Reproducible Masters

For Book 4

Graphic Organizers
Assessment Masters
Supplemental Activities and Unit Tests

New Readers Press
Level 4

No Problem!

Reproducible

Masters

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New Readers Press
Teacher Directions for Masters . . . . . .5

Reproducible Masters

Customizable Graphic Organizers
Master 1: Bingo Chart
Master 2: 2-Column Chart
Master 3: 3-Column Chart
Master 4: 4-Column Chart
Master 5: Idea Map
Master 6: Venn Diagram
Master 7: Pie Chart
Master 8: Johari Window
Master 9: Main Idea and Supporting Details

Generic Assessment Masters
Master 10: Oral Communication Rubric
Master 11: Written Communication Rubric
Master 12: Speaking and Listening Self-Checks
Master 13: Writing and Reading Self-Checks
Master 14: Writing Checklist and Error Correction Symbols
Master 15: Peer Assessment Form for Projects and Tasks

Masters for Unit 1
Master 16: Grammar: Review of the Present Perfect
Use after Lesson 1, page 13.
Master 17: Grammar: Past Perfect
Use after Lesson 2, page 16.
Master 18: Life Skill: Setting Goals and Deciding What to Do
Use after Lesson 2, page 17.
Master 19: Vocabulary: Review
Use after Lesson 3, page 19.
Master 20: Unit 1 Project: Form for an Informal Letter
Use with the Unit 1 Project, page 23.
Master 21: Unit 1 Checkup/Review
Use to assess or review Unit 1. Has 2 pages.

Masters for Unit 2
Master 22: Grammar: The Conditional
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Master 23: Comprehension: Hassam’s Interview
Use after Lesson 2, page 29.
Master 24: Game/Vocabulary: What’s Missing?
Use after Lesson 2, page 30.
Master 25: Life Skill: Business Customs in the US
Use after Lesson 2, page 30.
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Use after Lesson 3, page 33.
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Master 28: Unit 2 Project: Make a Personal Achievement Record
Use with the Unit 2 Project, page 37.
Master 29: Unit 2 Checkup/Review
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Masters for Unit 3
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Master 31: Grammar: Adverb Prepositional Phrases
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Master 32: Life Skill: Effective Communication
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Master 33: Vocabulary: Answering Questions
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Master 35: Unit 3 Project: Make a Resource Guide
Use with the Unit 3 Project, page 51.
Master 36: Unit 3 Checkup/Review
Use to assess or review Unit 3. Has 2 pages.

Masters for Unit 4
Master 37: Grammar: Who, Which, and That in Adjective Clauses
Use after Lesson 1, page 55.
Master 38: Grammar: Information Gap
Use after Lesson 1, page 55.
Master 39: Grammar: Cause and Effect
Use after Lesson 3, page 61.
Master 40: Life Skill: A Safety Checklist
Use with Task 3, page 62.

Master 41: Thinking Skill: Working with a Circle Graph
Use after Lesson 3, page 62.

Master 42: Project Assessment Form
Use to assess the Unit 4 Project, page 65.

Master 43: Unit 4 Checkup/Review
Use to assess or review Unit 4. Has 2 pages.

Masters for Unit 5
Master 44: Grammar: Participial Adjectives
Use after Lesson 1, page 69.

Master 45: Grammar: Embedded Questions
Use after Lesson 2, page 72.

Master 46: Game: Vocabulary Review
Use after Lesson 3, page 75.

Master 47: Vocabulary: Learner-to-Learner Dictation
Use after Lesson 3, page 75.

Master 48: Unit 5 Project: Checklist for Class Consumer Guide
Use with the Unit 5 Project, page 79.

Master 49: Project Assessment Form
Use to assess the Unit 5 Project, page 79.

Master 50: Unit 5 Checkup/Review
Use to assess or review Unit 5. Has 2 pages.

Masters for Unit 6
Master 51: Grammar: Concentration
Use after Lesson 1, page 84.

Master 52: Vocabulary: Syllable Stress
Use after Lesson 2, page 86.

Master 53: Game: Vocabulary Race
Use after Lesson 3, page 89. Has 2 pages.

Master 54: Unit 6 Checkup/Review
Use to assess or review Unit 6. Has 2 pages.

Masters for Unit 7
Master 55: Grammar: Present and Past Participles as Adjectives
Use after Lesson 1, page 97.

Master 56: Grammar: Past Participles with Regular and Irregular Verbs
Use after Lesson 2, page 100.

Master 57: Vocabulary: Learner-to-Learner Dictation
Use after Lesson 3, page 103.

Master 58: Unit 7 Project: Make a Community Resource Guide
Use with the Unit 7 Project, page 107.

Master 59: Unit 7 Checkup/Review
Use to assess or review Unit 7. Has 2 pages.

Masters for Unit 8
Master 60: Grammar: Question Game
Use after Lesson 1, page 111.

Master 61: Vocabulary: Review
Use after Lesson 3, page 117.

Master 62: Grammar: Practice Interview
Use after Lesson 3, page 117.

Master 63: Life Skill: Interview Checklist
Use after Lesson 3, page 118.

Master 64: Unit 8 Project: Find Your Personal Learning Style
Use with the Unit 8 Project, page 121.

Master 65: Unit 8 Checkup/Review
Use to assess or review Unit 8. Has 2 pages.

Masters for Unit 9
Master 66: Grammar: Passive Voice
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Master 67: Thinking Skill: Compare Cultures
Use with Compare Cultures, page 128.

Master 68: Grammar: Verb Tense Sentences
Use after Lesson 3, page 132.

Master 69: Grammar: Review of Verb Tenses
Use after Lesson 3, page 132.

Master 70: Unit 9 Project: Resume Preparation Form
Use with the Unit 9 Project, page 135.

Master 71: Project Assessment Form
Use to assess the Unit 9 Project, page 135.

Master 72: Unit 9 Checkup/Review
Use to assess or review Unit 9. Has 2 pages.

Answers and Listening Scripts . . . . .89
Teacher Directions for Masters

**Project Assessment Forms**
*(Unit Masters 42, 49, 71)*

These forms are designed to help you evaluate learner performance on the unit projects for Units 4, 5, and 9. You can make copies for each learner and record their evaluations on the forms.

When you discuss the Unit 9 project, ask learners which parts of the resume were most difficult for them to write and why. As an extension activity, you may want to discuss and model the process of revising and updating a resume.

**Unit Checkup/Reviews**
*(Unit Masters 21, 29, 36, 43, 50, 54, 59, 65, 72)*

These two-page assessments provide a concise review of the main grammar, listening, vocabulary, and life-skill objectives for each unit. They should be kept in the learner’s portfolio.

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 1: Bingo Chart**

Use this bingo master to review vocabulary for a unit. Duplicate the master and distribute one copy to each learner. Write unit vocabulary words on the board. (You will need 25 words.) Ask learners to choose words randomly and write a word in each square. Circulate to be sure they understand that they should write the words in random order.

Provide learners with a pile of markers—dried beans, paper clips, pennies, or small squares of card stock. Then call out the words in random order. The first learner to mark a row of words down, across, or diagonally calls “Bingo!” and wins. Ask winners to read out the words they have marked and tell you the meanings.

Once learners understand the game well, ask a learner to call out the words.

You may want to copy the master onto card stock and write the words yourself, so that for each group of vocabulary words you have a reusable class set of bingo cards.

**Masters 2–4: Charts**

These masters are used for Class Chats and other activities that include work with a chart. Fill in appropriate headings before making copies.

**Masters 5–6: Idea Map, Venn Diagram**

Use these masters for Gather Your Thoughts in the unit openers or for other activities that require brainstorming. Fill in appropriate headings before making copies.

**Master 8: Johari Window**

This master is used with some pair activities in the student book. Fill in appropriate headings before making a copy for each pair of learners.

**Master 9: Main Idea and Supporting Details**

This graphic organizer can be used with any nonfiction reading. You may wish to use it with the Challenge Reading at the end of each unit.

Have learners work in groups of three. Direct them to work on one section at a time. One learner may look for and write the main idea, and other learners can work on a supporting idea and its details. In each group, identify a recorder to record ideas on the handout and a reporter to report back to the class.

**Masters 12–13: Self Assessment**
*(Speaking, Listening, Writing, Reading)*

These masters are to be used at the beginning of the course and at the end of Units 3, 6, and 9 to track learner progress. The completed masters may be kept in learner portfolios.
Master 14: Writing Checklist and Error Correction Symbols
 Provide each learner with a copy of this page. Also, if possible, enlarge the page and display the enlargement permanently in the classroom. Ask learners to refer to this page whenever editing their own work or that of their peers.

Master 15: Peer Assessment Form for Projects and Tasks
 Learners can use this form to provide feedback to other learners in a small-group setting before presentations are made to the class.

Master 22: Grammar: The Conditional
 Use this master in place of Activity A in Unit 2, Lesson 3, or as a review activity.
 Have learners work in groups of three. Hand out one copy per group. To save preparation time, give scissors to one learner in each group so that person can cut up the handout.

Master 28: Unit 2 Project: Make a Personal Achievement Record
 Instruct learners to use this checklist in the future to make sure they have all the materials they need for presentations at a job interview, an educational institution, or when searching for potential clients.

Master 34: Life Skill: Choosing a Helping Strategy
 Note that this master includes four situations and two identical Suggestions checklists. Each small group of learners will need one copy of the situations and four copies of the checklist. You may want to photocopy the situations and the checklists separately, making two copies of the checklists for every one copy of the situations.

Master 39: Grammar: Cause and Effect
 Cut out the clauses on the dotted lines, and distribute one or two clauses to each learner. Tell learners that each of them should find a classmate whose clause makes a sensible sentence with theirs. After a pair of learners has matched their clauses, ask them to write the complete sentence on separate paper. After all learners have written their sentences, discuss with the class whether each sentence represents the best possible match.

Master 46: Game: Vocabulary Review
 If possible, play one game of the five-game series each day of a five-day school week.

Master 53: Game: Vocabulary Race
 Each group of learners can use four coins as markers: a penny, a nickel, a dime, and a quarter. Learners are not expected to give the definition word-for-word as written on the back of the card. Teammates can vote on whether the definition given is correct.

Master 58: Unit 7 Project: Make a Community Resource Guide
 Make multiple copies of this page to use in preparing the pages of the class Community Resource Guide.

Master 62: Grammar: Practice Interview
 Give learners this pattern for the three questions they are to write: What + had + participle. As they conduct the interviews, circulate to make sure that they are writing short answers in the chart.

Master 69: Grammar: Review of Verb Tenses
 Cut up the cards, scramble them, and give one to each learner.
 Each card has either a sentence or a description of a verb tense. Ask learners to walk around and find someone with a card that matches. A learner who has a sentence card must find the person who has the matching verb tense card. A learner who has a verb tense card must find the person who has the matching sentence. Model the activity before learners do it on their own.
Customizable Graphic Organizer
Bingo Chart

See page 5 for suggestions on how to use this master.
Customizable Graphic Organizer
2-Column Chart

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3-Column Chart

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</tr>
</tbody>
</table>
Customizable Graphic Organizers Venn Diagram
**Customizable Graphic Organizer**

Johari Window

<table>
<thead>
<tr>
<th>Both A and B</th>
<th>Only A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Only B</th>
<th>Neither A nor B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Customizable Graphic Organizer
Main Idea and Supporting Details

Complete this organizer for the reading.

Main Idea

________________________________________

________________________________________

Idea 1: ____________________________________
Supporting Details
1. ________________________________________
2. ________________________________________
3. ________________________________________

Idea 2: ____________________________________
Supporting Details
1. ________________________________________
2. ________________________________________
3. ________________________________________

Idea 3: ____________________________________
Supporting Details
1. ________________________________________
2. ________________________________________
3. ________________________________________

See page 5 for suggestions on how to use this master.
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></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><strong>Accuracy</strong></td>
<td>Frequent errors in grammar make speech difficult to understand.</td>
<td>Frequent errors in grammar occaisionally 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><strong>Pronunciation</strong></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><strong>Vocabulary</strong></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><strong>Appropriateness</strong></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: ____________________
**Generic Assessment Master**

**Written Communication Rubric**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content is not related to topic or is very simple and undeveloped.</td>
<td>Content is somewhat related to topic, but feels incomplete or overly general.</td>
<td>Content is related to topic and shows some development, but could be more specific or more fully developed.</td>
<td>Content is clearly related to topic, well developed, and nicely detailed.</td>
</tr>
<tr>
<td>Organization</td>
<td>Writing does not follow organizational guidelines and feels haphazard.</td>
<td>Writing shows some limited organization but needs to be structured more fully.</td>
<td>Writing has good expression of main idea and supporting ideas, but some inconsistencies may detract.</td>
<td>Writing shows clear and effective organization and follows guidelines carefully.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Numerous errors in spelling, capitalization, and punctuation make writing difficult to understand.</td>
<td>Writing contains frequent errors in spelling, capitalization, and punctuation, but is not difficult to understand.</td>
<td>Occasional errors in spelling, capitalization, and punctuation are noticeable, but do not inhibit understanding.</td>
<td>Writing contains only a few minor errors in spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>Language Use</td>
<td>Learner writes in fragments and makes many errors in word form, word order, and tenses.</td>
<td>Learner writes in simple sentences; most are complete but frequently contain errors.</td>
<td>Learner combines simple and complex sentences with some errors in articles, 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>
<tr>
<th>I can speak English to . . .</th>
<th>No</th>
<th>Not well</th>
<th>OK</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask for information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</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>
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<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>

See page 5 for suggestions on how to use this master.
**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: ________________________________

See page 5 for suggestions on how to use this master.
Master 14
Name:_________________________ Date:__________ Task:__________

Generic Assessment Master
Writing Checklist and Error Correction Symbols

_____ Did I take notes about my ideas before I started writing?
_____ Did I write a main idea at the beginning of the paragraph?
_____ Did I give details to explain my main idea?
_____ Do all my details relate to the main idea?
_____ Did I check my verbs for correct tense?
_____ Did I check for subject-verb agreement?
_____ Did I use complete sentences?
_____ Did I capitalize the first word of each sentence?
_____ Did I end every sentence with a period, question mark, or exclamation point?
_____ Did I check my spelling?
_____ Is my handwriting neat and easy to read?

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>$p$</td>
<td>spelling</td>
<td>This sentence is\textcolor{red}{\text{correct}.} $p$</td>
</tr>
<tr>
<td>$^\wedge$</td>
<td>insert a word</td>
<td>This sentence $^\wedge$ is correct.</td>
</tr>
<tr>
<td>$T$</td>
<td>tense</td>
<td>This sentence $^{\text{was}}$\textcolor{red}{\text{correct}.} $T$</td>
</tr>
<tr>
<td>$\checkmark$</td>
<td>all correct</td>
<td>This sentence is correct. $\checkmark$</td>
</tr>
<tr>
<td>$\sim$</td>
<td>reverse word order</td>
<td>This sentence $\sim$ correct is.</td>
</tr>
<tr>
<td>$ww$</td>
<td>wrong word</td>
<td>This sentence is $\textcolor{red}{\text{corrupt}.}$ $ww$</td>
</tr>
<tr>
<td>$p$</td>
<td>punctuation</td>
<td>This sentence is correct(?) $p$</td>
</tr>
<tr>
<td>$c$</td>
<td>capitalization</td>
<td>This sentence is correct(?) $c$</td>
</tr>
<tr>
<td>$\text{¶}$</td>
<td>paragraph indent</td>
<td>This sentence starts a new paragraph. It should be indented.</td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Generic Assessment Master
Peer Assessment Form for Projects and Tasks

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.

See page 6 for suggestions on how to use this master.
Unit 1: Taking the First Step  
Grammar: Review of the Present Perfect

Write down five things that you have *never* done but that some other people in your class probably have done.

- I have never been to Asia.
- I have never worn glasses.
- I have never eaten a fish sandwich.
- I have never swum in an ocean.

Now find out if your predictions were right. Make each statement from your list into a question. Write the questions in the chart below. Ask your classmates each question. Stop asking when someone answers “yes.” Write that person’s name in the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Name of Person Who Did This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been to Asia?</td>
<td>Kim</td>
</tr>
</tbody>
</table>

You: Anna, have you ever been to Asia?  
Anna: No, I haven’t.  
You: Kim, have you ever been to Asia?  
Kim: Yes, I have.
Unit 1: Taking the First Step
Grammar: Past Perfect

Use had + past participle when talking about an action completed before another action in the past:

- I had learned two languages before I was six years old.
- Sebastian had eaten all the chocolate before his sister arrived.

List everything you can think of that you accomplished before you were 21.

1. I had learned to drive before I was 21.
2. I had decided what work I wanted to do before I was 21.
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

Talk to some classmates about your accomplishments.
Unit 1: Taking the First Step
Life Skill: Setting Goals and Deciding What to Do

Choose the best answer to each question.

1. Johanna wants to be a nurse. It’s her long-term goal. Her short-term goal is to attend a Nurse Assistant training course at her community college. What is the first thing Johanna should do to attain her goal?
   a. Apply for a job as a nurse assistant.
   b. Buy a nurse’s uniform and shoes.
   c. Tell her friends that she has chosen her profession.
   d. Call her community college to ask for an application and schedule of Nurse Assistant courses.

2. Elvis’s dream is to change his job from waiter to head cook. What is the most important thing that he should do to fulfill his goal?
   a. Tell his boss that he wants the cook job.
   b. Watch cooking shows on television.
   c. Cook dinner as often as possible for his family and friends.
   d. Ask professional cooks how they prepared for their jobs.

Discuss your answers with a partner. Did you agree on what to do first? Now write a goal of your own.

List four steps that you can take to attain that goal. List the steps in the order you will do them:

1. 
2. 
3. 
4. 

Unit 1: Taking the First Step
Vocabulary: Review

Write a short definition for each word below. Use a dictionary if you aren’t sure of the meaning. Then cut apart the words and definitions on the dotted lines. Mix them up and exchange with a partner. Try to match your partner’s definitions with the correct words. When you finish, check your answers.

- accomplish
- appropriate
- aptitude
- career
- clarify
- event
- frustrated
- goal
- personality
- predict
- reality

accomplish  

appropriate

aptitude

career

clarify

event

frustrated

goal

personality

predict

reality

to finish or complete
Unit 1: Taking the First Step
Unit 1 Project: Form for an Informal Letter

(your address) ________________________________

____________________________________________

(date) ________________________________

Dear __________________________,

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Sincerely,

(your signature) __________________________
Unit 1: Taking the First Step
Unit 1 Checkup/Review

Part 1: Listening  Listen to this conversation. Complete the chart as you listen.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keiko</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Learning for Life  Complete each sentence by writing the letter of the best ending.

1. **b**. Talking to people about their goals
   a. is not very helpful.
   b. can give you good ideas.
   c. costs a lot of money.

2. **b**. You can use an outline of your hand to
   a. set long-term goals.
   b. set short-term goals.
   c. set long-term and short-term goals.

3. **a**. A time line of your life can include events in
   a. the past and the future.
   b. the past only.
   c. the future only.

4. **a**. When you ask about someone’s strategies for success, you should not ask
   a. How did you plan to reach your goal?
   b. How much money do you make?
   c. Do you have a plan for your future?

5. **b**. One short-term goal is
   a. to learn English.
   b. to save money to buy a house.
   c. to buy a cell phone.

6. **b**. One long-term goal is
   a. to buy a meal.
   b. to become an English teacher.
   c. to get a library card.

Part 3: Grammar  Read this essay about coming to the US. Write the correct form of the verb on each line: past, present perfect, or past perfect.

I ___________ arrived in Chicago on January 16 in the middle of the coldest temperatures in years. I ___________ have no idea how cold the weather ___________ at that time of the year. I ___________ be in cold climates before, but never like that! In my country, I ___________ buy a coat and hat for my trip, but they ___________ not warm enough for any of the winters I’ve spent in the US.
Part 4 Vocabulary and Idioms  Use the words in the box to complete this essay.

achieve  aptitude  determined  experience  imagined  took action
appropriate  career  dreamed  frustrated  long-term

Ever since I was a child, I ___________ dreamed ___________ of being a chef. I have wonderful memories of cooking with my grandmothers and aunts. My brothers and sisters and my cousins laughed at me at first. They thought that cooking was not an ___________ job for a man. Although I was ___________ by their jokes, I was ___________ to ___________ my goal. When I was in junior high, I entered my first cooking contest. I had never ___________ that I would win, but I did. The ___________ of winning a prize for cooking chicken with rice and apricots was wonderful. My family was so proud of me. They all agreed that I had an ___________ for cooking and should train for a ___________ as a chef. I knew that this was a ___________ goal and would take years to reach. After high school, I ___________ by enrolling in a cooking school in New York. Then I went to study in France. Now I have my own restaurant. I hope you will be my guest for dinner soon!
Unit 2: Selling Your Skills
Grammar: The Conditional

Cut out the clauses. Match each independent clause with a dependent *if* clause to make a sensible sentence. On separate paper, write each sentence in two ways. First, start with the main clause. Then start the sentence with the *if* clause. Be sure to use correct capitalization and punctuation.

- Hassam and Masa would take a vacation if I did the research
- he wouldn’t be so nervous if I completed my work on time
- Ms. Patterson will try to sell his work if I get the job
- I will celebrate if she likes his photos
- my boss would be happy if he were ready for the interview
- I would know more about the company if they had more money

See page 6 for suggestions on how to use this master.
Hassam is telling a friend about his interview. Cut out the boxes and mix them up. Then arrange them to make a sensible story.

Anyway, I asked her if she wanted to see some pictures of my work.

She could see that I was prepared.

I didn’t think I should sit down before she did, but she was pointing at the chair.

Well, you know I was a little nervous about the interview. I left early so I wouldn’t be late, but I got lost.

I will tell you the story of my interview with Ms. Patterson.

You know what? Now I’m more worried than before! What if I make more mistakes?

She asked if I had a resume and pictures.

I thought the young woman who greeted me was the receptionist, so I asked her to tell Ms. Patterson that I had arrived.

She looked a little annoyed and said that we should sit down first.

She chose two pieces to try to sell in her shop. She wants to come to our apartment and see the rest of my work.

I just sat down. I thought I should say something, so I asked how she liked the weather.

I wasn’t late, but I just made it.

I was pretty embarrassed when she said that she was Ms. Patterson.

Luckily I had my photos. After that, I relaxed. She said that my work was excellent and well-organized.
Unit 2: Selling Your Skills
Game/Vocabulary: What’s Missing?

Play this game in pairs. Cut out the word cards and mix them up. Place seven cards faceup on the table. Put the others aside. The first partner closes his or her eyes, and the second partner removes one card. Then the first partner looks and tries to guess the missing word. If the first partner guesses right, he or she gets the card. If not, the second partner keeps it.

Then add another card from the ones set aside so you have seven cards again. Now the first partner removes a card, and the second partner tries to guess it.

Keep taking turns until only six cards are left on the table. The winner is the person who has the most cards.

<table>
<thead>
<tr>
<th>advice</th>
<th>formal</th>
<th>situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoyed</td>
<td>informal</td>
<td>skill</td>
</tr>
<tr>
<td>challenge</td>
<td>network</td>
<td>suggestion</td>
</tr>
<tr>
<td>confused</td>
<td>professional</td>
<td>tense</td>
</tr>
<tr>
<td>custom</td>
<td>resume</td>
<td>tone</td>
</tr>
<tr>
<td>emotions</td>
<td>shyness</td>
<td>worry</td>
</tr>
</tbody>
</table>
Unit 2: Selling Your Skills
Life Skill: Business Customs in the US

Think about business customs in the US and in your home country. Make notes in the diagram below. In the left circle, write about customs in your home country. On the right, write about customs in the US. If any customs are the same in both countries, write them in the center, where the circles overlap.

Talk with a partner about how different customs can cause misunderstandings. Together, write a short story or role-play about a misunderstanding. You can make it funny if you want to. Then present it to the class.
Unit 2: Selling Your Skills
Vocabulary: Matching Game

In this game, you try to match each word card with the best definition. With a partner, cut out the word and definition cards below. Lay them faceup on a table. When you see a match, grab the word and its definition. The winner is the person who finds the most matches.

<table>
<thead>
<tr>
<th>advice</th>
<th>emotions</th>
<th>resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>brag</td>
<td>network</td>
<td>shy</td>
</tr>
<tr>
<td>challenge</td>
<td>professional</td>
<td>skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>opinion or suggestion on what to do</th>
<th>feelings of joy, worry, fear, love, etc.</th>
<th>list of past jobs, education, and other qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>praise yourself</td>
<td>ask other people for information or support</td>
<td>not comfortable with other people</td>
</tr>
<tr>
<td>something that requires hard work and effort</td>
<td>a skilled, well-trained worker</td>
<td>ability, talent</td>
</tr>
</tbody>
</table>
Unit 2: Selling Your Skills
Grammar: Indirect Speech

Work with a partner. Cut out sections A and B. Set the answer section aside.
One partner takes section A. The other takes section B.

If you are partner A, read your sentences to partner B. If you are partner B,
rewrite each sentence on separate paper. Change direct speech to indirect
speech. Change indirect speech to direct speech. Then partner B reads from
section B. Partner A rewrites the sentences.

After you finish, use the answer section to check your work.

A
1. Hassam said, “I don’t want to brag about myself.”
2. Ana said that she could fix cars.
3. Maria says that she can design a web site.
4. They said, “We need some advice.”
5. I said that I was uncomfortable talking about myself.

B
1. Masa said, “I think he should use a resume.”
2. I said, “We can call ahead of time.”
3. Koji said that he could type.
4. My boss said that he liked my work.
5. My teacher says that I can correct my work.

Correct Answers

Section A
1. Hassam said that he didn’t want to brag about himself.
2. Ana said, “I can fix cars.”
3. Maria says, “I can design a web site.”
4. They said that they needed some advice.
5. I said, “I am uncomfortable talking about myself.”

Section B
1. Masa said that she thought he should use a resume.
2. I said that we could call ahead of time.
3. Koji said, “I can type.”
4. My boss said, “I like your work.”
5. My teacher says, “You can correct your work.”
Unit 2: Selling Your Skills
Unit 2 Project: Make a Personal Achievement Record

Check each item as you add it to your achievement record. Keep this list and all the items for your own use. Select only a few items for your presentation.

Achievement Record Checklist

Get Ready

____ 1. My networking list
____ 2. My questions
____ 3. Loose-leaf notebook or folder
____ 4. Plastic sheet covers

Do the Work

Copies of:

____ 5. Certificates
____ 6. Diplomas
____ 7. Transcripts
____ 8. Letters of recommendation
____ 9. Other documents: ________________________________

____ 10. Photos of my work

Present

____ 11. Show to the teacher.

Comments: __________________________________________

_____________________________________________________

_____________________________________________________

____ First practice presentation
____ Second practice presentation
____ Third practice presentation

See page 6 for suggestions on how to use this master.
Unit 2: Selling Your Skills
Unit 2 Checkup/Review

Part 1: Listening  Listen to this conversation. Then answer the questions in complete sentences.

1. Where was the interview?

2. For what job was the applicant applying?

3. What was one requirement for the job?

4. Why did the applicant feel the interview didn’t go well?

5. Do you think the applicant will get the job? Why or why not?

Part 2: Learning for Life  Complete each sentence by writing the letter of the best ending.

1. If you need advice about jobs, a. use a resume to tell about yourself.
   b. look people in the eye.
   c. talk to family, friends, and teachers and use the Internet.
   d. practice speaking English with a friend or relative.
   e. do as much research as you can about the company.

2. If you are too shy to talk about your abilities,

3. If you want to make a good impression in the US,

4. If you are preparing for a job interview,

5. If you don’t speak English well,
Part 3: Grammar  Read the sentences below. Write the correct form of the verb on each line.

1. If Delfino really wanted that job, he _______ would send _______ a thank-you note to the interviewer.

2. If the interviewer _______ want _______ to check Delfino’s language skills, she would speak Spanish to him.

3. If the interview was in Spanish, Delfino _______ feel _______ more confident.

4. If the interviewer _______ say _______ “I’ll be in touch,” Delfino would wait for a call.

5. Delfino would feel better about the interview if the interviewer _______ be _______ more polite.

6. Delfino _______ make _______ a better impression if he arrived on time.

Part 4: Vocabulary and Idioms  Fill in the letter next to the best synonym for each word.

1. shy
   - feel
2. deal with
   - worry
3. skill
   - ability
4. advice
   - custom
5. formal
   - friendly
6. tone
   - relaxed
7. tense
   - question
8. suggestion
   - accomplishment
9. achievement
   - angry
10. annoyed
    - worried
11. confused
    - handle

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Unit 3: Getting Help
Grammar: Scrambled Sentences

With your group, cut these words out, one sentence at a time. Arrange each sentence in correct order. Read the sentences aloud together.

teacher, with, She, an, accent, is, the

test, The, class, will, take

the, students, in, Ms, Korol’s

docs, documents, inside, The, file, are, important.

your, The, counselor, at, is, woman, the, desk

relationships, Women, need, in, abusive, help.

The, English, that, room, students

speak, a, lot, of, in

The, black, book, with, me.

belongs, to, cover, the, grammar
Unit 3: Getting Help
Grammar: Adverb Prepositional Phrases

Remember that an adverb prepositional phrase works just like an adverb. It answers the questions *How? When?* and *Where?*

Work in a group of three. Cut out the large questions below. Each person takes one question. Then cut out the sentences below. Look for prepositional phrases that answer your question. Arrange the sentences on the table below the question.

<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHEN?</th>
<th>WHERE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin spoke <em>for hours with her mother.</em></td>
<td>He can cure his addiction <em>with professional help.</em></td>
<td></td>
</tr>
<tr>
<td>Erin usually sees her counselor <em>after school.</em></td>
<td>He heard the information <em>on the radio.</em></td>
<td></td>
</tr>
<tr>
<td>Anna worked here <em>in the summer.</em></td>
<td>He takes English classes <em>at the local library.</em></td>
<td></td>
</tr>
<tr>
<td>She must find help <em>without waiting longer.</em></td>
<td>His children still live <em>in his country.</em></td>
<td></td>
</tr>
<tr>
<td>She needs to speak <em>with more confidence.</em></td>
<td>She lives <em>on the next block.</em></td>
<td></td>
</tr>
<tr>
<td>He left his job <em>without giving notice.</em></td>
<td>They should talk <em>at a more convenient time.</em></td>
<td></td>
</tr>
</tbody>
</table>
Think of a conflict you have had or know about. It should be a conflict with just two different points of view.

Work with a partner. Each person takes one side of the conflict. Use the Conflict Resolution Stepladder below. Go from step to step to solve the problem. Watch your tone of voice, expression, and word choice.

PEACE

Both:
- Do the things you agreed to do.

Both:
- Suggest solutions.

First person:
- LISTEN and retell what the second person says.

Second person:
- LISTEN and retell what the first person says.
- Explain the problem from your point of view.

First person:
- Talk about your feelings.
- Explain the problem from your point of view.
Unit 3: Getting Help
Vocabulary: Answering Questions

Work in teams of two or three. Answer each question below with a word from the box. Check off each word as you use it.

With your team, make up questions about the words that you did not check off. Ask another team the questions.

<table>
<thead>
<tr>
<th>barrier</th>
<th>dilemma</th>
<th>monitor</th>
<th>situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate</td>
<td>ignore</td>
<td>protection</td>
<td>strategy</td>
</tr>
<tr>
<td>✓ confront</td>
<td>issue</td>
<td>psychologist</td>
<td>suggestion</td>
</tr>
<tr>
<td>cope</td>
<td>mandatory</td>
<td>resource</td>
<td>therapy</td>
</tr>
<tr>
<td>counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

1. What is a word that means to face or oppose with courage?
   - **confront**

2. What is a word for treatment of a physical or mental illness?
   - therapy

3. What is a word for something that gets in the way or stops an action?
   - barrier

4. Which word means to watch or listen to?
   - monitor

5. Which word describes something that you must do?
   - mandatory

6. Which word means to deal with something successfully?
   - cope

7. What is a word that means a difficult choice between two possible actions?
   - dilemma

8. What do you call a person who studied how the mind works?
   - psychologist

9. What is a word that means to not pay attention to?
   - ignore
Unit 3: Getting Help
Life Skill: Choosing a Helping Strategy

Work in a small group. Cut out the situations below. Discuss one of
the situations. Each person gives an opinion and supports it. As a group,
pick one strategy to recommend. Mark your choice on a copy of the
Suggestions checklist.

Follow the same process for the other situations. Report back to the class.

Your friend confides to you that she is sometimes terrified of her teen-
aged son’s friends. They are rebellious and seem violent.

Your friend’s behavior has changed recently. He neglects his family.
He can’t cope with everyday problems. He misses work a lot, saying
he is sick.

A co-worker tells you confidentially that when he gets angry he loses
control. His wife left him and got an order of protection against him.
He says he’s sorry. He wants you to ask his wife to come back to him.

Your daughter’s friend is pregnant. The friend is afraid to tell her
family. She thinks they will be angry. She has no resources. Your
daughter wants to know how to help.

Suggestions What would you suggest?

Confront the person. Tell him or her
your opinion.

Ignore the situation. Do not get
involved.

Suggest a coping strategy.

Refer the person to a person or
organization that can provide
professional help.

Other. What else would you suggest?

See page 6 for suggestions on how to use this master.
Unit 3: Getting Help
Unit 3 Project: Make a Resource Guide

Use this page for steps 1 and 2 of Do The Work. You can make several copies of this page. Use a separate page for each issue.

Step 1. Write your question here.

________________________________________________________________________

________________________________________________________________________

Step 2. List names of organizations and people that might help below.

Name ________________________________________________________________
Address ______________________________________________________________
Phone Number______________________________ E-mail _______________________

Name ________________________________________________________________
Address ______________________________________________________________
Phone Number______________________________ E-mail _______________________

Name ________________________________________________________________
Address ______________________________________________________________
Phone Number______________________________ E-mail _______________________

Name ________________________________________________________________
Address ______________________________________________________________
Phone Number______________________________ E-mail _______________________

Name ________________________________________________________________
Address ______________________________________________________________
Phone Number______________________________ E-mail _______________________
Unit 3: Getting Help
Unit 3 Checkup/Review

Part 1: Listening  Listen to this conversation. Then answer the questions.

1. What is Isabel’s problem?

2. What does Steve tell her to do?

3. Where can Isabel find the number to call?

4. When should she call?

5. What should she know about the contact person?

Part 2: Learning for Life  Complete the chart about getting help for a problem. Use phrases in the box. (You don’t have to use all of the phrases.)

call 911          counseling, divorce
my neighbor first, then the police   bruises and broken bones
call an abuse hotline   worried, frightened

✔ My neighbor is a victim of domestic abuse.

Problems  My neighbor is a victim of domestic abuse.

1. Evidence or signs:

2. Feelings:

3. Who can I talk to?

4. How can I find help?

5. What are some solutions?
Part 3: Grammar  Use the prepositions in the box to complete this story.
Then underline the object of each preposition.

<table>
<thead>
<tr>
<th>at</th>
<th>for</th>
<th>in</th>
<th>on</th>
<th>through</th>
<th>to</th>
</tr>
</thead>
</table>

Marina was worried about her mother, Dinorah. Dinorah was only 65, but she was often confused and forgetful. One day, she was shopping ________ in ________ a mall, and she couldn’t remember how to get home. She got ________ a bus and rode around ________ hours. Finally the bus driver asked her where she was going. Dinorah couldn’t remember, and she started to cry. The bus driver asked to see Dinorah’s wallet. He looked ________ it until he found Dinorah’s identification. The driver called the police, who met the bus ________ the next stop. An officer took Dinorah ________ the police station and called Marina. She arrived and took her mother home.

Part 4: Vocabulary and Idioms  Use the words in the box to complete the advice.

abusive behaviors confidential counseling ignore substance barrier communicate coping counselor problems

Many people don’t get help for ________ problems ________ because they don’t know how to ________ their needs. They ________ the situation and hope that their problems will go away. Unfortunately, that rarely happens. If someone you know is having difficulty ________ with a problem, one resource is the Employee Assistance Program, or EAP, at work. Call and make an appointment with a ________. The counseling is completely ________, so no one will know. Your employer pays for the service, so the cost should not be a ________. (You may have to pay a small fee.) The EAP can help people with problems like ________ relationships and ________ abuse. Through ________, you will learn to develop new ________, or ways of acting.
Unit 4: On Your Own
Grammar: Who, Which, and That in Adjective Clauses

Combine the following pairs of sentences. Use who, which or that.

1. I had a pizza for lunch. It was fantastic.
   The pizza that I had for lunch was fantastic.

2. Val gave her mother advice. It was useful.

3. Scientists have invented a new form of plastic. It is unbreakable.

4. The former safety inspector retired to Florida. He was more professional than the new one is.

5. Solomon has a mentor. She gives him advice and encouragement.

6. The park guide gave each camper a diagram. It indicated which roads were temporarily closed.

7. The library is always closed when I need to go there. It is in a bad part of town.

Is who, which, or that necessary in all of the combined sentences? On separate paper, try to combine some of the sentences without using those words.
Unit 4: On Your Own
Grammar: Information Gap

Work in pairs. Cut apart the sections below on the dotted lines. One partner takes part A. The other takes part B. Write each choice from the box in the correct blank. Ask your partner questions to help you. One blank in each part has been filled in as an example:

**Partner A:** Which is the country that has a capital city called Addis Ababa?
**Partner B:** Ethiopia is the country that has a capital city called Addis Ababa.

**Partner B:** Which is the country that has a population of 4 million people?
**Partner A:** New Zealand is the country that has a population of 4 million people.

**A**

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>32 million</td>
<td></td>
</tr>
<tr>
<td>Ethiopia</td>
<td>68 million</td>
<td>Addis Ababa</td>
</tr>
<tr>
<td>Germany</td>
<td>83 million</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>4 million</td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td>28 million</td>
<td></td>
</tr>
</tbody>
</table>

**B**

<table>
<thead>
<tr>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 million</td>
</tr>
<tr>
<td>28 million</td>
</tr>
<tr>
<td>32 million</td>
</tr>
<tr>
<td>68 million</td>
</tr>
<tr>
<td>83 million</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td></td>
<td>Ottawa</td>
</tr>
<tr>
<td>Ethiopia</td>
<td></td>
<td>Addis Ababa</td>
</tr>
<tr>
<td>Germany</td>
<td></td>
<td>Berlin</td>
</tr>
<tr>
<td>New Zealand</td>
<td>4 million</td>
<td>Wellington</td>
</tr>
<tr>
<td>Peru</td>
<td></td>
<td>Lima</td>
</tr>
</tbody>
</table>
### Unit 4: On Your Own
Grammar: Cause and Effect

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The smoke detector was over a year old,</td>
<td>so I bought a new one.</td>
</tr>
<tr>
<td>Donna started her own business because</td>
<td>she wanted to be more creative.</td>
</tr>
<tr>
<td>Hassam still misses his family although</td>
<td>he talks with his mother every week.</td>
</tr>
<tr>
<td>Because Sheba is organized,</td>
<td>she doesn’t have problems finding things.</td>
</tr>
<tr>
<td>Donna wanted to learn about business,</td>
<td>so she asked Sheba to be her mentor.</td>
</tr>
<tr>
<td>I covered my electrical outlets,</td>
<td>so children can’t touch them.</td>
</tr>
<tr>
<td>Hassam misses his family because</td>
<td>he has not seen them in five years.</td>
</tr>
<tr>
<td>I put the medicine in a high cabinet,</td>
<td>so my children can’t reach it.</td>
</tr>
<tr>
<td>Ana almost tripped last night</td>
<td>although there was a light near the stairs.</td>
</tr>
<tr>
<td>The children had colds this winter</td>
<td>although they washed their hands often.</td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Imagine that you are going to open a day care center. Look over this safety checklist. Add any important safety tips you wrote for Activity C. Complete the checklist for your living or work space.

Discuss the checklist with your group. Did you find any hazards? Which ones were most serious? Could you fix them yourself, or would you need help?

Is the Space Safe?

Yes  No

_____  _____ Keep medicines, cleaning products, and matches where children can’t get them.

_____  _____ Remove breakable objects that children could reach.

_____  _____ Remove small objects that children could swallow or choke on.

_____  _____ Cover electrical outlets.

_____  _____ Fix loose electrical wires.

_____  _____ Keep the play area very clean.

_____  _____ Cover heaters, radiators, and pipes to prevent burns.

_____  _____ Have a fire extinguisher nearby.

_____  _____ Keep emergency phone numbers near your phone.

_____  _____ Make sure that all doors can be opened from both sides.

_____  _____ Make a diagram of your space.

_____  _____ Other: ____________________________________________________________

_____  _____ Other: ____________________________________________________________

_____  _____ Other: ____________________________________________________________

_____  _____ Other: ____________________________________________________________

_____  _____ Other: ____________________________________________________________

_____  _____ Other: ____________________________________________________________
Unit 4: On Your Own  
Thinking Skill: Working with a Circle Graph

Work with a partner. Look at the information in this circle graph. It shows data for private industry in the US in the year 2001. The data was collected by the US Bureau of Labor Statistics (BLS).

The BLS also reported that 5,215,600 workers in private industry got sick or were hurt at work in 2001. Using this information and the graph, complete the table below. Calculate the number of injuries and illnesses for each industry. Round your answers to the nearest hundred. The first one is done as an example.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage of Injuries and Illnesses</th>
<th>Calculation</th>
<th>Number of Injuries and Illnesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming, forestry, fishing, and mining</td>
<td>3%</td>
<td>$5,215,600 \times 3%$</td>
<td>156,500</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation and public utilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wholesale and retail trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance, insurance, and real estate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>$5,215,600 \times 100%$</td>
<td>$5,215,600$</td>
</tr>
</tbody>
</table>
**Unit 4: On Your Own**

**Project Assessment Form**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Writing about Dream Business</strong></td>
<td><strong>Not organized</strong></td>
</tr>
<tr>
<td>a. Paragraph 1: description of business</td>
<td>0</td>
</tr>
<tr>
<td>b. Paragraph 2: location and competition</td>
<td>0</td>
</tr>
<tr>
<td>c. Paragraph 3: customers and need for business</td>
<td>0</td>
</tr>
<tr>
<td>d. Complete essay</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 2. Presentation of Dream Business</strong></th>
<th><strong>Not evident</strong></th>
<th><strong>Partially evident</strong></th>
<th><strong>Fully evident</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planning and organization</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Creativity and originality</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Confidence and clarity</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, Writing about Dream Business.*

0 = Paragraph has no introduction, no supporting details, and no topic sentence.

1 = Paragraph includes topic sentence and some supporting details.

2 = Paragraph includes introduction, topic sentence, and minimum of three supporting details.

See page 5 for suggestions on how to use this master.
Part 1: Listening  
Listen to this radio interview. Then complete each sentence by writing the letter of the best ending.

1. Mrs. Diamond is a  
   a. cooking teacher.  
   b. cook in a restaurant.  
   c. business owner.  

2. Mrs. Diamond had a large family, and she  
   a. loved to cook for them.  
   b. hated to cook for them.  
   c. never cooked for them.  

3. Mrs. Diamond didn’t know how to cook  
   a. small amounts of food.  
   b. large amounts of food.  
   c. healthy food.  

4. She got the idea for her business from her  
   a. husband.  
   b. neighbor.  
   c. children.  

5. She has been in business for herself for  
   a. three months.  
   b. three years.  
   c. thirteen years.  

6. Mrs. Diamond wants to  
   a. expand her business.  
   b. make her business smaller.  
   c. keep her business the same size.  

Part 2: Learning for Life  
Use the phrases in the box to complete the sentences.

✔ agree and disagree  
   give advice and help  
   interview a small business owner  
   make a copy to use for practice  
   identify possible problems  
   start thinking  

1. In a debate, people __________ agree and disagree __________ about a statement.

2. A business mentor is a person who can __________ to another person who is thinking about starting a business.

3. Brainstorming is a way to __________ about a topic.

4. Before you fill out an application form, you should __________.

5. A way to find out about being self-employed is to __________.

6. People do home safety checks to __________.
Part 3: Grammar  Complete each sentence by writing the letter of the best ending.

1. Jack started his own business  
   a. Jack started a business.  
   b. because he had a good idea.  
   c. that she got were exciting.  
   d. because she had so many questions.  
   e. so she did some research on the Internet.  
   f. she was confused about the next step.  
   g. who had started a similar business in another state.

2. So he could be the boss,  
3. Maria had an idea for a business,  
4. Although she found a lot of information,  
5. She found a woman  
6. Maria wanted to meet her in person  
7. The ideas

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

<table>
<thead>
<tr>
<th>creative</th>
<th>detailed</th>
<th>encouragement</th>
<th>persistence</th>
<th>self-employed</th>
<th>stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>decision</td>
<td>determined</td>
<td>operation</td>
<td>retired</td>
<td>selfish</td>
<td></td>
</tr>
</tbody>
</table>

1. I was nervous at first, because starting a company is _______ stressful _______.
2. I made the ____________________ to start my own business.
3. The ____________________ of my friends gave me confidence and helped me to succeed.
4. I like being independent, so I enjoy being ____________________.
5. I kept working hard every day, and my ____________________ paid off.
6. My wife, who is very ____________________, helped me think of a good name for our company.
7. My wife and I manage the daily ____________________ of the business.
8. My father, who is ____________________ after working for 40 years in a factory, is helping us.
9. Maybe I’m ____________________, but I want to work for myself, not for a boss in a factory.
10. We keep ____________________ records of exactly how much money we make each week.
11. We are ____________________ to succeed!
Unit 5: Think before You Buy!
Grammar: Participial Adjectives

Work in pairs. Cut out the first set of cards below. Partner B reads the sentences, and Partner A circles the words. Then cut out the second set of cards. Partner A reads, and Partner B circles the words.

A  Listen to your partner. Circle the word that you hear.
1. Andrew was **bored** boring at the movie.
2. The movie is **bored** boring.
3. It had an **expected** expecting ending.
4. It wasn’t an **interested** interesting movie.
5. He was **embarrassed** embarrassing in front of his date.

B  Read to your partner.
1. Andrew was bored at the movie.
2. The movie is boring.
3. It had an expected ending.
4. It wasn’t an interesting movie.
5. He was embarrassed in front of his date.

A  Read to your partner.
1. He was shocked at her reaction.
2. She was interested in the movie.
3. She felt that the movie was exciting.
4. Her long explanation was annoying.
5. Andrew was confused about the movie.

B  Listen to your partner. Circle the word that you hear.
1. He was **shocking** shocked at her reaction.
2. She was **interesting** interested in the movie.
3. She felt that the movie was **exciting** exciting.
4. Her long explanation was **annoying** annoyed.
5. Andrew was **confusing** confused about the movie.
**Unit 5: Think Before You Buy!**
**Grammar: Embedded Questions**

Work with a partner. Cut out the boxes below. One partner takes box A. The other takes box B.

Partner A reads the two questions in item 1. Partner B turns them into one question containing an embedded question. For example:

**Partner A:** What time does the bus arrive? Do you know?
**Partner B:** Do you know what time the bus arrives?

Partner A listens to Partner B’s question and checks it against the answer. Pay special attention to the word order change in the embedded question (the underlined part). If you hear a mistake, correct your partner.

After Partner A has read the five items in box A, partners switch roles. Partner B reads the questions, and Partner A changes them to embedded questions.

**A**

1. What should I say when I return this product? Do you know?
   **Answer:** Do you know what I should say when I return this product?
2. Where is the person responsible for this damage? Will you tell me?
   **Answer:** Will you tell me where the person responsible for this damage is?
3. What is the best value? Can you tell me?
   **Answer:** Can you tell me what the best value is?
4. What is the store return policy? Do you know?
   **Answer:** Do you know what the store return policy is?
5. Where can I get the best deal on this camera? Will you show me?
   **Answer:** Will you show me where I can get the best deal on this camera?

**B**

1. Why is it so expensive? Do you know?
   **Answer:** Do you know why it is so expensive?
2. Where is the expiration date? Can you show me?
   **Answer:** Can you show me where the expiration date is?
3. What is the price for this product? Will you tell me?
   **Answer:** Will you tell me what the price for this product is?
4. What are the other name brands? Do you know?
   **Answer:** Do you know what the other name brands are?
5. What kind of policy should I get? Can you tell me?
   **Answer:** Can you tell me what kind of policy I should get?
**Unit 5: Think before You Buy!**  
**Game: Vocabulary Review**

Work in small groups. Cut out the cards below. Choose one person to be dealer and one to be scorekeeper. The dealer shuffles the cards and gives four to each person. The rest of the cards go in a pile. The dealer plays first.

To play, look at your cards. If you have two matching cards, or synonyms, put the pair of cards on the table. If you still have cards in your hand, pick up another card from the pile. If you have no more cards, say “I’m out.”

Play passes to the left. Keep playing until someone says, “I’m out,” or until there are no more cards in the pile. At that time, count the cards in your hand. You get one point for each card. The scorekeeper writes down each player’s score. After five games, the person with the fewest points wins.

<table>
<thead>
<tr>
<th>return</th>
<th>warranty</th>
<th>defective</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring back</td>
<td>promise</td>
<td>damaged</td>
</tr>
<tr>
<td>inform</td>
<td>fraud</td>
<td>purchase</td>
</tr>
<tr>
<td>tell</td>
<td>cheating</td>
<td>buy</td>
</tr>
<tr>
<td>fair</td>
<td>bargain</td>
<td>consumer</td>
</tr>
<tr>
<td>right</td>
<td>deal</td>
<td>buyer</td>
</tr>
<tr>
<td>score</td>
<td>research</td>
<td>technical</td>
</tr>
<tr>
<td>rating</td>
<td>investigate</td>
<td>scientific</td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Work in pairs. Cut out the first set of cards below. Partner A reads the words, and Partner B writes them. Then cut out the second set of cards. Partner B reads, and Partner A writes.

A  Read the words to your partner.
1. bargain
2. budget
3. consumer
4. damaged
5. digital
6. equipment
7. expired
8. explanation
9. fraud
10. illegal

B  Write the words that your partner reads.
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

A  Write the words that your partner reads.
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

B  Read the words to your partner.
1. improvement
2. inform
3. performance
4. practice
5. purchase
6. quality
7. research
8. technical
9. traditional
10. warranty
Unit 5: Think before You Buy!

Unit 5 Project: Checklist for Class Consumer Guide

Before you start to put together the class consumer guide, be sure you have the following for the product pages:

- a sheet for each product
- general information about each product
- product ratings charts
- Task 1 charts from all students
- Task 2 charts from all groups
- summary about each product

After you finish the product pages, choose categories for each product. Use the chart to help you plan.

<table>
<thead>
<tr>
<th>Category</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food products</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>Home appliances</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Add the rest of the pages to the guide:

- cover
- contents page
- resource page
Unit 5: Think before You Buy!
Project Assessment Form

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not developed</td>
</tr>
<tr>
<td><strong>Part 1. Class Consumer Guide</strong></td>
<td></td>
</tr>
<tr>
<td>a. Product pages</td>
<td>0</td>
</tr>
<tr>
<td>b. Resource page</td>
<td>0</td>
</tr>
<tr>
<td>c. Contents page</td>
<td>0</td>
</tr>
<tr>
<td>d. Cover page design</td>
<td>0</td>
</tr>
<tr>
<td><strong>Part 2. Presentation of Guide</strong></td>
<td></td>
</tr>
<tr>
<td>a. Organized presentation</td>
<td>0</td>
</tr>
<tr>
<td>b. Response to audience questions</td>
<td>0</td>
</tr>
<tr>
<td>c. Appropriate vocabulary</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on performance


Benchmarks for performance

*Note: The examples below are for Part 1, Class Consumer Guide.*

- 0 = Guide does not adhere to directions (e.g., lacks page numbers, has no resource page, shows little or no creative effort in design).
- 1 = Guide adheres partially to directions (e.g., one or two, but not all, components fully developed).
- 2 = Guide adheres to directions. All components fully developed.

See page 5 for suggestions on how to use this master.
Unit 5: Think before You Buy!
Unit 5 Checkup/Review

Part 1: Listening  Listen to this conversation. Then complete the sentences.

1. Boris is at ____________________________.
2. Boris wants to buy a ____________________________.
3. Boris learned about the product in ____________________________.
4. The product isn’t available because ____________________________.
5. Boris didn’t purchase a different product because ____________________________.

Part 2: Learning for Life  Complete each sentence by writing the letter of the best ending.

___ 1. To research a product, you should look
   a. in a dictionary.
   b. in the library.
   c. on TV.

___ 2. A good place to begin to get information about a product is from
   a. people you know.
   b. a salesman.
   c. newspaper ads.

___ 3. A ratings chart gives information about
   a. where to buy a product.
   b. how one product compares to others.
   c. how many people bought a product.

___ 4. The pros and cons of a product are its
   a. facts and opinions.
   b. likes and dislikes.
   c. strengths and weaknesses.

___ 5. The Consumer Product Safety Commission researches new products for
   a. safety and reliability.
   b. safety and cost.
   c. safety and complaints.

___ 6. President John Kennedy said consumers have the right to buy
   a. low-cost products.
   b. safe products.
   c. high-quality products.

Part 3: Grammar  On the next page, write the correct form of the word on each line.
Master 50b  Use to assess or review Unit 5.
Name:________________________  Date:__________  Class:__________

Unit 5: Think before You Buy!
Unit 5 Checkup/Review (continued)

1. Jack’s attempt to buy a TV was _____________.
2. Jack was ____________ in buying a TV, so he read the ads in the newspaper.
3. At the store, it was ____________ to find that the advertised special was not available.
4. He discovered that ____________ prices are often too good to be true.

Write embedded questions.

5. You want to know the monthly fee for a cell phone.
   Can you tell me ____________?

6. You want to know how you should program your new cell phone.
   Will you show me ____________?

7. You want to know how you can listen to voice mail messages.
   Do you know how ____________?

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

<table>
<thead>
<tr>
<th>budget</th>
<th>informed</th>
<th>product</th>
<th>ratings</th>
<th>return</th>
<th>warranties</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ consumer</td>
<td>performance</td>
<td>purchases</td>
<td>research</td>
<td>source</td>
<td></td>
</tr>
</tbody>
</table>

There is a clothing store that advertises, “An educated ____________ consumer is our best customer.” Consumers can do several things to become ____________ before they make _____________. First, they should make a _____________ so they know what they can afford to buy. Then they should do _____________. One _____________ of information about products is the Federal Consumer Information Center. Consumers should also talk to family and friends about their experiences with a _____________. They should look at _____________ that compare products for safety and _____________. And just in case something goes wrong with a product, they should learn about and compare _____________ and _____________ policies.
Unit 6: Protecting Your Rights
Grammar: Concentration

Cut out the cards below. (If you want, you can tape each one to a 3 × 5 card and add them to the cards that you made for Activity B on page 84 of your book.)

Mix up the cards and place them facedown on a table. The first player turns over any two cards. If they make a sensible sentence, keep them and turn over two more. If they don’t, the next player takes a turn.

When you find a matching pair, read the sentence to the other players. Read it twice, changing the order of the two cards the second time. Notice that either card can be first, and the meaning will not change.

The game ends when all cards are matched. The person with the most cards wins.

- I had already eaten
- she had never seen a big city
- he had studied little English
- she had decided to take English classes
- we had had no problems with that computer
- she had not asked for any legal advice
- he had never met a woman soccer player
- she had gotten the job
- Mr. and Mrs. Wu had read the contract
- when he asked me out for dinner
- before she came to New York
- when he came to the United States
- when she realized that no one understood her
- until my cousin used it
- when she came to court
- until he came to this country
- before she completed the application
- before they signed it
Unit 6: Protecting Your Rights
Vocabulary: Syllable Stress

Work with a partner. Write the words from the box in the correct column below. Leave a space between syllables.

When you finish, underline the stressed syllable of each word. Pronounce the words for your teacher.

<table>
<thead>
<tr>
<th>agreement</th>
<th>consumer</th>
<th>deposit</th>
<th>file</th>
<th>property</th>
<th>rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ appeal</td>
<td>contract</td>
<td>disappointed</td>
<td>✔ intimidate</td>
<td>protect</td>
<td>score</td>
</tr>
<tr>
<td>✔ attorney</td>
<td>court</td>
<td>dispute</td>
<td>✔ negotiate</td>
<td>rate</td>
<td>sue</td>
</tr>
<tr>
<td>✔ cheat</td>
<td>damages</td>
<td>evidence</td>
<td>plaintiff</td>
<td>refund</td>
<td>support</td>
</tr>
<tr>
<td>✔ claim</td>
<td>defendant</td>
<td>explanation</td>
<td>pressure</td>
<td>✔ resolve</td>
<td>traditional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1-syllable words</th>
<th>2-syllable words</th>
<th>3-syllable words</th>
<th>4-syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>claim</td>
<td>resolve</td>
<td>attorney</td>
<td>negotiate</td>
</tr>
<tr>
<td>cheat</td>
<td>appeal</td>
<td>damages</td>
<td>damages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plaintiff</td>
<td>in time</td>
</tr>
</tbody>
</table>
Unit 6: Protecting Your Rights
Game: Vocabulary Race

Play in groups of four. Place the word cards in a pile, with definitions down.

Put your marker in your start box. When it is your turn, take the first card from the pile, read the word, and say its definition. Turn the card over and read the definition. If your definition was correct, move forward one space. If it wasn’t, leave your marker where it is.

Take turns. The winner is the player who reaches the finish box first.

Use the words and definitions below and on the next page to make cards for the game. Cut out each card along the dotted lines. Then fold each card in half so that the word is on one side and the definition is on the other.

- abusive hurting someone
- binding unbreakable; permanent
- cheat act dishonestly
- claim say something is true
- confront
- demand that someone explain something
- contract legal agreement
- defendant person who is being sued
- deposit first part of a payment
- deposit
- deposit
- deposit
- deposit

See page 6 for suggestions on how to use this master.
### Unit 6: Protecting Your Rights

**Game: Vocabulary Race (continued)**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>demand</td>
<td>ask for strongly, pressure, influence or force</td>
</tr>
<tr>
<td>disappoint</td>
<td>not do what someone expects</td>
</tr>
<tr>
<td>dispute</td>
<td>disagreement; argument</td>
</tr>
<tr>
<td>evidence</td>
<td>information and facts that prove something</td>
</tr>
<tr>
<td>hearing</td>
<td>formal discussion of a legal issue in court</td>
</tr>
<tr>
<td>intimidate</td>
<td>frighten, scare</td>
</tr>
<tr>
<td>inquire</td>
<td>ask</td>
</tr>
<tr>
<td>investigate</td>
<td>look at carefully</td>
</tr>
<tr>
<td>judge</td>
<td>official in charge of a court of law</td>
</tr>
<tr>
<td>legal</td>
<td>related to law</td>
</tr>
<tr>
<td>negotiate</td>
<td>discuss an issue; try to agree</td>
</tr>
<tr>
<td>plaintiff</td>
<td>person who is suing</td>
</tr>
<tr>
<td>promise</td>
<td>promise</td>
</tr>
<tr>
<td>property</td>
<td>things owned by someone</td>
</tr>
<tr>
<td>protect</td>
<td>keep something safe</td>
</tr>
<tr>
<td>refuse</td>
<td>say no</td>
</tr>
<tr>
<td>resolve</td>
<td>fix a problem; settle a disagreement</td>
</tr>
<tr>
<td>right</td>
<td>something a person can do legally</td>
</tr>
<tr>
<td>settle</td>
<td>decide or agree</td>
</tr>
<tr>
<td>strategy</td>
<td>plan</td>
</tr>
<tr>
<td>sue</td>
<td>take action against someone in court</td>
</tr>
<tr>
<td>support</td>
<td>help</td>
</tr>
<tr>
<td>witness</td>
<td>person who gives evidence in court</td>
</tr>
</tbody>
</table>

*See page 6 for suggestions on how to use this master.*
Master 54a  Use to assess or review Unit 6.
Name:_________________________ Date:__________ Class:__________

Unit 6: Protecting Your Rights
Unit 6 Checkup/Review

Part 1: Listening  Listen to the recorded instructions. Then complete each sentence by writing the letter of the best ending.

b 1. If you have a rotary phone, you can’t
   a. use the hotline. b. press 1. c. talk to a representative.

2. Call the Consumer Product Safety Commission hotline if you
   a. want to file a lawsuit. b. have a safety complaint. c. need help with transportation.

3. Hotline information is
   a. in English and Spanish. b. in English only. c. in five languages.

4. Calls to the hotline
   a. are always recorded. b. may be recorded. c. are never recorded.

5. Press 200 to learn about
   a. making a complaint. b. recent safety product news. c. safety recalls.

6. Press 833 to listen to a recorded message by the
   a. chairman of the CPSC. b. president. c. governor.

Part 2: Learning for Life  Complete each sentence by writing the letter of the best ending.

C 1. If a salesperson refuses to refund a deposit,
   a. go to Small Claims Court. b. practice what you want to say before going.
   c. ask to speak to a manager.

2. A written agreement
   d. is the same thing as a contract.
   e. don’t expect a written contract.

3. Before you sign a contract,
   f. make sure you understand it and agree with it.

4. If you want to file a $2,000 lawsuit,

5. When you loan a friend $100,

6. If you represent yourself in court,
Part 3 Grammar  Circle the correct words in each sentence below.

1. **When** Before Emma had **decide** (decided) not to **renting** (rent) **an** the apartment, she **lose** (lost) her deposit.

2. Emma **haven’t** (hadn’t) read **a** the rental agreement **before after** she **sign** (signed) it.

3. **After Until** a **the** rental agent **have** (had) refused to **give** (giving) her **a** the refund, she **went** (had been going) to **a** the lawyer.

4. **Before Until** she **have** (had) talked to **a** the lawyer, she thought that **getting** (get) her money back **is** would be easy.

5. **Until After** she **had** (paid) **a** the lawyer, she **decided** was deciding not to **going** (go) to Small Claims Court.

6. Not **to read** (reading) **the** a **contract** carefully had **costed** (cost) Emma **a** the lot of money.

Part 4: Vocabulary and Idioms  Use the words in the box to complete the story.

- agreement
- binding
- obligation
- pressured
- refund
- settled
- anxious
- disappointed
- persistent
- protected
- refused

Juan had signed a service **agreement** when he bought a new washing machine. He was **anxious** with the machine, and he tried to return it for a **refund**. The store **refused** to return his money, but offered to exchange the machine. The salesperson **pressured** Juan to sign another service agreement. He refused, but the salesperson was **persistent**. Juan was **disappointed** about signing another **agreement** contract. He believed that the warranty **protected** the machine already. He decided he was under no **obligation** to sign another agreement. Finally the salesperson **refused** for a “no” answer.
Unit 7: Participating in Your Community
Grammar: Present and Past Participles as Adjectives

Write the correct word in each blank below.

1. Her speeches are ________________.
   bored

2. They had a ________________ argument.
   heated

3. They held a ________________ flag.
   torn

4. The ________________ booth was closed.
   voted

5. The ________________ citizens voted anyway.
   confused

6. They understand the ________________ language.
   spoken

7. The teacher gave ________________ instructions.
   confused

8. The ________________ voting machine couldn’t be fixed.
   broken

9. They had to replace it with a ________________ machine.
   worked

10. We counted the ________________ signatures.
    collected
Complete each sentence with the past participle of the verb.

1. Galina has _______ reading the ballot.
   - finished

2. She had _______ the research.
   - done

3. She had not _______ the form.
   - complete

4. Have you ever _______ there before?
   - be

5. If you had _______ more carefully, you would have _______ it sing.
   - listen
   - hear

6. They have never _______ anything like this before.
   - do

7. If you had _______ for this test, you would have _______ no trouble passing.
   - study
   - had

8. Have you ever _______ in elections?
   - participate

9. I had never _______ this ballot until yesterday.
   - see

10. She has never _______ until today.
    - vote
### Unit 7: Participating in Your Community

**Vocabulary: Learner-to-Learner Dictation**

Work in pairs. Cut out the first set of cards below. Partner A reads the words, and Partner B writes them. Then cut out the second set of cards. Partner B reads, and Partner A writes.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Read the words to your partner.</td>
<td><strong>B</strong> Write the words that your partner reads.</td>
</tr>
<tr>
<td>1. affordable</td>
<td>1. ____________</td>
</tr>
<tr>
<td>2. agency</td>
<td>2. ____________</td>
</tr>
<tr>
<td>3. ballot</td>
<td>3. ____________</td>
</tr>
<tr>
<td>4. booth</td>
<td>4. ____________</td>
</tr>
<tr>
<td>5. candidate</td>
<td>5. ____________</td>
</tr>
<tr>
<td>6. conscientious</td>
<td>6. ____________</td>
</tr>
<tr>
<td>7. democratic</td>
<td>7. ____________</td>
</tr>
<tr>
<td>8. district</td>
<td>8. ____________</td>
</tr>
<tr>
<td>9. election</td>
<td>9. ____________</td>
</tr>
<tr>
<td>10. embarrassed</td>
<td>10. ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Write the words that your partner reads.</td>
<td><strong>B</strong> Read the words to your partner.</td>
</tr>
<tr>
<td>1. ____________</td>
<td>1. grassroots</td>
</tr>
<tr>
<td>2. ____________</td>
<td>2. overcrowding</td>
</tr>
<tr>
<td>3. ____________</td>
<td>3. participate</td>
</tr>
<tr>
<td>4. ____________</td>
<td>4. proposal</td>
</tr>
<tr>
<td>5. ____________</td>
<td>5. regulate</td>
</tr>
<tr>
<td>6. ____________</td>
<td>6. regulation</td>
</tr>
<tr>
<td>7. ____________</td>
<td>7. representative</td>
</tr>
<tr>
<td>8. ____________</td>
<td>8. responsible</td>
</tr>
<tr>
<td>9. ____________</td>
<td>9. senator</td>
</tr>
<tr>
<td>10. ____________</td>
<td>10. shortage</td>
</tr>
</tbody>
</table>
## Unit 7: Participating in Your Community

Unit 7 Project: Make a Community Resource Guide

List information on this form for each official or agency you include in your guide.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Phone: (____)</th>
<th>E-mail:</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Phone: (____)</th>
<th>E-mail:</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Phone: (____)</th>
<th>E-mail:</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Phone: (____)</th>
<th>E-mail:</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Unit 7: Participating in Your Community
Unit 7 Checkup/Review

Part 1: Listening  Listen to this town meeting. Write short answers to the questions.

1. Who are the residents speaking to? ___the mayor__________________________

2. What proposal is the town government considering? ___________________________

3. What information do the residents have to give before they speak? ________________

4. For how long can residents speak? ___________________________________________

5. Why does the first resident want to cancel the summer festival? ________________

6. How does the second resident feel about the festival? Why? ________________

Part 2: Learning for Life  Use the phrases in the box to complete the sentences.

by going to the library  contact the League of Women Voters  be a citizen

calling or writing letters  ✔ read the local newspaper  register

1. To find out about local issues, ___read the local newspaper_____________________.

2. You can let elected officials know how you feel about important issues by

3. You can find out what an election ballot will look like ________________________.

4. To vote in local, state, or national elections, you must ________________________.

5. Before citizens can vote, they must ________________________.

6. To locate the names and addresses of elected officials in your state, you can

__________
Part 3: Grammar  Complete each sentence by writing the present or past participle of the verb on the line.

1. The number of residents who wanted to speak at the town meeting was ___________.
2. The noise from the summer festival was ____________ to the residents who lived close to the park.
3. Having something to do in the summer was ____________ for the children.
4. Why the younger people didn’t want to have fun was ____________ to the older ones.
5. The number of crimes during the festival was ____________ to the police.
6. Canceling the festival was ____________ to the local businesses.

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

<table>
<thead>
<tr>
<th>affordable</th>
<th>democratic</th>
<th>fascinated</th>
<th>proposal</th>
<th>representative</th>
<th>shortage</th>
<th>conscientious</th>
<th>election</th>
<th>involved</th>
<th>regulating</th>
<th>✔ responsible</th>
</tr>
</thead>
</table>

1. Who is ____________ for running elections in your town?
2. Harper got ____________ in a dispute over some property.
3. The senator will investigate whether the lack of rain has caused a water ____________.
4. In an ____________ year, everyone gets tired of campaign speeches.
5. Our representative says that poor people need ____________ places to live.
6. In a ____________ society, people have the right to vote.
7. The governor made a ____________ to lower the drinking age.
8. Our senator and our ____________ are not speaking for us on this issue.
9. They will talk about ____________ banks to protect consumers.
10. A ____________ voter thinks carefully about the candidates.
11. I am ____________ by the political process.
Unit 8: It’s Never Too Late
Grammar: Question Game

Do you have good memories of a special day in your past? You and your classmates will interview each other about special days. To prepare for the interview, write answers to the questions below. If you have a photograph of yourself on that day, bring it to show.

What was that special day? ________________________________________________

Why was it special? ____________________________________________________

What were you doing? _________________________________________________

What were you thinking about? _________________________________________

What were you wearing? ______________________________________________

Who were you talking with? _____________________________________________

What were you saying? ________________________________________________

What were others saying? _______________________________________________

To do the interviews, work in pairs or small groups. Pick one person to be interviewed. Ask the questions above. If you think of other good questions, ask them too. After you finish, change roles and interview someone else.

When it’s your turn to be interviewed, answer your classmates’ questions. Use the answers you wrote above to help you.
Many people dislike making decisions. It makes them ______ tense ______ and anxious.

One student, Aldo, couldn’t decide what to study. He was confused about which ______ would be best for him.

Aldo wanted flexible times, and he didn’t want to travel far from home. This would make learning ______ for him. But he ______ about his age.

He thought that he might be ______ weaker than he had been when he was younger.

Aldo ______ that the teacher be a ______ for him. But he didn’t want to pay for someone to teach him in a ______ class, where he would be the only student. On the other hand, he said that any class with more than 20 students was ______. And he refused to ______ any course that he had already decided not to take.

Friends ______ the opinion that Aldo had spent a lot of time deciding what he ______ want to study. Finally, one friend told him that she felt ______ with him. She told him that his attitude needed to ______. She asked him to list the positive things about going back to school. Aldo thought that her ______ was good. He thanked her for ______ him. He really wanted to finish school. He decided to start taking small steps toward this ______ goal.
Ask four people what they had been doing before they came to the US. Use the questions in the chart below. Write three questions of your own to ask.

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where had you been living before you came to the US?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had you been working before you came here?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was your occupation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had you been going to school before you arrived here?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What had you been studying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had you been studying English before you came to this class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If so, for how long had you been studying English?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
Unit 8: It’s Never Too Late
Life Skill: Interview Checklist

Work in groups of three. One person plays the interviewer. One plays the applicant being interviewed. The third person is the observer and completes the form below. For the interview, use the questions from Master 62 and other questions.

When you finish, change roles. Do the activity three times so that everyone plays each role once.

Date: ____________________________________________________________

Applicant: ________________________________________________________

Interviewer: _______________________________________________________

Observer: _________________________________________________________

<table>
<thead>
<tr>
<th>Did the applicant . . .</th>
<th>Needs to improve</th>
<th>OK</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>make eye contact?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>introduce himself or herself?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>shake hands?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>use the interviewer’s name?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>smile?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>look confident?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>describe his or her strengths?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>respond to questions well?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ask appropriate questions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>show enthusiasm?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>thank the interviewer?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Unit 8: It’s Never Too Late
Unit 8 Project: Find Your Personal Learning Style

Use this page to help you complete the Unit 8 Project.

Get Ready  Analyze your answers to the learning styles quiz on page 120.
How many True answers did you have in each section?

____ Questions 1–5
____ Questions 6–10
____ Questions 11–15

If you had the most True answers in . . .
Questions 1–5, you probably are an auditory learner.
Questions 6–10, you probably are a visual learner.
Questions 12–15, you probably are a tactile/kinesthetic learner.

Do the Work  Choose a group to join: Auditory, Visual, or Tactile/Kinesthetic. In your group, do these things:

1. Talk about the quiz. Were you surprised at the results? Do you agree with them?

2. Brainstorm ways that people with your learning style can improve the way they study and learn.
   Brainstorming Ideas:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Write a list of suggestions for students who have your learning style:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Name: __________________________ Date: ___________ Class: ___________
Master 65a  Use to assess or review Unit 8.

Name:_________________________ Date:___________ Class:___________

Unit 8: It’s Never Too Late
Unit 8 Checkup/Review

Part 1: Listening  Listen to the telephone conversation. Complete each sentence by writing the letter of the best ending.

___ 1. The caller is interested in taking
   a. an English class.  
   b. a computer class.  
   c. a GED class.

___ 2. The caller needs to make an appointment to meet with a
   a. teacher.  
   b. counselor.  
   c. program assistant.

___ 3. There are three levels of classes for
   a. math and reading.  
   b. math and English.  
   c. math, reading, and English.

___ 4. The maximum number of classes a week is
   a. three.  
   b. five.  
   c. six.

___ 5. The lowest level classes cost
   a. nothing.  
   b. $6.00.  
   c. $18.00.

___ 6. Appointment hours for students are in the
   a. afternoon or evening.  
   b. morning or afternoon.  
   c. morning or evening.

Part 2: Learning for Life  The sentences below are from a speech about how to make a learning resource guide. Complete each sentence by writing the letter of the best ending.

___ 1. A first step in making a learning resource guide is to
   a. online learning.  
   b. lifelong learning.  
   c. talk to people you know.

___ 2. Another step is to look at
   a. new technology such as
   b. other students in your class.

___ 3. Don’t forget to check out new technology such as
   a. online learning.  
   b. lifelong learning.  
   c. take a learning styles quiz.

___ 4. Share your guide with
   a. online learning.  
   b. lifelong learning.  
   c. talk to people you know.

___ 5. Remember, most people in the US believe in
   a. online learning.  
   b. lifelong learning.  
   c. talk to people you know.

___ 6. To find out how you learn best,
Unit 8: It’s Never Too Late
Unit 8 Checkup/Review (continued)

Part 3: Grammar  Read the paragraph. Write the correct form of the verb on each line: past perfect continuous or past continuous.

Olga _______ had been wanting _______ to go to school for a long time but she was too busy. She always _______ was working _______ when there were classes. She _______ worked _______ the third shift, from 7:30 p.m. until 3:30 a.m., and it was too hard to go to the 9:30 a.m. English class. One day while Olga _______ was talking _______ to her neighbor, Sonia, Sonia mentioned that she _______ had attended _______ to school at 7:30 in the morning. She _______ had attended _______ the early morning class for almost a year. Olga was very excited. She _______ had been wanting _______ for years to go back to school. Now she attends English class with Sonia at 7:30 in the morning.

Part 4: Vocabulary and Idioms  Fill in the letter next to the best definition for each word.

1. terrific  ① terrible  ② wonderful  ③ powerful
2. express  ① speak about  ② consider  ③ approach
3. convenient  ① cheap  ② hard  ③ easy
4. fluent  ① speaking easily  ② speaking with difficulty  ③ speaking loudly
5. continuing  ① going with  ② going on  ③ going off
6. misunderstand  ① cheat  ② get a wrong idea  ③ confuse
7. outdo  ① do more than  ② do less than  ③ do the same as
8. pride  ① self-respect  ② reliability  ③ source
9. reconsider  ① welcome  ② remove  ③ ask for suggestions
10. change your mind  ① return  ② use as support  ③ change a decision
11. depend on  ① hang from  ② power  ③ turn on
Unit 9: Celebrating Success
Grammar: Passive Voice

Change each sentence to active voice. Change the word order and take out unnecessary words. Use the correct form of verbs and of any pronouns. Don’t change the tense of the verb. Remember that a sentence in the passive voice can have a verb in any tense.

1. The use of active voice is recommended by teachers.
   ________________________________________________________________________
   Teachers recommend the use of active voice.

2. The passive voice may be used by writers to describe a process.
   ________________________________________________________________________

3. The company was started by a single parent who wanted to be with her children.
   ________________________________________________________________________

4. A five-year background check is done by us on each employee.
   ________________________________________________________________________

5. Great benefits and many good opportunities are being offered by the agency.
   ________________________________________________________________________

6. A faxed resume will be accepted by this company.
   ________________________________________________________________________

7. No phone calls or e-mail messages are answered by us.
   ________________________________________________________________________

8. Only reliable people will be considered for employment by our supervisors.
   ________________________________________________________________________

9. The employees were spoken to by the boss.
   ________________________________________________________________________

10. The grammar point was quickly learned by the students.
    ________________________________________________________________________
Unit 9: Celebrating Success
Thinking Skill: Compare Cultures

In the space below, write notes on similarities and differences in the ways people measure success in your home country and in the US. Alone or with a partner from your home country, organize your notes and use them to complete the diagram at the bottom of this page. When you finish, share the differences and similarities with your classmates.
Unit 9: Celebrating Success
Grammar: Verb Tense Sentences

Write your own sample affirmative statements, negative statements, and questions for each verb tense. Use the sentences on page 131 of your book as models. When you finish, exchange papers with a partner. Check each other’s work. Then save your sentences to help you study verb tenses.

Affirmative Statements
Simple Present: ________________________________
Present Progressive: __________________________
Be + Going to + Verb: _________________________
Simple Past: _________________________________
Future: _____________________________________
Present Perfect: ______________________________
Past Perfect: _________________________________

Negative Statements
Simple Present: ______________________________
Present Progressive: _________________________
Be + Going to + Verb: _________________________
Simple Past: _________________________________
Future: _____________________________________
Present Perfect: ______________________________
Past Perfect: _________________________________

Questions
Simple Present: ______________________________
Present Progressive: _________________________
Be + Going to + Verb: _________________________
Simple Past: _________________________________
Future: _____________________________________
Present Perfect: ______________________________
Past Perfect: _________________________________
## Unit 9: Celebrating Success
### Grammar: Review of Verb Tenses

<table>
<thead>
<tr>
<th>Simple Present Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that shows same-time action</td>
<td>I am eager to start my job because I love the money.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Past Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that shows an earlier action using past perfect</td>
<td>She knew that she had made the correct decision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Past Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that states a general truth using present tense</td>
<td>Our grandparents believed that work is the answer to all our problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Present Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that shows earlier action</td>
<td>I know that I chose the right job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Perfect Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>showing one continuing action that began with a completed action</td>
<td>She has gained more confidence since she started her new job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Present Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that shows action in the future</td>
<td>The boss says that she will give me a raise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Past Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>that shows another completed past action</td>
<td>I wanted to get back to work because I had to finish the job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Perfect Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>showing a continuing situation in the past</td>
<td>My cousin hadn’t been able to get a job yet when we talked last week.</td>
</tr>
</tbody>
</table>

See page 6 for suggestions on how to use this master.
# Unit 9: Celebrating Success
## Unit 9 Project: Resume Preparation Form

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Apt:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Qualifications

- 
- 
- 
- 

### Experience

<table>
<thead>
<tr>
<th>Company:</th>
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<th>to</th>
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### Education

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### References

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# Unit 9: Celebrating Success

Project Assessment Form

## CRITERIA

### Part 1. Writing a Resume Draft

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Missing</th>
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<th>Complete</th>
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<tbody>
<tr>
<td>a. Personal information</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Employment experience in correct order</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Job title for each work experience</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Dates job began and ended</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>e. Appropriate vocabulary to describe experience</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>f. Experiences that demonstrate skills</td>
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<td>g. Educational background</td>
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### Part 2. Presentation of Resume

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<tr>
<td>a. Teacher suggestions used in presentation</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Evidence of preparation</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Necessary documents in portfolio</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

## Comments on performance

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### Benchmarks for performance

*Note: The examples below are for Part 1, Writing a Resume Draft.*

0 = Missing information/many errors  
1 = Some components need further revision.  
2 = All components of the resume are fully developed.

---

*See page 5 for suggestions on how to use this master.*
Unit 9: Celebrating Success
Unit 9 Checkup/Review

Part 1: Listening  Listen to this phone interview and complete the chart.

<table>
<thead>
<tr>
<th>Interviewer’s name</th>
<th>Eric Morales</th>
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<tr>
<td>Company</td>
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<tr>
<td>Miranda’s experience</td>
<td></td>
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<tr>
<td>Miranda’s education</td>
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</tr>
<tr>
<td>Previous employer</td>
<td></td>
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<tr>
<td>Skills</td>
<td></td>
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</table>

Part 2: Learning for Life  Use the phrases in the box to complete the sentences.

- spelling and grammar
- personal qualities
- duties or responsibilities
- age
- ✓ resume
- work history

1. To apply for an entry-level job as a painter, Ivan has to prepare a _______ resume _______.

2. The company wants to know about his whole __________________________ with other companies.

3. He needs to make a list of his jobs and the __________________________ for each job.

4. Ivan’s resume should mention his best __________________________.

5. He shouldn’t put his __________________________ or salary on his resume.

6. Before he sends his resume, he should have a friend or teacher check the _____________.

GO ON
Unit 9: Celebrating Success
Unit 9 Checkup/Review (continued)

Part 3: Grammar  Rewrite the sentences. Change passive verbs to active, and active verbs to passive. Don’t change the verb tenses.

1. Miranda’s resume was sent to the Human Resources Department at Town and Country Bank.
   Miranda sent her resume to the Human Resources Department.

2. Resumes are reviewed by the Director of Human Resources.

3. Department managers conduct phone interviews.

4. Applicants are screened by managers on the phone.

5. A bank manager called Miranda on a Monday morning.

6. The bank offered Miranda a job as a personal banker.

Part 4 Vocabulary and Idioms  Match each word on the left with its opposite on the right.

- 1. competent
  - a. unwilling to change
  - b. hard-working
  - c. not interested in success
  - d. not interested in finding out new things
  - e. unable to do a job
  - f. shy
  - g. optimistic
  - h. without enough skills
  - i. not doing many things
  - j. likely to lie
  - k. undependable
  - 11. eager to learn
These listening passages are not included on the *English—No Problem!* audiotape or audio CD for Level 4. You should read the passages to the class or assign learners to read them aloud.

**UNIT 1**
Taking the First Step

**Master 19: Vocabulary: Review**

**Answers**

**appropriate:** suitable  
**aptitude:** ability  
**career:** job  
**clarify:** make clear  
**event:** happening  
**frustrated:** feeling stuck  
**goal:** aim  
**personality:** personal qualities  
**predict:** say what will happen  
**reality:** what is real

**Master 21: Unit 1 Checkup/Review**

**Listening Script**

*Olga:* What’s new, Keiko?

*Keiko:* I took a cooking class on food preparation at the park district last month.

*Olga:* Really? Why? I think you are a good cook.

*Keiko:* I am, but my cooking doesn’t always look as good as it tastes. My cousin told me about the class, and since it only met three times, I decided to sign up.

*Olga:* What did you learn?

*Keiko:* I learned how to use a variety of herbs to add color. I also became very good at cutting fruits and vegetables into interesting and unusual shapes. It was a lot of fun.

**Part 1, Answers**

**Class:** cooking OR food preparation  
**Where?** park district  
**How Often?** three times  
**Why?** to learn to make the food look better

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

**Part 2, Answers**

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

**Part 3, Answers**

2. had had  
3. was  
4. have been OR had been  
5. bought OR had bought  
6. were

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

**Part 4, Answers**

2. appropriate  
3. frustrated  
4. determined  
5. achieve  
6. imagined  
7. experience  
8. aptitude  
9. career  
10. long-term  
11. took action

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

Ms. Patterson will try to sell his work.

- I will celebrate if I get the job.  
  OR If I get the job, I will celebrate.

- My boss would be happy if I completed my work on time.  
  OR If I completed my work on time, my boss would be happy.

- I would know more about the company if I did the research.  
  OR If I did the research, I would know more about the company.

**Master 23: Comprehension: Hassam’s Interview**

**Answer**

I will tell you the story of my interview with Ms. Patterson. Well, you know I was a little nervous about the interview. I left early so I wouldn’t be late, but I got lost. I wasn’t late, but I just made it. I thought the young woman who greeted me was the receptionist, so I asked her to tell Ms. Patterson that I had arrived. I was pretty embarrassed when she said that she was Ms. Patterson. Anyway, I asked her if she wanted to see some pictures of my work. She looked a little annoyed and said that we should sit down first. I didn’t think I should sit down before she did, but she was pointing at the chair. I just sat down. I thought I should say something, so I asked how she liked the weather. She asked if I had a resume and pictures. Luckily I had my photos. After that, I relaxed. She said that my work was excellent and well-organized. She could see that I was prepared. She chose two pieces to try to sell in her shop. She wants to come to our apartment and see the rest of my work. You know what? Now I’m more worried than before! What if I make more mistakes?
Master 26: Vocabulary: Matching Game

Answers

advice: opinion or suggestion on what to do
brag: praise yourself
challenge: something that requires hard work and effort
emotions: feelings of joy, worry, fear, love, etc.
network: ask other people for information or support
professional: a skilled, well-trained worker
resume: list of past jobs, education, and other qualifications
shy: not comfortable with other people
skill: ability, talent

Master 29: Unit 2 Checkup/Review

Listening Script

Jessie: How was your interview at the bank yesterday?
Delfino: Not so good. I don’t think that I’m going to get the teller job.
Jessie: Why not? What happened?
Delfino: I did everything wrong.
Jessie: Like what?
Delfino: I didn’t make a good impression because I was 10 minutes late.
Jessie: What else?
Delfino: The job ad said “bilingual required,” so I thought the interview was going to be in Spanish. It was in English, and I made a lot of mistakes. I know how to do the job, but I didn’t get a chance to prove it.
Jessie: I’m sorry.

Part 1, Answers
1. The interview was at a bank.
2. He was applying for a teller job.
3. One requirement was to be bilingual.
4. He was 10 minutes late, and

he made a lot of mistakes speaking English.
5. Answers will vary, but should include a reason.

Suggested scoring: 4 points for each answer. Give partial credit for sentences that have appropriate meaning but contain some grammatical errors.

Part 2, Answers
1. c
2. a
3. b
4. e
5. d

Suggested scoring: 5 points for each answer

Part 3, Answers
2. wanted
3. would feel
4. said
5. was
6. would make

Suggested scoring: 5 points for each answer

Part 4, Answers
2. b
3. a
4. c
5. b
6. c
7. c
8. c
9. a
10. a
11. a

Suggested scoring: 3 points for each answer

UNIT 3
Getting Help

Master 30: Grammar: Scrambled Sentences

Answers

• She is the teacher with an accent.
• The students in Ms. Korol’s class will take the test. OR The students in the class will take Ms. Korol’s test.

• The documents inside this file are important.
• The woman at the desk is your counselor.
• Women in abusive relationships need help.
• The students in that room speak a lot of English.
• The grammar book with the black cover belongs to me.

Master 31: Grammar: Adjective Prepositional Phrase

Answers

HOW?
• Erin spoke for hours with her mother.
• She needs to speak with more confidence.
• He left his job without giving notice.
• He can cure his addiction with professional help.

WHERE?
• He heard the information on the radio.
• He takes English classes at the local library.
• His children still live in this country.
• She lives on the next block.

WHEN?
• Erin usually sees her counselor after school.
• Anna worked here in the summer.
• She must find help without waiting longer.
• They should talk at a more convenient time.

Master 33: Vocabulary: Answering Questions

Answers

2. therapy
3. barrier
4. monitor
5. mandatory
6. cope
7. dilemma
8. psychologist
9. ignore
Possible Questions
• Which word means to exchange information and ideas?
• What is a word for advice from a specially trained person?
• What is another word for problem?
• Which word refers to saving someone from danger?
• What is a word for someone or something that can help?
• What word describes a state of affairs?
• Which word means plan?
• What is a word for an idea of what to do?

Master 36: Unit 3 Checkup/Review

Possible Answers

Suggested scoring: 4 points for each answer. Give partial credit for sentences that have appropriate meaning but contain some grammatical errors.

Part 2, Answers
1. bruises and broken bones
2. worried, frightened
3. my neighbor first, then the police
4. call an abuse hotline
5. counseling, divorce

Suggested scoring: 5 points for each answer

Part 3, Answers
2. on a bus
3. for hours
4. through it
5. at the next stop
6. to the police station

Suggested scoring: 5 points for each answer

Part 4, Answers
2. communicate
3. ignore
4. coping
5. counselor
6. confidential
7. barrier
8. abusive
9. substance
10. counseling
11. behaviors

Suggested scoring: 3 points for each answer

PART 1
On Your Own


Possible Answers
2. Val gave her mother advice that was useful.
3. Scientists have invented a new form of plastic that is unbreakable.
4. The former safety inspector, who retired to Florida, was more professional than the new one is.
5. Solomon has a mentor who gives him advice and encouragement.
6. The park guide gave each camper a diagram that indicated which roads were temporarily closed.
7. The library, which is in a bad part of town, is always closed when I need to go there.

Master 39: Grammar: Cause and Effect

Answers
• The smoke detector was over a year old, so I bought a new one.
• Donna started her own business because she wanted to be more creative.
• Hassam still misses his family although he talks with his mother every week.
• Because Sheba is organized, she doesn’t have problems finding things.
• Donna wanted to learn about business, so she asked Sheba to be her mentor.
• I covered my electrical outlets, so children can’t touch them.
• Hassam misses his family because he has not seen them in five years.
• I put the medicine in a high cabinet, so my children can’t reach it.
• Ana almost tripped last night although there was a light near the stairs.
• The children had colds this winter although they washed their hands often.

Master 41: Thinking Skill: Working with a Circle Graph

Answers
Construction: 9%; 469,400
Manufacturing: 27%; 1,408,200
Transportation and public utilities: 9%; 469,400
Wholesale and retail trade: 25%; 1,303,900
Finance, insurance, and real estate: 2%; 104,300
Services: 25%; 1,303,900

Master 43: Unit 4 Checkup/Review
Listening Script
Interviewer: So, Mrs. Diamond, can you tell us how you started your personal cooking business?
Mrs. Diamond: I had a large family—five children—and I always liked to cook. My children grew up and started their own families, and I didn’t know how to cook “small.” I used to give leftovers to my neighbors, and one of them said, “You know, people would happily pay for you to bring them a meal or two every week.”

Interviewer: Three years later, a few meals for neighbors have become a big business!
Mrs. Diamond: Well, it’s not that big.

Interviewer: Don’t be modest. You have added 10 employees since you started, and last year you earned $100,000. Do you have plans for expansion?
Mrs. Diamond: Not really. I don’t want to grow too much more because I like to know my customers and create food that will keep them coming back for more.

Part 2, Answers
2. give advice and help
3. start thinking
4. make a copy to use for practice
5. identify possible problems

Suggested scoring: 5 points for each answer

Part 3, Answers
3. e
4. f
5. g
6. d
7. c

Suggested scoring: 3 points for each answer

UNIT 5
Think before You Buy!

Master 46: Game: Vocabulary Review
Answers
bargain: deal
consumer: buyer
defective: damaged
decision: encouragement
defence: self-employed
detailed: persistence
determined: creative
fair: operation
deal: retired
inform: determined
inform: technical
return: rating
score: warrant

Suggested scoring: 5 points for each answer

Part 2, Answers
2. a
3. a
4. b
5. a
6. c

Suggested scoring: 4 points for each answer

Part 4, Answers
2. decision
3. encouragement
4. self-employed
5. persistence
6. creative
7. operation
8. retired
9. determined
10. detailed

Suggested scoring: 5 points for each answer

Master 50: Unit 5 Checkup/Review
Listening Script
Narrator: Boris is talking to a salesperson at Appliance City.

Salesperson: How can I help you?
Boris: I’m interested in buying the DVD player that was advertised in the paper today.

Salesperson: Oh, you mean the Dreamcatcher 4000?
Boris: Yes, that’s the one I want.

Salesperson: Sorry. We don’t have any more. You should have come earlier.

Boris: The newspaper ad didn’t say that quantities were limited.

Salesperson: Yes, it did. Read the small print below the ad.

Boris: Well, can I get this for the same price when you get more Dreamcatchers?

Salesperson: Sorry. We don’t do that on limited-quantity items. Can I show you something else?

Boris: No, I don’t think so.

Part 1, Answers
1. Appliance City OR an appliance store
2. DVD player OR Dreamcatcher 4000 DVD player
3. a newspaper ad
4. the store doesn’t have any more OR quantities were limited
5. Answers will vary, but the impression we get is that the advertised product was a bargain.

Suggested scoring: 4 points for each answer

Part 2, Answers
2. a
3. b
4. c
5. a
6. b

Suggested scoring: 5 points for each answer

Part 3, Answers
2. interested
3. irritating
4. amazing
6. Will you show me how I should program my new cell phone?
7. Do you know how I can listen to voice mail messages?

Suggested scoring: 5 points for each answer

Part 4, Answers
2. informed
3. purchases
4. budget
5. research
6. source
7. product
8. ratings
9. performance
10. warranties
11. return

Suggested scoring: 3 points for each answer

UNIT 6
Protecting Your Rights

Master 51: Grammar:
Concentration
Possible Answers
• I had already eaten when he asked me out for dinner. OR When he asked me out for dinner, I had already eaten.
• She had never seen a big city before she came to New York. OR Before she came to New York, she had never seen a big city.
• He had studied little English when he came to the United States. OR When he came to the United States, he had studied little English.
• She had decided to take English classes when she realized that no one understood her. OR When she realized that no one understood her, she had decided to take English classes.
• We had had no problems with that computer until my cousin used it, we had had no problems with that computer.
• She had not asked for any legal advice when she came to court. OR When she came to court, she had not asked for any legal advice.
• He had never met a woman soccer player until he came to this country. OR Until he came to this country, he had never met a woman soccer player.
• She had gotten the job before she completed the application. OR Before she completed the application, she had gotten the job.
• Mr. and Mrs. Wu had read the contract before they signed it. OR Before they signed it, Mr. and Mrs. Wu had read the contract.

Master 52: Vocabulary:
Syllable Stress
Answers
1-syllable words: court; file; rate; rights; score; sue
2-syllable words: contract; dispute; plaintiff; pressure; protect; refund
3-syllable words: agreement; consumer; defendant; deposit; evidence; property
4-syllable words: disappointed; explanation; traditional

Master 54: Unit 6 Checkup/Review
Listening Script
Hello. Thank you for calling the United States Consumer Product Safety Commission. Your call is important to us and can help us protect consumers like yourself. Information about an unsafe product is important to us. To proceed, please press 1. Rotary dealers, stay on the line. Hotline information is available in English and Spanish. Please listen to the menu to make your choices. If you wish to speak to a Spanish-speaking representative, press 300. Your call may be monitored or recorded to ensure quality.

For recent product safety information in the news, press 200. For a recording of specific safety recalls, press 210. If you wish to listen to alerts issued by the CPSC chairman, press 833.

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

Suggested scoring: 4 points for each answer

Part 2, Answers
2. d
3. f
4. a
5. e
6. b

Suggested scoring: 5 points for each answer

Part 3, Answers
2. Emma hadn’t read the rental agreement before she signed it.
3. After the rental agent had refused to give her a refund, she went to a lawyer.
4. Until she had talked to a OR the lawyer, she thought that getting her money back would be easy.
5. After she had paid the lawyer, she decided not to go to Small Claims Court.
6. Not reading the contract carefully had cost Emma a lot of money.

Suggested scoring: 1 point for each answer

Part 4, Answers
2. disappointed
3. refund
4. refused
5. pressured
UNIT 7
Participating in Your Community

Master 55: Grammar: Present and Past Participles as Adjectives
Answers
1. boring
2. heated
3. torn
4. voting
5. confused
6. spoken
7. confusing
8. broken
9. working
10. collected

Master 56: Grammar: Past Participles with Regular and Irregular Verbs
Answers
3. completed
4. been
5. listened; heard
6. done
7. studied; had
8. participated
9. seen
10. voted

Master 59: Unit 7 Checkup/Review
Listening Script
Mayor: Is there any citizen participation this evening?
Resident 1: Yes. I would like to talk about the proposal to cancel the summer festival this year.
Mayor: Please identify yourself and limit your comments to three minutes.

Resident 1: My name is Ahmed Kacimi, and I live on Fullerton Avenue across from the park. I really am in favor of canceling the summer festival. The noise from the entertainment and the crowds makes it impossible for me to sleep at night. People throw garbage all over my property that I have to clean up. I have trouble getting in and out of my driveway, and I don’t like my tax money being used for nonessentials. Thank you.

Mayor: Is there anyone else present who would like to speak? Same rules apply.

Resident 2: I just want to say that I love the summer festival. My family has a lot of fun there, and we look forward to it every year.

Part 1, Answers
2. canceling the summer festival
3. their names
4. for three minutes
5. It’s too noisy, people leave garbage on his property, and he doesn’t like tax money being spent on something that’s not essential.
6. He loves it. His family has fun there.
Suggested scoring: 4 points for each answer

Part 2, Answers
2. calling or writing letters
3. by going to the library
4. be a citizen
5. register
6. contact the League of Women Voters
Suggested scoring: 5 points for each answer

Part 3, Answers
2. irritating
3. exciting
4. confusing
5. frustrating
6. disappointing
Suggested scoring: 5 points for each answer

UNIT 8
It’s Never Too Late

Master 61: Vocabulary: Review
2. course
3. convenient
4. worried
5. mentally
6. demanded
7. mentor
8. private
9. overcrowded
10. reconsider
11. expressed
12. annoyed
13. improve
14. suggestion
15. confronting
16. long-term

Master 65: Unit 8 Checkup/Review
Listening Script
Student: Hello. I’m interested in taking a GED class. What do I have to do?
Receptionist: You need to make an appointment to meet with a counselor. She will give you some tests to find out what level classes you should take.
Student: How many levels are there?
Receptionist: Three. There are also three different classes: math, reading, and English. You can take from one to three classes a week.
Student: How much do the classes cost?
Receptionist: The highest level, the GED classes, cost $6.00 each, a total of $18.00. The other classes are free.
Student: When can I make an appointment?
Receptionist: Now. Do you want a morning or evening appointment?
Student: Morning, please.
Receptionist: How about next Monday at 10:00?
Student: Fine. See you then.

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

Suggested scoring: 4 points for each answer

Part 2, Answers
2. e
3. a
4. f
5. b
6. d

Suggested scoring: 5 points for each answer

Part 3, Answers
3. was working
4. was talking
5. was going OR had been going
6. had been attending
7. had been hoping

Suggested scoring: 5 points for each answer

Part 4, Answers
2. a
3. c
4. a
5. b
6. b
7. a
8. a
9. c
10. c
11. b

Suggested scoring: 3 points for each answer

UNIT 9
Celebrating Success

Master 66: Grammar: Passive Voice
Answers
2. Writers may use the passive voice to describe a process.
3. A single parent who wanted to be with her children started the company.
4. We do a five-year background check on each employee.
5. The agency is offering great benefits and many good opportunities.
6. This company will accept a faxed resume.
7. We answer no phone calls or e-mail messages.
8. Our supervisors will consider only reliable people for employment.
9. The boss spoke to the employees.
10. The students quickly learned the grammar point.

Suggested scoring: 4 points for each answer

Master 69: Grammar: Review of Verb Tenses
Answers
• simple present sentence that shows same-time action: I am eager to start my job because I love the money.
• simple present sentence that shows earlier action: I know that I chose the right job.
• simple present sentence that shows action in the future: The boss says that she will give me a raise.
• simple past sentence that shows another completed past action: I wanted to get back to work because I had to finish the job.

Suggested scoring: 5 points for each answer

Master 72: Unit 9 Checkup/Review
Listening Script
Interviewer: My name is Eric Morales. I work at Town and Country Bank where you applied for a job. I’d like to ask you a few questions before you come in for an interview.
Miranda: OK.
Interviewer: What kind of banking experience do you have?
Miranda: I worked as a teller supervisor for two years at Suburban National Bank. I worked full-time while I was going to school part-time at Harper College.
Interviewer: Do you have a degree?
Miranda: Not yet, but I will graduate with an associate’s degree next month.
Interviewer: Tell me why I should hire you.
Miranda: Well, I’m dependable, accurate, and have good math and supervisory skills.
Interviewer: Great. I’m looking forward to meeting you.
Part 1, Answers

Company: Town and Country Bank

Miranda’s experience: teller supervisor for two years

Miranda’s education: will soon have an associate’s degree

Previous employer: Suburban National Bank

Skills: dependable, accurate, good math and supervisory skills

Suggested scoring: 4 points for each answer

Part 2, Answers

2. work history
3. duties or responsibilities
4. personal qualities
5. age
6. spelling and grammar

Suggested scoring: 5 points for each answer

Part 3, Answers

2. The Director of Human Resources reviews resumes.
3. Phone interviews are conducted by department managers.
4. Managers screen applicants on the phone.
5. Miranda was called by a bank manager on a Monday morning.
6. Miranda was offered a job (by the bank) as a personal banker.

Suggested scoring: 5 points for each answer

Part 4, Answers

2. g
3. j
4. b
5. c
6. i
7. f
8. h
9. a
10. k
11. d

Suggested scoring: 3 points for each answer