

English
No Problem!

**Reproducible
Masters**

FOR BOOK 1



**Graphic Organizers
Assessment Masters
Supplemental Activities and Unit Tests**

B O O K 1

English

No Problem!

Reproducible

Masters

Trish Kerns

Old Marshall Adult Education Center
Sacramento City Unified School District, CA

Patty Long

Old Marshall Adult Education Center
Sacramento City Unified School District, CA

New Readers Press

English—No Problem®
English—No Problem! Level 1 Reproducible Masters
ISBN 1-56420-366-2

Copyright © 2004 New Readers Press
New Readers Press
Division of ProLiteracy Worldwide
1320 Jamesville Avenue, Syracuse, New York 13210
www.newreaderspress.com

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3

All proceeds from the sale of New Readers Press materials support literacy programs in the United States and worldwide.

Acquisitions Editor: Paula L. Schlusberg
Developer: Mendoza and Associates
Project Director: Roseanne Mendoza
Project Editor: Pat Harrington-Wydell
Content Editor: Terrie Lipke
Production Director: Heather Witt-Badoud
Designer: Kimbrly Koennecke
Illustrations: Linda Tiff
Production Specialist: Jeffrey R. Smith
Cover Design: Kimbrly Koennecke
Cover Photography: Robert Mescavage Photography

Contents

Directions for Using the Masters 6

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

Generic Assessment Masters

- Master 6 Oral Communication Rubric
- Master 7 Written Communication Rubric
- Master 8 Speaking and Listening Self-Check
- Master 9 Writing and Reading Self-Check
- Master 10 Peer Assessment Form for Projects and Tasks

Masters for Warm-Up Unit

- Master 11 Grammar: *Going to Class* – Use after Lesson 1, page 14.
- Master 12 Phonics: *Syllable Stress* – Use after Lesson 2, page 16.
- Master 13 Grammar: *Information Gap* – Use after Lesson 2, page 17.
- Master 14 Game: *Concentration* – Use after Lesson 3, page 20.
- Master 15 Unit Checkup/Review – Use to assess or review the Warm-Up Unit. Has 2 pages.

Masters for Unit 1

- Master 16 Game: *Guess the Sentence* – Use after Lesson 2, page 28.
- Master 17 Pronunciation: *Questions and Answers* – Use after Lesson 2, page 28.
- Master 18 Grammar: *The Neighborhood* – Use after Lesson 2, page 29.
- Master 19 Grammar: *Commands* – Use after Lesson 3, page 31.
- Master 20 Thinking Skill: *Solving Problems* – Use after Lesson 3, page 32.
- Master 21 Unit 1 Project: *Writing Personal Information* – Use with the Unit 1 Project, page 33.
- Master 22 Unit 1 Checkup/Review – Use to assess or review Unit 1. Has 2 pages.

Masters for Unit 2

- Master 23 Grammar: A Birthday Party – Use after Lesson 1, page 38.
- Master 24 Grammar: Frequency Adverbs – Use after Lesson 2, page 40.
- Master 25 Phonics: Sounds of *a* and Present-Tense Endings – Use after Lesson 3, page 43.
- Master 26 Game: Crossword Puzzle – Use after Lesson 3, page 44.
- Master 27 Grammar: Questions and Answers – Use after Lesson 3, page 44.
- Master 28 Unit 2 Project: Plan a Party! – Use with the Unit 2 Project, page 45.
- Master 29 Project Assessment Form – Use to assess the Unit 2 Project, page 45.
- Master 30 Unit 2 Checkup/Review – Use to assess or review Unit 2. Has 2 pages.

Masters for Unit 3

- Master 31 Grammar: Making Sentences – Use after Lesson 1, page 50.
- Master 32 Grammar: At the Doctor's Office – Use after Lesson 2, page 53.
- Master 33 Life Skill: Gathering Information – Use after Lesson 2, page 53.
- Master 34 Pronunciation: Intonation – Use after Lesson 3, page 55.
- Master 35 Grammar: Ask about Medicines – Use after Lesson 3, page 56.
- Master 36 Unit 3 Project: Family Medical Information Form – Use with the Unit 3 Project, page 57.
- Master 37 Unit 3 Checkup/Review – Use to assess or review Unit 3. Has 2 pages.

Masters for Unit 4

- Master 38 Grammar: Interview – Use after Lesson 1, page 62.
- Master 39 Grammar: Likes, Wants, and Needs – Use after Lesson 2, page 65.
- Master 40 Game: Word Search – Use after Lesson 3, page 67.
- Master 41 Grammar: *This, That, These, Those* – Use after Lesson 3, page 67.
- Master 42 Phonics: Sounds of *e* – Use after Lesson 3, page 67.
- Master 43 Life Skill: Saving Money – Use after lesson 3, page 68.
- Master 44 Unit 4 Project: Preparing a Budget – Use with the Unit 4 Project, page 69.
- Master 45 Unit 4 Checkup/Review – Use to assess or review Unit 4. Has 2 pages.

Masters for Unit 5

- Master 46 Game: Word Search – Use after Lesson 1, page 73.
- Master 47 Grammar: Questions – Use after Lesson 2, page 76.

- Master 48 Grammar: Statements – Use after Lesson 2, page 76.
- Master 49 Thinking Skill: Food Pyramid – Use after Lesson 3, page 80.
- Master 50 Grammar: Questions and Answers with *or* – Use after Lesson 3, page 80.
- Master 51 Unit 5 Project: Planning a Meal – Use with the Unit 5 Project, page 81.
- Master 52 Unit 5 Checkup/Review – Use to assess or review Unit 5. Has 2 pages.

Masters for Unit 6

- Master 53 Grammar: Dictation – Use after Lesson 1, page 86.
- Master 54 Grammar: A Day at School – Use after Lesson 2, page 89.
- Master 55 Grammar: Past Questions and Answers – Use after Lesson 3, page 92.
- Master 56 Game: Police Report Concentration – Use after Lesson 3, page 92.
- Master 57 Unit 6 Project: Home Inventory – Use with the Unit 6 Project, page 93.
- Master 58 Unit 6 Checkup/Review – Use to assess or review Unit 6. Has 2 pages.

Masters for Unit 7

- Master 59 Grammar: Possessive Adjectives – Use after Lesson 1, page 97.
- Master 60 Thinking Skill: Solving Problems – Use after Lesson 1, page 98.
- Master 61 Grammar: Using *and* to Join Sentences – Use after Lesson 2, page 100.
- Master 62 Phonics: The Sounds of *o* – Use after Lesson 2, page 100.
- Master 63 Game: Make a Crossword Puzzle – Use after Lesson 3, page 104.
- Master 64 Unit 7 Project: Make a School Information Chart – Use with the Unit 7 Project, page 105.
- Master 65 Unit 7 Checkup/Review – Use to assess or review Unit 7. Has 2 pages.

Masters for Unit 8

- Master 66 Grammar: *Can* and *Can't* – Use after Lesson 1, page 109.
- Master 67 Phonics: Long and Short *u* Sounds – Use after Lesson 2, page 112.
- Master 68 Grammar: Compound Sentences with *but* – Use after Lesson 2, page 112.
- Master 69 Grammar: *A, An, The* – Use after Lesson 3, page 115.
- Master 70 Project Assessment Form – Use to assess the Unit 8 Project, page 117.
- Master 71 Unit 8 Checkup/Review – Use to assess or review Unit 8. Has 2 pages.

Answers and Listening Scripts 90

Directions for Using the Masters

Customizable Graphic Organizers

Master 1: Bingo Chart

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

Masters 2–4: Charts

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

Master 5: Idea Map

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

Generic Assessment Masters

Masters 6–7: General Rubrics for Oral and Written Communication

By using a rubric, you can track the progress of learners as they engage in discussions, dialogues, and presentations. Oral Rubrics are used in Unit 1: Unit Project; Unit 3: Task 2; Unit 4: Task 2 and Task 3; Unit 6: Unit Project; Unit 7: Unit Project; Unit 8: Task 1 and Task 2. Written Rubrics are used in Unit 6: Task 2 and Task 3; Unit 7: Task 1 and Task 2.

Masters 8–9: Self-Assessment (Speaking, Listening, Writing, Reading)

These masters are to be used at the beginning of the course and at the end of Units 4 and 8 to track learner progress. The completed masters may be kept in learner portfolios.

Master 10: Peer Assessment Form for Projects and Tasks

Learners can use these masters to provide feedback to other learners in a small-group setting before presentations are made to the class. They are used in Unit 1: Unit Project; Unit 3, Task 2; Unit 4: Task 3; Unit 6: Unit Project; Unit 7: Unit Project; Unit 8: Unit Project.

Unit-Specific Masters

Project Assessment Form (Unit Masters 29, 70)

These forms are designed to help you evaluate learner performance on a unit project. Make a copy for each learner and record evaluations on the forms. These are for Unit 2 and Unit 8 Projects.

Unit Checkup/Reviews (Unit Masters 15, 22, 30, 37, 45, 52, 58, 65, 71)

These two-page assessments provide a concise review of the main grammar and life-skill objectives for each unit. Completed assessments should be kept in the learner portfolio.

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

Unit Master 11: Going to Class

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

Unit Master 12: Syllable Stress

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

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

Ask learners to do the first column together. Then read the words again and have learners circle the stressed syllable in each. When you finish, ask which syllable

was circled and circle it on the board or on the transparency for everybody to see. Have learners write the words in alphabetical order in Column 3 as they repeat them to their partners.

Unit Master 13: Information Gap

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

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

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

Unit Master 14: Concentration

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

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

Unit Master 16: Guess the Sentence

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

Unit Master 17: Questions and Answers

Have learners work in pairs. Cut cards on dotted lines. Partner A reads a card. Partner B puts the card under the up arrow card or the down arrow card to indicate the correct intonation.

Unit Master 18: The Neighborhood

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

Partner A reads a question. Partner B uses the map to answer. When they finish, distribute a second set of papers and have learners trade roles.

Unit Master 23: A Birthday Party

Cut cards on dotted lines and give one to each learner, who must find two other people with whom to create a logical sentence. One of the three reads the sentence to the class.

Unit Master 24: Frequency Adverbs

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

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

Read the words aloud several times. Have learners do the following:

- Listen to each word and write it in one of the *a*-sound boxes.
- Circle the action words (verbs).
- Write the present-tense verbs with a final /s/ sound in the *s* box.
- Write the present-tense verbs with a final /z/ sound in the *z* box.

Unit Master 26: Crossword Puzzle

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

Unit Master 27: Questions and Answers

Give each learner a copy of the master. Have learners work in groups of four. The first person in the group

reads the sentence. The second person turns it into a question. The third person gives a short answer. The fourth person corrects the sentence if necessary.

Unit Master 31: Making Sentences

For Part 1, have learners cut out the cards in each row, then make sentences. For Part 2, have them make new sentences, replacing the nouns in bold type with pronouns.

Unit Master 32: At the Doctor's Office

Give a copy to each pair of learners and have them cut out the boxes. In this conversation between a doctor and a patient, Partner A, the doctor, puts the questions in order and then reads each question. Partner B, the patient, finds the correct answer and reads it.

Unit Master 33: Gathering Information

See directions for Unit Master 13.

Unit Master 35: Ask about Medicines

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

Unit Master 36: Family Medical Information Form

Help learners complete the form. Tell them to keep it near the telephone at home and use the information to help answer questions in an emergency.

Unit Master 39: Likes, Wants, and Needs

Make a copy for each learner. Have learners do the following:

- Write their name and the names of their group members across the top.
- Fill out the first column with their own answers.
- Ask other learners questions and fill out the remaining columns with the answers.
- Read their answers to their group.
- Write sentences based on the answers in their chart.
- Read some of their sentences and write them on the board.

Unit Master 41: *This, That, These, Those*

Have learners look at the information in the chart and write sentences. When they finish, have them talk to a partner, following the model. Partner B is a clerk. Partner A wants to buy clothes.

Unit Master 42: Sounds of *e*

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

Unit Master 44: Preparing a Budget

Read the directions at the top with learners. Review Ramon's new budget on page 69 of the student book. Ask learners to complete the blank budget chart for themselves.

Unit Master 47: Questions

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

Unit Master 48: Statements

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

Unit Master 49: Food Pyramid

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

Unit Master 50: Questions and Answers with *or*

Put learners in pairs. Make a copy of the master for each pair. Have learners cut out cards and work together to create questions and answers.

Unit Master 53: Dictation

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

Unit Master 54: A Day at School

Have learners read the paragraph. When they finish, have them write the same paragraph in the past tense, beginning with "Yesterday Mrs. Caruso . . ." Change the verbs (in bold) to the past tense. After they finish rewriting the paragraph, have learners write about their own day at school yesterday and then read their sentences in their groups.

Unit Master 55: Past Questions and Answers

Cut up cards and distribute one card to each learner. Tell learners to find someone with a matching question or answer. Then have them read the question and answer to the class.

Unit Master 56: Police Report Concentration

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

Unit Master 59: Possessive Adjectives

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

Unit Master 60: Solving Problems

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

Unit Master 61: Using *and* to Join Sentences

Have learners work in pairs, using a phrase from each column and the word *and* (or *but*) to create a compound sentence. Have learners put the comma in the correct place in each sentence.

Unit Master 62: The Sounds of *o*

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

Unit Master 63: Make a Crossword Puzzle

Make a copy of the master for each learner. Have learners do the following:

- Cut out the letters, but keep each row of letters together. Unscramble the letters in each row to make a word.
- Arrange the words on their desks like a crossword puzzle. Can they use all the words?
- After learners complete their puzzles, have them help complete puzzles created by other learners.

Unit Master 64: Make a School Information Chart

Ask each learner to tell you how many people in his or her family go to school. Provide learners with one master for each family member.

Unit Master 66: *Can* and *Can't*

Arrange learners in groups, with an even number of learners in each group. Make a copy of the master for each pair of learners. Give one learner in each pair part A and the other learner part B. Read the direction line for A with learners. Then read the direction line for B. With a volunteer, model the interview process for the class. Partner A asks questions. Partner B answers and writes the things he or she can do. Then trade roles. When finished, learners return to groups. Each learner takes a turn telling the group about their partner.

Unit Master 67: Long and Short *u* Sounds

See directions for Unit Master 62.

Unit Master 68: Compound Sentences with *but*

See directions for Unit Master 61.

Unit Master 69: *A, An, The*

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

Master 1

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Bingo Chart

1	2	3	4	5

To the Teacher: See directions on p. 6.

English—No Problem! Level 1

Master 2

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer 2-Column Chart

To the Teacher: See directions on p. 6.

Master 3

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer 3-Column Chart

To the Teacher: See directions on p. 6.

English—No Problem! **Level 1**

Master 4

Name: _____ Date: _____ Class: _____

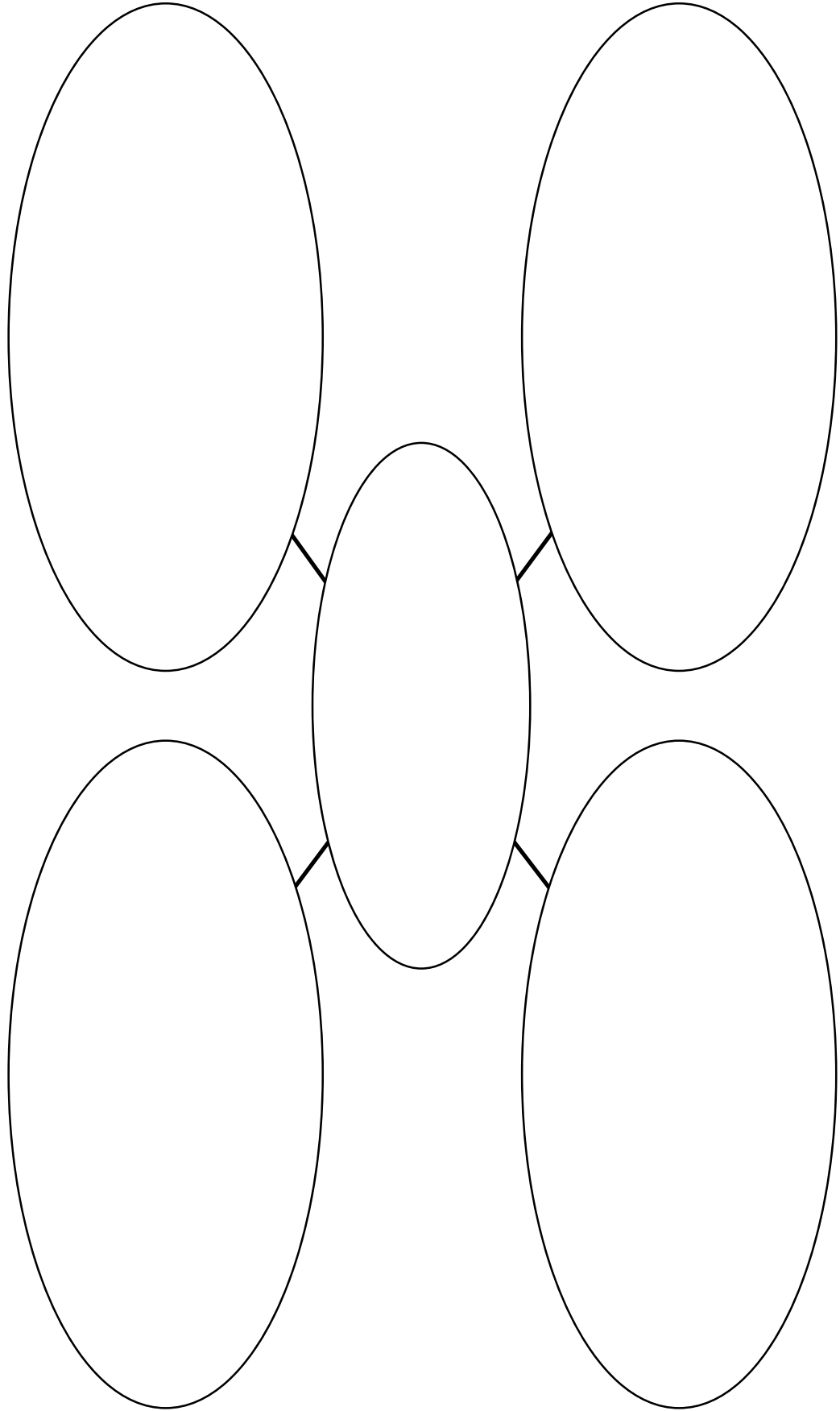
Customizable Graphic Organizer 4-Column Chart

To the Teacher: See directions on p. 6.

Master 5

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Idea Map



To the Teacher: See directions on p. 6.

Master 6

Name: _____ Date: _____ Class: _____

Task or Project: _____

Generic Assessment Master Oral Communication Rubric

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

Category	1	2	3	4
Fluency	Learner speaks only in isolated words and memorized phrases in between long gaps.	Speech is mostly formulaic with frequent pauses and rephrasings.	Some speech is spontaneous but hesitant. Learner pauses frequently to search for the correct word.	Speech is generally fluent, with occasional hesitations and lapses.
Accuracy	Learner has no control of grammar apart from a few memorized phrases.	Learner has some control of very basic grammar in speaking but makes frequent errors.	Learner controls some complex forms, but frequent errors in grammar occasionally obscure meaning.	Learner controls many complex forms; occasional errors in grammar are noticeable but do not obscure meaning.
Pronunciation	Pronunciation is influenced by first language and often makes speech unintelligible.	Pronunciation contains frequent major errors and a very heavy accent, often requiring repetition.	Pronunciation patterns are somewhat clear but often cause misunderstanding and rephrasing.	Pronunciation causes the listener to strain occasionally to understand.
Vocabulary	Vocabulary is limited to a few isolated words and phrases.	Vocabulary centers on basic objects, places, and common family terms.	Learner uses a variety of simple words in basic personal and survival areas but frequently uses the wrong word.	Learner uses complex words on topics beyond basic survival areas with occasional vocabulary errors.
Appropriateness (accuracy and politeness with language functions)	Learner asks and responds to very simple learned questions.	Learner can participate in basic conversations in a few routine social situations.	Learner uses some formulaic expressions correctly but could be seen as blunt or rude.	Learner handles communication situations adequately with a few noticeable errors.

Total Score: _____

Master 7

Name: _____ Date: _____ Class: _____

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.

Category	1	2	3	4
Content	Content is not related to topic or is very simple and undeveloped.	Content is somewhat related to topic, but feels incomplete or overly general.	Content is related to topic and shows some development but could be more specific or more fully developed.	Content is clearly related to topic, well developed, and nicely detailed.
Organization	Writing does not follow organizational guidelines and feels haphazard.	Writing shows some limited organization but needs to be structured more fully.	Writing has good expression of main idea and supporting ideas, but some inconsistencies may detract.	Writing shows clear and effective organization and follows guidelines carefully.
Mechanics	Numerous errors in spelling, capitalization, and punctuation make writing difficult to understand.	Writing contains frequent errors in spelling, capitalization, and punctuation but is not difficult to understand.	Occasional errors in spelling, capitalization, and punctuation are noticeable but do not inhibit understanding.	Writing contains only a few minor errors in spelling, capitalization, and punctuation.
Language Use	Learner writes in fragments and makes many errors in word form, word order, and tenses.	Learner writes in simple sentences; most are complete but frequently contain errors.	Learner combines simple and complex sentences with some errors in articles, negatives, and tenses.	Learner produces nice sentence variety with infrequent errors in verb tenses, word order, and agreement.

Total Score: _____

Master 8

Name: _____ Date: _____ Class: _____

Generic Assessment Master Speaking and Listening Self-Check

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

I can speak English to . . .	No	Not well	OK	Well	Very well
ask questions					
talk about my family					
politely disagree with someone					
invite people to an activity					
describe clothing					
describe people					
buy things at a store					
other: _____					
other: _____					

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

I can understand . . . in English	No	Not well	OK	Well	Very well
answers to my questions					
telephone conversations					
news on the radio					
news on TV					
store clerks talking					
announcements at work					
other: _____					
other: _____					

To the Teacher: See directions on p. 6.

Master 9

Name: _____ Date: _____ Class: _____

Generic Assessment Master Writing and Reading Self-Check

Writing Self-Check How well can you write in English?

I can write . . . in English	No	Not well	OK	Well	Very well
information on forms					
my schedule and plans					
memos for my job					
letters					
e-mail messages					
notes when I listen or read					
other: _____					

Reading Self-Check What are you reading in English?

Check the chart. Try to give examples.

In the past two weeks, I read . . .	In the next two weeks, I am going to read . . .
signs on buildings	signs on buildings
road signs	road signs
maps	maps
letters or notes	letters or notes
memos at work	memos at work
newspaper articles	newspaper articles
magazine articles	magazine articles
books	books
information on the computer	information on the computer
other: _____	other: _____

To the Teacher: See directions on p. 6.

Master 10

Name: _____ Date: _____ Class: _____

Task or Project: _____

Generic Assessment Master Peer Assessment Form for Projects and Tasks

Help your classmates. Listen carefully. Circle.

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

Something I liked about the presentation was . . .

The presentation can be made better by . . .

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

To the Teacher: See directions on p. 6.

Master 11

Use after Lesson 1, page 14.

Name: _____ Date: _____ Class: _____


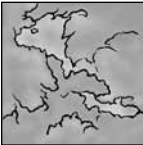
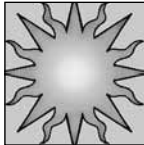
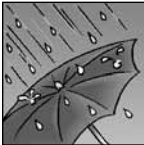
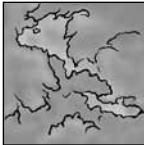





Warm-Up Unit: Are You Ready?

Grammar: Going to Class

Learners are going to ESL class. The class starts at 8:30.

Sample sentences for group 1: I'm Sara. It's Monday. It's

raining. It's 8:45. She's late.

1 Sara	2 Tomas	3 Eva and Tim	4 Carmen	5 David
1 Monday	2 Tuesday	3 Wednesday	4 Thursday	5 Friday
1 	2 	3 	4 	5 
1 	2 	3 	4 	5 
1 She's late.	2 He's on time.	3 They're early.	4 She's late.	5 He's early.

To the Teacher: See directions on p. 6.

English—No Problem! Level 1

Master 12

Use after Lesson 2, page 16.

Name: _____ Date: _____ Class: _____

Warm-Up Unit: Are You Ready? Phonics: Syllable Stress

Column 1	Column 2	Column 3
_____ ready	read y	_____ <i>answer</i>
_____ information	in for ma tion	_____
_____ number	num ber	_____
_____ listen	lis ten	_____
_____ city	ci ty	_____
_____ weather	weath er	_____
_____ supplies	sup plies	_____
_____ area	ar e a	_____
_____ student	stu dent	_____
_____ directions	di rec tions	_____
_____ open	o pen	_____
_____ <u>1</u> answer	<u>an</u> swer	_____
_____ teacher	teach er	_____

To the Teacher: See directions on p. 6.

Master 13

Use after Lesson 2, page 17.

Name: _____ Date: _____ Class: _____

Warm-Up Unit: Are You Ready? Grammar: Information Gap

Ask your partner for information. Write it in your chart.

(Partner A: Tell me Lien's zip code. Partner B: Her zip code is 91433.)

Partner A

	Lien	Shoua
Address	275 Lake Street	
City		Buffalo
State		NY
Zip Code	91433	14212
Area Code		716
Phone Number	555-3974	



Partner B

	Lien	Shoua
Address		8463 Sutter Avenue
City	Los Angeles	
State	CA	
Zip Code	91433	
Area Code	213	
Phone Number		555-1623

To the Teacher: See directions on p. 7.




English—No Problem! Level 1

Master 14

Use after Lesson 3, page 20.

Name: _____ Date: _____ Class: _____

Warm-Up Unit: Are You Ready? Game: Concentration

telephone number	555-8935
state	CA
city	San Francisco
zip code	95818
Social Security number	555-22-3333
25¢	quarter
10¢	dime
1¢	cent
50¢	half-dollar
	ride a bike
	take a bus
	take a train

To the Teacher: See directions on p. 7.

Master 15a

Use to assess or review the Warm-Up Unit.

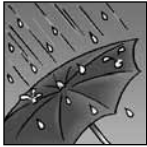




Name: _____ Date: _____ Class: _____

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

Part 1: Listening Listen to Mr. Allen talk to Tomas about school. Circle the correct answer.

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

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

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

To the Teacher: See directions on p. 6.

English—No Problem! Level 1



Master 15b

Use to assess or review the Warm-Up Unit.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Write the correct word in the blank.

are He ✓her I'm is My

Carmen talks to her¹ teacher, Mr. Haley. _____²
asks Carmen two questions. "What _____³ your last name?"
and "Where _____⁴ you from?" She tells Mr. Haley,
" _____⁵ last name is Lopez. _____⁶ from Mexico."

Part 4: Vocabulary

Use the words in the box to complete the sentences.

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

Don is late¹ to class. Mr. Haley _____² him
"Welcome." Mr. Haley is the _____³.

Don talks to Carmen after class. He _____⁴ to buy supplies.
He needs a _____⁵ to write. He needs two notebooks. Carmen
tells him the _____⁶ of a store. Don takes a _____⁷

to the store. He needs \$8.00 to _____⁸ his school
_____⁹. The _____¹⁰ are \$6.00. The pencils are
\$2.00. Now Don is _____¹¹ for class.

To the Teacher: See directions on p. 6.

Master 16

Use after Lesson 2, page 28.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing! Game: Guess the Sentence

1. _____ !

2. _____ .

3. _____
_____ .

4. _____
_____ .



Players:				
Game 1				
Game 2				
Game 3				
Game 4				
Game 5				

To the Teacher: See directions on p. 7.

English—No Problem! **Level 1**

Master 17

Use after Lesson 2, page 28.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing!

Pronunciation: Questions and Answers

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



No, he isn't.
No, I'm not.
Yes, she is.
Yes, they are.

Is Nassim in her apartment?
Are you at the supermarket?
Are Jennifer and Roxanne at home?
Is Lusala at the park?

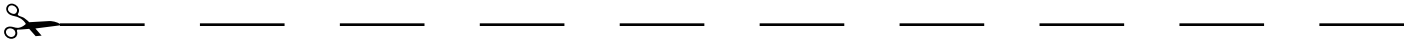
Master 18

Use after Lesson 2, page 29.

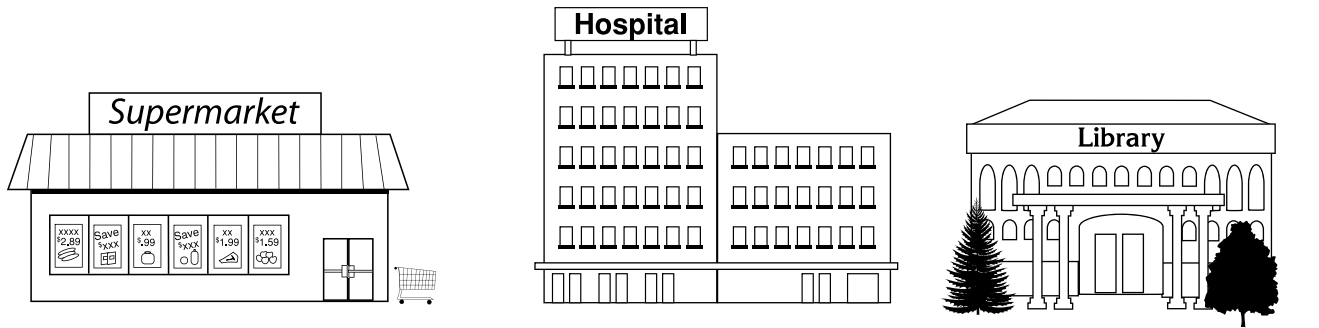
Name: _____ Date: _____ Class: _____

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

- A**
1. Where do you live? _____
 2. What's your address? _____
 3. What's it near? _____
 4. Is the park on River Street? _____
 5. Is it near the hospital? _____
 6. _____ ?
 7. _____ ?



B



River Street



To the Teacher: See directions on p. 7.

English—No Problem! Level 1

Master 19

Use after Lesson 3, page 31.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing! Grammar: Commands

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

A On line 1:

Print your address.

Print your phone number.

Tell me your phone number.

On line 2:

Sign your name.

Circle your first name.

Spell your first name.

On line 3:

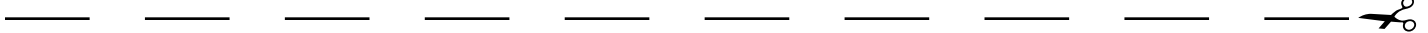
Print your last name.

Spell your last name.

On line 4:

Print your city.

Spell your city.



B 1. _____

2. _____

3. _____

4. _____

Master 20

Use after Lesson 3, page 32.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing!

Thinking Skill: Solving Problems

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

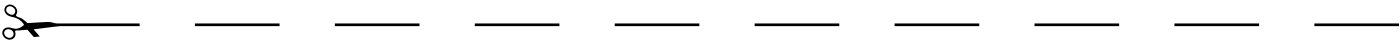
A

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

Problem: Nassim and Lusala live in a small apartment.

Problem: Big apartments are expensive.

Problem: Nassim needs a job.



B

Answer: Nassim calls about a job.

Answer: They need a big apartment.

Answer: Nassim needs to get a job.

Answer: They need to live with Nassim's family.

Master 21

Use with the Unit 1 Project, page 33.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing!

Unit 1 Project: Writing Personal Information

Personal Information Sheet

Name: _____				
	Last	First	MI	SS#
Address: _____				
	Number	Street	City	State Zip Code
Phone: () - WORK () - HOME				
What country are you from? _____				
What language do you speak? _____				

Education

<i>When</i>	<i>What?</i>	<i>Where?</i>
From: To:		
From: To:		
From: To:		

Work Experience

<i>When</i>	<i>What?</i>	<i>Where?</i>
From: To:		
From: To:		
From: To:		
From: To:		
From: To:		
From: To:		
From: To:		

Master 22a

Use to assess or review Unit 1.

Name: _____ Date: _____ Class: _____

Unit 1: My Life Is Changing! Unit Checkup/Review

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

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

Part 2: Learning for Life Read the story.

secretary

Mabel Court lives in Redding, California.

She lives at 1036 Cypress Avenue.

She needs a job.

She wants a job at Great Insurance Company.

She wants a job as a secretary.

She has experience as a secretary.

Complete the **information** on the application for Mabel.

Great Insurance Company <i>Application for Employment</i>			
1. Check the job you're applying for: <input type="checkbox"/> Receptionist <input checked="" type="checkbox"/> Secretary <input type="checkbox"/> Manager			
2.	3.	999-43-1212	(530)555-2186
<i>Last Name</i>	<i>First Name</i>	<i>Social Security Number</i>	<i>Phone</i>
4.	5.	6.	96001
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>

To the Teacher: See directions on p. 6.

English—No Problem! Level 1



Master 22b

Use to assess or review Unit 1.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Read the story.

Mabel is married. Her husband is Dave. He's a teacher.

They have a son, Ross. Ross is 5 years old.

They are a happy family.

Make questions. Use *is* or *are*. Write short answers.

1. _____ is Mabel married? Yes, she is.

2. _____ Dave a teacher? _____

3. _____ Dave a doctor? _____

4. _____ Ross 9 years old? _____

5. _____ Ross a daughter? _____

6. _____ they a happy family? _____

Part 4: Vocabulary

Use the words to complete the letter.

Call	husband	✓ new	park	son	Tell
full-time	near	on	school	Street	

Dear Molly,

I have a _____ new _____ job. I work _____ 2 _____ at Great Insurance Company. It's _____ 3 _____ our house. I can walk to work.

It's _____ 4 _____ Main _____ 5 _____.

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

_____ 10 _____ me soon! _____ 11 _____ me about your family.

Love, Mabel

To the Teacher: See directions on p. 6.

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party
Grammar: A Birthday Party

Boris	works	on Saturdays.
Boris and Jake	work	at the bakery.
Pavel	wants	a birthday party.
Yelena and Boris	want	to invite Pavel's friends.
Boris and Jake	start	work on Wednesday at 8 A.M.
Jake	starts	work on Tuesday at 8 A.M.
Boris	writes	a note.
Pavel and Yelena	write	invitations.

To the Teacher: See directions on p. 7.

Master 24

Use after Lesson 2, page 40.

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party

Grammar: Frequency Adverbs

Do you . . . ?

always drive to school/work? _____	often drive to school/ work? _____	sometimes drive to school/ work? _____	never drive to school/ work? _____
always take a bus to school/work? _____	often take a bus to school/work? _____	sometimes take a bus to school/work? _____	never take a bus to school/work? _____
always have a birthday party? _____	often have a birthday party? _____	sometimes have a birthday party? _____	never have a birthday party? _____
always make a birthday cake? _____	often make a birthday cake? _____	sometimes make a birthday cake? _____	never make a birthday cake? _____
always have parties at home? _____	often have parties at home? _____	sometimes have parties at home? _____	never have parties at home? _____

To the Teacher: See directions on p. 7.

Master 25

Use after Lesson 3, page 43.

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party

Phonics: Sounds of *a* and Present-Tense Endings

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

a* sound in *date

a* sound in *at

**Present tense verb
final *s* = *s***

**Present tense verb
final *s* = *z***

To the Teacher: See directions on p. 7.

English—No Problem! Level 1

Master 26

Use after Lesson 3, page 44.

Name: _____ Date: _____ Class: _____

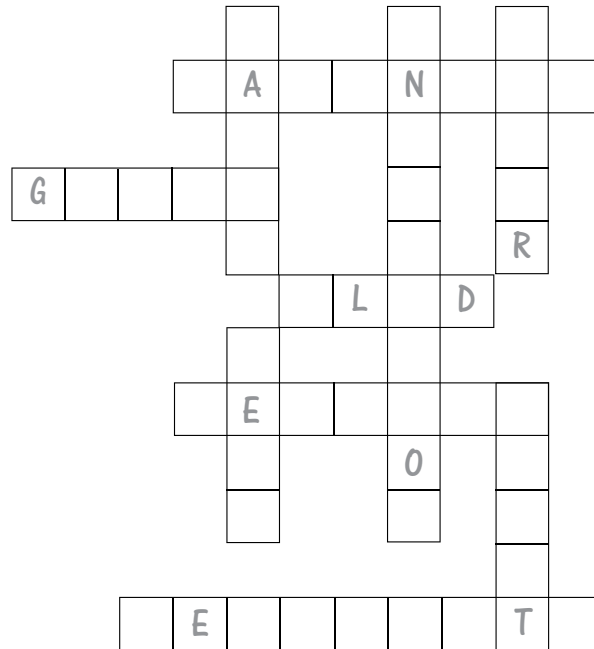
Unit 2: I Need to Plan a Party Game: Crossword Puzzle

Across

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

Down

1. ytpar _____
2. vatoininit _____
3. afrovo _____
4. desn _____
5. reatg _____



1. *The students plan a party at their class meeting.* _____
2. _____
3. _____
4. _____
5. _____

To the Teacher: See directions on p. 7.

Master 27

Use after Lesson 3, page 44.

Name: _____

Date: _____

Class: _____

Unit 2: I Need to Plan a Party

Grammar: Questions and Answers

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

To the Teacher: See directions on p. 7.

Master 28

Use with the Unit 2 Project, page 45.

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party

Unit 2 Project: Plan a Party!

Party: _____

Time: _____ Place: _____

Guests to Invite

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Food

_____	_____
_____	_____

Music and Other Supplies

_____	_____
_____	_____

To Do

- ask _____ for advice
- buy food
- make invitations
- _____
- _____

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party

Project Assessment Form

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

Comments on Learner Performance:

Benchmarks for Learner Performance

- 0 = The information is incomplete or incorrect so that the meaning is lost.
- 1 = The information is incomplete or has some incorrect answers, but conveys the meaning.
- 2 = The information is complete and mostly correct. With little assistance the student can correct any errors.

To the Teacher: See directions on p. 6.

Master 30a

Use to assess or review Unit 2.

Name: _____ Date: _____ Class: _____

Unit 2: I Need to Plan a Party

Unit Checkup/Review

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

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

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

San Jose Adult School – ESL Class Schedule				
Teacher	Monday	Tuesday	Wednesday	Thursday
Mr. Taylor	9–11 A.M.	7–9 P.M.	7–9 P.M.	
Ms. Phat	9–11 A.M.			1–4 P.M.

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

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

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

To the Teacher: See directions on p. 6.



Master 30b

Use to assess or review Unit 2.

Name: _____ Date: _____ Class: _____

3. Teresa and Lina _____ balloons for the party.
a. buys c. buy
b. they buy d. are buy
4. Does the party start on time?
a. Yes, it do. c. Yes, it is.
b. Yes, they do. d. Yes, it does.
5. Ms. Phat _____ a cake.
a. bakes c. don't bake
b. bake d. doesn't bakes
6. Do the students want the party inside?
a. No, they do. c. No, they don't.
b. No, he doesn't. d. No, it doesn't.

Part 4: Vocabulary

Use the words in the box to complete the sentences.

✓always	celebrate	favor	note	presents	trade
birthday	ends	guests	party	thanks	

1. Mr. Taylor _____ *always* _____ works on Wednesday night.
2. His class starts at 7:00 P.M. and _____ at 9:00 P.M.
3. His daughter, Linda, has her 12th _____ on Wednesday.
4. She wants to have a birthday _____ at a restaurant.
5. Mr. Taylor needs to _____ classes with Ms. Phat.
6. He writes a _____ to her.
7. He asks her for a _____.
8. The _____ arrive at the restaurant at 6:30 P.M.
9. They bring _____ for Linda.
10. They _____ the birthday with ice cream and cake.
11. On Thursday Mr. Taylor _____ Ms. Phat for trading classes.

To the Teacher: See directions on p. 6.

Master 31

Use after Lesson 1, page 50.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Grammar: Making Sentences

Part 1

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

Part 2

him	him	her.	her.	it	them.
-----	-----	------	------	----	-------

To the Teacher: See directions on p. 8.

Master 32

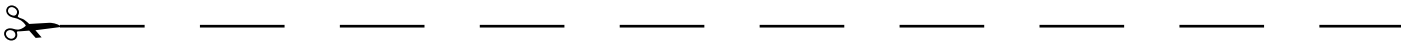
Use after Lesson 2, page 53.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Grammar: At the Doctor's Office

A (Doctor)

You have a fever. Do you have a headache?
Hi. How are you today?
Take this medicine. Stay home and rest.
What are your symptoms?



B (Patient)

OK, doctor. Thank you.
Not very well. I feel sick.
I have a sore throat and a bad cough.
Yes, I do.

To the Teacher: See directions on p. 8.

English—No Problem! **Level 1**

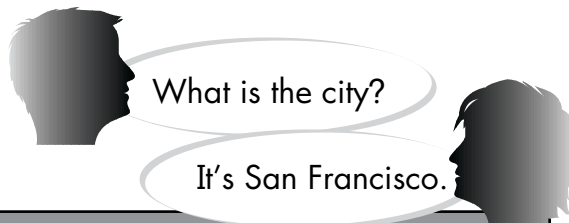
Master 33

Use after Lesson 2, page 53.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Life Skill: Gathering Information

Complete the forms with a partner.



Partner A

Please Print	
1. Last Name <u>Martin</u> First Name _____	2. Date of birth _____
3. Address <u>Teal Avenue, _____, CA</u>	
4. Phone Number: Day <u>(415) 555-_____</u> Evening () <u>-2334</u>	
5. Employer: <u>Pacific Bank</u>	6. Address: <u>349 _____ Street, San Francisco, 94112</u>
7. Allergies? Medicine: <u>penicillin</u> Other: _____	8. Reason for this visit? <u>_____ , fever</u> _____ _____

Partner B

Please Print	
1. Last Name <u>Martin</u> First Name <u>James</u>	2. Date of birth <u>3-12-75</u>
3. Address <u>1650 _____ Avenue, San Francisco, 94119</u>	
4. Phone Number: Day () <u>555-8437</u> Evening <u>(415)555-_____</u>	
5. Employer: _____	6. Address: <u>Gray Street, _____, CA 94112</u>
7. Allergies? Medicine: <u>penicillin</u> Other: <u>cats</u>	8. Reason for this visit? <u>sore throat, fever</u> _____ _____

To the Teacher: See directions on p. 8.

Master 34

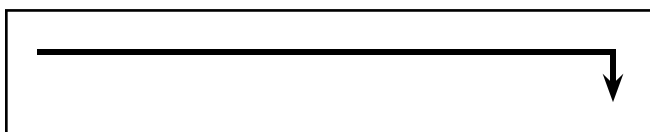
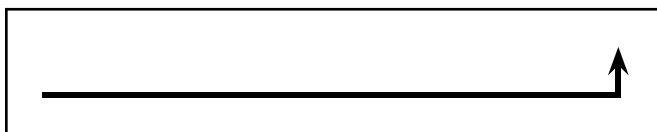
Use after Lesson 3, page 55.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel?

Pronunciation: Intonation

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



Is your appointment at 3:00? _____ _____	Why is he at the doctor's? _____ _____
How do I take this medicine? _____ _____	Do you need a tissue? _____ _____
Are your children sick? _____ _____	How are your children? _____ _____
Where's the aspirin? _____ _____	Who's the doctor? _____ _____
When do you see the doctor? _____ _____	Does he need medicine? _____ _____
When's the appointment? _____ _____	Do you have your information? _____ _____
Why do they need more aspirin? _____ _____	What's your temperature? _____ _____

Master 35

Use after Lesson 3, page 56.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Grammar: Ask about Medicines

Questions

What is the name of the medicine?

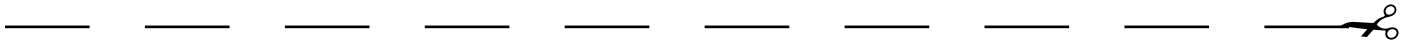
Why do you take this medicine?

How do you take this medicine?

When do you see a doctor?

Who can take this medicine?

Where can I buy this medicine?



Notes

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

To the Teacher: See directions on p. 8.

Master 36

Use with the Unit 3 Project, page 57.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Unit 3 Project: Family Medical Information Form

Date: _____ For the _____ Family

Address:	
Cross Streets:	
Phone Number:	
Insurance Company:	
Policy Number:	

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

Family Member:

Birthdate:

_____ (Month) _____ (Day) _____ (Year)

School/Work Address:

School/Work Phone No:

Medical Problems:

Family Member:

Birthdate:

_____ (Month) _____ (Day) _____ (Year)

School/Work Address:

School/Work Phone No:

Medical Problems:

To the Teacher: See directions on p. 8.

English—No Problem! Level 1

Master 37a

Use to assess or review Unit 3.

Name: _____ Date: _____ Class: _____

Unit 3: How Do You Feel? Unit Checkup/Review

Part 1: Listening Listen to Jim talk to the receptionist at Dr. Lee's office. Then listen to the questions. Circle the correct answers.

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

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

Josh Gibson	stomachache	✓ Dr. White
Friday	3:30 P.M.	October 5

1. Doctor: <u>Dr. White</u>
2. Appointment for (Name): _____
3. Day: _____
4. Date: _____
5. Time: _____
6. Reason for appointment: _____

Part 3: Grammar Circle the correct word and write it on the blank.

1. Where (What, **Where**) is the clinic? It's at 5573 Douglas Blvd.
2. _____ (Where, Who) has the doctor appointment? Josh does.
3. _____ (When, Where) is the appointment? It's tomorrow.
4. Who will see _____ (he, him)? The doctor.

To the Teacher: See directions on p. 6.



Master 37b

Use to assess or review Unit 3.

Name: _____ Date: _____ Class: _____

5. He _____ (doesn't has, doesn't have) a cold.

6. He _____ (have, has) a stomachache.

Part 4: Vocabulary

Josh needs some things from the pharmacy.

Write his symptoms. Then write what he needs.

- aspirin
- cough
- cough syrup
- ✓ flu
- headache
- ✓ medicine



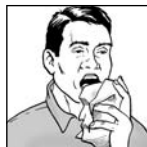
1. Josh has the _____ flu _____.

2. He needs some _____ medicine _____.



3. Josh has a _____.

4. He needs some _____.

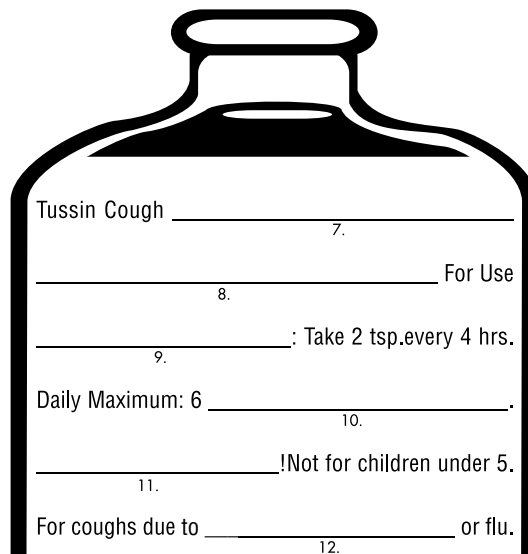


5. Josh has a _____.

6. He needs some _____.

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

- colds
- Directions
- Dose
- Syrup
- teaspoonfuls
- Warning



To the Teacher: See directions on p. 6.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!
Grammar: Interview

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

1. Are you studying English at night?

2. Are your friends taking English classes?

3. Are you looking for a job?

4. Are you working now?

5. Where are you working?

6. Are you trying to save money?

7. How are you saving money?

8. Are your relatives living with you?

Master 39

Use after Lesson 2, page 65.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!

Grammar: Likes, Wants, and Needs

Names:					
What do you like?					
What do you like to do?					
What do you need?					
What do you need to do?					
What do you want?					
What do you want to do?					

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

To the Teacher: See directions on p. 8.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!
Game: Word Search

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

clothes dress loose pants shirt shoes sweater tight

h	t	n	t	e	r	s	w	m	n	e	d
x	c	v	b	n	m	h	a	s	d	k	l
z	a	q	x	s	w	i	c	s	d	e	r
f	g	h	b	n	m	r	i	w	p	l	m
y	p	h	c	l	o	t	h	e	s	b	n
x	a	v	g	y	u	i	k	a	l	m	l
q	n	w	q	t	i	g	h	t	y	p	o
s	t	s	a	m	p	b	v	e	d	e	o
v	s	x	z	i	l	s	d	r	e	s	s
n	p	f	x	u	o	l	r	e	w	c	e
m	y	h	s	h	o	e	s	m	j	p	q
u	t	j	e	t	s	d	d	n	r	l	a

Write sentences with the words.

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






Master 41

Use after Lesson 3, Grammar Talk, page 67.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!

Grammar: *This, That, These, Those*

1. This/These		is/are	\$30.00.
2. That/Those		is/are	\$29.50.
3. That/Those		is/are	\$9.50.
4. This/These		is/are	\$35.99.
5. This/These		is/are	\$29.50.

1. _____
2. _____
3. _____
4. _____
5. _____



A. How much are these shirts?



B: They're \$30.00.

To the Teacher: See directions on p. 8.

English—No Problem! **Level 1**

Master 42

Use after Lesson 3, page 67.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!

Phonics: Sounds of e

long e <i>be</i>	short e <i>end</i>
----------------------------	------------------------------

<u>ne</u> ed	bu <u>y</u>	to	I	<u>che</u> ap	shoes.
is	<u>re</u> nt	The	<u>exp</u> ensive.		
<u>re</u> turn	<u>the</u> se	<u>ne</u> ed	<u>We</u>	clothes.	to
<u>spe</u> aks	at	<u>He</u>	English	work.	
<u>se</u> nds	<u>She</u>	her	<u>che</u> cks	to	mother.

To the Teacher: See directions on p. 8.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!

Life Skill: Saving Money

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

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Master 44

Use with the Unit 4 Project, page 69.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget!

Unit 4 Project: Preparing a Budget

Ramon is sharing an apartment with Ken. Look at his new budget. Can Ramon save more money? How? Think about your budget. What expenses do you have every month?

Month:		How are you saving money now?	How can you make more money?	How can you save more money?
Income				
Expenses				
Total Expenses				
\$\$ Remaining				

To the Teacher: See directions on p. 8.

Master 45a

Use to assess or review Unit 4.

Name: _____ Date: _____ Class: _____

Unit 4: I Need a Budget! Unit Checkup/Review

Part 1: Listening Listen. You will hear about Ramon's job. Then listen to the questions. Circle the correct answers.

- | | |
|--|---|
| 1. True <input type="radio"/> False <input checked="" type="radio"/> | 4. True <input type="radio"/> False <input type="radio"/> |
| 2. True <input type="radio"/> False <input type="radio"/> | 5. True <input type="radio"/> False <input type="radio"/> |
| 3. True <input type="radio"/> False <input type="radio"/> | |

Part 2: Learning for Life How can Raisa save money? Write the correct letter in the blank.

- | | |
|---|--------------------------------|
| <u>c</u> 1. Raisa always buys new books. | a. She can get a roommate. |
| ___ 2. Raisa calls her mother every day. | b. She can buy them on sale. |
| ___ 3. Raisa buys lunch at work. | c. She can use the library. |
| ___ 4. Raisa pays a lot for an apartment. | d. She can walk on nice days. |
| ___ 5. Raisa always drives to work. | e. She can bring it from home. |
| ___ 6. Raisa buys expensive clothes. | f. She can use e-mail. |

Part 3: Grammar Write the correct word or words in the blank.

- Raisa is thinking (to think, is thinking) about a new job.
- She _____ (to plan, is planning) to be a teacher.
- Raisa and Kara _____ (is studying, are studying) English at an adult school.

To the Teacher: See directions on p. 6.

English—No Problem! Level 1



Master 45b

Use to assess or review Unit 4.

Name: _____ Date: _____ Class: _____

4. Boris wants _____ (to practice, is practicing) his English with his neighbors.
5. Boris asks Raisa, " _____ (You to save, Are you saving) money for college?"
6. Raisa answers, "Yes. I took _____ (this, these) job for the money."

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

better	✓ clothes	dress	on sale	tight	wear
budget	credit card	fit	return	tries on	

Nancy is shopping for _____¹ today. She sees a beautiful _____² for \$95. It is not good for work. But she wants it. She uses her _____³ to buy it.

At home she _____⁴ the dress. Oh no! It is too _____⁵. It doesn't _____⁶ well. She decides to _____⁷ it. This time she sees some dresses _____⁸. The prices are _____⁹ for her _____¹⁰. She buys two for \$95 this time. And she can _____¹¹ these dresses to work.

To the Teacher: See directions on p. 6.

Master 46

Use after Lesson 1, page 73.

Name: _____ Date: _____ Class: _____

Unit 5: What's for Dinner?

Game: Word Search

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

bread	corn	fish	milk	rice	soup
chicken	eggs	lettuce	noodles	snacks	tomato

n p i r s f i s h t o b
o j c t o n s l i o v r
o s b b u r s e l m a e
d f m n p e e r w a m a
l d i p m a j i i t g d
e m l e t t u c e o r i
s b k a c k p e x w n s
w q d s i c h i c k e n
r x j o a c r p x u g a
a k o t m o e t c p g c
c n u e p r o a s s s k
w r o t e n m c h j u s

Master 47

Use after Lesson 2, page 76.

Name: _____ Date: _____ Class: _____

Unit 5: What's for Dinner?

Grammar: Questions

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

Master 48

Use after Lesson 2, page 76.

Name: _____ Date: _____ Class: _____

Unit 5: What's for Dinner?

Grammar: Statements

There	There	There	There
There	There	There	There
is	is	are	are
is	is	are	are
in the produce section.	in the dairy section.		
in the bakery section.	in the meat section.		
at the restaurant.	at home.		
in my home country.	in my supermarket.		

To the Teacher: See directions on p. 8.

English—No Problem! Level 1

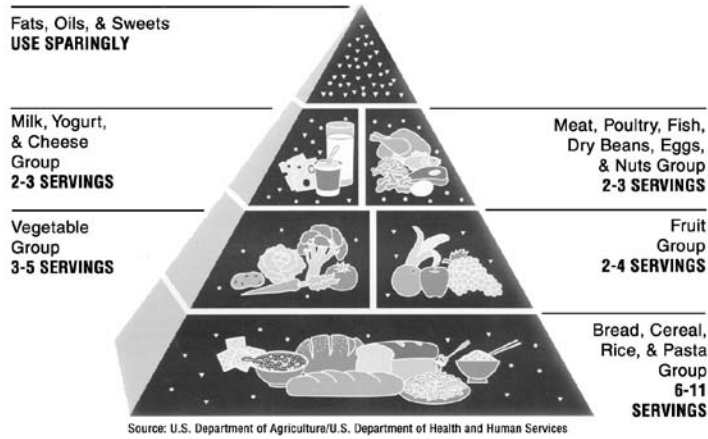
Master 49 Use after Lesson 3, page 80.

Name: _____ Date: _____ Class: _____

Unit 5: What's for Dinner? Thinking Skill: Food Pyramid

This is a Food Pyramid. It tells you how to eat a balanced diet.

A. Talk to your partner. Complete the chart.



- balanced diet
- beans
- nuts
- oil
- poultry
- sweets
- 1 serving = 1/2 cup
- sparingly = not much
- pasta = noodles
- pyramid =

Food Group	Number of servings	What food do you eat in this group?	How many servings do you eat a day?
Bread, Cereal, Rice, & Pasta			
	2-4		
Meat, Poultry, Fish, Dry Beans, Eggs, Nuts			
	3-5		
Milk, Yogurt, Cheese			
	Not much		

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

To the Teacher: See directions on p. 8.

This page may be photocopied for classroom use only. All other rights reserved © New Readers Press.

Master 50

Use after Lesson 3, page 80.

Name: _____ Date: _____ Class: _____

Unit 5: What's for Dinner?

Grammar: Questions and Answers with *or*

Work with a partner. Make sentences with *or*.

She buys food at Sam's Market

They have pizza

Do you like hamburgers

He likes bananas

Do you want rice

or

or

or

or

or

hot dogs?

potatoes with dinner?

Save-a-lot.

fast food every Friday.

apples for snacks.

Master 52a

Use to assess or review Unit 5.

Name: _____ Date: _____ Class _____

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

Part 1: Listening Listen to Miyako talk about lunch. Then listen to the questions. Circle the correct answers.

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

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

apples ✓ bread butter chicken corn steak

Mac's Market Specials

Bakery	Dairy	Produce	Meat
Aisle 3	Aisle 5	Aisle 7	Aisle 9
1. <u>bread</u>	2. _____	3. _____	5. _____
		4. _____	6. _____

Part 3: Grammar Write the correct word or words in the blank.

1. Chicken _____ is _____ (is, are) in the produce section on Aisle 7.
2. _____ (Is there, Are there) butter on sale today?
3. _____ (Is, Are) the bread in Aisle 3?

To the Teacher: See directions on p. 6.

English—No Problem! Level 1



Master 52b

Use to assess or review Unit 5.

Name: _____ Date: _____ Class: _____

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

Part 4: Vocabulary

Write the correct words on the line.

burger	cook	eat out	✓ hungry	popular	to go
choices	coupon	healthy	newspaper	salad	

Ben and his wife Connie are tired and hungry₁. They don't want to ₂ dinner at home. They decide to ₃. They look in the ₄ for a ₅ for a restaurant. They find one for the River City Café. They go there early because it's a ₆ place. There are many ₇ of foods at that restaurant. Ben wants some meat. He orders a ₈ and fries. Connie wants a big ₉. She likes to eat ₁₀ food. They want to eat ice cream at home later. They order ice cream ₁₁.

To the Teacher: See directions on p. 6.

Master 53

Use after Lesson 1, page 86.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police!

Grammar: Dictation

Listen to the teacher. Write *was* or *were*.

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

To the Teacher: See directions on p. 8.

Master 54

Use after Lesson 2, page 89.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police! Grammar: A Day at School

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

Yesterday Mrs. Caruso

I went to school at

To the Teacher: See directions on p. 8.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police!
Grammar: Past Questions and Answers

Did you go to the store on Monday?	No, I went to the store on Tuesday.	Did you see the burglar in your apartment?	No, I saw him outside.
When did the police arrive?	They arrived at 11:00 P.M.	What did the burglar take?	He took my TV and my computer!
Was the burglar short?	No, he was tall.	When were you at work yesterday?	I was there from 8 A.M. to 5 P.M.
What color were her eyes?	They were blue.	What color was her dress?	It was blue.
Did he have a beard or a mustache?	No, he didn't.	Did your neighbors tell you what happened?	Yes, they did.
What did you do last night?	I went to a restaurant with my friends.	Where did you have your photos?	I had them in an album.

To the Teacher: See directions on p. 9.

Master 56

Use after Lesson 3, page 92.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police! Game: Police Report Concentration

police officer	Officer Collins	date of burglary	7/8/04
time of crime	9:30 P.M.	things missing	computer and TV
witness	Lucy Caruso	type of crime	burglary
weather	cloudy	type of car	van
doors	locked	lights	off
address	182 Clare Ave. #2	phone	555-0460
height	5'9"–6'	weight	160–180 lbs.

To the Teacher: See directions on p. 9.

Master 57

Use with the Unit 6 Project, page 93.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police!

Unit 6 Project: Home Inventory

	Brand/Model	Year Purchased	ID Number
Car			
Bicycle			
Electronics:			
<i>TV</i>			
<i>VCR</i>			
<i>CD Player</i>			
<i>DVD</i>			
Furniture:			
<i>Sofa</i>			
<i>Chairs</i>			
<i>Table</i>			
Personal:			
<i>Photo Albums</i>			
<i>Papers</i>			
<i>Books</i>			

Master 58a

Use to assess or review Unit 6.

Name: _____ Date: _____ Class: _____

Unit 6: Call the Police! Unit Checkup/Review

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

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

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



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

beard	heavy	mustache	sweater	thin
glasses	long	✓ short	tall	T-shirt

Officer: Can you describe the man you saw?

Peter: Yes, Officer. He was short¹ and _____²
with _____³ hair. He wore _____⁴ and had a
_____⁵ on his face. He had on a blue _____⁶
with black pants.

To the Teacher: See directions on p. 6.



Master 58b

Use to assess or review Unit 6.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Write the verbs in the correct tense.

Officer: What time did you see (see) the man at the Perez house?
1

Peter: I _____ (see) him at about 11:00 P.M. He had a TV.
2

Officer: What time _____ (call) the police?
3

Peter: I called them about 11:05 P.M.

Officer: _____ (be) anything taken from your house?
4

Peter: No. I _____ (lock) the doors and
5
_____ (close) the windows.
6

Part 4: Vocabulary

The police are talking to Mr. Perez. Use the words in the box to complete the sentences.

computer	dark	fill out	important	light	witness
crime	description	✓ happened	keys	report	

Your neighbor said the burglary happened at 11:00 last night.
1

It was not the only _____ in your neighborhood. Peter was
2

a good _____. His _____ of the burglar
3 4

helped us draw this picture. Now we need to complete the police

_____. Did you have a _____ on, or was your house
5 6

_____? I see your TV is gone. Is a _____
7 8

missing? Were any _____ papers missing? Who had
9

_____ to your house? Thank you for helping us
10

_____ this report.
11

Master 59

Use after Lesson 1, page 97.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Grammar: Possessive Adjectives

Work with a partner. Make sentences.

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

To the Teacher: See directions on p. 9.

Master 60

Use after Lesson 1, page 98.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Thinking Skill: Solving Problems

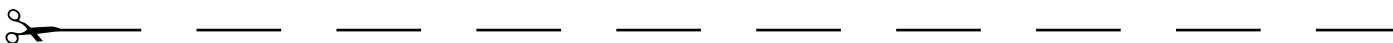
Mr. Kenyon needs to talk to Jordan. When can they meet?

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

Mr. Kenyon's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Science		Science	
9:00	Biology		Biology		Biology
10:00					
11:00	Lunch				
12:00		Science		Science	
1:00	Biology		Biology		Biology
2:00					

We can meet on _____ at _____.



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

Jordan's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	History	Geometry	History	Geometry	History
9:00					
10:00	English		English		English
11:00	Lunch				
12:00	Soccer Practice	Music		Music	
1:00	Biology		Biology		Biology
2:00					

We can meet on _____ at _____.

Master 61

Use after Lesson 2, page 100.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Grammar: Using *and* to Join Sentences

Work with a partner. Make sentences with *and*.

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

and	and		and	and
,	,		,	,

This page may be photocopied for classroom use only. All other rights reserved © New Readers Press.

To the Teacher: See directions on p. 9.

Master 62

Use after Lesson 2, page 100.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Phonics: The Sounds of o

	long o		short o	
--	---------------	--	----------------	--

	piano		soccer	
--	-------	--	--------	--

	shop		home	
--	------	--	------	--

	no		phone	
--	----	--	-------	--

	code		job	
--	------	--	-----	--

	go		geometry	
--	----	--	----------	--

To the Teacher: See directions on p. 9.

English—No Problem! **Level 1**

Master 63

Use after Lesson 3, page 104.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Game: Make a Crossword Puzzle

m	r	o	o	k	h	w	e		
a	p	p	i	n	c	i	l	r	
n	l	c	o	s	e	o	r	u	
y	b	s	u						
d	i	e	r	t					
e	t	b	l	l	k	b	a	a	s
n	p	i	o	a					
r	s	s	o	p	t				
c	d	e	e	u	c	s			

Can you use all of the words?

To the Teacher: See directions on p. 9.

Master 64

Use with the Unit 7 Project, page 105.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School

Unit 7 Project: Make a School Information Chart

Student Name: _____

School Name: _____

School Address: _____

School Personnel			
Title	Name	Phone Number	Call when . . .
Principal			
Vice-Principal			
Counselor			
Other: _____			

Teacher	Subject	Days	Times

To the Teacher: See directions on p. 9.

English—No Problem! Level 1

Master 65a

Use to assess or review Unit 7.

Name: _____ Date: _____ Class: _____

Unit 7: Succeeding at School Unit Checkup/Review

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

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

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

Woodland Middle School				Report Card 2003-2004			
Student Name: Chavez, Diego			Grade 8	SSN: 924-13-8570			
Period	Class	Teacher	Code	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	Math	Mr. Collins	1, 3	C	B+		
2	P.E.	Ms. Lopez	1	A	A-		
3	Science	Ms. Thomas	2	A	B-		
4	US History	Mr. Donner	1	A	A		
5	English	Ms. Cole	3	B	A-		

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

- Who received this report card? Diego Chavez
- Who is the US History teacher? _____
- Who wants an appointment with Diego's parents? _____
- In what classes did Diego have A's in Quarter 1? _____

- In what classes did Diego do better in Quarter 2? _____
- What subject does Ms. Cole teach? _____

To the Teacher: See directions on p. 6.



Master 66

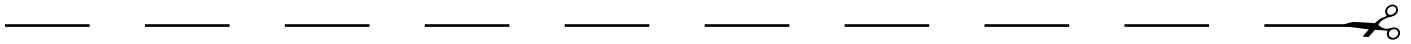
Use after Lesson 1, page 109.

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job! Grammar: *Can* and *Can't*

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

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



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

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

To the Teacher: See directions on p. 9.

Master 67

Use after Lesson 2, page 112.

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job!

Phonics: Long and Short *u* Sounds

long <i>u</i>		short <i>u</i>
us		use
but		computer
bus		conduct
attitude		Ms. Hunter
study		succeed
Sunday		supervisor
husband		opportunity

To the Teacher: See directions on p. 9.

English—No Problem! **Level 1**

Master 68

Use after Lesson 2, page 112.

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job!

Grammar: Compound Sentences with *but*

Work in a group. Write sentences with *but*.

he doesn't have a driver's license.	I want to learn English quickly
he needs his high school diploma.	she needs a full-time job.
I don't practice English at home.	Ivan wants to go to college
I want to do my homework	Ly wants to drive to work
Maria likes her part-time job	I don't have time.

but	but	but	but	but
,	,	,	,	,

To the Teacher: See directions on p. 9.

Master 69

Use after Lesson 3, page 115.

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job!

Grammar: A, An, The

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

Cesar needs to buy _____₁ new suit for work. Usually he wears pants and _____₂ nice shirt to work, but sometimes he has _____₃ important meeting. _____₄ meetings are with his supervisors at work, and he wants to dress well for them. Cesar goes to _____₅ clothing store at _____₆ mall. He finds _____₇ gray suit at _____₈ store. It's on sale! He buys _____₉ suit. Now he is ready for _____₁₀ meetings at work.

To the Teacher: See directions on p. 9.

English—No Problem! Level 1

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job!

Project Assessment Form

<u>Criteria</u>	<u>Performance</u>		
Part 1. Time Lines	Unclear or incomplete	Partially clear	Fully clear
a. Event years are written.	0	1	2
b. Brief descriptions of events are written.	0	1	2
c. Time line is discussed.	0	1	2
d. Two future goals are written.	0	1	2
Part 2. Presenting the Party	Unclear or incomplete	Partially clear	Fully clear
a. Education information is on resume.	0	1	2
b. Work information is on resume.	0	1	2
c. Future plans are discussed.	0	1	2

Comments on Learner Performance:

Benchmarks for Learner Performance

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

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

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

To the Teacher: See directions on p. 6.

Master 71a

Use to assess or review Unit 8.

Name: _____ Date: _____ Class: _____

Unit 8: I Want a Good Job! Unit Checkup/Review

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

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

Part 2: Learning for Life

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

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

TCR Corporation Job Performance Review

Competencies and Job Skills	Excellent	Good	Needs to Improve
1. On time for work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attendance at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To the Teacher: See directions on p. 6.

English—No Problem! Level 1



Master 71b

Use to assess or review Unit 8.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Complete the sentences. Use the words in the box.

a

✓but

the

can

can't

but

Roxanne likes her job, but₁ she wants more responsibility. She wants ₂ different job, ₃ she needs to improve some skills. She ₄ use a computer, but she can't write very well. She ₅ always get to meetings on time. She likes ₆ idea of a distance-learning class.

Part 4: Vocabulary

Complete the story. Use the words in the box.

bulletin board

congratulates

✓improve

responsibilities

cable TV

distance-learning

improving

skills

checks out

employee

Internet

Roxanne is going to take classes to improve₁ her ₂. She wants more ₃ at work. She wants to be a better ₄ at TCR Corporation.

She sees a flyer on a ₅. There is a writing class at an adult school. The school has a ₆ program, so she can study at home. She registers for an online computer class about the ₇. The writing class is on ₈. She ₉ videos at the library and watches them at home.

Roxanne's boss is happy. He sees that Roxanne is ₁₁ her skills. He ₁₀ her.

To the Teacher: See directions on p. 6.

Answers and Listening Scripts

These listening passages are *not* included on the *English–No Problem!* audiotope or audio CD for Level 1.

WARM-UP UNIT

Unit Master 11: Going to Class

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

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

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

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

Group 5: I'm David. It's Friday.
It's cloudy. It's 8:20.
He's early.

Unit Master 12: Syllable Stress

Listening Script/Answers

- | | | |
|----|-------------|-----------------------|
| 2 | area | <i>ar e a</i> |
| 3 | city | <i>ci ty</i> |
| 4 | directions | <i>di rec tions</i> |
| 5 | information | <i>in for ma tion</i> |
| 6 | listen | <i>lis ten</i> |
| 7 | number | <i>num ber</i> |
| 8 | open | <i>o pen</i> |
| 9 | ready | <i>read y</i> |
| 10 | student | <i>stu dent</i> |
| 11 | supplies | <i>sup plies</i> |
| 12 | teacher | <i>teach er</i> |
| 13 | weather | <i>weath er</i> |

Unit Master 15: Unit Checkup/Review

Listening Script

Listen to Mr. Allen talk to Tomas about school.

Mr. Allen: Welcome to English class, Tomas.

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

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

Circle the answers to the questions.

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

Answers

Part 1

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

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

Part 2

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

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

Part 3

2. He
3. is
4. are
5. My
6. I'm

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

Part 4

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

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

UNIT 1

Unit Master 16: Guess the Sentence

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

Unit Master 18: The Neighborhood

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

Unit Master 20: Solving Problems

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

Answer: They need to live with Nassim's family.

Nassim and Lusala live in a small apartment.

Answer: They need a big apartment.

Big apartments are expensive.

Answer: Nassim needs to get a job.

Nassim needs a job.

Answer: Nassim calls about a job.

Unit Master 22: Unit 1 Checkup/Review

Listening Script

Listen to Nassim talk.

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

Answer True or False.

1. Nassim has a job in a hospital.
2. The job is a good one.

- Nassim lives in a small apartment.
- She lives near her job.
- Nassim's parents live with her.

Answers

Part 1

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

Part 2

- Court
 - Mabel
 - 1036 Cypress Avenue
 - Redding
 - California
- Suggested point total: 5 points each (25 points for this section).

Part 3

- Is Dave a teacher? Yes, he is.
- Is Dave a doctor? No, he isn't.
- Is Ross 9 years old? No, he isn't.
- Is Ross a daughter? No, he isn't.
- Are they a happy family? Yes, they are.

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

Part 4

- full-time
 - near
 - on
 - Street
 - husband
 - school
 - son
 - park
 - Call
 - Tell
- Suggested point total: 3 points each (30 points for this section).

UNIT 2

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

Words with the a sound in date

- bakes
- cake
- late
- makes
- name
- paper
- rainy
- raises
- state
- takes
- trades

Words with the a sound in at

- activity
- ad
- address
- answer
- ask
- calendar
- class
- glad
- plans

Present tense verb final s = s

- bakes
- makes
- takes

Present tense verb final s = z

- plans
- raises
- trades

Unit Master 26: Crossword Puzzle

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



Unit Master 27: Questions and Answers

- Pavel** trades days with Jake.
- Does Pavel trade days with Jake?
- No, he doesn't.
- Boris** trades days with Jake.

- Yelena needs to plan a party for **Boris**.
- Does Yelena need to plan a party for Boris?
- No, she doesn't.
- She needs to plan a party for Pavel.

- Rosa and Yelena buy **school** supplies.
- Do Rosa and Yelena buy school supplies?
- No, they don't.
- They buy party supplies.

- Jake** makes the cake.
- Does Jake make the cake?
- No, he doesn't.
- Boris** makes the cake.

- The birthday party is in the **house**.
- Is the birthday party in the house?
- No, it isn't.
- It's in the yard.

- It rains at the **party**.
- Does it rain at the party?
- Yes, it does.
- It rains at the party.

**Unit Master 30:
Unit 2 Checkup/Review**

Listening Script

Listen to Boris talk to Yelena about the birthday party.

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

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

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

Circle the answers to the questions.

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

Answers

Part 1

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

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

Part 2

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

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

Part 3

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

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

Part 4

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

6. note
7. favor
8. guests
9. presents
10. celebrate
11. thanks

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

UNIT 3

**Unit Master 31:
Making Sentences**

Part 1

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

Part 2

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

**Unit Master 32:
At the Doctor's Office**

A: Hi. How are you today?

B: Not very well. I feel sick.

A: What are your symptoms?

B: I have a sore throat and a bad cough.

A: You have a fever. Do you have a headache?

B: Yes, I do.

A: Take this medicine. Stay home and rest.

B: OK, doctor. Thank you.

Unit Master 34: Intonation

Arrow Up

Is your appointment at 3:00?
Do you need a tissue?
Are your children sick?

Does he need medicine?
Do you have your information?

Arrow Down

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

**Unit Master 37:
Unit 3 Checkup/Review**

Listening Script

Listen to Jim talk to the receptionist at the doctor's office.

Jim: Hi. I have a doctor's appointment today at three o'clock. I need to change it.

Receptionist: Is tomorrow at ten o'clock okay?

Jim: Yes. Tomorrow at 10 is good. Thank you.

Answer True or False.

1. Jim talks to the doctor.
2. Jim has an appointment tomorrow at 4:00.
3. Jim needs to change his appointment.
4. Jim doesn't need to see the doctor.
5. Jim can come in tomorrow at ten.

Answers

Part 1

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

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

Part 2

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

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

Part 3

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

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

Part 4

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

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

UNIT 4

Unit Master 40: Word Search

h t n t e r s w m n e d
 x c v b n m h a s d k l
 z a q x s w i c s d e r
 f g h b n m r i w p l m
 y p h c l o t h e s b n
 x a v g y u i k a l m l
 q n w q t i g h t y p o
 s t s a m p b v e d e o
 v s x z i l s d r e s s
 n p f x u o l r e w c e
 m y h s h o e s m j p q
 u t j e t s d d n r l a

**Unit Master 41:
This, That, These, Those**

- 1. These shirts are \$30.00
- 2. Those shoes are \$29.50.
- 3. That T-shirt is \$9.50.
- 4. These pants are \$35.99.
- 5. This sweater is \$29.50.

Unit Master 42: Sounds of e

I need to buy cheap shoes.
The rent is expensive.

We need to return these clothes.
He speaks English at work.
She sends checks to her mother.

“be” words “end” words

need	rent
cheap	expensive
return	sends
these	checks
need	
We	
speaks	
He	
She	

**Unit Master 45:
Unit 4 Checkup/Review**

Listening Script

Ramon likes his job at the restaurant.

Mr. Martin asks him to work more hours this week.

Ramon wants to work more hours. It is good for his budget.

Circle the answers to the questions.

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

Answers

Part 1

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

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

Part 2

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

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

Part 3

- 2. is planning
- 3. are studying
- 4. to practice
- 5. Are you saving
- 6. this

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

Part 4

- 2. dress
- 3. credit card
- 4. tries on
- 5. tight
- 6. fit
- 7. return
- 8. on sale
- 9. better
- 10. budget
- 11. wear

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

UNIT 5

Unit Master 46: Word Search

n p i r s f i s h t o b
 o j c t o n s l i o v r
 o s b b u r s e l m a e
 d f m n p e e r w a m a
 l d i p m a j i i t g d
 e m l e t t u c e o r i
 s b k a c k p e x w n s
 w q d s i c h i c k e n
 r x j o a c r p x u g a
 a k o t m o e t c p g c
 c n u e p r o a s s s k
 w r o t e n m c h j u s

Unit Master 47: Questions

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

Unit Master 48: Statements

Answers will vary. All statements should start with *There*.

Unit Master 49: Food Pyramid

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

Unit Master 50: Questions/Answers with or

She buys food at Sam's Market or Save-a-lot.

They have pizza or fast food every Friday.

Do you like hamburgers or hot dogs?

He likes bananas or apples for snacks.

Do you want rice or potatoes with dinner?

Unit Master 52: Unit 5 Checkup/Review

Listening Script

Listen to Miyako talk about eating out.

My friends at school like to eat out for lunch.

There are cheap places to eat near the school.

But there are not many healthy choices.

Circle the answers to the questions.

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

Answers

Part 1

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

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

Part 2

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

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

Part 3

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

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

Part 4

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

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

UNIT 6

Unit Master 53: Dictation

Listening Script/Answers

1. Yesterday **was** Wednesday.
2. Last night the weather **was** rainy.
3. Sara **was** shocked when she got home.
4. Her doors **were** not locked.
5. Her windows **were** open.
6. Her lights **were** not on.

7. The computer **was** gone!
8. Her TV and VCR **were** not there!
9. There **was** a burglary at her apartment.

Unit Master 54: A Day at School

went
took
wore
arrived
talked
had
studied
looked
went
was

Unit Master 58: Unit 6 Checkup/Review

Listening Script

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

Mrs. Caruso: Oh, Sara, what did the burglar steal last night?

Sara: Hello, Mrs. Caruso. He took my computer and TV, but no money.

Mrs. Caruso: I'm glad the police found everything.

Circle the answers to the questions.

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

Answers

Part 1

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

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

Part 2

- 2. thin
- 3. long
- 4. glasses
- 5. mustache
- 6. T-shirt

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

Part 3

- 2. saw
- 3. did you call
- 4. Was
- 5. locked
- 6. closed

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

Part 4

- 2. crime
- 3. witness
- 4. description
- 5. report
- 6. light
- 7. dark
- 8. computer
- 9. important
- 10. keys
- 11. fill out

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

UNIT 7

**Unit Master 59:
Possessive Adjectives**

I like **my** class.

He eats **his** lunch at 11:30.

She does **her** homework every night.

We have **our** computer class on Wednesday.

Do you have **your** English book?

They have **their** history class at 4:00.

**Unit Master 60:
Solving Problems**

Jordan and Mr. Kenyon can meet

Wednesday or Friday at 12 noon.

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

Diane plays basketball, and Kathryn plays soccer.

John has math on Monday, and he has English on Tuesday.

Ms. Brown teaches English in the morning, and she teaches Spanish in the afternoon.

Mr. Lee works late on Wednesday, and Mrs. Lee works late on Monday.

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

Long o: piano, home, no, phone, code, go

Short o: soccer, shop, job, geometry

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

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

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

Listening Script

Listen to Thuy and Karen talk about Minh.

Thuy: Karen, I have a new job. Now I can take care of the children in the morning.

Karen: That's great, Thuy. Is Minh still playing basketball and soccer?

Thuy: Yes, but she quit her job. Now she has more time to study.

Circle the answers to the questions.

- 1. Thuy has a new job.
- 2. Thuy takes care of the children in the morning.
- 3. Karen plays basketball and soccer.
- 4. Minh has a new job.
- 5. Minh has more time to study.

Answers

Part 1

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

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

Part 2

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

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

Part 3

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

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

Part 4

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

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