level job

Suggested scoring: 3 points for each answer (30 for the section)

**UNIT 2**

Unit Master 22:
Pie Chart

1. White, Non-Hispanic
2. Hispanics
3. American Indians and Alaskan Natives
4. Answers will vary.

Master 25:
Unit 2 Checkup/Review

Listening Script
Fotini is leaving a message on an answering machine.
Machine: Monday, 7:35 p.m.
Fotini: Hello. This is Mom. Ritza, I’m at the International Club. Now I have a lot of new friends. It was fun! It’s late. Can you come to take me home? Please call me back. I have my cell phone with me. My number is 555-2315.

Write the information.

Answers
Part 1
Caller: Fotini
Message: (Answers may vary.) Fotini is at the International Club. She wants Ritza to come and take her home.
Call back? Yes
Phone number: 555-2315

Suggested scoring: 5 points for each answer (25 for the section)

Part 2
2. c
3. a
4. b
5. f
6. d

Suggested scoring: 5 points for each answer (25 for the section)

Part 3
2. taught
3. went
4. asked
5. sat
6. talked

Suggested scoring: 5 points for each answer (25 for the section)

Part 4
2. community
3. homeless
4. tickets
5. crafts
6. help
7. immigrants
8. political
9. culture
10. adjust
11. move

Suggested scoring: 3 points for each answer (30 for the section)

**UNIT 3**

Unit Master 32:
Unit 3 Checkup/Review

Listening Script
Raul: Silvia, do you feel better?
Silvia: Yes, I do. Thank you so
much for helping with the children.

**Raul:** I’m glad to do it, and I’m glad that Selena wants to help too.

**Silvia:** Yes. She wants to play soccer, but she doesn’t need to practice every day.

**Raul:** It’s good to see you happy again. We are a lucky family.

1. Does Silvia feel better?
2. Can Raul help?
3. Does Selena want to play soccer?
4. Does Selena go to soccer practice every day?
5. Does Raul think Selena can help her mother?
6. Does Silvia feel tired and sad?

**Answers**

**Part 1**

2. Yes, he can.
3. Yes, she does.
4. No, she doesn’t.
5. Yes, he does.
6. No, she doesn’t.

Suggested scoring: 4 points for each answer (20 for the section)

**Part 2**

Answers will vary.

Suggested scoring: 5 points for each answer (25 points total)

5 = Appropriate meaning and grammatical correctness
3 = Appropriate meaning with some grammatical errors
1 = Meaning is unclear.
0 = Incomplete or missing answer

**Part 3**

Answers will vary.

Suggested scoring: 5 points for each correct answer, with partial credit if there are one or two errors. Focus on grammar; ignore spelling errors. (25 points total)

**Part 4**

2. housework
3. stressed
4. time off
5. drives

**Answers**

**Part 1**

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

Suggested scoring: 4 points for each answer (20 for the section)

**Part 2**

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

Suggested scoring: 5 points for each answer (25 for the section)
2. One thing you probably cannot buy at the Market Mall is . . .
3. Market Mall is . . .
4. At the one-stop Market Mall, you can buy . . .
5. The stores in this mall have . . .
6. You can get a discount by talking about . . .

Answers

Part 1
2. b
3. c
4. a
5. b
6. a

Suggested scoring: 5 points for each answer (25 for the section)

Part 2
Answers will vary. Possible answers include:
2. You can save money with coupons.
3. You have to wait for the product to be sent or delivered.
4. You need to know the price of the product, if payment can be by cash or credit, etc.
5. You can go to a department store.
6. A mall is a good place to find different kinds of merchandise.

Suggested scoring: 5 points for each answer (25 for the section)

Part 3
Answers will vary. Possible answers include:
2. Jeans are more casual than a dress.
3. Shopping on the Internet is easier than shopping at a department store.
4. Shopping at a store is faster than shopping through catalogs.
5. A size 8 dress is smaller than a size 14 dress.
Allow some variation in answers, with partial credit if the answer has only one or two errors. Suggested point value for each answer: 5 points (20 for the section)

Part 4
Sentences will vary. Allow some variation in answers, with partial credit if the answer has only one or two errors. Suggested point value for each sentence: 6 points (30 for the section)

UNIT 6
Unit Master 45: Tic-Tac-Toe
The words with a short a sound are accept, ads, and, attitude, and map. The words with a long a sound are age, may, pay, race, and wages.

Unit Master 51:
Unit 6 Checkup/Review
Listening Script
TV News Announcer: A local Hispanic woman is making a complaint against her employers. She says that her supervisor and co-workers discriminated against her because of her strong Spanish accent. She says that they laughed at her and said mean things to her many times. She was so upset that she wasn’t able to do her job well.
1. The news is about a person from Haiti.
2. A supervisor is filing a complaint against a worker.
3. This discrimination is about gender.
4. This discrimination is about ethnicity.
5. The complaint says that the co-workers said mean things to the woman.
6. She was not doing a good job.

Answers

Part 1
2. False
3. False
4. True
5. True
6. True
Suggested scoring: 4 points for each answer (20 for the section)

Part 2
2. e
3. d
4. f
5. a
6. c
Suggested scoring: 5 points for each answer (25 for the section)

Part 3
Answers will vary. Possible answers include:
2. was working
3. could
4. is writing
5. were learning
6. could
Suggested scoring: 5 points for each answer (25 for the section)

Part 4
Answers will vary. Possible answers include:
2. applicant
3. attitude
4. protect
5. discrimination
6. legal
7. resume
8. experience
9. qualifications
10. equal
11. opportunities
Suggested scoring: 3 points for each answer (30 for the section)

UNIT 7
Unit Master 55: Tic-Tac-Toe
The words with a long e sound are agree, city, even, he, need, and speak. The words with a short e sound are benefits, check, employer, even, federal, and net. The words with a t sound are benefits, city, net, state, and tax. The words

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with a d sound are federal, husband, need, and withhold.

Unit Master 58:
Unit 7 Checkup/Review

Listening Script

Puri’s boss, John: Hello, Puri. This is John. I have your W-2 Form in my office. I was hoping to see you at work. I want to remind you that you need to file your tax forms soon. Please call me if you have questions.

1. Who is the message for?
   a. Puri
   b. John

2. Who is the caller?
   a. Puri’s wife
   b. Puri’s boss

3. Did John see Puri at work?
   a. Yes, he did.
   b. No, he didn’t.

4. Where did the boss leave the W-2 Form?
   a. at work
   b. in the house

5. What does Puri need to file?
   a. his tax forms
   b. a W-4 Form

6. What does John offer to help with?
   a. Puri’s job
   b. Puri’s taxes

Answers

Part 1
2. b
3. b
4. a
5. a
6. b

Suggested scoring: 4 points for each answer (20 for the section)

Part 2
1. net income
2. stub
3. gross income
4. taxes
5. deductions

Suggested scoring: 5 points for each correct answer, with partial credit if there are one or two errors. Focus on grammar; ignore spelling errors. (25 points total)

Part 4
2. states
3. employee
4. deductions
5. military
6. dependents
7. withholds
8. refund
9. owe
10. married
11. spouse

Suggested scoring: 3 points for each answer (30 for the section)

UNIT 8

Unit Master 64:
Unit 8 Checkup/Review

Listening Script

Carlos: Good evening. My name is Carlos Cepeda. I am from Uruguay, a small country in South America. This is my girlfriend, Donna Sullivan. We will soon be married. We are going to live in my house in Montopolis. We are happy to join you, and we plan to help our community every way we can.

1. Carlos introduces . . .
2. Carlos is from . . .
3. Donna Sullivan is his . . .
4. They are planning to . . .
5. They will live in . . .
6. Carlos and Donna will join . . .

Answers

Part 1
2. a
3. b
4. c
5. b
6. c

Suggested scoring: 4 points for each answer (20 for the section)

Part 2
Sentences will vary. Evaluate answers primarily on whether the examples show understanding of the skills.

Suggested scoring: 5 points for each correct answer, with partial credit if there are one or two errors. (25 points total)

Part 3
2. will
3. themselves
4. herself
5. will
6. myself

Suggested scoring: 5 points for each answer (25 for the section)

Part 4
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T
11. F

Suggested scoring: 3 points for each answer (30 for the section)
UNIT 9
Unit Master 71:
Unit 9 Checkup/Review

Listening Script
Dear Mr. Cohen:
Thank you so much for your gift certificate to the restaurant. My team members and my family enjoyed our evening together. The food at Richie’s Restaurant was delicious! We were proud of ourselves because of your praise. We will continue to work very hard for the company.
Sincerely,
Mai Lin

1. Mr. Cohen wrote this letter.
2. Mai Lin celebrated her success with her team and her family.
3. To celebrate, they went to the movies.
4. Mr. Cohen gave them a gift certificate.
5. The food at the restaurant was very good.
6. Now Mai Lin doesn’t have to work very hard.

Answers
Part 1
2. True
3. False
4. True
5. True
6. False
Suggested scoring: 4 points for each answer (20 for the section)

Part 2
Appropriate answers involving teamwork are:
Cooperate with classmates
Discuss ideas.
Trust the group
Follow the time line.
Make suggestions.
Suggested scoring: 5 points for each answer (25 for the section)

Part 3
Answers will vary somewhat.
Possible answers include:
2. liked or loved
3. it
4. her
5. gave or bought
6. us
Suggested scoring: 5 points for each answer (25 for the section)

Part 4
2. d event
3. a suggestion
4. e positive comment
5. b group
6. f boss
8. i argue
9. h workday
10. g problem
11. k don’t talk
12. j not asked
Suggested scoring: 3 points for each answer (30 for the section)