Teacher Directions for Masters..........5

Reproducible Masters

Customizable Graphic Organizers
Master 1: 2-Column Chart
Master 2: 3-Column Chart
Master 3: 4-Column Chart
Master 4: Idea Map
Master 5: Venn Diagram
Master 6: Pie Chart
Master 7: Johari Window

Generic Assessment Masters
Master 8: Oral Communication Rubric
Master 9: Written Communication Rubric
Master 10: Speaking and Listening Self-Checks
Master 11: Writing and Reading Self-Checks
Master 12: Peer Assessment Form for Projects and Tasks

Masters for Unit 1
Master 13: Grammar: Information Gap
Use after Lesson 1, page 14.
Master 14: Thinking Skill: Negotiate
Use after Lesson 2, page 17.
Master 15: Vocabulary: Listening
Use after Lesson 3, page 19.
Master 16: Grammar: Jigsaw
Use after Lesson 3, page 19.
Master 17: Game: Password
Use after Lesson 3, page 20.
Master 18: Unit 1 Project: Presentation of Community Classes
Use with the Unit 1 Project, page 21.
Master 19: Unit 1 Checkup/Review
Use to assess or review Unit 1. Has 2 pages.

Masters for Unit 2
Master 20: Grammar: Using Verbs
Use after Lesson 1, page 25.
Master 21: Game: Connect the Words
Use after Lesson 1, page 26.
Master 22: Grammar: Write a Conversation
Use after Lesson 2, page 28.

Master 23: Vocabulary: Create a Story
Use after Lesson 3, page 31.
Master 24: Thinking Skill: Misunderstandings
Use after Lesson 3, page 31.
Master 25: Unit 2 Project: Alternate Solutions
Use with the Unit 2 Project, page 33.
Master 26: Project Assessment Form
Use to assess the Unit 2 Project, page 33.
Master 27: Unit 2 Checkup/Review
Use to assess or review Unit 2. Has 2 pages.

Masters for Unit 3
Master 28: Grammar: Find Your Partner
Use after Lesson 2, page 40.
Master 29: Vocabulary: Scrambled Sentences
Use after Lesson 2, page 41.
Master 30: Game: Safety Awareness
Concentration
Use after Lesson 2, page 41.
Master 31: Grammar: Past-Tense Question Information Gap
Use after Lesson 3, page 43
Master 32: Task 3 Assessment Form
Use to assess Task 3, page 44.
Master 33: Unit 3 Project: Make a Safety Poster
Use with the Unit 3 Project, page 45.
Master 34: Unit 3 Checkup/Review
Use to assess or review Unit 3. Has 2 pages.

Masters for Unit 4
Master 35: Grammar: The Chain Game
Use after Lesson 1, page 49.
Master 36: Grammar: Complete the Sentences
Use after Lesson 2, page 52.
Master 37: Vocabulary: Disaster Poll
Use after Lesson 2, page 53.
Master 38: Life Skill: Gather Information
Use after Lesson 3, page 54.
Master 39: Unit 4 Checkup/Review
Use to assess or review Unit 4. Has 2 pages.

Masters for Unit 5
Master 40: Thinking Skill: Jigsaw
Use after Lesson 1, page 61.
Master 41: Grammar: Ask Your Classmates
Use after Lesson 1, page 62.
Master 42: Song: Unscramble the Lines  
Use after Lesson 2, page 63.

Master 43: Grammar: Listen and Write  
Use after Lesson 2, page 64.

Master 44: Vocabulary: Tell a Story  
Use after Lesson 3, page 67.

Master 45: Project Assessment Form  
Use to assess the Unit 5 Project, page 69.

Master 46: Unit 5 Checkup/Review  
Use to assess or review Unit 5. Has 2 pages.

Masters for Unit 6

Master 47: Grammar: Round Table  
Use after Lesson 1, page 73.

Master 48: Vocabulary: Remember When  
Use after Lesson 2, page 77.

Master 49: Grammar: Listening  
Use after Lesson 3, page 79.

Master 50: Thinking Skill: Guide and Support Others  
Use after Lesson 3, page 80.

Master 51: Game: Match the Definition  
Use after Lesson 3, page 80.

Master 52: Unit 6 Checkup/Review  
Use to assess or review Unit 6. Has 2 pages.

Masters for Unit 7

Master 53: Grammar: Tell about Something  
Use after Lesson 1, page 86.

Master 54: Thinking Skill: Making a Difference  
Use after Lesson 2, page 89.

Master 55: Vocabulary: Describing People  
Use after Lesson 3, page 91. Has 2 pages.

Master 56: Grammar: Listening  
Use after Lesson 3, page 92.

Master 57: Project Assessment Form  
Use to assess the Unit 7 Project, page 93.

Master 58: Unit 7 Checkup/Review  
Use to assess or review Unit 7. Has 2 pages.

Masters for Unit 8

Master 59: Grammar: Plans and Promises  
Use after Lesson 1, page 98.

Master 60: Grammar: Say Please Information Gap  
Use after Lesson 2, page 101.

Master 61: Vocabulary: Mix and Match  
Use after Lesson 3, page 103.

Master 62: Grammar: Review  
Use after Lesson 3, page 103.

Master 63: Game: Password  
Use after Lesson 3, page 103.

Master 64: Unit 8 Checkup/Review  
Use to assess or review Unit 8. Has 2 pages.

Masters for Unit 9

Master 65: Song: I've Been Working on the Railroad  
Use after Lesson 1, page 109.

Master 66: Grammar: Talk to Your Partner  
Use after Lesson 1, page 110.

Master 67: Grammar: Fortune Teller  
Use after Lesson 3, page 116.

Master 68: Thinking Skill: Possible Solutions  
Use after Lesson 3, page 116.

Master 69: Unit 9 Checkup/Review  
Use to assess or review Unit 9. Has 2 pages.

Answers and Listening Scripts .........87
Teacher Directions for Masters

Information Gap
(Unit Masters 13, 31, 60)

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

Before they begin, elicit some of the questions they will need to ask. If they have difficulty forming questions, elicit all of the questions and put the questions on the board for learners to refer to. If learners do not have trouble forming questions, ask volunteers to write the questions on the board after they have finished the activity.

Jigsaw
(Masters 16, 40)

Put learners in groups of four. Cut out the text boxes on the master. Give each group a copy of the box containing instructions. Put each of the other four text boxes in a different corner of the classroom. Send each person from a group to a different corner to read the information there. Each learner should remember the information and return to the group. Do not permit learners to take notes until they are back in the groups.

If the class does not divide evenly into groups of four, put five learners in some groups. In those groups, two learners can read the same paragraph.

For Unit Master 16, when groups are finished, have volunteers put some of the sentences on the board. Correct for grammar and content.

As learners work with Unit Master 40, list the items on the board for learners to refer to. Encourage learners to discuss the pros and cons of each item. Share and compare the decisions made by each group.

Password
(Masters 17, 63)

Copy the master onto card stock and cut out the word cards. Divide the class into teams. Hold a word card over the head of one learner on a team so that the rest of the team members can read it. The team members need to describe the word using definitions or examples—no native language or the team loses its turn.

If the first learner guesses the word in 30 seconds, discard the card and give the team one point. If not, put the card back in the middle of the deck. Then move on to the next team. When you run out of cards, the game is over. The team with the most points wins.

Learners can also play this game in groups of four, divided into pairs. Provide a word-card set for each group of four. One learner pulls a word card and describes it to a partner. The other pair keeps time and monitors violations.

Unit Checkup/Review
(Masters 19, 27, 34, 39, 46, 52, 58, 64, 69)

Unit Checkups are designed to be scored on a scale of 100 points. These points are divided among the four parts as follows:

- Part 1: 20 points
- Part 2: 25 points
- Part 3: 25 points
- Part 4: 30 points

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.

Master 21: Connect the Words

Cut out the strips of word pairs. Divide the class into two teams and choose a captain for each team. Divide the strips into two equal piles. Put one pile facedown in front of each team captain. A pair of learners from each team goes to the board. The captain of the first team reads the first set of words. The pairs at the board try to write a sentence that connects the words and uses simple past and past continuous. The sentence can be silly as long as it is grammatical and possible. It does not matter which word is used first. The first pair to write a correct sentence earn a point for their team. New pairs go to the board, and the captain of the second team reads the next set of words.

Before play begins, provide these words as an example: tea, toast
Some possible sentences are
• While I was drinking tea, I ate some toast.
• I was drinking tea when my toast burned.
• She was eating toast, and I gave her some tea.

If you have a large class, this game can be played with five learners at group tables. Assign a table captain to read the cards. This should be a learner who has a good command of grammar. The captain is not on a team. The other four learners play against each other in pairs. The captain decides which pair wrote the first correct sentence.

Master 28: Find Your Partner
Cut out the sentence strips and give each learner half of one sentence. Make sure that you distribute both parts of a sentence. Keep any extras in a pile. Each learner walks around the room looking for the person who has the other half of that sentence. Learners should say the clauses aloud rather than showing the strips to each other. As learners begin to locate their partners, ask each pair to write their complete sentence on the board. Tell them to put first the clause that starts with when, before, or after, and to use correct capitalization and punctuation. Have learners practice saying the sentences, placing stress on the important words. Pass out any extra sentence strips until all are used. If you have more learners than sentence halves, make two sets. Ask each pair with a repeated sentence to write it with the main clause first.

Master 29: Scrambled Sentences
You can introduce this activity by choosing one of the sentences and writing each word on an 8 1/2 by 11 piece of paper or card stock. Pass these word cards out to learners. Ask the learners to stand at the front of the class, hold the cards up, and arrange themselves into a sentence. If you want to do several sentences, use a different color paper for each.

Master 30: Safety Awareness Concentration
Put learners in pairs and make a copy of the master on card stock for each pair. Give one learner in each pair part A and the other part B. Have each learner cut out a set of cards and arrange them facedown in rows, keeping the A and B piles separate. Then partners take turns trying to find cards that match. One partner turns over a card from set A and a card from set B. If the two cards make a sensible phrase about safety (for example, “replace the batteries”), the learner keeps the cards. If the two cards do not make a sensible phrase (for example, “call water”), the learner should turn them facedown again in the same place. Monitor to make sure learners read the cards aloud. When all the cards have been matched, the learner with more matches is the winner.

You can model this game on the overhead projector by making a transparency of the master and covering the words with small cards or pieces of paper. Have volunteers play in front of the class by uncovering and recovering the words.

Master 41: Ask Your Classmates
Copy the master onto card stock. Cut out the questions and give one to each learner. If you have more learners than questions, make two copies of the master; it is all right if some learners have the same questions. Learners stand up and find a partner. Partners ask each other the questions they are holding and then answer the questions. Encourage learners not to give one-word answers, but to talk about their experiences. When partners are finished talking, they exchange questions, find new partners, and ask their new questions.

Many of these questions are written in the present perfect, but learners do not need to use the present perfect to answer. Tell learners that the questions that use the present perfect ask about any time in the past before now. Explain the meaning of the participle if they do not recognize it.

For a follow-up activity, have learners write one memorable thing they learned about a classmate. Correct the sentences together on the board.

Master 47: Round Table
Put learners in small groups, and make a copy of the master on card stock for each group. Give groups the top part of the master, and have learners cut out the words and unscramble the sentences. Check their results.

Give each group the bottom part of the master. Have learners cut out the word cards and put them in a pile facedown. In each group, one learner picks a card from the pile and makes up a sentence, using the gerund as a subject or an object. The learner then passes the card around the table. Each learner makes up a new sentence for the same gerund. Then another learner starts a new round with another card.
Master 51: Match the Definition
Put learners in groups of four and give each group a copy of the master. Choose a group leader. After the group cuts out the cards, the leader shuffles each pile. The leader keeps the definition cards. The group lays out the word cards faceup in the center of the table, in 4 columns and 3 rows. The leader addresses the first learner by name and reads the first definition. The learner picks a word card to match the definition. If the match is correct, the learner keeps the card. If the word does not match, the learner leaves the word card on the table. Then the group leader reads the same definition to the second learner. Continue until all matches have been made and word cards distributed. The learner with the most cards wins. A tie could be broken by a spelling bee with the vocabulary words.

Learners are not allowed to help each other. To avoid disagreement about valid answers, give each leader a copy of the answer key for Master 51. Leaders should use the answer key only if there is disagreement about a match.

Master 55: Describing People
Select six learners to play job applicants who will describe themselves. Cut out the text boxes on Master 55a. Make one copy of the instructions box for each learner playing an applicant. Give one of the other six boxes to each of the six learners. Give them time to understand and practice reading or saying their description.

Give each pair of learners in the class a copy of Master 55b. Have the learners who are playing job applicants read their descriptions, one right after the other, while the pairs number the adjectives on Master 55b. Then have each applicant read his or her description again, pausing between descriptions so that partners can discuss as indicated on Master 55b. Then have learners complete the activity on Master 55b.

Alternatively, learners can work in groups of six. Each group member pays a job applicant and reads a description. Then the group does the activity.

Master 56: Listening
Give half the class part A of the master and half the class part B. Have learners work in pairs. Both learners in a pair should have the same part. When they are finished, have each pair of A learners meet with a pair of B learners to see if their questions and answers match. Discuss with the whole group any questions and answers that did not match.

Master 59: Plans and Promises
Put learners in small groups, and give each group a copy of the master. Have learners cut out the word cards and put them in a pile facedown. One learner picks a card and makes a sentence about a future plan or promise. In turn, other learners in the group pick other cards and do the same. Learners can write some of their sentences on the board for everybody to talk about and copy.

Master 65: I’ve Been Working on the Railroad
Before learners start this activity, give them background information on this song. It became popular in the US in the 1800s when workers were building railroads across the country. “Blow your horn” refers to the horn that workers heard when it was time to break for lunch. Explain that Dinah is a woman’s name.
Customizable Graphic Organizer
2-Column Chart

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3-Column Chart

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Master 3
Name:_________________________ Date:___________ Class:__________

Customizable Graphic Organizer
4-Column Chart

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<td>Only B</td>
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<td>Neither A nor B</td>
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</table>
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>Fluency</td>
<td>Speech is very halting and fragmented.</td>
<td>Speech is hesitant with frequent silences to search for the correct word.</td>
<td>Speech is generally fluent with occasional lapses.</td>
<td>Speech flows smoothly with rare pauses for the correct word or phrase.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Frequent errors in grammar make speech difficult to understand.</td>
<td>Frequent errors in grammar occasionally obscure meaning.</td>
<td>Occasional errors in grammar are noticeable but do not obscure meaning.</td>
<td>Usage is accurate with only a sprinkling of noticeable grammar errors.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation problems make speech very difficult to understand.</td>
<td>Some pronunciation patterns cause misunderstanding.</td>
<td>Pronunciation causes listener to strain occasionally to understand.</td>
<td>Pronunciation is marked by an accent that only rarely impairs understanding.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary is very simple, featuring only the most common words.</td>
<td>Learner uses some complex words but frequently uses the wrong word.</td>
<td>Learner uses complex words with occasional vocabulary errors.</td>
<td>Vocabulary is complex and appropriate for the topic with very infrequent errors.</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>Simple phrasing accomplishes only very basic communication.</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>
<td>Learner has few problems with politeness; uses fixed expressions accurately; responds appropriately.</td>
</tr>
</tbody>
</table>

Total Score: ______________________
Master 9
Name: ____________________________ Date: ___________ Task: ___________

Generic Assessment Master
Written Communication Rubric

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

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

How well can you speak English with native speakers of English?

<table>
<thead>
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<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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</thead>
<tbody>
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<td>ask for information</td>
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</tr>
<tr>
<td>ask for help</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>apologize for mistakes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>express agreement and disagreement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>express my feelings or opinions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>talk about my interests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>explain reasons for conflicts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>report an accident or crime</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>describe my personal qualities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>discuss pros and cons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>talk about future plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: _____________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: _____________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>telephone conversations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>news on the radio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>news on TV</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>people in stores</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>announcements at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: __________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: __________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Master II
Name:________________________ Date:_________ Task:_________

Generic Assessment Master
Writing and Reading Self-Checks

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>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>my schedule and plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>memos for my job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e-mail messages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>notes when I listen or read</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: ____________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other: ____________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What are you reading in English? Check the list. Give examples.

In the past two weeks, I read . . .

____ signs on buildings
____ road signs
____ maps
____ letters from friends
____ memos at work
____ newspaper articles
____ magazine articles
____ books
____ information on the computer
____ other: ____________________________

In the next two weeks, I am going to read . . .

____ signs on buildings
____ road signs
____ maps
____ letters from friends
____ memos at work
____ newspaper articles
____ magazine articles
____ books
____ information on the computer
____ other: ____________________________
Help your classmates improve their presentation. As each group speaks, listen carefully.

**How well did you understand the presentation?**

1. The topic of the presentation was ____________
   - not clear
   - clear
   - very clear

2. The speakers looked at the audience ____________
   - seldom
   - sometimes
   - often

3. The speakers’ voices were ____________
   - too soft
   - mostly OK
   - very clear

4. I could understand the main points ____________
   - a little
   - sometimes
   - very well

5. The things they showed helped the presentation ____________
   - a little
   - some
   - very much

Something I liked about the presentation was . . .

____________________________________________________________________________________

____________________________________________________________________________________

The presentation could be improved by . . .

____________________________________________________________________________________

____________________________________________________________________________________

When you finish, give this sheet to your teacher. Your teacher will decide how to share the information with each group.
Master 13  Use after Lesson 1, page 14.
Name:________________________________ Date:__________ Class:__________

Unit 1: Closing the Gap
Grammar: Information Gap

A  Ask your partner for the missing information. Use correct question form.

Mina belongs to a gym where she can do many different kinds of exercise. She goes to the gym ________________ times a week. She usually goes at 5:00 in the morning. She likes that time because _____________________________. Sometimes she goes later and takes an aerobics class. Mina likes the instructor because _____________________________. But she doesn’t go to that class very often because she doesn’t have enough time. The gym also has ___________________________. Mina goes swimming in the summer. At 6:00 in the evening, the gym offers a ___________________________ class. Mina has heard that it’s a good class, but she always makes dinner at about 6:00.

B  Ask your partner for the missing information. Use correct question form.

Mina belongs to a gym where she can do many different kinds of exercise. She goes to the gym four times a week. She usually goes at ________________ in the morning. She likes that time because the gym isn’t crowded. Sometimes she goes later and takes an ___________________________ class. Mina likes the instructor because she has lots of energy. But she doesn’t go to that class very often because ___________________________. The gym also has machines for exercising and a small swimming pool. Mina ___________________________ in the summer. At 6:00 in the evening, the gym offers a martial arts class. Mina has heard that it’s a good class, but she always ___________________________ at about 6:00.

See page 5 for suggestions on how to do information gap activities.

English—No Problem!  Level 3
You are the manager of a large department store. You need to make one of your employees an assistant manager. Read the descriptions of the three employees.

- Chong Yol has worked here for eight years. He dresses professionally. He is a very hard worker. He learns fast. He’s smart. He’s nice, and fun to work with. He’s creative and very flexible, but he’s always five or ten minutes late for work. He apologizes when he’s late, but there’s always a new excuse.

- Tracy has worked here for 10 years. She’s a reliable employee. She dresses nicely. She’s always on time. In fact, she’s usually early. She rarely complains about her job, and she’s flexible about changes, but she’s a slow worker. Sometimes she has trouble learning new things. She often asks co-workers to help her complete her work.

- Christopher is a reliable and responsible worker. He’s worked here for five years. He’s never late. He likes to participate in meetings, and he has very creative ideas. He always finishes his work on time and doesn’t ask for help. He is respectful to his supervisors, but sometimes disrespectful to his co-workers. He gets angry easily. He’s very competitive and not very flexible.

Use the chart below to compare the positive and negative qualities of each employee. Share your ideas with your group. Talk to your group about who you would like to make assistant manager. Give detailed reasons for your choice. Your group must choose only one employee to be assistant manager.

<table>
<thead>
<tr>
<th>Name</th>
<th>Positive Qualities</th>
<th>Negative Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the name of the employee that your group chooses on the line below.

Assistant Manager: __________________________________________

In a class discussion, share your reasons for your choice.
Master 15  Use after Lesson 3, page 19.
Name:____________________ Date:_________ Class:_________

Unit 1: Closing the Gap
Vocabulary: Listening

Your teacher will read what a father says about his son. Listen to the story twice. Then listen to questions 1 to 7 and circle the letter of the correct answer.

1. a. basketball  
   b. baseball  
   c. volleyball

2. a. He wasn’t interested.  
   b. He wasn’t good at it.  
   c. His parents didn’t have enough money or time.

3. a. to be flexible  
   b. to be respectful  
   c. to be responsible

4. a. He doesn’t like it.  
   b. He is competitive.  
   c. He loves it.

Talk to your group about these questions.

1. Do you think this man is a good father? Explain your answer.  
2. Do you know any parents who are like him? If so, describe them.  
3. How do you think his son will feel about baseball in the future?  
4. What advice would you give this father?

Tell your class the three most important ideas from your group discussion.
Unit 1: Closing the Gap
Grammar: Jigsaw

Instructions Each member of your group is going to read about one person—Blaine, Steven, Annemarie, or Maxine. Share the information that you learn with your group. Then write compound sentences with and and but to compare the people. Write as many sentences as you can.

Example: Blaine likes sports, but Annemarie doesn’t.

Blaine likes to participate in many sports. He thinks that it’s important to stay active. He takes a karate class once a week and plays soccer three times a week. These activities give him energy and make him feel confident. He’s very competitive. He plans to join a basketball team next month. He doesn’t have any pets, and he doesn’t like animals.

Steven is a soccer player. He is the goalie on his team. His dream is to play in the World Cup one day. He watches the best soccer teams on TV to learn from them. He can’t think of anything else but soccer. He doesn’t enjoy quiet activities like drawing or painting.

Annemarie likes to paint. She often paints pictures of her cat. She wants to be an artist, so she takes painting, ceramics, and craft classes at school. She’s not interested in sports, but she likes boys who play sports.

Maxine doesn’t like competition, but she does like to be active. She likes to ride horses. When she rides her horse, she likes to stop and take pictures. She also draws pictures of horses. She wants to be a photographer and artist one day.

See page 5 for suggestions on how to do jigsaw activities.
Unit 1: Closing the Gap
Game: Password

- aerobics
- conflict
- irresponsible
- ceramics
- crafts
- join
- challenge
- disrespectful
- lecture
- cheerleading
- fitness
- martial arts
- chess
- flexible
- reliable
- compete
- generation
- respectful
- competitive
- gymnastics
- risky
- confident
- individual
- team

See page 5 for suggestions on how to play Password.

English—No Problem!  Level 3
# Unit 1: Closing the Gap

Unit 1 Project: Presentation of Community Classes

**Age Group:**
- [ ] youth
- [ ] adults
- [ ] parents of young children
- [ ] the elderly

**Organization:**

**Place:**

**Activities/Classes:**

**Dates:**

**Times:**

**Fees:**

**Additional Information:**

**Organization:**

**Place:**

**Activities/Classes:**

**Dates:**

**Times:**

**Fees:**

**Additional Information:**

Note: Additional information can be telephone numbers, contact people, equipment needed, what to wear, or other important information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Information to Present</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>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*English—No Problem!  Level 3*
Unit 1: Closing the Gap
Unit Checkup/Review

Part 1: Listening  Listen to the schedule of classes. Fill in the blanks.

<table>
<thead>
<tr>
<th>Monday, Wednesday</th>
<th>Tuesday, Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30–4:30</td>
<td></td>
</tr>
<tr>
<td>4:30–5:30</td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Learning for Life  You are calling a community center. Write your part of the conversation. Use complete sentences.

You:  **Do you offer swimming classes?**

Operator:  Yes. We offer many swimming classes here.

You:  ______________________________________________________

Operator:  The adult beginning class starts on the 23rd of September.

You:  ______________________________________________________

Operator:  The class is an hour long.

You:  ______________________________________________________

Operator:  The class starts at 4:00 p.m.

You:  ______________________________________________________

Operator:  Forty-five dollars for eight classes.

You:  ______________________________________________________

Operator:  The class meets in the pool next to the gym.

Part 3: Grammar  Renee and Claudia completed this chart about activities they like and don’t like. Use the chart to write present-tense compound sentences about Renee and Claudia on the next page. Use the word in parentheses in your sentence.

<table>
<thead>
<tr>
<th>Both Renee and Claudia</th>
<th>Only Renee</th>
</tr>
</thead>
<tbody>
<tr>
<td>crafts</td>
<td>gymnastics</td>
</tr>
<tr>
<td>ceramics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Only Claudia</th>
<th>Neither Renee nor Claudia</th>
</tr>
</thead>
<tbody>
<tr>
<td>chess</td>
<td>aerobics</td>
</tr>
<tr>
<td></td>
<td>cheerleading</td>
</tr>
</tbody>
</table>
Unit 1: Closing the Gap
Unit Checkup/Review (continued)

1. (crafts) ________ Renee likes crafts, and so does Claudia.

2. (ceramics) ____________________________________________

3. (gymnastics) __________________________________________

4. (chess) ______________________________________________

5. (aerobics) _____________________________________________

6. (cheerleading) __________________________________________

Part 4: Vocabulary and Idioms Read the letter to the editor. Use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>competition</th>
<th>fitness</th>
<th>gymnastics</th>
<th>inflexible</th>
<th>participating</th>
<th>risky</th>
<th>confidence</th>
<th>generation</th>
<th>individual</th>
<th>joins</th>
<th>respectful</th>
</tr>
</thead>
</table>

I read your article about the benefits of ________ participating ________ in sports, and I disagree. Children should not participate in sports. Today’s ________ of children is so busy that there is no time for free play. Every child I know either ________ a team or does an ________ sport like swimming. There is too much focus on winning. Children are learning that ________ is more important than cooperation. Physical ________ is important, but if a child isn’t strong, forcing him to play sports can hurt his ________ instead of building it. Another problem is that sports do not always teach good behavior. Doing a sport doesn’t necessarily teach a young person to be ________ to others. Finally, some sports are just too dangerous. Last week a girl at my son’s school broke her arm during a class in ________. I would never allow my child to do something so ________! My son thinks I’m ________, but I don’t want him getting hurt.
Unit 2: Smoothing Things Over
Grammar: Using Verbs

Read the paragraph about what Leslie did yesterday. With your partner, underline the simple past and past progressive verbs. Compare your answers in your group.

Leslie was walking down the road by herself yesterday afternoon. She stopped to fix her radio headset. Then she started to walk again. People were staring at her because she was whistling, singing, and clapping her hands. She was singing really loudly, but she didn’t know it.

Cut out the verbs below. Put them in a pile. With your group, take turns making sentences with the verbs. For each verb, make one simple past sentence and one past progressive sentence.

- cry
- stare
- whisper
- drive
- talk
- whistle
- eat
- think
- wink
- go
- walk
- work
- sleep
- watch
- write

Write the sentences in your notebook and share them with your class.
Unit 2: Smoothing Things Over
Game: Connect the Words

<table>
<thead>
<tr>
<th>accident</th>
<th>bicycle</th>
<th>baby</th>
<th>movie</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice cream</td>
<td>friend</td>
<td>library</td>
<td>English</td>
</tr>
<tr>
<td>school</td>
<td>brother</td>
<td>ball</td>
<td>beach</td>
</tr>
<tr>
<td>shower</td>
<td>phone</td>
<td>birds</td>
<td>picnic</td>
</tr>
<tr>
<td>dinner</td>
<td>news</td>
<td>mountains</td>
<td>leg</td>
</tr>
<tr>
<td>dog</td>
<td>mailman</td>
<td>computer</td>
<td>daughter</td>
</tr>
<tr>
<td>children</td>
<td>car</td>
<td>football</td>
<td>head</td>
</tr>
<tr>
<td>girls</td>
<td>boys</td>
<td>book</td>
<td>door</td>
</tr>
<tr>
<td>mouse</td>
<td>cat</td>
<td>backyard</td>
<td>doll</td>
</tr>
<tr>
<td>doctor</td>
<td>nurse</td>
<td>street</td>
<td>truck</td>
</tr>
</tbody>
</table>

See page 5 for suggestions on how to use this master.
Unit 2: Smoothing Things Over
Grammar: Write a Conversation

Listen to your teacher read the story about a waitress’s bad day at work. Listen again, and take notes in the chart about what the waitress and the customer did and said.

<table>
<thead>
<tr>
<th>Waitress</th>
<th>Customer</th>
</tr>
</thead>
</table>

The waitress did not explain exactly what she and the customer said to each other. With a partner, decide what they said, and fill in the conversation below. Use direct speech and correct punctuation.

The waitress said, “Can I take your order?”

The customer said, ____________________________________________

The waitress brought the food.

The customer said, ____________________________________________

The waitress brought the soup.

The customer said, ____________________________________________

When the waitress brought the soup back, she said, __________________________

The customer said, ____________________________________________

Before he left, the customer said, ____________________________________________

The waitress said, ____________________________________________

Read your conversation to another pair. When you finish, exchange papers. Check the other pair’s conversation for commas, periods, capital letters, and quotation marks. Meet with another pair and repeat.
Unit 2: Smoothing Things Over
Vocabulary: Create a Story

Cut out the pictures and the words. With your partner, use the pictures and the words to make up a story about what happened yesterday. You can use them in any order. Try to use vocabulary from Unit 2. Tell your story to a new partner.

cut in line
snap fingers
impatient
stare
Unit 2: Smoothing Things Over
Thinking Skill: Misunderstandings

Read the story about Koji.

When Koji came to the US for the first time three years ago, he didn’t know much English. He wanted to learn how to speak English and learn more about US culture. He knew a lot about US history and geography, but not much about culture.

Koji made a few new friends at school. He was taking ESL classes at a community college. One day after class, Koji’s American friend, Tommy, invited Koji over to his apartment. They fixed sandwiches for lunch. Tommy sat down on the sofa and put his plate on the coffee table. Koji sat on the floor, next to the coffee table, and waited for his friend to begin eating. Tommy looked at Koji and said, “What’s the matter? Don’t you like the sandwich?”

Koji shook his head no. Tommy said, “Sorry, that’s all I’ve got.” He sat back on the sofa, put his feet on the coffee table, turned on the TV, and began to eat his sandwich. Koji looked down at the floor, put the plate in his lap, and took a bite of the sandwich. He wasn’t very hungry. They watched TV together, but Koji didn’t understand very much. Tommy didn’t understand why Koji was so quiet. He was usually very happy in class.

With your partner, talk about the differences in culture that caused Koji to feel uncomfortable. Write a few sentences that explain the differences. Share your ideas with your group.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Discuss this question with your group: Do you think Koji understood Tommy’s question about the sandwich? Explain your answer.
Listen to the skits that the other groups present. In pairs, fill out the information below for each group’s skit.

**Group 1**
Who are the characters? ____________________________
Where are they? ____________________________
What is the problem? ____________________________
What is the best way to solve the problem? ____________________________

**Group 2**
Who are the characters? ____________________________
Where are they? ____________________________
What is the problem? ____________________________
What is the best way to solve the problem? ____________________________

**Group 3**
Who are the characters? ____________________________
Where are they? ____________________________
What is the problem? ____________________________
What is the best way to solve the problem? ____________________________
Unit 2: Smoothing Things Over
Project Assessment Form

CRITERIA

Part 1. Written Skit

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear or incomplete</td>
<td>Partially clear</td>
</tr>
<tr>
<td>a. Writing is structurally clear.</td>
<td>0</td>
</tr>
<tr>
<td>b. Vocabulary is appropriate.</td>
<td>0</td>
</tr>
<tr>
<td>c. Misunderstanding is clear.</td>
<td>0</td>
</tr>
</tbody>
</table>

Part 2. Skit Performance

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misunderstanding is clear.</td>
<td>0</td>
</tr>
<tr>
<td>Body language is appropriate.</td>
<td>0</td>
</tr>
<tr>
<td>Speech is understandable.</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on performance

________________________________________________________________________

Benchmarks for performance

Note: The examples below are from Part 2 (a), Misunderstanding is clear.

0 = The performance does not interpret the misunderstanding correctly. (e.g., “We like school. No problem, right?”)

1 = The misunderstanding is evident, but not clearly portrayed. Errors in language or appropriateness affect communication. (e.g., “You go school two days. Shame you. I no like you.”)

2 = The misunderstanding is clearly portrayed, but not necessarily with perfect structure. (e.g., “I said I go to school today, no two days.”)
Unit 2: Smoothing Things Over
Unit Checkup/Review

Part 1: Listening  Listen to your teacher read a conversation between Jae Lee and a customer. Summarize what is happening in a few sentences.

Part 2: Learning for Life  Write what you or other people might say or think in each situation. Use complete sentences.

1. If you don’t look at your teacher when she speaks to you, what might she think?
   
   She might think that I’m not paying attention.

2. If you’re late for a meeting, what might you say when you arrive?

3. If you shrug when your boss is talking to you, what might she think?

4. If you and your friend are whispering in class, and another classmate is sitting near you, what might he think?

5. If you nudge someone with your elbow when your sister is talking, what might your sister think?

6. If someone whistles to call a waiter, what might the waiter think?

Part 3: Grammar  Read the story on the next page. Fill in the blanks with the simple past or past continuous form of the verb.
You’re not going to believe what happened to Wendy and me yesterday. We ____________ in a café having lunch. I ____________ to Wendy when I realized that a man ____________ at us. He came over to our table. He ____________ something to Wendy, and she looked surprised. He ____________ at her and walked out of the café. I ____________ my friend what he said to her. She said, “He told me that he paid for our lunch and to have a nice day!”

Part 4: Vocabulary and Idioms Use the words in the box to complete the sentences in this newspaper advice column.

apologize ✔ excuse me fault offend resolve smooth things over
apology expect impatient polite rude

One day, I was working and a customer said, “______ Excuse me ______, can you help me?” I said, “You can ask the saleswoman for help.” He said, “I’ve been waiting for 20 minutes. I don’t mean to ____________ you, but I want help right now!” He was so impatient and _____________. I tried to ____________ to him for the long wait, but he wouldn’t accept my _____________. I said that I would get someone to help him, but he was so ____________ that he left. Did the store lose a customer because of me?

Hopeless in Helena

Dear Hopeless,

Impatient customers always ____________ immediate attention. You tried to ____________ by apologizing. Even though he was angry, you tried to be ____________ to him. You can’t ____________ every conflict that happens. It is not your ____________ that the customer left.
### Unit 3: Better Safe Than Sorry

**Grammar: Find Your Partner**

<table>
<thead>
<tr>
<th>he took her to the hospital</th>
<th>after she was injured</th>
</tr>
</thead>
<tbody>
<tr>
<td>I unplugged the iron</td>
<td>after I pressed my clothes</td>
</tr>
<tr>
<td>you should clean it up</td>
<td>after you spill something</td>
</tr>
<tr>
<td>we should put out the candles</td>
<td>before we go to bed</td>
</tr>
<tr>
<td>he cleaned his injury well</td>
<td>before he put on the bandage</td>
</tr>
<tr>
<td>they locked the cabinet</td>
<td>when they put poisonous liquids inside</td>
</tr>
<tr>
<td>he followed his escape route</td>
<td>when he heard the smoke detector</td>
</tr>
<tr>
<td>he covered the paint cans carefully</td>
<td>before he put them away</td>
</tr>
<tr>
<td>you should smother the flames</td>
<td>when you see a pan catch on fire</td>
</tr>
<tr>
<td>you should pull back your hair</td>
<td>before you use machinery</td>
</tr>
<tr>
<td>you should replace them</td>
<td>when smoke detector batteries get low</td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Unit 3: Better Safe Than Sorry
Vocabulary: Scrambled Sentences

With your group, cut these words out, one sentence at a time. Arrange them in correct sentences or questions. Read the sentences aloud together. Ask your teacher to check them. Then copy them in your notebook and add punctuation.

your did you arm slipped when you hurt
fell down leg he his bruise when did Miguel
gasoline how the did can knock you over
the did his knee bruise boy how
how hair in caught the
did man’s get machine the
put fire in he
a extinguisher hallway the
outside the they house after met fire

See page 6 for suggestions on how to use this master.

English—No Problem!  Level 3
Unit 3: Better Safe Than Sorry
Game: Safety Awareness Concentration

A

break into  lock up  replace  trip over

call  plan  spill  unplug

injure  put out  suffer from  witness

B

911  the cleaning substances  an escape route  the toaster

the batteries  the cord  the neighbor’s house  the water

the cigarette  a crime  smoke inhalation  your knee

See page 6 for suggestions on how to use this master.
Unit 3: Better Safe Than Sorry
Grammar: Past-Tense Question Information Gap

A  Ask your partner for the missing information. Use correct question form.

When Miguel was at the bus stop last week, he saw a _______________.
Two teenagers mugged a woman. They stole her _______________ and ran away. Miguel called the police. It took them _______________ minutes to get there. When Officer Murphy arrived, he interviewed Miguel and the victim. Miguel gave the officer his _______________ and address.

The police caught the suspects three days later. They found the woman’s purse in a _______________, but her money and credit cards were gone.

B  Ask your partner for the missing information. Use correct question form.

When Miguel was at the bus stop last week, he saw a crime. Two teenagers mugged a _______________. They stole her purse and ran away. Miguel called the _______________. It took them five minutes to get there. When Officer Murphy arrived, he interviewed Miguel and _______________. Miguel gave the officer his name and address.

The police caught the suspects _______________ days later. They found the woman’s purse in a garbage can, but her money and _______________ were gone.

See page 5 for suggestions on how to do information gap activities.
Unit 3: Better Safe Than Sorry
Task 3 Assessment Form

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1. Written Skit</td>
<td>Unclear or incomplete</td>
</tr>
<tr>
<td>a. Thief breaks into house.</td>
<td>0</td>
</tr>
<tr>
<td>b. Neighbors suspect break-in.</td>
<td>0</td>
</tr>
<tr>
<td>c. Someone is selling drugs.</td>
<td>0</td>
</tr>
<tr>
<td>d. Thief snatches purse.</td>
<td>0</td>
</tr>
<tr>
<td>Part 2. Crime Prevention Flyer</td>
<td></td>
</tr>
<tr>
<td>a. Advice is given tactfully.</td>
<td>0</td>
</tr>
<tr>
<td>b. Advice is structurally clear.</td>
<td>0</td>
</tr>
<tr>
<td>c. Vocabulary is appropriate.</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on performance

Benchmarks for performance

Note: The examples below are for Part 1 (a), Thief breaks into house.

0 = The answer does not interpret the situation correctly, merely
summarizes the situation, or is too difficult to understand.
(e.g., “Thief sees newspaper, break in and steal furniture.”)

1 = The answer shows understanding of the situation and a good
attempt to respond. Errors in language or appropriateness affect
communication. (e.g., “You will cancel newspaper subscriptions so
thief don’t see you gone away.”)

2 = The answer shows understanding of the situation and responds in a
form that is understandable to a native speaker but is not necessarily
perfect. (e.g., “You could ask the newspaper company stop delivery
to your house when you are away.”)
Plan your poster on this page.

**Title:**

**Words:** Write the safety procedures that you will put on your poster.

**Art:** Describe or draw the art you want to use on your poster.

**Design:** Plan where to put everything on your poster.
Unit 3: Better Safe Than Sorry
Unit Checkup/Review

Part 1: Listening    Listen to your teacher read the conversation between
Miguel and his brother. Summarize what is happening in a few sentences.

Part 2: Learning for Life   Write what you would say or do.
1. You are in your bedroom. Smoke is coming under the door
   ________________________________

2. You want to work with your neighbors to help prevent thefts.
   ________________________________

3. Someone at work does something unsafe. You want to talk to her.
   ________________________________

4. You see someone break a store window and climb into the store.
   ________________________________

5. A neighbor has fallen and is lying on the ground. You call 911.
   ________________________________

6. You come home late at night. How can you protect yourself?
   ________________________________

Part 3: Grammar   Look at the time line. On the next page, write sentences in the past tense
using when, before, and after.

<table>
<thead>
<tr>
<th>10:00 p.m.</th>
<th>10:15 p.m.</th>
<th>10:30 p.m.</th>
<th>10:40 p.m.</th>
<th>10:45 p.m.</th>
<th>11:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The store closes.</td>
<td>The cashier leaves the store.</td>
<td>A neighbor hears breaking glass.</td>
<td>The police arrive.</td>
<td>The police see a man run away from the store.</td>
<td>The man tries to get in his car, but the police catch him.</td>
</tr>
</tbody>
</table>
Unit 3: Better Safe Than Sorry
Unit Checkup/Review (continued)

1. The cashier leaves the store. The store closes.
   The cashier left the store after the store closed.

2. The police arrive. The man is in the store.

3. The police arrive. A man runs away from the store.

4. A neighbor hears breaking glass. The cashier leaves the store.

5. The police catch the man. He gets in his car.

Write a past-tense question for the answer “10:15.”

6. What time ________________________________?

Part 4: Vocabulary and Idioms  Complete the sentences.

bruises ✔ injuries locked up robbery suspect witness
caused knocked over poison slippery victim

1 Injuries at the Factory: A worker ________________ a fire when he put chemicals near a furnace. Another worker ________________ the chemicals. Chemicals should always be kept ________________. The smoke made some people sick because it was ________________. Other workers fell on a ________________ floor.

2

3

4

5

6

7

8

9

10

11

8 on Willow Avenue: The ________________, a large blond man, was carrying a gun. The ________________ was hit, and his money was taken. He had only ________________, no broken bones. A ________________ called police.
Unit 4: Planning Ahead
Grammar: The Chain Game

Play the chain game. Follow this model:

**Learner 1:** Why did you go to the store?
**Learner 2:** I went to the store because I was hungry.
**Learner 3:** Why were you hungry?
**Learner 4:** I was hungry because I didn’t eat breakfast.
**Learner 1:** Why didn’t you eat breakfast?

Choose one of the questions below to start your chain. Everyone in the group should speak twice. Then start over with a new question.

Why didn’t you come to the party?
Why didn’t you do your homework?
Why did you cancel your doctor’s appointment?
Why did you stay up so late?
Why didn’t you answer the phone?

After you have used all of the questions, try to remember one chain that you created. Write it here.

**Question:**
**Answer:**

**Question:**
**Answer:**

**Question:**
**Answer:**

**Question:**
**Answer:**

**Question:**
**Answer:**

Share your chain with the class.
Cut out these headings and place them on your table.

- don’t have to
- have to
- must not
- shouldn’t

Cut out these expressions. Put them in a pile. Take turns picking an expression from the top of the pile. Read the expression to your group. Put it under a heading that will help you make a sentence. Tell the sentence to your group. Try different headings to see if you can use the expressions differently.

**Examples:**
- “I have to stay up late tonight because I need to finish my project.”
- “I don’t have to stay up late tonight because I finished all my work.”
- “I shouldn’t stay up late tonight because I’m tired.”
- “I must not stay up late tonight because I have to get up at 4:30 a.m. tomorrow.”

- call the doctor
- drive over the speed limit
- eat too much butter
- forget to lock the door
- go to bed early

- go to work today
- pay my car insurance premium
- repair the damage to the roof
- send my payment until next week
- stay up late tonight
Master 37 Use after Lesson 2, page 53.
Name: ___________________________ Date: ___________ Class: ___________

Unit 4: Planning Ahead
Vocabulary: Disaster Poll

Interview your partner with the questions below. Check the questions answered “yes.”

1. Has a fire ever started in your home?
2. Has your roof ever been damaged by rain?
3. Have you ever had water damage in your home?
4. Have you ever experienced a flood?
5. Have you ever been hurt or had property damaged in a hailstorm?
6. Have the pipes in your home ever frozen?
7. Have your personal belongings ever been damaged or destroyed?
8. Have your valuables ever been stolen?
9. Have you ever been a victim of car theft?
10. Has your car or home ever been vandalized?

Share the results with your group members. Add up your group’s responses and combine your results with one other group. Make a graph showing the results of your two groups.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Yes Responses</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare the results of your poll with the class. Your teacher will help you combine the information for the whole class.
Research two banks in your area. Some of this information may be on the door of the bank. You can get other information from flyers inside the bank. A teller can also give you information.

Name of bank: ________________________________
Address or cross streets: ________________________________
Hours: ________________________________
Fees for checking account under $1,000: ________________________________
Interest on savings account under $5,000: ________________________________
Other information: ________________________________

Name of bank: ________________________________
Address or cross streets: ________________________________
Hours: ________________________________
Fees for checking account under $1,000: ________________________________
Interest on savings account under $5,000: ________________________________
Other information: ________________________________

Share your information with your class.
Discuss these questions: Which bank would you recommend? Why?
Unit 4: Planning Ahead
Unit Checkup/Review

Part 1: Listening  Listen to your teacher read a conversation between Olivia and Victor. Summarize what is happening in a few sentences.


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

1. Name two kinds of health plans.
   
   Two kinds of health plans are HMO and Point of Service.

2. Name four kinds of care that a health insurance plan might cover.

3. Name three kinds of damage that homeowners insurance would probably cover.

4. Why would someone want to buy renters insurance?

5. Why might someone choose a money market account?

6. What is the problem with buying many things on credit?

Part 3: Grammar  Read the paragraph on the next page and fill in the blanks with the words in the box.

<table>
<thead>
<tr>
<th>don’t have to</th>
<th>have to</th>
<th>must</th>
<th>must not</th>
</tr>
</thead>
</table>

English—No Problem!  Level 3
Marta’s eyes were bothering her. She said to her husband, “I need to call the eye doctor.” The doctor said that she needed glasses. “Your distance vision is fine,” he said. “You need to wear glasses all the time. But looking at things up close is giving you headaches. You need to wear reading glasses.” “Do I need to wear the glasses to school?” she asked. “They will help you at school,” he said. “But be careful. You need to lose them!”

Why didn’t Marta have to wear glasses all of the time?

I need advice about my parents’ financial situation. They are in their 60s. They saved money for years so that they could retire in comfort and security. They bought a mobile home because it was the most affordable way to travel. They also bought an insurance policy. They were visiting me, and a lot of damage fell during a storm. It did a lot of damage. The insurance agent said that their insurance wouldn’t cover their mobile home or their belongings inside it because they hadn’t paid their premium. They had paid, but the envelope got lost in the mail. If my parents have to pay for the repairs themselves, they will go into terrible debt.
Unit 5: Making Ends Meet
Thinking Skill: Jigsaw

Instructions

You have just moved into a new apartment, and you have no furniture for the living room. The living room has a wood floor and a large window that looks over to the neighbor’s house. There is a ceiling light, but it’s not very bright. There are two adults and two teenagers in your family. You have $300 to spend right now. You’ll be able to spend more in a couple of months.

You are going to a garage sale, and each member of your group will learn about two items that are for sale. Tell each other about the items you learned about. Then, as a group, decide how you will spend your $300. Tell the class your decisions.

There is a sofa for sale. You don’t like the color, but it’s comfortable and clean. It’s big enough for three people to sit on comfortably. It costs $150.

There is a television set for sale. It has a medium-sized screen. It’s not as big as you would like, and it’s a few years old. It works fine. It costs $60.

There’s a stereo that costs $60. It has a CD player, a tape player, and a radio. It is new. The sound is good.

There are curtains that will fit on your window. They don’t match the sofa, but they match the armchair. You like the color and the style, and they are in good condition. They cost $45.

There is a very nice coffee table for sale. It’s in excellent condition, and it looks new. It costs $100, but you think it’s worth much more than that.

There is an armchair that is a color you really like. It comes with a stool to rest your feet on, and it’s very comfortable. It costs $100.

There is a really nice rug that will cover most of your floor. It’s very thick and soft. The rug matches the armchair, but not the sofa. It costs $60.

There is a standing lamp with three lights on it. You can point the lights in different directions, and the lamp is very attractive. It’s a good deal at only $35.

See page 5 for suggestions on how to do jigsaw activities.
### Unit 5: Making Ends Meet
**Grammar: Ask Your Classmates**

| What was the best meal that you’ve ever eaten? | What is the hardest job that you’ve ever done? |
| What is the most handsome man in the world? | What was the biggest party that you’ve ever been to? |
| Who is the most beautiful woman in the world? | What is the most beautiful house that you’ve ever visited? |
| What was the best vacation that you’ve ever had? | What was the saddest movie that you’ve ever seen? |
| Who is the smartest person in your family? | Who is the best athlete in your family? |
| Who is the best cook in your family? | Who is the oldest person in your family? |
| What is the most expensive thing that you’ve ever bought? | What was the most difficult class that you’ve ever taken? |
| What was the best concert that you’ve ever seen? | What is the hottest place that you’ve ever visited? |
| What was the funniest movie that you’ve ever seen? | What is the coldest place that you’ve ever visited? |
| What was the worst pain that you’ve ever experienced? | Who is one of the strangest people that you’ve ever met? |
| What is the most beautiful city that you’ve ever seen? | What was one of the happiest days of your life? |

*See page 6 for suggestions on how to use this master.*

*English—No Problem!  Level 3*
Unit 5: Making Ends Meet
Song: Unscramble the Lines

The words below are from an old song called “Second-hand Rose.” Cut out the boxes. Listen to the song. With your group, put the words in order. Talk about the underlined words with your teacher. Practice singing the song.

Even the piano in the parlor, Second-hand pearls.

Everyone knows that I’m just Second-hand Rose
That’s why they call me Second-hand Rose.

I’m wearing second-hand hats, Daddy bought for ten cents on the dollar.

I never get a single thing that’s new. Second-hand clothes,

Has the nerve to tell me he’s been married before!
I’m wearing second-hand curls,

From Second Avenue. Even Jake the plumber, he’s the man I adore.
Unit 5: Making Ends Meet
Grammar: Listen and Write

Listen to your teacher read In Ja’s story about her childhood in Korea. As you listen, write the verbs that you hear.

Verbs

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

__________________________  __________________________  ______________________

Listen to the story again. With a partner, write sentences about In Ja’s childhood using *used to*.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Listen to the story about Tammy and her baby, Riley. Point to the pictures as you hear the items mentioned in the story.

Cut out the pictures. Listen to the story again, and put the items in the order in which you hear them.

Use the pictures to help you tell your partner the story.
**CRITERIA**

**Part 1. Written Skit**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writes accurate descriptions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Uses persuasive language</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Responds accurately to buyers’ questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Uses adjectives and descriptive language</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Part 2. Buying Items**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asks appropriate questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Negotiates price</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Uses appropriate expressions for decisions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments on performance**


**Benchmarks for performance**

*Note: The examples below are from Part 1 (a), Writes accurate descriptions.*

0 = The card includes no description, is missing the name of the item, or names the item incorrectly.

1 = The card is missing some of the required information, or information is minimal or incorrect. (e.g., “chest drawer, 4 years”)

2 = The card includes all information in a form that is clearly understandable, but not necessarily perfect. (e.g., “Chest-of-drawer is four year old, only used a little, new painted.”)
Unit 5: Making Ends Meet
Unit Checkup/Review

Part 1: Listening  Listen to your teacher read a radio ad. Write three reasons to go to Tony’s Computer Center. Use complete sentences.


Part 2: Learning for Life  Write what you would say or do in each situation. Use complete sentences.

1. You recently bought a camera. You discover that it is defective.
   _I would take it back and ask for a refund or exchange._

2. You need to buy some clothes for a child. You don’t have much money.

3. You are talking to a store clerk. You want to return a recliner chair that you bought two months ago. You want a refund.

4. A salesperson asks what kind of printer you want to buy.

5. You bought some expensive jeans at a department store. When you put them on at home, you found a flaw in the material.

6. You are shopping for a computer. You need to tell the salesperson what the warranty should cover.

Part 3: Grammar  On the next page, use the verbs in parentheses to complete the sentences. If possible, write the used to form of the verb. If not, use simple past.
Unit 5: Making Ends Meet
Unit Checkup/Review (continued)

1. Jay __________ jeans, but now he wears cotton slacks.
2. He __________ his favorite jeans five years ago at a department store.
3. They __________, but now they’re too small.
4. Jay __________ the jeans every weekend.
5. He __________ the jeans to charity last week.

Complete this sentence with the superlative form of the adjective.
6. He thinks they were ________________ pants that he ever wore.

Part 4: Vocabulary and Idioms  Read the ads. Use the words in the box to complete the blanks.

<table>
<thead>
<tr>
<th>compact</th>
<th>defects</th>
<th>efficient</th>
<th>lightweight</th>
<th>quality</th>
<th>warranty</th>
<th>condition</th>
<th>durable</th>
<th>guarantee</th>
<th>portable</th>
<th>strollers</th>
</tr>
</thead>
</table>

Bargain Barn Dollar Days Sale! Don’t miss this chance to buy and save for all your entertainment needs. We __________ your satisfaction. You’ll find special savings on DVD players, stereo equipment, and TVs. We sell nothing but top __________ equipment. Every item comes with a one-year __________. Today through Sunday only.

Seconds Please! Come in and shop for your children’s needs. We sell infants’ and children’s clothing and shoes, cribs, __________, toys, and books. All of our items are reasonably priced and in good __________. If there are __________ of any kind, prices will be even lower. You can’t go wrong at Seconds Please!

Computers Plus: Tired of carrying around a heavy __________ computer? Our 7200 model is __________, so you can give your back a rest. It’s so __________ that it fits into your bag. It’s our fastest, most __________ model. It’s so __________ that it will not break if you drop it!

English—No Problem!  Level 3
With your group, cut these words out, one sentence at a time, and arrange them into correct sentences. One of these sentences uses a subject gerund. The other sentence uses an object gerund. Read the sentences aloud together. Ask your teacher to check them.

With your group, cut these words out. Put them in a pile. Choose a card and make a sentence using the gerund. Pass the card around the group. Everyone should make a different sentence.

See page 6 for suggestions on how to use this master.
Unit 6: Facing Problems Head On
Vocabulary: Remember When

Read the story about what happened at the supermarket. Unscramble the words and write them on the blank lines. If you have trouble, look at the words below the story. Five of those words are scrambled in this story.

Disciplining children is a difficult job. One day at the supermarket, I saw a woman _________ her young daughter’s hand. The little girl screamed and started crying. She slapped her mother’s arm and screamed, “If you hit me, I’ll hit you!” The mother was very angry. She yelled, “I _________ you to hit me! I’m your mother!” Then she _________ her daughter, grabbed her arm, and pulled her out of the store. I was hoping that the mother wouldn’t _________ her child. She was so angry. I wanted to talk to the woman to see if I could help her calm down. But I didn’t think that I should _________.

Cut out the words below. Put the word cards in a pile in the center of your table. Take turns choosing a card from the pile. Use the word to tell about an experience you remember, have read about, or have seen on TV or in a movie. Answer questions about your story.

abuse forbid neglect
beat get involved permit
corporal punishment ground slap
discipline harm spank
Unit 6: Facing Problems Head On
Grammar: Listening

Listen to your teacher read Pablo’s story. You will hear Pablo tell about himself and about his classmate, Tracy. After you listen, read the questions and listen again. Take notes as you listen the second time.

Pablo

How long has Pablo lived here? ________________________________________

When did he start taking English classes? _________________________________

How did he feel when he first started school? ______________________________

Has he made new friends at school? ______________________________________

How long has he been married? _________________________________________

Has he traveled very much? _____________________________________________

Where did he go last weekend? _________________________________________

Tracy

How long has Tracy lived here? _________________________________________

How long has she been a student? _______________________________________

How did she feel when she first started school? _____________________________

Has she made new friends at school? _____________________________________

What did Tracy do in Vietnam? ___________________________________________

Has she traveled very much? _____________________________________________

Where did she go last month? ____________________________________________

Listen a third time to check your answers. Compare your answers with your group. Interview your partner with similar questions about school, friends, family, job, and traveling. Take notes. Then tell your group about your partner. After everyone in your group talks, ask more questions to get to know one another better.
Unit 6: Facing Problems Head On
Thinking Skill: Guide and Support Others

Cut out the boxes. Put them in a pile, upside down. Pick one card and read it to your group. Tell the group what you would do in that situation. Ask your group members if they agree or disagree with you, and why. Then another group member picks the next card.

What would you do if your neighbor’s two children (6 and 8 years old) came to your house crying because their parents left them home alone?

You are a teacher at an elementary school. One of your students has bruises on her arms and face. What are you going to do?

Your friend has a teenaged son who is coming home too late on the weekends. She suspects that her son is drinking alcohol. She asks you for advice. What advice would you give her?

Every day, people speed down your street. There are many young children in your neighborhood. Is there anything you can do about it?

You are the manager of a business. Your favorite employee tests positive for drug use. You don’t want to fire him. How would you handle the situation?

A man in front of you at the bank tells his son that he’s stupid. Then he tells his son to shut up. Would you say anything to the man?

You have seen your neighbor kick his dog several times. He also hits his dog with the newspaper. Would you do anything about it?

Your brother’s daughter won’t eat because she thinks she’s too fat. Your brother doesn’t know what to do. What advice would you give him?
### Unit 6: Facing Problems Head On

Game: Match the Definition

Cut out the boxes. Put the words in one pile and the definitions in another.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>addict</td>
<td>a person who cannot give up doing or using something</td>
</tr>
<tr>
<td>anonymous</td>
<td>money paid as punishment for breaking a law</td>
</tr>
<tr>
<td>fine</td>
<td>extremely forceful or threatening</td>
</tr>
<tr>
<td>neglect</td>
<td>forbidden or not allowed by law</td>
</tr>
<tr>
<td>aggressive</td>
<td>a sign of a larger problem or disease</td>
</tr>
<tr>
<td>discipline</td>
<td>a person who cannot give up doing or using something</td>
</tr>
<tr>
<td>grounded</td>
<td>done by a person whose name isn’t known</td>
</tr>
<tr>
<td>prohibited</td>
<td>teach how to behave</td>
</tr>
<tr>
<td>allow</td>
<td>not allowed to go out</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>give permission or let someone do something</td>
</tr>
<tr>
<td>irrational</td>
<td>not allowed to go out</td>
</tr>
<tr>
<td>symptom</td>
<td>give permission or let someone do something</td>
</tr>
</tbody>
</table>

See page 7 for suggestions on how to use this master.
Unit 6: Facing Problems Head On
Unit Checkup/Review

Part 1: Listening
Listen to your teacher read a radio announcement. Write sentences about the main ideas that you hear.

1. 

2. 

3. 

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

1. What are some laws about smoking in your state?
   
   [You have to be 18 or older to buy cigarettes. Smoking in government buildings is prohibited.]

2. What are two laws about alcohol in your state?

3. Who has to report child abuse?

4. What is child neglect?

5. What are some symptoms of drug abuse?

6. What are some examples of inappropriate discipline for children?

Part 3: Grammar
Look at Jenny’s calendar on the next page. Today is Saturday. Write about what she has done this week. Use the present perfect if possible. If not, use the simple past.
Use to assess or review Unit 6.

Name: ______________________ Date: ___________ Class: ___________

Unit 6: Facing Problems Head On
Unit Checkup/Review (continued)

Part 4: Vocabulary and Idioms  Use the words in the box to complete the
sentences in the story. Change the verbs to past tense if you need to.

abuse aggressive arrest get involved recover support
addict alcoholic ✔beat harm sentence

A local man ________ beat ________ his wife on the sidewalk today. Some people saw the
beating but didn’t call police. They didn’t want to ___________. A witness said, “I
was afraid he would do serious ___________ to her.” Police ___________ the man. The woman will ___________ from her injuries, but she has been a victim
of ___________ for a long time. “She will need a lot of ___________ to
get through this,” said her counselor. “Her husband is a drug ___________ and an
___________,” said a neighbor. “When he drinks or takes drugs, he becomes
___________.” This is not a first offense, so he may get a jail ___________.
Put a small piece of paper with your initial on it in the “Tell about” space. Roll a die or spin a spinner and go forward. Follow the instructions in the box you stop on. Use gerunds in your responses. For example, you could say, “I always avoid washing the dishes.” Give as much detail as you can. Ask each other questions. The purpose of this game is to have a conversation, not just to make sentences with gerunds.
This is a story about someone who made a change in her community. Read the paragraphs. With your partner, cut them out and put them in order. Then tell your partner the story without looking at it.

After City Hall received the petition, Maricela got a letter inviting her to a meeting. She was nervous. “Can’t someone else go?” she said to her neighbor. Her neighbor said, “A lot of us will go to the meeting, but we want you to speak for us.”

Most neighbors signed the petition. Only a few people opposed a speed bump.

“That’s called a speed bump,” said her teacher, “and that’s a good idea.” The teacher suggested writing a petition to ask for a speed bump in the road.

One day, Maricela’s teacher asked the class if there was any community project they would like to do. Maricela said, “Yes. I would like to put a bump in our street to make cars slow down.”

Maricela lived with her husband and two sons on a street very close to her adult school. She liked her apartment, and she liked her neighbors.

But there was one thing she didn’t like at all. Every day cars went speeding down the street on the way to the main road. Maricela was afraid that her sons or one of the other children on the street would get hit by a car someday.

Maricela said, “How do I write a petition? Do I need approval?”

The form was simple. They wrote a short paragraph explaining why they wanted a speed bump. Then they took the petition around the neighborhood.

Maricela went to the meeting and explained the issue to the city council. The council approved the speed bump. Maricela was proud of herself and happy that her street was safer.

“I don’t know,” said the teacher. “Why don’t you go to City Hall?” So Maricela and a friend went to City Hall to get information about a petition.
Instructions  You are going to play the role of a job applicant. You will describe yourself in an interview. Make sure you understand the description. Practice it until you can say it smoothly. Read or say the description to your class. Listen to the other descriptions. Then do the activity on Master 55b with your class.

1. You don’t have to worry about me being late. I’m the type of person who always leaves extra early just in case there’s a lot of traffic or some other problem. In the three years I went to adult school, I never arrived to class late except for the one time when my car broke down.

2. I’m interested in this job because I want to help others. I have always enjoyed giving my time and my effort to help people. I have volunteered at the soup kitchen at my church, and I once helped organize a toy donation for the poor children in my city.

3. I don’t have a lot of experience, but I am sure that I can do an excellent job. I learn quickly, and I’m not afraid to ask questions. I get along well with people, I have good communication skills, and I work hard. You’ll be happy you hired me!

4. I will have no problem greeting people at the front desk. I’m friendly and I get along well with people. At my adult school, I went to all the students and arranged for the final party. I didn’t mind talking to people I didn’t know. I like meeting new people.

5. You’ll find that I’m an excellent salesperson. I have a reputation for never giving up. When I get an idea, I don’t let go of it until I convince everyone that I’m right. And when I want my customers to buy something, I won’t give up easily!

6. I always worked hard at my schoolwork and was a responsible student. I plan to bring the same attitude to this job. I almost never missed my classes, and I always got my work done. If I get this job, you’ll find that you can rely on me.
Unit 7: Pitching In
Vocabulary: Describing People (continued)

First, listen to six job applicants describing themselves. Then write each speaker’s number next to the word that describes the speaker best. Listen again to each speaker, this time one at a time. Explain to your partner why the word you chose is the best description. Some adjectives fit more than one person.

_____ confident   _____ dedicated   _____ generous
_____ outgoing   _____ persistent   _____ punctual

With your partner, write descriptions that show how these six adjectives describe you. Don’t use the adjectives in your description. Read your descriptions to another pair. See if they can guess which adjective you were trying to describe.

1. I know that I can learn new things, and I am sure that I can do a good job.

2.

3.

4.

5.

6.

7.

See page 7 for suggestions on how to use this master.
Unit 7: Pitching In
Grammar: Listening

A Listen to your teacher read Jonathan’s story. Write sentences about him. Some sentences should be simple past, and some should be present perfect.

1. for 10 years.

2. 10 years ago.

3. for eight years.

4. eight years ago.

5. for seven years.

6. for a month.

7. since the accident.

8. for two years.

Meet with a partner. See if your sentences answer your partner’s questions.

B Listen to your teacher read Jonathan’s story. Write questions that are answered in the story. Begin each question with “How long” or “When.” Some questions should be simple past, and some should be present perfect.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Meet with a partner. See if your partner’s sentences answer your questions.

See page 7 for suggestions on how to use this master.

English—No Problem!  Level 3
**Unit 7: Pitching In**  
Project Assessment Form

### CRITERIA

**Part 1. Written Skit**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Information is complete.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Information is accurate.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Information is structurally clear.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Vocabulary is appropriate.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Part 2. Town Hall Meeting**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unclear or incomplete</th>
<th>Partially clear</th>
<th>Fully clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pronunciation is clear.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Speech is persuasive.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Project is clearly explained.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Comments on performance

__________________________

**Benchmarks for performance**

*Note: The examples below are for Part 1 (a), Information is complete.*

0 = The poster omits answering three or more of the questions, or is too difficult to understand. (e.g., “Help neighborhood families good community”)

1 = The poster omits answering two or more of the questions, or some of the information is difficult to understand. (e.g., “This project is good for community because everybody likes it.”)

2 = The poster includes all information in a form that is clearly understandable, but not necessarily perfect (e.g., “The new playground will give our children a good place for playing.”)
Part 1: Listening  Listen to your teacher read a conversation between Marlene and Jenny. Then answer the questions.

1. What did Jenny do for Marlene?

2. What is Marlene going to do now?

3. What is Jenny going to do tomorrow?

Part 2: Learning for Life  Write sentences to answer these questions.

1. How can you ask friends to help you move to a new apartment?
   
   Would you mind helping me move some boxes?

2. In what ways can neighbors help improve their neighborhood?

3. Many cars speed near your child’s school. What can you do?

4. How can you plan a project that involves several people?

5. What kinds of community activities can people volunteer for?

6. What would you say to protest the city’s approval of a new nightclub near your home?

Part 3: Grammar  Give advice on the next page. Use the underlined word and a gerund.
Unit 7: Pitching In
Unit Checkup/Review (continued)

1. I want a stop sign at the end of my street. What do you **suggest**?
   
   _I suggest calling City Hall and asking what to do._

2. I want help cleaning out my garage. What do you **recommend**?
   
   ____________________________________________

3. I like to take care of people. What kind of jobs should I **consider**?
   
   ____________________________________________

4. I want to start a petition. What do you **recommend**?
   
   ____________________________________________

Answer these questions in complete sentences. Use the present perfect.

5. How long has Marlene lived in her neighborhood? (40 years)
   
   ____________________________________________

6. How long have you lived in your neighborhood?
   
   ____________________________________________

Part 4: Vocabulary and Idioms  Complete this part of a cover letter.

<table>
<thead>
<tr>
<th>arrange</th>
<th>confident</th>
<th>donated</th>
<th>improved</th>
<th>outgoing</th>
<th>volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>committees</td>
<td>☑ dedicated</td>
<td>fund-raiser</td>
<td>influence</td>
<td>persistent</td>
<td></td>
</tr>
</tbody>
</table>

I am _dedicated_ to helping children. I work on many _____________, and my ____________ work has a good ____________. Last year, I organized a ____________ for Children’s Clinic. At first, it was difficult, but we raised $10,000 because we were ____________. Many people ____________ money. I also helped to ____________ community meetings that ___________ local children’s services. I have an ____________ personality, and I am ____________.

_English—No Problem!  Level 3_
Unit 8: Into Your Own Hands  
Grammar: Plans and Promises

With your group, cut out the word cards. Put them in a pile, facedown. Use the words to make sentences with *will* and *be going to*.

**Examples:**  I *will* go to the supermarket for you tomorrow.
I’m *going to* go to the supermarket to buy some milk and cookies.

<table>
<thead>
<tr>
<th>basketball court</th>
<th>desk</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td>garden</td>
<td>shopping mall</td>
</tr>
<tr>
<td>clean the house</td>
<td>library</td>
<td>supermarket</td>
</tr>
<tr>
<td>computer</td>
<td>movie theater</td>
<td>television</td>
</tr>
</tbody>
</table>
Unit 8: Into Your Own Hands
Grammar: Say Please Information Gap

A Ask your partner about the location of the library items. Use polite questions. Practice asking and answering the questions. Don’t forget to say please.

<table>
<thead>
<tr>
<th>Library</th>
<th>first floor</th>
<th>second floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reference desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>newspapers</td>
<td>third floor</td>
<td></td>
</tr>
<tr>
<td>computers</td>
<td></td>
<td>third floor</td>
</tr>
<tr>
<td>book drop</td>
<td>outside</td>
<td></td>
</tr>
<tr>
<td>nonfiction books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reference desk</td>
<td>second floor</td>
<td></td>
</tr>
<tr>
<td>newspapers</td>
<td></td>
<td>third floor</td>
</tr>
<tr>
<td>computers</td>
<td></td>
<td>third floor</td>
</tr>
<tr>
<td>book drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nonfiction books</td>
<td>second floor</td>
<td></td>
</tr>
</tbody>
</table>

See page 5 for suggestions on how to do information gap activities.
Unit 8: Into Your Own Hands
Vocabulary: Mix and Match

With your partner, read the words in the box. Unscramble the definitions below. Decide which word matches each definition. Write the letter of each word next to its definition. The first pair to write eight correct definitions and match them with the correct word wins.

<table>
<thead>
<tr>
<th>a. add</th>
<th>c. drop</th>
<th>e. fee</th>
<th>g. requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. admission</td>
<td>d. enroll</td>
<td>f. opportunity</td>
<td>h. tuition</td>
</tr>
</tbody>
</table>

1. do you need to do have to or

2. amount of a service the money charges for someone

3. amount size or increase of something the

4. to do chance a something

5. going to an institution the cost of educational

6. at acceptance or a university school

7. become of an organization a member

8. stop something leave or doing

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Unit 8: Into Your Own Hands
Grammar: Review

With your partner, read these sentences aloud. The sentences are written incorrectly. Correct as many sentences as you can together. Then listen to your teacher read the correct sentences. As you listen, look for more mistakes. Make the corrections with your partner. Compare your sentences with the class.

1. What time this class does finish on Friday?
2. Christy is very competitive, but her brother is.
3. Chelsey isn’t in the sixth grade, and so is her neighbor.
4. He was stare at me.
5. What did he found?
6. She said why don’t you take advantage of this opportunity.
7. I have to finish my homework now, Because it’s due tomorrow morning.
8. You must to be on time for the meeting.
9. I have got see that show sometime soon.
10. I have to going to the library to research my history topic.
11. That is the fulfillingest thing that I’v ever done.
12. I use to study every night, but now I’m too busy.
13. Did you use go to that school?
14. I been to Mexico about five or six times.
15. I have been to Korea last year.
16. I haven’t been to China for 1999.
17. I have lived in this city since seven years.
18. I appreciate to have you for a friend.
19. I don’t mind pay my son’s tuition and fees for him.
20. I’m go to the beach this weekend with my friends.
21. I’ll going to the supermarket on Saturday.
22. Could you please tell me where is the library?
# Unit 8: Into Your Own Hands

**Game: Password**

<table>
<thead>
<tr>
<th>biography</th>
<th>enroll</th>
<th>overdue</th>
</tr>
</thead>
<tbody>
<tr>
<td>career</td>
<td>fall behind</td>
<td>practical</td>
</tr>
<tr>
<td>catch up</td>
<td>fees</td>
<td>priority</td>
</tr>
<tr>
<td>check out</td>
<td>inconsistent</td>
<td>registration</td>
</tr>
<tr>
<td>consistent</td>
<td>look up</td>
<td>renew</td>
</tr>
<tr>
<td>distract</td>
<td>make excuses</td>
<td>research</td>
</tr>
<tr>
<td>drop</td>
<td>nonfiction</td>
<td>routine</td>
</tr>
<tr>
<td>due</td>
<td>opportunity</td>
<td>tuition</td>
</tr>
</tbody>
</table>

See page 5 for suggestions on how to play Password.

*English—No Problem! Level 3*
Unit 8: Into Your Own Hands
Unit Checkup/Review

Part 1: Listening  Listen to the telephone recording. Summarize three important things you heard. Use complete sentences.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

1. What items can you find in the periodical section of the library?
   You can find magazines and newspapers in the periodical section.

2. Your friend is having trouble concentrating on his homework. What are two suggestions that might help him with his studying?

________________________________________________________________________

3. The library catalog lists books in the library. Name two pieces of information you can find about a book in the catalog.

________________________________________________________________________

4. Where in the library could you find information about a famous historical person?

________________________________________________________________________

5. What are two kinds of schools that adults can attend?

________________________________________________________________________

6. Write two important things that a student needs to know about enrollment procedures at a community college.

________________________________________________________________________

Part 3: Grammar  On the next page, ask the librarian for information. Read her answers. Then write polite questions.
Unit 8: Into Your Own Hands
Unit Checkup/Review (continued)

1. You: ____________________________
   Librarian: Romance novels are in fiction, organized by author’s last name.

2. You: ____________________________
   Librarian: The library is open from 10 A.M. to 9 P.M., Monday through Friday.

3. You: ____________________________
   Librarian: To get a library card, bring in two pieces of ID.

4. You: ____________________________
   Librarian: The books are due in three weeks.

Complete these sentences in the future tense, using will or be going to.

5. I study at the library often. I __________________ study at the library tomorrow.

6. He usually returns his library books on Saturdays. He __________________ return his library books next Saturday.

Part 4: Vocabulary and Idioms  Read about Jessica’s plans. Use the words in the box to complete the sentences.

✔ better drop enroll fee reference tuition
distractions earn fall behind priority schedule

I want a ______________ 1 job and I want to ______________ 2 more money, so I’ve decided to go back to school. I looked at the college catalogs in the ______________ 3 section at the library. Then I called to find out how to ______________ 4 at the community college. The ______________ 5 is $250 a semester. There’s also a ______________ 6 to use the computers. I’ll follow a studying ______________ 7 , and I’ll set up a study area with no ______________ 8 . I don’t want to ______________ 9 and have to ______________ 10 a class. My future is a high ______________ 11 for me.
Listen to the song and fill in the blanks. Practice singing the song together. Divide into two groups and take turns singing parts A and B.

A I’ve been working on the railroad

B All the livelong ________________.

A I’ve been working on the railroad

B Just to pass the ________________ away.

A Can’t you hear the ________________ blowing?

B Rise up so early in the morn.

A Can’t you hear the captain ________________.

B “Dinah, blow your horn!”

A Dinah, won’t you blow

B Dinah, won’t you blow

A Dinah, won’t you blow your ________________?

B Dinah, won’t you blow

A Dinah, won’t you blow

B Dinah, won’t you blow your horn?

A Someone’s in the kitchen with Dinah,

B Someone’s in the kitchen I ________________.

A Someone’s in the kitchen with Dinah,

B Strumming on the old banjo, and singing

A Fee, fi, fiddly i o

B Fee, fi, fiddly i o

A Fee, fi, fiddly i o

B Strumming on the ________________ banjo.

See page 7 for suggestions on how to use this master.
Tell your partner about yourself using the words in the box. You can talk about things you have done or things you haven’t done. Use the present perfect or the present perfect continuous. Be careful. Four of the expressions cannot be used with the present perfect continuous. Find a new partner. Tell your new partner everything you remember about your first partner.

Find another new partner. Tell this partner about your second partner’s partner.

Change partners until you have heard and talked about five different people. Remember their names.

When you finish, write sentences about the people you learned about. Use their names in the sentences.

Joe has gone to the beach many times this month.

Mauricio has been working at the restaurant since last year.

Put some of your sentences on the board. Ask whether you remembered correctly.
Unit 9: Keeping Up with the Times
Grammar: Fortune Teller

Anna is thinking about her future. She has important decisions to make. Look at the pictures that show possibilities for her future. Talk to your group about what might happen to her. Use sentences like this: “If Anna ____, she will _____."

Example: “If Anna goes to a university, she will get a better job.”

Anna

Mom and Dad
Home Sweet Home
University Admissions Office
Europe
Waitress Anna
Receptionist Anna
Bill
Jay
Read the stories. With your group, write ideas about what the person could do. Discuss the pros and cons of each possibility.

Jerry has worked at a hardware store for 10 years. He doesn’t have a lot of responsibility, and he doesn’t make much money. Recently, the company offered him a better job. If he accepts, he will manage a large store and make a lot more money. But the store is two hours away from his home. Jerry has three teenage children. One is in the last year of high school. Jerry’s wife has a job at a preschool. She doesn’t make much money, but she loves her work. What can Jerry do?

### Possibility 1:

### Possibility 2:

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lonnie works in an office with her friend Jill. They like to go out and have fun together after work. But, they have been having problems at the office. Lonnie works hard. When she finishes one project, she immediately starts another one. If she doesn’t have anything to do, she organizes the files or cleans out her desk. Jill works much more slowly. She spends a lot of time making personal phone calls, chatting with customers, and going on the Internet. Lonnie feels that it’s not fair for Jill to make the same amount of money for less work. But Lonnie doesn’t want to lose Jill as a friend. What can Lonnie do?

### Possibility 1:

### Possibility 2:

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
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</table>
Unit 9: Keeping Up with the Times
Unit Checkup/Review

Part 1: Listening  Listen to your teacher read Rania’s toast to Jason. Then summarize what Rania says in a few sentences.

Part 2: Learning for Life  Write about how you would react (what you would say or do) in each situation. Use complete sentences.

1. You belong to an athletic center. The city plans to tear it down.
   
   ____________

2. Your company announces that it will lay off several employees.
   
   ______________________

3. Your 20-year-old daughter plans to quit college and get married.
   
   ______________________

4. Your boss says that you have to take a computer class at night. You have young children at home.
   
   ______________________

5. Your spouse has been offered a great job in another city. You have been living in the same house for 15 years.
   
   ______________________

6. You have been a waiter or waitress for 10 years. Your boss just changed the ordering system to use computers.
   
   ______________________

Part 3: Grammar  The time line on the next page shows what Jason has been doing for 20 years. Write sentences in the present perfect continuous.

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He has been playing tennis since 1980.

If he

Write a sentence about what will happen if Jason stops playing tennis.

If he

Part 4: Vocabulary and Idioms

Jason sent Rania an e-mail about the changes at work. Complete the sentences.

1. When I learned a new _______ system, I didn’t _______ well to the change. My boss said that our old system was too _______. He wanted to _______. But we couldn’t _______ how to use the new system. My boss hired a teacher to _______ the employees. Things went more smoothly after the _______. There were _______, but there were more good things than bad. I learned that it’s normal to _______ change because we’re all afraid of things we don’t know. But when we _______ our fear, good things happen. You’ll be so happy once you learn the new machines. They’ll have a positive _______ on the company.

adapt  figure out  overcome  train

✓ computer  keep up with the times  pros and cons  workshop

effect  outdated  resist
UNIT 1

Master 13: Information Gap
Possible Questions, Student A
How often does Mina go to the gym?
Why does she like that time?
Why does she like the instructor?
What else does the gym have?
What class does the gym offer at 6:00?
Possible Questions, Student B
What time does Mina usually go to the gym?
What class does she take?
Why doesn’t she go to that class very often?
What does she do in the summer?
What does she always do at 6:00?

Answers
Story A: four, the gym isn’t crowded, she has lots of energy, machines for exercising and a small swimming pool, martial arts
Story B: 5:00, aerobics, she doesn’t have enough time, goes swimming, makes dinner

Master 15: Listening
Listening Script
Father: When I was young, I always wanted to join a baseball team, but my parents never had enough money or time. So I am very happy now that my son can play baseball. I put him on a team this year. I think that playing baseball teaches you to be responsible. You have to show up to practice on time, you have to remember your baseball glove, and you have to help your team. So far, my son doesn’t like it very much, but I want him to play a sport. I also want him to win. I help him practice in the backyard every day, and I go to every game to support the team. I’m a competitive person, and I want him to be competitive, too.

In this world, you have to compete if you want to succeed, and I think baseball can help my son learn that lesson. Right now, hitting the ball is pretty challenging for him. He doesn’t seem to be very good at it, but I make him practice every day. Sometimes he cries when we go to baseball practice, but I think he just needs to learn confidence. My wife says that I push him too hard, but I want him to have the opportunity that I never had. If he works hard now, he can join a team when he gets older.

Questions
Circle the letter of the correct answer to these questions:
1. What sport did the father want to play?
2. Why couldn’t the father play baseball when he was young?
3. What does he think baseball will teach his son?
4. How does the son feel about baseball?
5. Which person is competitive?
6. What is difficult for the son?
7. How old do you think the son is?

Answers
1. b
2. c
3. c
4. a
5. b
6. c
7. a

Master 16: Jigsaw
Possible Answers
Blaine likes sports, but Annemarie doesn’t.
Blaine likes soccer, and Steven does too.
Blaine likes to be active, and so does Maxine.
Maxine doesn’t like competition, but Blaine does.
Steven doesn’t like drawing, but Maxine does.

Annemarie isn’t interested in sports, and neither is Maxine.
Annemarie wants to be an artist, and so does Maxine.
Annemarie likes animals, and Maxine does too.
Annemarie has a cat, but Blaine doesn’t.

Master 19: Unit 1 Checkup/Review
Listening Script
Phone recording: Thank you for calling Springfield Recreation Services. Here is a listing of our classes. We offer physical fitness classes on Mondays and Wednesdays. The cheerleading class is from 3:30 to 4:30, and the aerobics class is from 4:30 to 5:30. We have arts and crafts classes on Tuesdays and Thursdays. The ceramics class is from 3:30 to 4:30 p.m., and the children’s crafts class is from 4:30 to 5:30.

Part 1, Answers
Mon/Wed, 3:30–4:30: cheerleading
Mon/Wed, 4:30–5:30: aerobics
Tue/Thu, 3:30–4:30: ceramics
Tue/Thu, 4:30–5:30: children’s crafts

Suggested scoring: 5 points for each answer.

Part 2, Possible Answers
When does the adult beginning class start?
How long is the class?
How much does the class cost?
Where does the class meet?

Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.
Part 3, Possible Answers
2. Renee likes ceramics, and so does Claudia.
3. Renee likes gymnastics, but Claudia doesn’t.
4. Claudia likes chess, but Renee doesn’t.
5. Renee doesn’t like aerobics, and neither does Claudia.
6. Renee doesn’t like cheerleading, and Claudia doesn’t either.

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.

Part 4, Answers
2. generation
3. joins
4. individual
5. competition
6. fitness
7. confidence
8. respectful
9. gymnastics
10. risky
11. inflexible

Suggested scoring: 3 points for each answer.

UNIT 2

Master 20: Using Verbs
Answers
was walking; stopped; started; were staring; was whistling, singing, and clapping; was singing; didn’t know

Master 22: Write a Conversation
Listening Script
Waitress: The other day I had a big mix-up at the restaurant. A customer asked me for a sandwich and a salad. But when I brought the food, he said he wanted soup, not salad. When I brought the soup, he told me that it was too cold, and he asked me to go warm it up. After I brought the soup back, I asked him if everything was OK, and he said that I forgot to bring his coffee. Before he left, he told me that I was a terrible waitress. I wanted to scream at him, but I just apologized.
Possible Answers
“I’d like a sandwich and a salad.”
“I wanted soup, not salad.”
“It’s too cold. Would you warm it up?”
“Is everything OK?”
“You forgot my coffee.”
“You are a terrible waitress.”
“I’m sorry.”

Master 27: Unit 2 Checkup/Review
Listening Script
Customer: I want to pick up my black jacket. I’m sorry, but I can’t find my ticket stub.
Jae Lee: That’s all right. What’s your name?
Jae Lee: Mr. Anderson, they’re working on your jacket right now. It won’t be ready for about an hour. Your wife brought the coat in this morning, and we told her it would be ready this evening.
Customer: Well, that’s not what she told me. OK, OK, I’ll be back in an hour.

Part 1, Possible Summary
Jae Lee is explaining to the customer why his jacket isn’t ready. The customer seems angry.

Suggested scoring: 20 points.
20 = A clear answer describing the full situation, as shown in the example. Few or no errors.
15 = A correct answer with some errors that affect understanding.
10 = A summary that is partially complete and/or difficult to understand.
5 = An attempted answer, but very incomplete or incorrect.

Part 2, Possible Answers
2. I might say that I’m sorry and explain why I’m late.
3. She might think I don’t care or that I don’t know what she’s talking about.
4. He might think that we’re talking about him.
5. My sister might think that we’re thinking something bad about her.
6. The waiter might think it’s rude.

Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.

Part 3, Answers
2. was talking
3. was staring
4. whispered
5. winked
6. asked

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.

Part 4, Answers
2. offend
3. rude
4. apologize
5. apology
6. impatient
7. expect
8. smooth things over
9. polite
10. resolve
11. fault

Suggested scoring: 3 points for each answer.
UNIT 3

Master 28: Find Your Partner
Answers
After she was injured, he took her to the hospital.
After I pressed my clothes, I unplugged the iron.
After you spill something, you should clean it up.
Before we go to bed, we should put out the candles.
Before he put on the bandage, he cleaned his injury well.
When they put poisonous liquids inside, they locked the cabinet.
When he heard the smoke detector, he followed his escape route.
Before he put them away, he covered the paint cans carefully.
When you see a pan catch on fire, you should smother the flames.
Before you use machinery, you should pull back your hair.
When smoke detector batteries get low, you should replace them.

Master 29: Scrambled Sentences
Possible Answers
When you slipped, did you hurt your arm?
When Miguel fell down, did he bruise his leg?
How did you knock over the gasoline can?
How did the boy bruise his knee?
How did the man’s hair get caught in the machine?
He put a fire extinguisher in the hallway.
They met outside the house after the fire.

Master 30: Safety Awareness Concentration
Possible Answers
call 911
replace the batteries
break into the neighbor’s house
plan an escape route
injure your knee
spill the water
put out the cigarette
trip over the cord
lock up the cleaning substances
suffer from smoke inhalation
witness a crime
unplug the toaster

Master 31: Past-Tense Question Information Gap
Possible Questions, Student A
What did Miguel see?
What did the teenagers steal?
How long did it take the police to get there?
What did Miguel give the officer?
Where did the police find the woman’s purse?
Possible Questions, Student B
Who did the teenagers mug?
Who did Miguel call?
Who did Officer Murphy interview?
When did the police catch the suspects?
What was gone?
Answers
Story A: crime, purse, five, name, garbage can
Story B: woman, police, the victim, three, credit cards

Master 34: Unit 3 Checkup/Review
Listening Script
Miguel: Ouch!
Brother: What’s the matter?
Miguel: You didn’t put away your shoes again, and I just tripped over them!
Brother: Oh. Sorry.
Miguel: Could you bring me a paper towel?
Brother: A paper towel? Why?
Miguel: Because I spilled my glass of water when I tripped over your shoes.
Part 1, Possible Summary
Miguel tripped over his brother’s shoes because his brother didn’t put them away. He asks his brother for a paper towel because he spilled water.

Suggested scoring: 20 points.
20 = A clear answer describing the full situation, as shown in the example. Few or no errors.
15 = A correct answer with some errors that affect understanding.
10 = A summary that is partially complete and/or difficult to understand.
5 = An attempted answer, but very incomplete or incorrect.

Part 2, Possible Answers
2. form a Neighborhood Watch, have a neighborhood meeting, get to know my neighbors
3. say, “You should/shouldn’t . . .”
4. call 911
5. describe what happened; give my name and location
6. walk quickly and confidently, stay in lighted areas

Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.

Part 3, Answers
2. When the police arrived, the man was in the store.
3. After (When) the police arrived, a man ran away from the store.
4. A neighbor heard breaking glass after the cashier left the store.
5. The police caught the man before he got in his car.
6. What time did the cashier leave the store?

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.
UNIT 4

Master 39: Unit 4 Checkup/Review

Listening Script

Victor: Do you really think we need insurance?

Olivia: Yes, I would feel more secure if we had renters insurance. I want to protect our valuables.

Victor: Well, we’ve never had anything bad happen to us before. I just think it’s a waste of money. It would probably cost just as much for insurance as it would to replace something that’s damaged or stolen.

Olivia: What if there was a fire and we lost everything?

Victor: I just don’t think that’s going to happen. But give me some time to think about it. I don’t want to rush into buying insurance.

Olivia: OK, but I’d like to make a decision soon.

Victor: OK, we’ll decide for sure next week.

Part 1, Possible Summary

Victor and Olivia are talking about renters insurance. Olivia wants to get it, but Victor doesn’t think they need it.

Suggested scoring: 20 points.

20 = A clear answer describing the full situation, as shown in the example. Few or no errors.

15 = A correct answer with some errors that affect understanding.

10 = A summary that is partially complete and/or difficult to understand.

5 = An attempted answer, but very incomplete or incorrect.

Part 2, Possible Answers

2. Four kinds of care that a health insurance plan might cover are medical, chiropractic, pediatric, and vision.

3. Three kinds of damage that homeowners insurance would probably cover are damage from smoke, water, or fire.

4. Someone would want to buy renters insurance to protect their personal belongings and valuables from damage or theft.

5. Someone might choose a money market account because it has a higher interest rate than a regular savings account.

6. The problem with buying many things on credit is that people must pay high interest rates or finance charges on their monthly balance.

Suggested scoring: 5 points for each answer.

5 = Appropriate meaning and grammatically correct.

3 = Appropriate meaning with some grammatical errors.

1 = Unclear meaning.

0 = Incomplete or no answer.

UNIT 5

Master 42: Unscramble the Lines

Listening Script (Song)

I’m wearing second-hand hats,
Second-hand clothes,
That’s why they call me Second-hand Rose.

Even the piano in the parlor,
Daddy bought for ten cents on the dollar.

Second-hand pearls,
I’m wearing second-hand curls,
I never get a single thing that’s new.

Even Jake the plumber, he’s the man I adore,
Has the nerve to tell me he’s been married before!

Everyone knows that I’m just Second-hand Rose
From Second Avenue.

Master 43: Listen and Write

Listening Script

In Ja: When I was a child, I lived in a very small town in Korea. There were mountains all around the town, and it was very beautiful. We had to drive 20 minutes to go shopping in the city. All of the people in my town knew each other, and I had
several friends my age. One friend of mine lived right next door. We liked to lie down on the ground at night and look up at the stars. There were many orchards there, and we stole apples to eat. We walked for half an hour over the mountain to go to school. My friend and I dreamed about traveling and seeing the world. But now I think that my childhood was very peaceful.

Verbs
was, lived, were, was, had to drive, to go shopping, knew, had, lived, liked, to lie down, look up, were, stole, to eat, walked, to go, dreamed, think, was

Possible Sentences
She used to live in a small town in Korea.
She used to drive 20 minutes to go shopping.
She used to have several friends her age.
One friend used to live right next door.
They used to lie on the ground and look at the stars.
They used to steal apples to eat.
They used to walk for half an hour over the mountain to go to school.
They used to dream about traveling and seeing the world.

Master 44: Tell a Story
Listening Script
Last summer, Tammy suddenly woke up very early one morning, while it was still dark outside. She sat up and knocked over the alarm clock on her nightstand when she tried to turn it off. She was so tired that it took her a moment to realize that the alarm wasn’t ringing at all, but that the baby was crying in the other room. She went into Riley’s room, picked him up out of his crib, and took him out to the living room. She sat in the recliner with him, singing softly so that he would go to sleep, but Riley wouldn’t sleep. It was a warm morning, so Tammy decided to put the baby in his stroller and walk him around the back patio. The walking made him stop crying, but he still wouldn’t go to sleep, so Tammy decided to do some housework. She set Riley down in the living room and picked up the older children’s clothes off the floor. She put the clothes in the hamper. Then she made a fruit shake in the blender and poured some for herself and some for Riley. Just as she was coming into the living room with the shake in her hands, she heard Riley saying, “Fis! Fis! Fis!” Riley was sitting in front of the aquarium pointing at the fish. Tammy picked him up and hugged him. She was tired, but she was happy because her baby had just said his first word.

Answers
nightstand, crib, recliner, stroller, hamper, blender, aquarium

Part 1, Possible Answer
People should go to Tony’s to get modern, powerful computers. They have the best prices, they have a guarantee, and they’ll refund your money.

Suggested scoring: 20 points.
20 = A clear answer describing the three areas, as shown in the example. Few or no errors.
15 = A correct answer with some errors that affect understanding.
10 = An answer that is partially complete and/or difficult to understand.
5 = An attempted answer, but very incomplete or incorrect.

Part 2, Possible Answers
2. I would go to a garage sale or a second-hand store.
3. I would say, “I would like to return this recliner.”
4. I would say, “I would like a compact/efficient/fast printer.”
5. I would take them back and ask for a refund or exchange.
6. I would say, “It should cover damage, bad parts, and labor.”

Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.

Part 3, Answers
2. bought
3. used to fit
4. used to wear
5. gave
6. the most comfortable

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.

Part 4, Answers
2. quality
3. warranty
4. strollers  
5. condition  
6. defects  
7. portable  
8. lightweight  
9. compact  
10. efficient  
11. durable  

**Suggested scoring:** 3 points for each answer.

### UNIT 6

#### Master 47: Round Table

**Possible Answers**

Talking is not allowed during tests.

He is concerned about changing schools.

#### Master 48: Remember When

**Answers**

- slap, forbid, spanked, harm, get involved

#### Master 49: Listening

**Listening Script**

**Pablo:** My name is Pablo. I have lived here for three years. I started taking English classes one year ago. I was lonely when I first came to school, but I have made some nice friends this year. I have been married for 10 years. I met my wife in Mexico. When we moved here three years ago, we traveled to many different cities in the US. My favorite city is San Diego. We have been there three times. In fact, we went there last weekend to relax on the beach and swim in the ocean.

This is my classmate, Tracy. She’s from Vietnam. She has lived here for five years. She has been a student at this school for three years. She was shy when she first came to this school, but now she has many friends here. She works part-time as a seamstress. In Vietnam, she had her own sewing business. She wants to start her own business here, too. Tracy hasn’t traveled very much. She has been busy working and going to school. She went to Las Vegas last month, but she lost money, so she doesn’t want to go back.

**Answers, Pablo**

- three years, one year ago, lonely, yes, 10 years, yes, San Diego

**Answers, Tracy**

- five years, three years, shy, yes, she had her own sewing business, no, Las Vegas

#### Master 51: Match the Definition

**Answers**

- not sensible or not logical: irrational
- money paid as punishment for breaking a law: fine
- great excitement for or interest in something: enthusiasm
- fail to take care of someone or something: neglect
- forbidden or not allowed by law: prohibited
- extremely forceful or threatening: aggressive
- a sign of a larger problem or disease: symptom
- not allowed to go out: grounded
- a person who cannot give up doing or using something: addict
- done by a person whose name isn’t known: anonymous
- teach how to behave: discipline
- give permission or let someone do something: allow

#### Master 52: Unit 6 Checkup/Review

**Listening Script**

**Radio announcer:** Many children in society are neglected or abused, both emotionally and physically. They often cannot protect themselves, or they choose not to out of fear. If you witness signs of neglect or abuse, it is your responsibility to report it to a child protective agency. Call your local Child Protective Services agency listed in most phone books, or call our hotline at 1-800-555-7766. For emergencies, call 911. Help protect our children. Don’t wait until it’s too late.

**Part 1, Possible Summary**

Abused children cannot protect themselves. We must report child neglect or abuse if we witness it. Call the hotline or a child protective agency for help.

**Suggested scoring:** 20 points.

- 20 = A clear answer describing the three areas, as shown in the example. Few or no errors.
- 15 = A correct answer with some errors that affect understanding.
- 10 = A summary that is partially complete and/or difficult to understand.
- 5 = An attempted answer, but very incomplete or incorrect.

**Part 2, Possible Answers**

2. You must be 21 to drink alcohol. Driving with open containers of alcohol in a vehicle is illegal.

3. Anyone who suspects that a child has been abused must report it.

4. Child neglect is leaving a child in a situation where the child could be harmed.

5. Some symptoms of drug abuse are depression, loss of appetite, loss of enthusiasm, and irrational or aggressive behavior.

6. Some examples of inappropriate discipline are beating a child, slapping a child in the face, or locking a child in a closet.
Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.

Part 3, Answers
2. She has gone to the park three times this week.
3. She worked and went dancing with Theresa on Friday.
4. She has worked five days this week.
5. She has seen two movies this week.

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.

Part 4, Answers
2. get involved
3. harm
4. arrested
5. recover
6. abuse
7. support
8. addict
9. alcoholic
10. aggressive
11. sentence

Suggested scoring: 3 points for each answer.

UNIT 7

Master 54: Making a Difference
Answer
Maricela lived with her husband and two sons on a street very close to her adult school. She liked her apartment, and she liked her neighbors.

But there was one thing she didn’t like at all. Every day cars went speeding down the street on the way to the main road. Maricela was afraid that her sons or one of the other children on the street would get hit by a car someday.

One day, Maricela’s teacher asked the class if there was any community project they would like to do. Maricela said, “Yes. I would like to put a bump in our street to make cars slow down.”

“That’s called a speed bump,” said her teacher, “and that’s a good idea.” The teacher suggested writing a petition to ask for a speed bump in the road.

Maricela said, “How do I write a petition? Do I need approval?”

“I don’t know,” said the teacher. “Why don’t you go to City Hall?” So Maricela and a friend went to City Hall to get information about a petition.

The form was simple. They wrote a short paragraph explaining why they wanted a speed bump. Then they took the petition around the neighborhood.

Most neighbors signed the petition. Only a few opposed a speed bump.

After City Hall received the petition, Maricela got a letter inviting her to a meeting. She was nervous. “Can’t someone else go?” she said to her neighbor. Her neighbor said, “A lot of us will go to the meeting, but we want you to speak for us.”

Maricela went to the meeting and explained the issue to the city council. The council approved the speed bump. Maricela was proud of herself and happy that her street was safer.

Master 55: Describing People
Possible Answers
3. confident
4. outgoing
6. dedicated
5. persistent
2. generous
1. punctual

Master 56: Listening
Listening Script
Jonathan: I came to this area 10 years ago. My brother and I came first. Then my parents and my sister came two years later. I worked in a factory for seven years. I worked on machines that cut large sheets of metal. One day, some metal slipped out of the machine and smashed my foot. It broke most of the bones in my foot, and I was in the hospital for a month. I haven’t been able to walk very well since that time. Since I can’t do my old job anymore, I’m using my time to study. I’ve studied math and English for two years. I want to find a job where I use my mind more than my body.

Possible Sentences
1. Jonathan has been living in the area for 10 years.
2. Jonathan came to the area 10 years ago.
3. Jonathan’s parents and sister have been living in the area for eight years.
4. Jonathan’s parents and sister came to the area eight years ago.
5. Jonathan worked in a factory for seven years.
6. Jonathan was in the hospital for a month.
7. Jonathan hasn’t been able to walk very well since the accident.
8. Jonathan has been studying math and English for two years.

Master 58: Unit 7 Checkup/Review
Listening Script
Marlene: Did you call Parks and Recreation?
**Jenny:** Yes, I did. They said we can clean up the park, and they’ll give us gloves and cleaning supplies. I went by their office and picked up all the information we need. We have to fill out this form telling them what day we want to clean.

**Marlene:** Thanks for getting the information, honey. I’ll fill out the form now. Would you mind returning it to Parks and Recreation for me tomorrow?

**Jenny:** No problem.

**Part 1, Possible Answers**
1. She called Parks and Recreation about cleaning up the park.
2. Marlene is going to fill out the form.
3. Jenny is going to return the form.

**Suggested scoring:** 20 points. Look at the three answers as a whole.
20 = A clear answer describing the three areas, as shown in the example. Few or no errors.
15 = A correct answer with some errors that affect understanding.
10 = An answer that is partially complete and/or difficult to understand.
5 = An attempted answer, but very incomplete or incorrect.

**Part 2, Possible Answers**
2. They can clean up, hold a neighborhood barbecue, and petition to fix something.
3. I can petition the city to put in speed bumps, a traffic light, or a stop sign.
4. I can make a list of jobs to be done and assign a job to everyone.
5. People can help at school, do clean-up projects, or help older people.

**UNIT 8**

**Master 60: Say Please**

**Information Gap**

**Possible Questions, Student A**
Could you please tell me where the reference desk is?
Would you please tell me where the computers are?
Could you please tell me where the nonfiction books are?
Could you please tell me where the restrooms are?
Could you please tell me where the young adult section is?
Would you please tell me where the periodicals are?

**Possible Questions, Student B**
Could you please tell me where the magazines are?
Would you please tell me where the newspapers are?
Could you please tell me where the book drop is?
Would you please tell me where the fiction books are?
Could you please tell me where the biographies are?

**Answers, Part A**
second floor first floor
third floor second floor

**Answers, Part B**
first floor second floor
third floor first floor
outside first floor

**Master 61: Mix and Match**

**Answers**
1. g. something you have to do or need to do
2. e. the amount of money someone charges for a service
3. a. increase the size or amount of something
4. f. a chance to do something
5. h. the cost of going to an educational institution
6. b. acceptance at a university or school
7. d. become a member of an organization
8. c. leave or stop doing something

**Master 62: Review**

**Listening Script**
1. What time does this class finish on Friday?
2. Christy is very competitive, but her brother isn’t.
3. Chelsey is in the sixth grade, and so is her neighbor.
4. He was staring at me.
5. What did he find?
6. She said, “Why don’t you take advantage of this opportunity?”
7. I have to finish my homework now because it’s due tomorrow morning.
8. You must be on time for the meeting.
9. I have got to see that show sometime soon.
10. I have to go to the library to research my history topic.
11. That is the most fulfilling thing that I’ve ever done.
12. I used to study every night, but now I’m too busy.
13. Did you use to go to that school?
14. I have been to Mexico about five or six times.
15. I went to Korea last year.
16. I haven’t been to China since 1999.
17. I have lived in this city for seven years.
18. I appreciate having you for a friend.
19. I don’t mind paying my son’s tuition and fees for him.
20. I’m going to the beach this weekend with my friends.
21. I’ll go to the supermarket on Saturday.
22. Could you please tell me where the library is?

Master 64: Unit 8 Checkup/Review

Listening Script

Phone recording: You have reached Medford Community College Library. We are located at 505 Wilbur Avenue. Our hours of operation are Monday through Friday, from 8:00 a.m. to 10:00 p.m. Weekend hours are from 9:00 a.m. to 6:00 p.m. If you would like specific information about our services, press one. If you would like to speak to a librarian, press zero. Thank you for calling.

Part 1, Possible Answers
I heard the name of the library, the location of the library, weekday hours, weekend hours, how to get information about services, and how to speak to a librarian. (Any three specific details are fine.)

Suggested scoring: 20 points.
20 = A clear answer describing three of the details shown in the example. Few or no errors.
15 = A correct answer with some errors that affect understanding.
10 = An answer that is partially complete and/or difficult to understand.
5 = An attempted answer, but very incomplete or incorrect.

Part 2, Possible Answers
2. He should find a quiet place and study at the same time every day.
3. You can find the author, title, publisher, place of publication, publishing date, and number of pages. (Any two specific details are fine.)
4. You could find it in the reference section.
5. Two kinds of schools for adults are adult schools and colleges.
6. A student needs to know telephone registration procedures, know the student number or personal ID number, know the name of the class, and know how to add a class or drop a class.

(Any two specific details are fine.)

Suggested scoring: 5 points for each answer.
5 = Appropriate meaning and grammatically correct.
3 = Appropriate meaning with some grammatical errors.
1 = Unclear meaning.
0 = Incomplete or no answer.

Part 3, Possible Answers
2. Could you please tell me when the library is open?
3. Could you please tell me how to get a library card?
4. Could you please tell me when the books are due?
5. am going to or will
6. is going to or will

Suggested scoring: 5 points for each answer. Focus on grammar; ignore spelling errors.

Part 4, Answers
2. earn
3. reference
4. enroll
5. tuition
6. fee
7. schedule
8. distractions
9. fall behind
10. drop
11. priority

Suggested scoring: 3 points for each answer.

UNIT 9

Master 65: I've Been Working on the Railroad

Listening Script (Song)
I've been working on the railroad All the livelong day.
I've been working on the railroad Just to pass the time away.
Can't you hear the whistle blowing?
Rise up so early in the morn.
Can't you hear the captain shouting.
“Dinah, blow your horn!”
Dinah, won’t you blow
Dinah, won’t you blow
Dinah, won’t you blow your horn?
Dinah, won’t you blow
Dinah, won’t you blow
Dinah, won’t you blow your horn?
Someone’s in the kitchen with Dinah,
Someone’s in the kitchen I know.
Someone’s in the kitchen with Dinah,
Strumming on the old banjo, and singing
Fee, fi, fiddly i o
Fee, fi, fiddly i o
Fee, fi, fiddly i o
Strumming on the old banjo.

**Master 69: Unit 9 Checkup/Review**

**Listening Script**

_Rania:_ I’d like to make a toast to Jason, who has been my good friend while I’ve been going through all these changes. When I resisted going to the training workshops, he said, “Go on, you can do it!” When I was worried or when I didn’t believe in myself, he always helped me and believed in me. He has been a good friend to me, and I want to thank him. Partly because of him, I’m feeling great now and looking forward to the future. Here’s to Jason!

**Part 1, Possible Summary**

Jason has been Rania’s good friend while she has been going through changes. He supported her and helped her, so she is thanking him.

**Suggested scoring:** 20 points.

15 = A correct answer with some errors that affect understanding.

10 = A summary that is partially complete and/or difficult to understand.

5 = An attempted answer, but very incomplete or incorrect.

**Part 2, Answers**

Answers will vary.

**Suggested scoring:** 5 points for each answer.

5 = Appropriate meaning and grammatically correct.

3 = Appropriate meaning with some grammatical errors.

1 = Unclear meaning.

0 = Incomplete or no answer.

**Part 3, Possible Answers**

2. He has been working at BCC College since 1985.
3. He has been teaching computer classes since 1990.
4. He has been taking yoga classes since 1995.
5. He has been volunteering at the Red Cross since 2000.
6. If he quits playing tennis, he’ll gain weight or forget how to play.

**Suggested scoring:** 5 points for each answer. Focus on grammar; ignore spelling errors.

**Part 4, Answers**

2. adapt
3. outdated
4. keep up with the times
5. figure out
6. train
7. workshop
8. pros and cons
9. resist
10. overcome
11. effect

**Suggested scoring:** 3 points for each answer.