

English

No Problem!

Reproducible Masters

FOR BOOK 2



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

B O O K 2

English

No Problem!

Reproducible

Masters

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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
- Master 6 Venn Diagram
- Master 7 Pie Chart

Generic Assessment Masters

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

Masters for Unit 1

- Master 13 Study Skill: KWL – Use after page 11 and at the end of the unit.
- Master 14 Grammar: Bingo Game – Use after Lesson 1, page 13.
- Master 15 Game: Good and Bad Job Interviews – Use after Lesson 3, page 20.
- Master 16 Thinking Skill: Making Decisions – Use after Lesson 3, page 20.
- Master 17 Unit 1 Project: Complete an Application Form – Use with the Unit 1 Project, page 21.
- Master 18 Unit 1 Checkup/Review – Use to assess or review Unit 1. Has 2 pages.

Masters for Unit 2

- Master 19 Grammar: An Interview – Use after Lesson 1, page 26.
- Master 20 Grammar: Bingo Game – Use after Lesson 2, page 28.
- Master 21 Phonics: Sounds of *o* – Use after Lesson 2, page 29.
- Master 22 Thinking Skill: Pie Chart – Use after Lesson 3, page 32.
- Master 23 Life Skill: Share a Recipe – Use after Lesson 3, page 32, and with the Unit 2 Project, page 33.
- Master 24 Unit 2 Project: Plan an International Party – Use with the Unit 2 Project, page 33.
- Master 25 Unit 2 Checkup/Review – Use to assess or review Unit 2. Has 2 pages.

Masters for Unit 3

- Master 26 Grammar: Acting Out Feelings – Use after Lesson 2, page 41.
- Master 27 Thinking Skill: Compare and Contrast Daily Activities – Use after Lesson 2, page 41.
- Master 28 Game: Find Your Match – Use after Lesson 3, page 43.
- Master 29 Grammar: Bingo Game – Use after Lesson 3, page 44.
- Master 30 Unit 3 Project: A Presentation about Your Life – Use with the Unit 3 Project, page 45.
- Master 31 Project Assessment Form – Use to assess the Unit 3 Project, page 45.
- Master 32 Unit 3 Checkup/Review – Use to assess or review Unit 3. Has 2 pages.

Masters for Unit 4

- Master 33 Song: She'll Be Comin' 'Round the Mountain – Use after Lesson 1, page 50.
- Master 34 Grammar: Find Your Match – Use after Lesson 2, page 51.
- Master 35 Life Skill: Complete a Check – Use after Lesson 2, page 51.
- Master 36 Pronunciation/Listening: Dictation – Use after Lesson 3, page 55.
- Master 37 Unit 4 Project: Make Your Budget – Use with the Unit 4 Project, page 57.
- Master 38 Unit 4 Checkup/Review – Use to assess or review Unit 4. Has 2 pages.

Masters for Unit 5

- Master 39 Grammar: Comparisons – Use after Lesson 1, page 61.
- Master 40 Grammar: Order from a Catalog – Use after Lesson 3, page 67.
- Master 41 Pronunciation: Tic-Tac-Toe Game – Use after Lesson 3, page 67.
- Master 42 Game: Bingo – Use after Lesson 3, page 67.
- Master 43 Unit 5 Project: Find a Bargain – Use with the Unit 5 Project, page 69.
- Master 44 Unit 5 Checkup/Review – Use to assess or review Unit 5. Has 2 pages.

Masters for Unit 6

- Master 45 *Game: Tic-Tac-Toe* – Use after Lesson 1, page 73.
- Master 46 *Pronunciation: Say It Two Ways* – Use after Lesson 3, page 79.
- Master 47 *Grammar: What We Are Doing and What We Were Doing* – Use after Lesson 3, page 79.
- Master 48 *Grammar: What Could You Do?* – Use after Lesson 3, page 80.
- Master 49 *Unit 6 Project: Make a Complaint* – Use with the Unit 6 Project, page 81.
- Master 50 *Project Assessment Form* – Use to assess the Unit 6 Project, page 81.
- Master 51 *Unit 6 Checkup/Review* – Use to assess or review Unit 6. Has 2 pages.

Masters for Unit 7

- Master 52 *Life Skill: Complete a Paycheck and Stub* – Use after Lesson 1, page 84.
- Master 53 *Grammar: Bingo Game* – Use after Lesson 1, page 85.
- Master 54 *Thinking Skill: A Pie Chart* – Use after Lesson 1, page 86.
- Master 55 *Pronunciation: Tic-Tac-Toe Game* – Use after Lesson 2, page 88.
- Master 56 *Grammar: Find Your Match* – Use after Lesson 3, page 91.
- Master 57 *Unit 7 Project: Calculate Taxes* – Use with the Unit 7 Project, page 93.
- Master 58 *Unit 7 Checkup/Review* – Use to assess or review Unit 7. Has 2 pages.

Masters for Unit 8

- Master 59 *Thinking Skill: What Are My Strengths?* – Use after Lesson 1, page 98.
- Master 60 *Study Skill: Create a Bar Graph* – Use after Lesson 2, page 100.
- Master 61 *Pronunciation: Dictation* – Use after Lesson 3, page 103.
- Master 62 *Grammar: What Will You Do?* – Use after Lesson 3, page 104.
- Master 63 *Unit 8 Project: Describe Yourself* – Use with the Unit 8 Project, page 105.
- Master 64 *Unit 8 Checkup/Review* – Use to assess or review Unit 8. Has 2 pages.

Masters for Unit 9

- Master 65 *Grammar: What Are They Celebrating?* – Use after Lesson 1, page 110.
- Master 66 *Pronunciation: Dictation* – Use after Lesson 2, page 112.
- Master 67 *Game: Bingo* – Use after Lesson 2, page 113.
- Master 68 *Grammar: How Do You Celebrate?* – Use after Lesson 3, page 116.
- Master 69 *Unit 9 Project: Present a Success Story* – Use with the Unit 9 Project, page 117.
- Master 70 *Project Assessment Form* – Use to assess the Unit 9 Project, page 117.
- Master 71 *Unit 9 Checkup/Review* – Use to assess or review Unit 9. Has 2 pages.

Directions for Using the Masters

Customizable Graphic Organizers

Master 1: Bingo Chart

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

Masters 2–4: Charts

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

Masters 5–6: Idea Map, Venn Diagram

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

Generic Assessment Masters

Masters 8–9: General Rubrics for Oral and Written Communication

By using a rubric, you can track the progress of learners as they engage in discussions, dialogues, and presentations.

Masters 10–11: Self-Assessment (Speaking, Listening, Writing, Reading)

These masters are to be used at the beginning of the course and at the end of Units 3, 6, and 9 to track learner progress. The completed masters may be kept in learner portfolios.

Master 12: Peer Assessment Form for Projects and Tasks

Learners can use this master to provide feedback to other learners in a small-group setting before presentations are made to the class.

Unit-Specific Masters

Bingo Games (Unit Masters 14, 20, 29, 42, 53, 67)

Distribute copies of the bingo game. (Note: With Master 42, distribute a copy of the blank bingo chart—Master 1—as well.) Read and explain the directions to

learners. Explain that to win, learners may complete a horizontal (→), vertical (↓), or diagonal (↘/↗) line of squares. Discuss the example if one is given. Briefly review questions on the card to check comprehension. You may put your own card on an overhead transparency and play along.

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

Unit Checkup/Reviews (Unit Masters 18, 25, 32, 38, 44, 51, 58, 64, 71)

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

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

Project Assessment Forms (Unit Masters 31, 50, 70)

These forms are designed to help you evaluate learner performance on a unit project. Make a copy for each learner and record evaluations on the forms. These are for the unit projects for Units 3, 6, and 9.

Tic-Tac-Toe Games (Unit Masters 41, 45, 55)

Draw a tic-tac-toe grid on the board or on an overhead transparency. Let learners decide if they want to play in pairs, groups of four, or two class teams. Suggest that learners begin by selecting a sound. They will write words with that sound in boxes of the tic-tac-toe grid, trying to get three in a row horizontally (→), vertically (↓), or diagonally (↘/↗).

Dictations (Unit Masters 36, 61, 66)

Have learners work in pairs. Cut apart the page. Give each partner a different section. Read the directions. Pronounce each word, and ask learners to repeat. Circulate among partners to listen to the practice. Model correct pronunciation as needed.

Then give the partner who dictated the words the lined section and the partner who wrote the words the list of words. Ask them to help check each other's spelling.

Master 13: KWL

Have learners work in small groups to complete the KWL chart. Refer them to "Setting Goals" on page 11 of the student book. Discuss the example.

Master 15: Good and Bad Job Interviews

Have learners work in small groups. Explain the rules. Ask for volunteers to demonstrate how the game is played.

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

Master 16: Making Decisions

Copy each story on a different color paper. Ask learners to work in pairs. Give each partner a different story.

Master 19: An Interview

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

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

Master 22: Pie Chart

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

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

Master 23: Share a Recipe

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

possible, the previously prepared dish itself for the international party.

Master 24: Plan an International Party

Give a copy to each learner to use in completing the Unit 2 Project.

Master 26: Acting Out Feelings

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

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

Master 27: Compare and Contrast Daily Activities

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

Master 30: A Presentation about Your Life

Give a copy to each learner to use in completing the Unit 3 Project. Refer learners to the lessons for points 1–3:

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

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

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

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

Master 33: She'll Be Comin' 'Round the Mountain

Divide the class into four groups. Have each group memorize and be ready to sing one of the four stanzas. Each group creates an illustration for its stanza (e.g., Group 1—a mountain, Group 2—white horses, etc.)

Master 35: Complete a Check

Distribute the master. Learners work individually. Make sure they understand that they are to use their own information or, if they wish, fictitious information.

Master 40: Order from a Catalog

Learners first talk about what they would like to order from the catalog. Circulate as they talk and model using compound sentences.

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

Master 43: Find a Bargain

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

Master 46: Say It Two Ways

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

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

Master 47: What We Are Doing and What We Were Doing

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

Master 48: What Could You Do?

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

Master 49: Make a Complaint

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

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

Master 52: Complete a Paycheck and Stub

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

Master 54: Pie Chart

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

Master 57: Calculate Taxes

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

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

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

Master 59: What Are My Strengths?

Have learners work in pairs. Review the skills with learners and explain any that they don’t understand. Circulate and listen to pairs discuss their skills so you can help if necessary.

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

Master 60: Create a Bar Graph

Note: Be prepared to introduce the topic of divorce rates with sensitivity. Try to anticipate how learners may respond to this topic, and be prepared to provide well-balanced, fair, and objective feedback.

Collect information on birth and death rates and unemployment rates in countries represented in your classroom. Try searching for this data on the Internet. Provide groups with data that they can convert to a bar graph. Put learners from different countries in each group so they can compare data.

Master 62: What Will You Do?

Have learners work in pairs. Review directions and the example.

Master 63: Describe Yourself

Give a copy to each learner to use in completing the Unit 8 Project on page 105.

Master 65: What Are They Celebrating?

Have learners work in pairs. Ask them to identify the celebration in each picture. Discuss the details in the pictures. Elicit examples of sentences with pronouns.

Master 68: How Do You Celebrate?

Have learners work in pairs. Ask them to identify the celebration in each picture. Elicit examples of sentences with verbs in the past tense.

Master 69: Present a Success Story

Give a copy to each learner to use in completing the Unit 9 Project on page 117. Explain how organizing the information on the cards can help learners prepare their presentations.

Master 1

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Bingo Chart

1	2	3	4	5

To the Teacher: See directions on p. 6.

English—No Problem! **Level 2**

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.

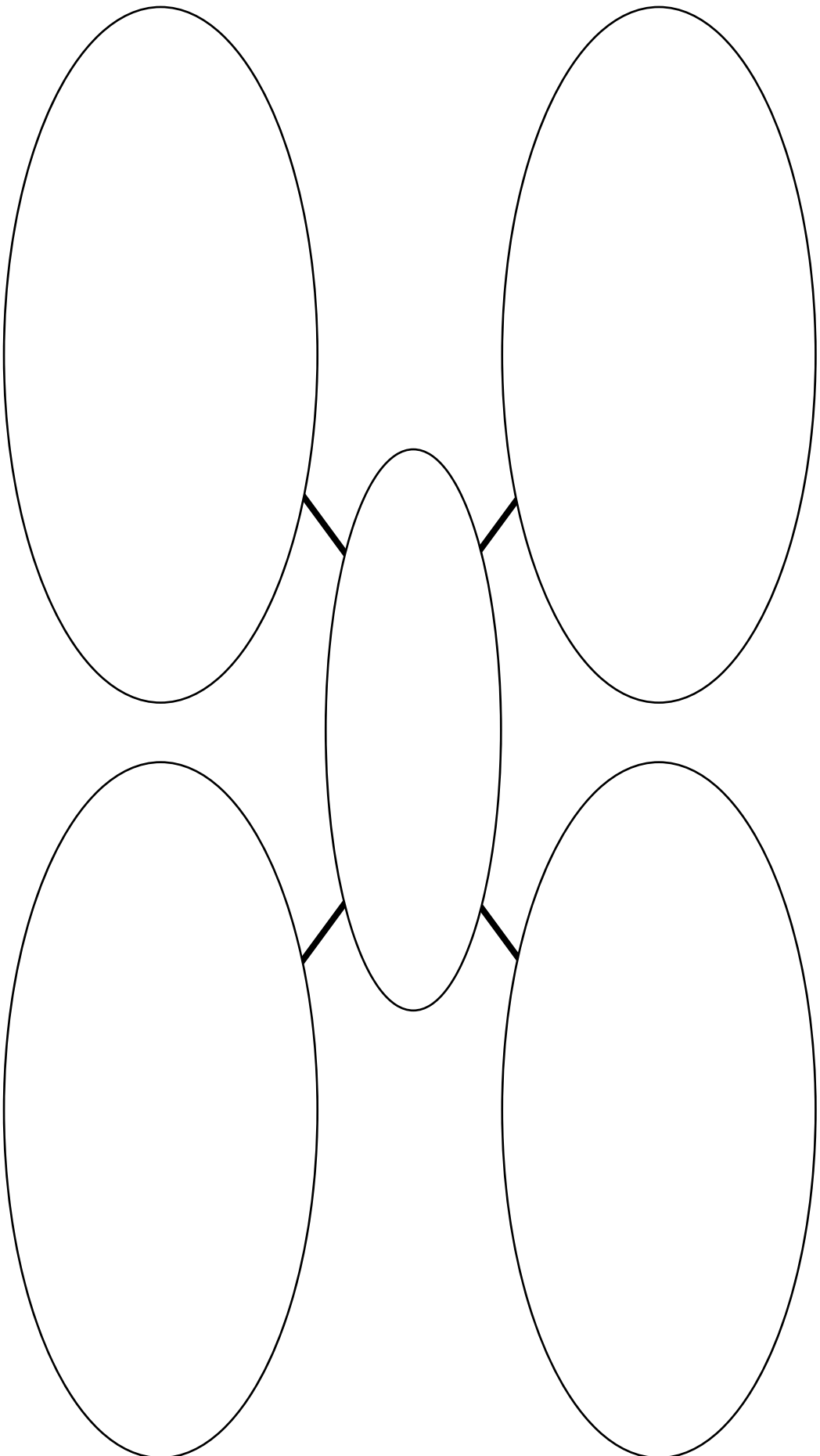
English—No Problem! Level 2

Master 5

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Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Idea Map

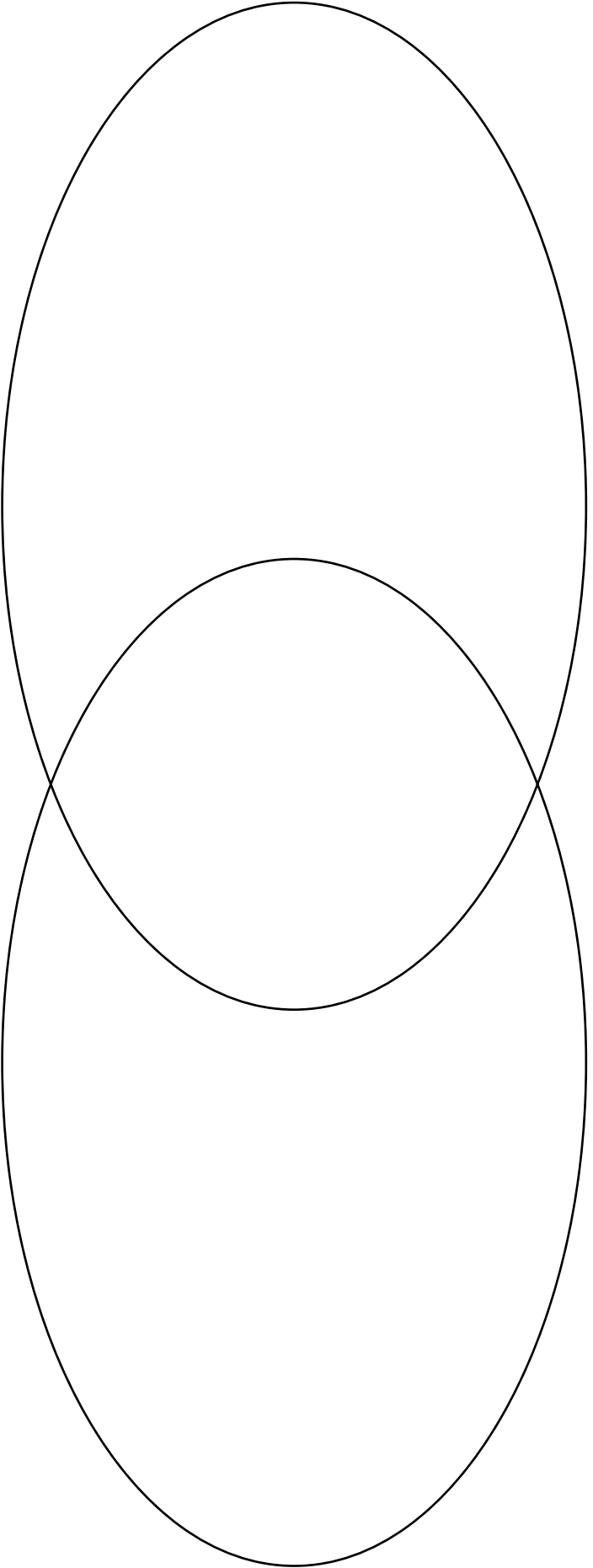


To the Teacher: See directions on p. 6.

Master 6

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Venn Diagram

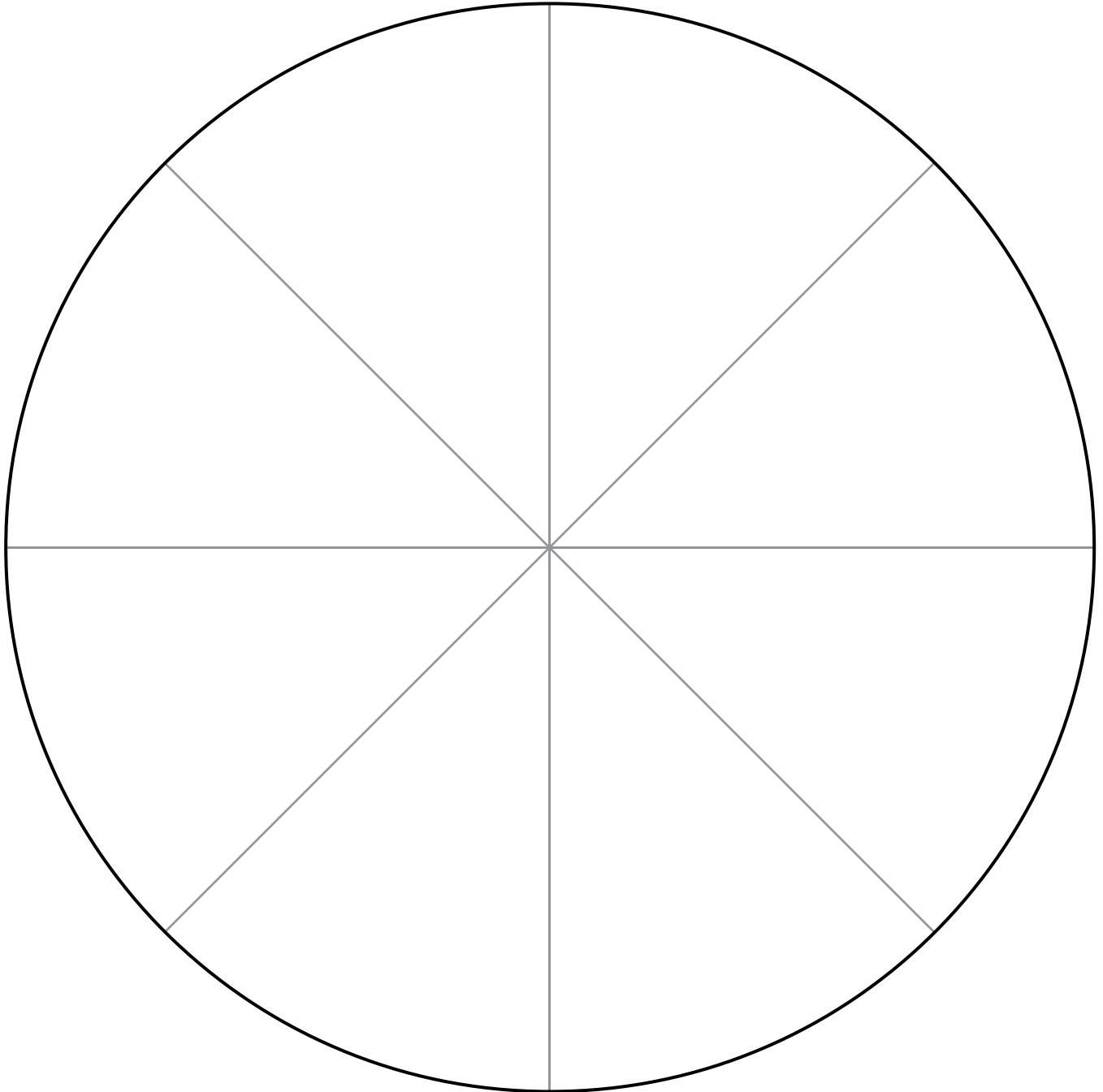


To the Teacher: See directions on p. 6.

Master 7

Name: _____ Date: _____ Class: _____

Customizable Graphic Organizer Pie Chart



To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 8

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 9

Name: _____ Date: _____ Class: _____

Task or Project: _____

Generic Assessment Master Written Communication Rubric

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

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 10

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 skills					
talk about my health					
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 11

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: _____					
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 12

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 13

Use after page 11 and at the end of the unit.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Study Skill: KWL

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

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

Know	Want to Know	Learned
<i>I can list my skills.</i>	<i>I want to know about job applications.</i>	<i>I learned to complete a job application.</i>

To the Teacher: See directions on p. 7.

Master 14

Use after Lesson 1, page 13.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Grammar: Bingo Game

Walk around. Ask a learner one of the questions on your card (e.g., Can you fix things?). If the learner answers *Yes*, using a complete sentence (e.g., Yes, I can fix things.), that learner writes his or her initials on your card in the correct box. Each learner writes in only one box.

Can you . . .				
fix things?	be organized in a job?	organize books in a library?	be confident and polite in an interview?	complete a job application?
work in a hospital?	understand a job ladder?	have good eye contact with an interviewer?	talk to an interviewer?	talk to a friend about your career?
ask for ideas from friends?	ask your children to help you?	FREE SPACE	get an entry-level job?	go for a job interview?
sing?	list your skills?	ask your teacher to help you?	tell your experiences?	work in a bank?
ask your boss for a new job?	learn quickly?	tell your problems to your family?	plan your career?	help your family with good advice?

To the Teacher: See directions on p. 6.

Master 15

Use after Lesson 3, page 20.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Game: Good and Bad Job Interviews

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

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

Shake hands firmly.	Be on time.
Make good eye contact.	Never smoke or chew gum.
Thank the interviewer.	Act interested in the job.
Be confident.	Be polite.
Wear neat clothes.	Send a thank-you note.

To the Teacher: See directions on p. 7.

Master 16

Use after Lesson 3, page 20.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Thinking Skill: Making Decisions

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

Story 1

Mary Parks is a car salesperson.

She works very hard.

She has many sales every month.

After one year, she talks to her supervisor.

She says that she wants to be a supervisor too.

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

Story 2

Abdul Hajib has a technical degree from India.

He has no job experience.

He is in an English 3 class.

He is excited about a career in the United States.

1. What can you say to Abdul?
2. Can he get an entry-level job first?
3. What else can he do?

To the Teacher: See directions on p. 7.



Master 17

Use with the Unit 1 Project, page 21.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Unit 1 Project: Complete an Application Form

APPLICATION FOR EMPLOYMENT

PLEASE PRINT CLEARLY. COMPLETE ALL ITEMS.

ELECTRO-NOW

Equal Opportunity Employer

PERSONAL INFORMATION

Date:	Social Security Number:	DOB:
Name: Last First Middle	Phone:	
Address: Street City State Zip		

Can you lawfully work in the US? Yes No

How do you know about our company? Walk-in Newspaper School Friend
 Agency Other _____

Education	Name and Location	Date
High School		
College		
Technical School: Business, Trade, Other		

WORK EXPERIENCE

List your last job first.
 May we contact your current employer? Yes No

Dates	Employer/Address	Supervisor's Name/Phone

Date _____ Applicant's signature _____

Master 18a

Use to assess or review Unit 1.

Name: _____ Date: _____ Class: _____

Unit 1: Time for a Change

Unit 1 Checkup/Review

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

- | | | |
|----------------------|---------------|---------------|
| 1. True <u>False</u> | 3. True False | 5. True False |
| 2. True False | 4. True False | 6. True False |

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

I need my training and my job history.

I need to learn more about technical work.

He can tell me about the programs.

I can be a cashier.

I can think about my experience.

I am very organized.

1. You can work well with numbers. What kind of work can you do?

I can be a cashier.

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

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

4. What is one of your skills?

5. What training do you need?

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

To the Teacher: See directions on p. 6.



Master 18b

Use to assess or review Unit 1.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Use the words in the box to complete the sentences.

✓ can

am

is

can

is

can

My friend Rashid _____¹ can speak two languages. He
_____² bilingual. He works as a taxi driver. I think he
_____³ get a better job. He _____⁴ very ambitious
and hard working. Maybe he _____⁵ attend a training class to
become an interpreter or a translator. I _____⁶ confident that he will
reach his goals.

Part 4: Vocabulary

Choose the correct word and write it on the line.

- To get a job you need to complete a(n) application.
(application/company)
- It is important to have _____.
(weakness/training)
- You need to have eye contact with the _____.
(helper/interviewer)
- One thing to put on your application is your _____.
(degree/interview)
- A(n) _____ person wants to be successful.
(ambitious/bilingual)
- Your _____ can give you a reference.
(supervisor/interviewer)
- Wear _____ clothes for a job interview.
(neat/polite)
- A training _____ can help you learn a new job.
(job ladder/program)
- When someone offers you a job, you want to know about the _____.
(pay/reference)
- You also need to learn about the _____.
(application/benefits)
- A(n) _____ is only the first step.
(entry-level job/job ladder)

To the Teacher: See directions on p. 6.

Master 19

Use after Lesson 1, page 26.

Name: _____ Date: _____ Class: _____

Unit 2: New Beginnings

Grammar: An Interview

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

1. What is your name? _____
2. Where are you from? _____
3. When did you come to the US? _____
4. Did you come alone? _____
5. How did you feel? _____
6. What did you do in your home country? _____
7. How is life in the US different from your home country?

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

My partner's name is _____

To the Teacher: See directions on p. 7.

Master 20

Use after Lesson 2, page 28.

Name: _____ Date: _____ Class: _____

Unit 2: New Beginnings

Grammar: Bingo Game

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

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

To the Teacher: See directions on p. 6.

Master 21

Use after Lesson 2, page 29.

Name: _____ Date: _____ Class: _____

Unit 2: New Beginnings

Phonics: Sounds of o

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

- | | | |
|-----------|--------------|--------------------------------------|
| 1. phone | <u>phone</u> | <u>I use the phone to call home.</u> |
| 2. road | _____ | _____ |
| 3. coach | _____ | _____ |
| 4. throw | _____ | _____ |
| 5. coffee | _____ | _____ |
| 6. pot | _____ | _____ |
| 7. clock | _____ | _____ |
| 8. stove | _____ | _____ |
| 9. nose | _____ | _____ |
| 10. toast | _____ | _____ |
| 11. blow | _____ | _____ |
| 12. shop | _____ | _____ |

Master 22

Use after Lesson 3, page 32.

Name: _____ Date: _____ Class: _____

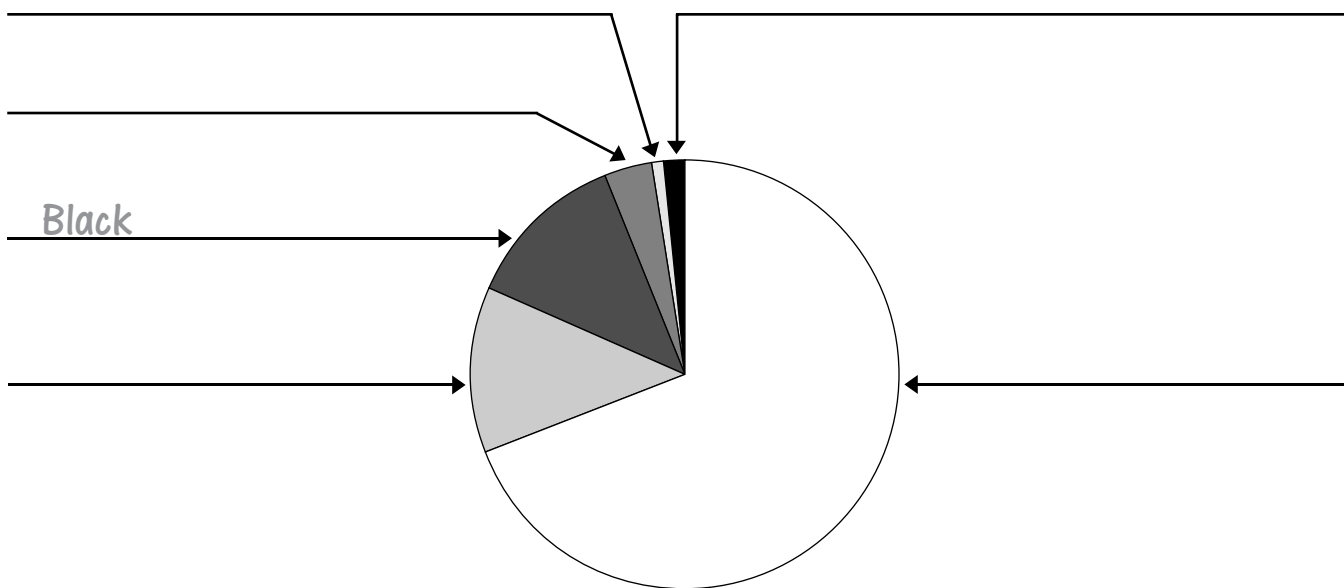
Unit 2: New Beginnings

Thinking Skill: Pie Chart

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

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

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



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

To the Teacher: See directions on p. 7.

Master 23

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

Name: _____ Date: _____ Class: _____

Unit 2: New Beginnings

Life Skill: Share a Recipe

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

Recipe for _____

Ingredients

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions

To the Teacher: See directions on p. 7.

Master 25a

Use to assess or review Unit 2.

Name: _____ Date: _____ Class: _____

Unit 2: New Beginnings

Unit 2 Checkup/Review

Part 1: Listening Listen to the phone message. Write the information.

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

Caller: _____

Message: _____

Call back? Yes No

Phone number: _____

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

 e 1. When Ritza got divorced

_____ 2. Fotini felt

_____ 3. Fotini learned new skills, like

_____ 4. She taught her granddaughters

_____ 5. Fotini made new friends

_____ 6. Raisa and Luisa

a. taking phone messages in English.

b. about life in Greece.

c. excited but a little scared.

d. enjoyed Fotini's stories about Greece.

e. she asked her mother, Fotini, to move from Greece to the US.

f. because she helped in the community.

Master 25b

Use to assess or review Unit 2.

Part 3: Grammar Use the simple past tense of the words in the box to complete the sentences.

ask go sit ✓ take talk teach

I took₁ classes when I came to the US. I also _____₂ Spanish at the university. One night I _____₃ to a dance with some friends. A young man _____₄ me to dance. We _____₅ at a table and _____₆ about life for hours!

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

adjust crafts help immigrants political ✓ volunteer
community culture homeless move tickets

Volunteering

Many people volunteer₁ to help in their neighborhoods. It's good to help in your _____₂. You can serve meals in a _____₃ shelter. You can sell _____₄ to a church festival. You can teach _____₅ in the community park. It feels good to _____₆ other people.

Immigration

Many _____₇ have come to the US for a better life. Some people came to the US for personal, economic, or _____₈ reasons. Immigrants brought their skills, their ideas, and their _____₉. Sometimes it is hard for people to _____₁₀ to change. There are many changes for immigrants who _____₁₁ to the US.

To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 26

Use after Lesson 2, page 41.

Name: _____ Date: _____ Class: _____

Unit 3: Balancing Your Life

Grammar: Acting Out Feelings

Work in a group. Partner A takes a card and acts out the feeling.

Other students guess the feeling. They can say, “Do you feel _____?”

Partner A answers: “Yes, I do,” or “No, I don’t.” The first person to guess the correct feeling takes the next card.

angry

		angry				tired			
		sick				nervous			
		happy				sad			
		scared				stressed			
		bored				excited			

To the Teacher: See directions on p. 7.

Master 27

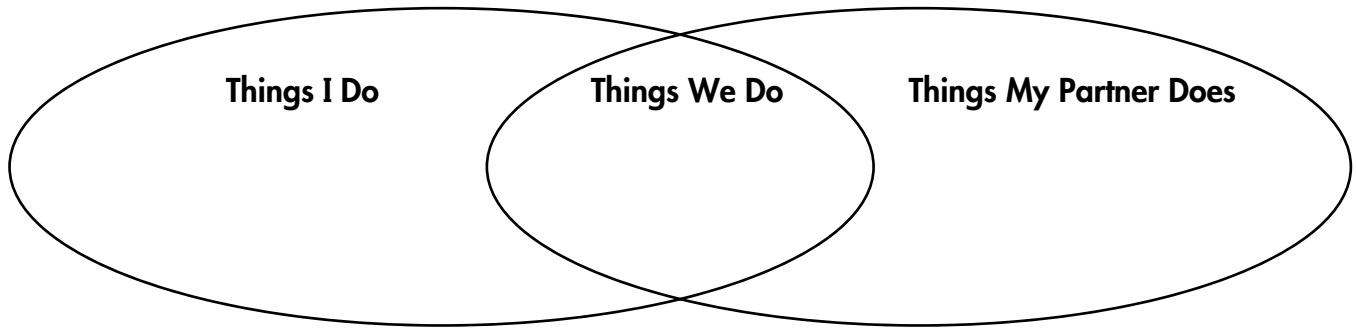
Use after Lesson 2, page 41.

Name: _____ Date: _____ Class: _____

Unit 3: Balancing Your Life

Thinking Skill: Compare and Contrast Daily Activities

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



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

Both _____ and I have a busy day. We both _____
partner's name
and _____, _____ also _____ and
partner's name

I _____ and

To the Teacher: See directions on p. 7.

Master 28

Use after Lesson 3, page 43.

Name: _____ Date: _____ Class: _____

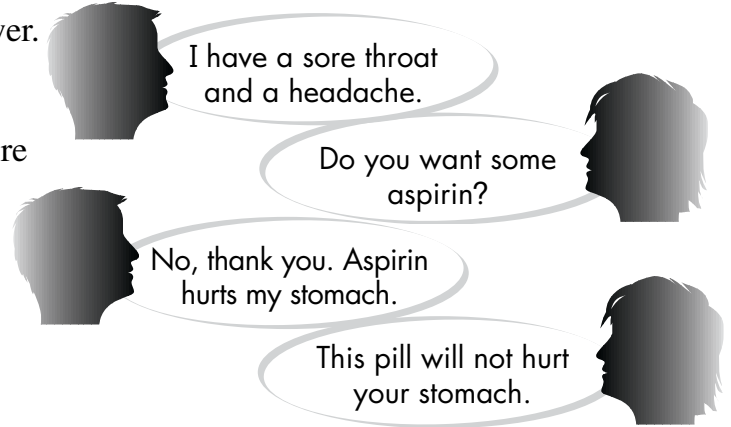
Unit 3: Balancing Your Life

Game: Find Your Match

Your teacher will give you a question or an answer.

Walk around and find a match. A question can come before or after a statement. Sometimes there is more than one possible match.

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



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

Master 29

Use after Lesson 3, page 44.

Name: _____ Date: _____ Class: _____

Unit 3: Balancing Your Life

Grammar: Bingo Game

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

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

To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 30

Use with the Unit 3 Project, page 45.

Name: _____ Date: _____ Class: _____

Unit 3: Balancing Your Life

Unit 3 Project: A Presentation about Your Life

Get ready for your presentation by writing on cards.

1. Everything I Do in a Week

4. How I Feel at Different Times of the Week

2. My Job or Family Responsibilities

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

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

Master 31

Use to assess the Unit 3 Project, page 45.

Learner's Name: _____ Date: _____

Unit 3: Balancing Your Life Project Assessment Form

<u>Criteria</u>	<u>Performance</u>		
	Unclear or incomplete	Partially clear	Fully clear
Part 1. Taking Notes			
a. What you do in a week	0	1	2
b. Your job or family responsibilities	0	1	2
c. What you like to do and why	0	1	2
d. How you feel	0	1	2
e. Your goal and plan	0	1	2

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

To the Teacher: See directions on p. 6.

Master 32a

Use to assess or review Unit 3.

Name: _____ Date: _____ Class: _____

Unit 3: Balancing Your Life

Unit 3 Checkup/Review

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

- | | | | |
|--------------------------|------------------|-------------------|------------------|
| 1. <u>Yes, she does.</u> | No, she doesn't. | 4. Yes, she does. | No, she doesn't. |
| 2. Yes, he can. | No, he can't. | 5. Yes, he does. | No, he doesn't. |
| 3. Yes, she does. | No, she doesn't. | 6. Yes, she does. | No, she doesn't. |

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

A. Raul plays the piano on a ship. He is home only two days a week. What can he do to balance his life?

1. He can ask to work half time, and he can get another part-time job at home.
2. _____
3. _____

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

4. _____
5. _____
6. _____

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

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

To the Teacher: See directions on p. 6.



Master 32b

Use to assess or review Unit 3.

Name: _____ Date: _____ Class: _____

Write a compound sentence about two things you do. Write a compound sentence about one thing that you want to do but can't.

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

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

7. _____

8. _____

Part 4: Vocabulary

Complete each sentence with a word from the box.

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

1. I need an aspirin. I have a headache.
2. Silvia cleans and cooks. She does _____.
3. She has too many responsibilities. She is _____.
4. Silvia can't go to work. She needs _____.
5. She _____ to the doctor's office.
6. The doctor tells her she needs to rest and _____ more.
7. The doctor also gives her a _____ for medicine.
8. He says, "Take two _____ every six hours."
9. She goes to the _____ to buy the pills.
10. She can ask her friend to _____ the children once a week.
11. Then Silvia can play _____.

To the Teacher: See directions on p. 6.

Master 33

Use after Lesson 1, page 50.

Name: _____ Date: _____ Class: _____

Unit 4: Making a Plan for Your Money

Song: She'll Be Comin' 'Round the Mountain

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

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

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

We'll all have chicken and dumplin's when she comes.
We'll all have chicken and dumplin's when she comes.
We'll all have chicken and dumplin's, we'll all have chicken and dumplin's,
We'll all have chicken and dumplin's when she comes.

Master 34

Use after Lesson 2, page 51.

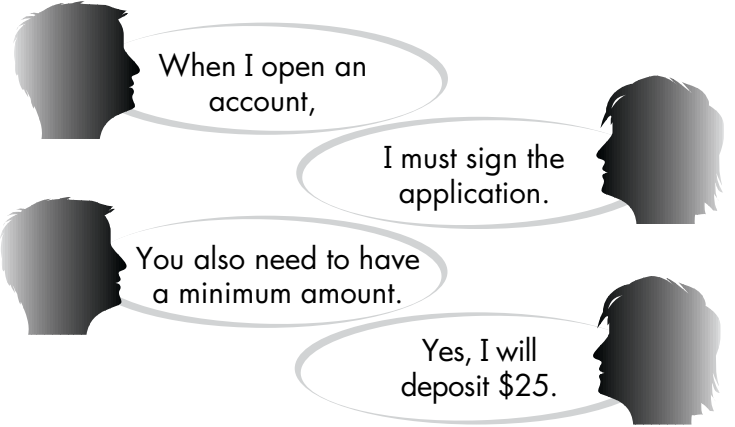
Name: _____ Date: _____ Class: _____

Unit 4: Making a Plan for Your Money

Grammar: Find Your Match

Your teacher will give you part of a sentence.

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



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

Master 35

Use after Lesson 2, page 51.

Name: _____ Date: _____ Class: _____


Unit 4: Making a Plan for Your Money

Life Skill: Complete a Check

Complete the statements with your information.

I need to pay my _____ bill. I have to write
a check for \$ _____ to _____
company/business.

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

1371
_____ PAY TO THE ORDER OF _____ \$ _____ DOLLARS
 Union Bank
MEMO _____
⑆ 22 ⑆ 27 ⑆ 346 ⑆ 8988 264 ⑆ 00 ⑆ ⑆ 37 ⑆

Fill out the check register.

Number	Date	Transaction Description	Payment (-)		Deposit (+)		\$ Balance	
							1,850	36
1369	8/15	Electricity	84	45			84	45
							1,765	91
1370	8/16	Groceries	98	72			98	72
							1,667	19

To the Teacher: See directions on p. 8.

Master 36

Use after Lesson 3, page 55.

Name: _____ Date: _____ Class: _____

Unit 4: Making a Plan for Your Money

Pronunciation/Listening: Dictation

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

1. church

6. share

11. much

2. child

7. shop

12. balance

3. wash

8. dish

13. subtract

4. change

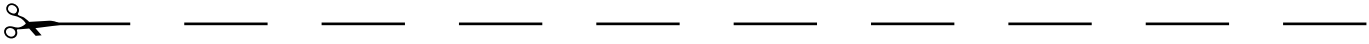
9. show

14. cash

5. sick

10. scared

15. paycheck



1. _____

6. _____

11. _____

2. _____

7. _____

12. _____

3. _____

8. _____

13. _____

4. _____

9. _____

14. _____

5. _____

10. _____

15. _____

To the Teacher: See directions on p. 6.

Master 37

Use with the Unit 4 Project, page 57.

Name: _____ Date: _____ Class: _____

Unit 4: Making a Plan for Your Money

Unit 4 Project: Make Your Budget

Monthly Income		Savings Goals	
1.		1.	
2.		2.	
	Total	3.	
			Total
Expenses That Stay the Same		Expenses That Change	
Rent		Food	
Electric		Clothing	
Car Insurance		Telephone	
Renters Insurance		Entertainment	
	Total A		Total B
Total A + Total B = Total Expenses =			

Master 38a

Use to assess or review Unit 4.

Name: _____ Date: _____ Class: _____

Unit 4: Making a Plan for Your Money

Unit 4 Checkup/Review

Part 1: Listening

Listen to Joseph tell his parents about his plans.

Circle *True* or *False*.

- | | | |
|--|---------------|---------------|
| 1. True <input checked="" type="radio"/> False | 3. True False | 5. True False |
| 2. True False | 4. True False | 6. True False |

Part 2: Learning for Life

Choose the best ending for each sentence.

Write the letter.

- | | |
|--|---|
| 1. To open a bank account you need to _____.
a. have a photo ID
b. fill out an application form
c. deposit a minimum amount
<input checked="" type="radio"/> d. a, b, and c | 4. One way to save money is to _____.
a. compare prices
b. have a lot of cash
c. eat at restaurants
d. use credit cards |
| 2. Do not endorse a check before you are ready to cash it because _____.
a. you need to show an ID
b. another person can cash it
c. the bank will not accept it
d. a, b, and c | 5. One monthly expense that stays the same is _____.
a. entertainment
b. food
c. rent
d. clothes |
| 3. To make a budget, first you should _____.
a. add your income and subtract expenses
b. buy things you want
c. pay all your bills
d. go to a bank | 6. Sometimes you have expenses that you don't plan for, like _____.
a. rent
b. electricity
c. insurance
d. car repair |

To the Teacher: See directions on p. 6.

Master 38b

Use to assess or review Unit 4.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Answer the questions. Use complete sentences.

Joseph's sister will come for a visit next week. Joseph wants to have a party. He will use some of his savings. Then he can invite his friends and family.

1. What does Joseph want? He wants to have a party.
2. Who will come to visit? _____

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

4. When will Joseph's sister come? _____

5. How will he pay for the party? _____

Part 4: Vocabulary

Complete the sentences. Use the words in the box.

balance
bills

✓ budget
checking

earning
paycheck

rent
savings

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

To the Teacher: See directions on p. 6.

Master 39

Use after Lesson 1, page 61.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Grammar: Comparisons

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





The jeans at the thrift shop are cheaper and they fit better.





Master 40

Use after Lesson 3, page 67.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Grammar: Order from a Catalog

Work with a partner. Look at these items from a catalog page. Decide on three items to order. Talk to your partner about your order. Try to use compound sentences.

Partner A: I want to buy a jacket, and I need to order some jeans.

Partner B: I don't have much money. I can buy shoes on sale, or I can buy a sweatshirt for my girlfriend.

Dress shirts	6196-3812	S-M-L-XL	\$29.50
Dressy pants	6622-7814	28-30-32-34-36	\$44.50
Sweatshirts	7844-5817	S-M-L-XL	\$28.00
Casual jeans	7480-3811	S-M-L-XL	\$39.99
Ladies' shoes	2174-4814	6-6½-7-7½-8-8½	\$36.00
Men's sandals	2165-7811	8-8½-9-9½-10-10½	\$27.50
Jackets	3738-9102	S-M-L-XL	\$51.00

After deciding, complete the order form.

Item #	Description	Size	Qty	Total
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
				Order Total _____

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

To the Teacher: See directions on p. 8.

Master 41

Use after Lesson 3, page 67.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Pronunciation: Tic-Tac-Toe Game

Read the words with a partner. Take turns. Write one word in a square.

The first person who has three words with the same *th* sound or the same beginning *s* sound in a row is the winner. A row can be across →, down ↓ or diagonal ↘↗.

both	other	size	stop	that	three
leather	sale	socks	store	thing	
mother	see	standard	style	think	

To the Teacher: See directions on p. 6.

Master 42

Use after Lesson 3, page 67.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Game: Bingo

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

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

To the Teacher: See directions on p. 6.

Master 43

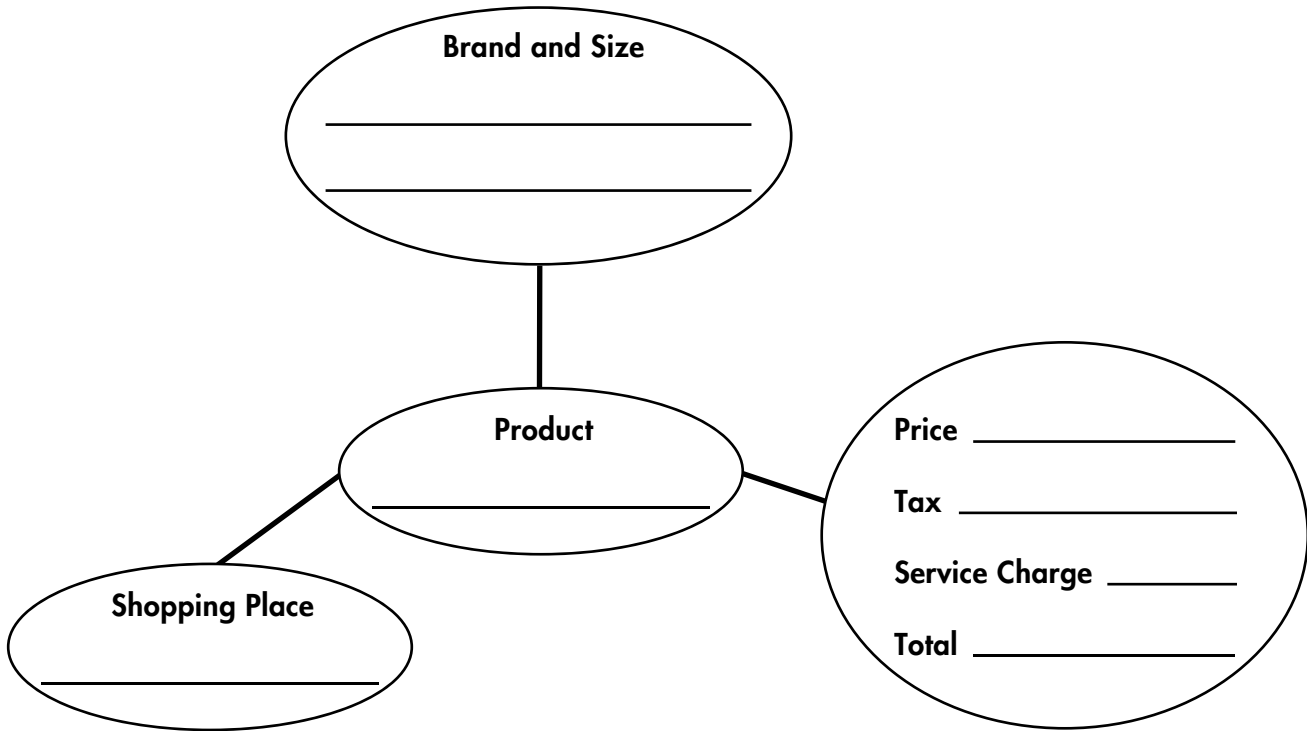
Use with the Unit 5 Project, page 69.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Unit 5 Project: Find a Bargain

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



Write why you chose this product from this source.

To the Teacher: See directions on p. 8.

Master 44a

Use to assess or review Unit 5.

Name: _____ Date: _____ Class: _____

Unit 5: Bargain Shopping

Unit 5 Checkup/Review

Part 1: Listening Listen to the radio advertisement. Choose the best ending for each sentence. Write the correct letter.

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

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

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

2. What are the advantages of using coupons? _____

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

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

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

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

To the Teacher: See directions on p. 6.



Master 44b

Use to assess or review Unit 5.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Use comparative adjectives to write a sentence with each set of words.

1. sandals, shoes, cheap

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

2. dress, jeans, casual

3. department store, Internet, easy

4. catalogs, store, fast

5. size 8 dress, size 14 dress, small

Part 4: Vocabulary

Use the word for the picture to write a sentence.



1. *Those pants look very good on you.*



4. _____



2. _____



5. _____



3. _____



6. _____

To the Teacher: See directions on p. 6.

Master 45

Use after Lesson 1, page 73.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights

Game: Tic-Tac-Toe

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

accept
ads

age
and

attitude
map

may
pay

race
wages

To the Teacher: See directions on p. 6.

Master 46

Use after Lesson 3, page 79.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights

Pronunciation: Say It Two Ways

- Find a partner.
 - Partner A reads each sentence or question slowly, pronouncing each word.
 - Partner B says the same sentence fast.
 - Now Partner B reads each sentence slowly, pronouncing each word.
 - Partner A says the same sentence fast.
1. Amara is going to fight back.
 2. We were learning about our rights.
 3. Would you like something to eat?
 4. We are talking about rights and responsibilities.
 5. Do you like living in the United States?
 6. Could you please help me?
 7. I don't know.
 8. We want to speak English.
 9. He has to study more.
 10. I need to talk to a counselor.

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

To the Teacher: See directions on p. 8.

Master 47

Use after Lesson 3, page 79.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights

Grammar: What We Are Doing and What We Were Doing

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

What We Are Doing	What We Were Doing

To the Teacher: See directions on p. 8.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights
Grammar: What Could You Do?

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



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

To the Teacher: See directions on p. 8.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights
Unit 6 Project: Make a Complaint

DISCRIMINATION COMPLAINT FORM

1. Name: _____ Address: _____
Phone (home): _____ (work): _____

2. Basis of the discrimination

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

3. Dates of the discrimination: from _____ to _____

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

Name: _____ Job title: _____
Name: _____ Job title: _____

5. Because of this discrimination I was

- fired not hired not promoted not given benefits paid less
 other: _____

6. Details of complaint _____

Signature _____ Date _____

Master 50

Use to assess the Unit 6 Project, page 81.

Learner's Name: _____ Date: _____

Unit 6: Equal Rights Project Assessment Form

<u>Criteria</u>	<u>Performance</u>		
	Unclear or incomplete	Partially clear	Fully clear
Part 1. Content			
a. Form contains important information.	0	1	2
b. Complaint is convincing.	0	1	2
c. All parts are completed.	0	1	2
Part 2. Language	Very poor	Adequate with errors	Correct
a. Grammar usage	0	1	2
b. Punctuation	0	1	2
c. Spelling	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 with some incorrect answers, but conveys the meaning.

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

To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 51a

Use to assess or review Unit 6.

Name: _____ Date: _____ Class: _____

Unit 6: Equal Rights

Unit 6 Checkup/Review

Part 1: Listening

Listen to the television news. Then listen to the sentences.

Circle *True* or *False*.

- | | | |
|----------------------|---------------|---------------|
| 1. True <u>False</u> | 3. True False | 5. True False |
| 2. True False | 4. True False | 6. True False |

Part 2: Learning for Life

Match each law or agency to a description.

Write the letter on the line.

- | | |
|---|---|
| <u> b </u> 1. Civil Rights Act of 1991 | a. forbids employment discrimination against people with disabilities |
| _____ 2. Title VII of the Civil Rights Act of 1964 | b. provides for compensation in cases of job discrimination |
| _____ 3. Equal Pay Act of 1963 | c. protects people against job discrimination |
| _____ 4. Age Discrimination in Employment Act of 1967 | d. says that men and women who do equal work at the same work site must be paid an equal wage |
| _____ 5. Title I of the Americans with Disabilities Act of 1990 | e. forbids job discrimination based on race, color, religion, gender, or national origin |
| _____ 6. Equal Employment Opportunity Commission (EEOC) | f. protects people who are 40 years of age or older against job discrimination |

To the Teacher: See directions on p. 6.



Master 51b

Use to assess or review Unit 6.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Circle the correct word and write it on the line.

1. A person _____ should _____ (~~should~~/~~may~~) not accept discrimination.
2. Before coming to the US, my husband _____
(is working/was working) with computers.
3. He _____ (would/could) get a new job in electronics.
4. He went for a job interview. Now he _____ (was writing/is writing) a follow-up letter.
5. We _____ (are learning/were learning) about our rights last week in English class.
6. The EEOC tried, but they _____ (could/would) not help everyone.

Part 4: Vocabulary

Complete the paragraph about finding a job.

Use the words in the box.

applicant	✓ challenge	equal	legal	protect	resume
attitude	discrimination	experience	opportunities	qualifications	

Going for a job interview may be a _____ challenge _____. Every
_____ ₂ _____ for a job should be prepared. Try to be friendly and to have a
good _____ ₃ _____. There are laws in the US that _____ ₄ _____ you
from job _____ ₅ _____. It is not _____ ₆ _____ to ask about your age or
religion. You may have to provide a _____ ₇ _____ that lists your job history. If
you have good work _____ ₈ _____, you may be able to get the job you want.
The interviewer will ask you what _____ ₉ _____ you have for the job.
Employers should offer _____ ₁₀ _____ _____ ₁₁ _____ to all applicants.

To the Teacher: See directions on p. 6.

Master 52

Use after Lesson 1, page 84.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Life Skill: Complete a Paycheck and Stub

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

Gross pay: _____

Deductions (list): _____

Total deductions: _____

Net pay: _____


VERIFY DOCUMENT AUTHENTICITY - COLORED AREA MUST CHANGE IN TONE GRADUALLY AND EVENLY FROM DARK AT TOP TO LIGHTER AT BOTTOM

Check: _____

Date: _____

PAY TO THE ORDER OF

CHECK AMOUNT _____



BANK

Maria Gomez

Earnings Statement

	EARNINGS	Item	This Check	YTD
Name _____		Gross Pay		
Pay Period _____	DEDUCTIONS	Federal Tax		
		Social Security		

To the Teacher: See directions on p. 8.

Master 53

Use after Lesson 1, page 85.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Grammar: Bingo Game

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

Do you . . .				
want to learn English?	need to see a doctor?	use a computer?	help to clean a house?	want to play a sport?
have a new job?	plan to get a tax refund?	know how to complete a tax form?	like to learn new languages?	feel happy about something?
like to shop?	have to write checks?	FREE SPACE	need to complete a form?	try to speak English with friends?
have to pay taxes?	need to hire an accountant?	want to get a job?	have to buy a new car?	like to sing?
need to earn more money?	like to eat Chinese food?	understand your paycheck?	need to open a bank account?	need a better job?

To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 54

Use after Lesson 1, page 86.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Thinking Skill: Pie Chart

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

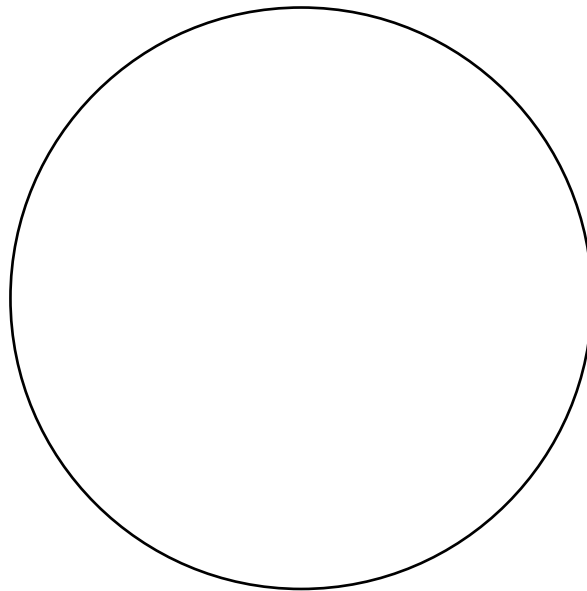
Total earnings	\$580.00
Federal withholding tax	\$ 55.14
Social Security	\$ 35.75
Medicare	\$ 10.20

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

Here is an example:

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

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



To the Teacher: See directions on p. 8.

Master 55

Use after Lesson 2, page 88.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Pronunciation: Tic-Tac-Toe Game

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

agree
benefits
check

city
employer
even

federal
he
husband

need
net
speak

state
tax
withhold

To the Teacher: See directions on p. 6.

English—No Problem! Level 2

Master 56

Use after Lesson 3, page 91.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Grammar: Find Your Match

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

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

IRS = the federal agency that collects taxes

The IRS is the federal agency that collects taxes.

IRS	a form that you complete and send to the government every year
dependents	a form that your employer sends to you that shows how much you earned
1040 Form	people in your family that you support
W-4 Form	a form that you complete when you get a new job
W-2 Form	money that some people get after they send their tax forms to the government
refund	the federal agency that collects taxes

Master 57 Use with the Unit 7 Project, page 93.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Unit 7 Project: Calculate Taxes

Form 1040EZ	Department of the Treasury—Internal Revenue Service		Income Tax Return for Single and Joint Filers With No Dependents (99) 2002	OMB No. 1545-0675	
Label (See page 14.) Use the IRS label. Otherwise, please print or type. Presidential Election Campaign (page 14)	L A B E L H E R E	Your first name and initial	Last name	Your social security number	
	If a joint return, spouse's first name and initial	Last name	Spouse's social security number		
	Home address (number and street). If you have a P.O. box, see page 14.		Apt. no.		
	City, town or post office, state, and ZIP code. If you have a foreign address, see page 14.				▲ Important! ▲ You must enter your SSN(s) above. You Spouse <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
	Note. Checking "Yes" will not change your tax or reduce your refund. Do you, or your spouse if a joint return, want \$3 to go to this fund?				
	Income Attach Form(s) W-2 here. Enclose, but do not attach, any payment.				
Note. You must check Yes or No.					
1 Total wages, salaries, and tips. This should be shown in box 1 of your W-2 form(s). Attach your W-2 form(s).	1				
2 Taxable interest. If the total is over \$1,500, you cannot use Form 1040EZ.	2				
3 Unemployment compensation and Alaska Permanent Fund dividends (see page 16).	3				
4 Add lines 1, 2, and 3. This is your adjusted gross income .	4				
5 Can your parents (or someone else) claim you on their return? Yes. Enter amount from No. If single , enter \$7,700. <input type="checkbox"/> worksheet on back. <input type="checkbox"/> If married , enter \$13,850. See back for explanation.	5				
6 Subtract line 5 from line 4. If line 5 is larger than line 4, enter -0-. This is your taxable income .	6				
7 Federal income tax withheld from box 2 of your W-2 form(s).	7				
8 Earned income credit (EIC).	8				
9 Add lines 7 and 8. These are your total payments .	9				
10 Tax. Use the amount on line 6 above to find your tax in the tax table on pages 25–29 of the booklet. Then, enter the tax from the table on this line.	10				
11a If line 9 is larger than line 10, subtract line 10 from line 9. This is your refund .	11a				
Have it directly deposited! See page 21 and fill in 11b, 11c, and 11d.					
▶ b Routing number <input style="width: 50px; height: 15px;" type="text"/>					
▶ c Type: <input type="checkbox"/> Checking <input type="checkbox"/> Savings					
▶ d Account number <input style="width: 150px; height: 15px;" type="text"/>					
Amount you owe	12 If line 10 is larger than line 9, subtract line 9 from line 10. This is the amount you owe . For details on how to pay, see page 22.	12			

To the Teacher: See directions on p. 8.

English—No Problem! **Level 2**

Master 58a

Use to assess or review Unit 7.

Name: _____ Date: _____ Class: _____

Unit 7: Paying Taxes

Unit 7 Checkup/Review

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

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

Part 2: Learning for Life Write the word that best describes each item.

deductions	gross income	net income	stub	taxes
------------	--------------	------------	------	-------

Jiffy Smart
102 Pyle St.
Miami, FL 33609
Check: 1525
Date: 04/21/04

FIVE HUNDRED SEVENTY-FOUR AND 28/100 DOLLARS

PAY TO THE ORDER OF Puri Patel
411 SW 27th St.
Miami, FL 33609
CHECK AMOUNT \$574.28

Earnings Statement

EARNINGS		Item	This Check	YTD
Puri Patel		Gross Pay	730.80	730.80
SS# 999-79-3274		Federal Tax	-79.48	79.48
Pay Period 04/01/04 - 04/21/04		Social Security	-45.31	45.31

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

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

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

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

To the Teacher: See directions on p. 6.



Master 58b

Use to assess or review Unit 7.

Name: _____ Date: _____ Class: _____

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

5. What do you often do at home?

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

Part 4: Vocabulary

Use the words in the box to complete the sentences.

deductions	employee	married	owe	spouse	withholds
dependents	✓IRS	military	refund	states	

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

To the Teacher: See directions on p. 6.

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself
Thinking Skill: What Are My Strengths?

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

Communication Skills

- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills

- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills

- Cooperate With Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills

- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

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My strongest skill area is:

My skills in this area are:

To the Teacher: See directions on p. 8.

Master 60

Use after Lesson 2, page 100.

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself

Study Skill: Create a Bar Graph

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

Write your ideas here.

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

1. birth rates
2. death rates
3. employment/unemployment rates
4. other: _____



To the Teacher: See directions on p. 8.

Master 61

Use after Lesson 3, page 103.

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself

Pronunciation: Dictation

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

1. quiet

6. music

11. better

2. couple

7. boss

12. divorce

3. but

8. block

13. sensitive

4. luck

9. positive

14. very

5. issue

10. best

15. volunteer

1. _____

6. _____

11. _____

2. _____

7. _____

12. _____

3. _____

8. _____

13. _____

4. _____

9. _____

14. _____

5. _____

10. _____

15. _____

To the Teacher: See directions on p. 6.

Master 62

Use after Lesson 3, page 104.

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself

Grammar: What Will You Do?

Rewrite each sentence a different way.

1. I will listen carefully.

I am going to listen carefully.

2. I will not get angry.

3. I will be helpful and friendly.

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

5. I will cooperate more.

6. Other:

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

To the Teacher: See directions on p. 9.

English—No Problem! **Level 2**

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself

Unit 8 Project: Describe Yourself

Career Skills Inventory

This test will evaluate your skills and weaknesses in the workplace.

Check whether each statement is true always, sometimes, or never.

	Always True	Sometimes	Never True
Communication			
I am a good listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write my ideas well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Others			
I enjoy working with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making & Problem Solving			
I can use math to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make decisions easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can negotiate to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning			
I read to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy doing research on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like taking classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To the Teacher: See directions on p. 9.

Master 64a

Use to assess or review Unit 8.

Name: _____ Date: _____ Class: _____

Unit 8: Understanding Yourself

Unit 8 Checkup/Review

Part 1: Listening Listen to Carlos speak at the Neighborhood Association meeting. Then listen to the sentences. Write the letter for the correct answer.

- | | | | |
|-----------------|------------------|--------------------------|--------------------|
| <u> c </u> 1. | a. himself | b. his girlfriend | c. both a and b |
| _____ 2. | a. South America | b. Argentina | c. the US |
| _____ 3. | a. wife | b. girlfriend | c. neighbor |
| _____ 4. | a. get married | b. help the neighborhood | c. both a and b |
| _____ 5. | a. Uruguay | b. Carlos's house | c. a new apartment |
| _____ 6. | a. a church | b. a club | c. the association |

Part 2: Learning for Life Choose your five strongest skills from the list in the box. Write a sentence for each skill, giving an example of how you use this skill.

cooperating	listening	planning	speaking
doing math	making decisions	reading	using technology
guiding others	✓ negotiating	researching	writing

1. *I negotiate when my children fight.*
2. _____
3. _____
4. _____
5. _____
6. _____

To the Teacher: See directions on p. 6.



Master 64b

Use to assess or review Unit 8.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Circle the correct word and write it on the line.

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

Part 4: Vocabulary

Write *T* (True) or *F* (False) on the line.

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

To the Teacher: See directions on p. 6.

Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team
Grammar: What Are They Celebrating?

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



1.



2.



3.

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

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

Now circle the pronouns in each sentence above.

To the Teacher: See directions on p. 9.

Master 66

Use after Lesson 2, page 112.

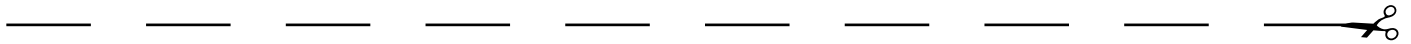
Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team

Pronunciation: Dictation

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

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



- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

To the Teacher: See directions on p. 6.

Master 67

Use after Lesson 2, page 113.

Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team

Game: Bingo

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

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

To the Teacher: See directions on p. 6.

Master 68

Use after Lesson 3, page 116.

Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team

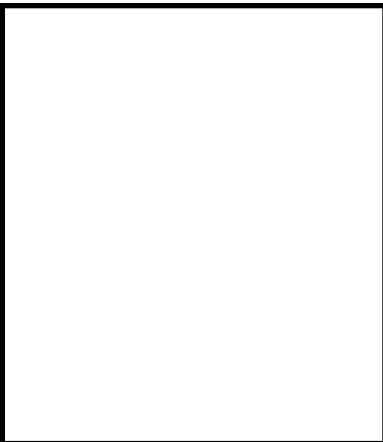
Grammar: How Do You Celebrate?

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









To the Teacher: See directions on p. 9.

Master 69

Use with the Unit 9 Project, page 117.

Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team

Unit 9 Project: Present a Success Story

Organize information for your speech by filling out these cards.

<p>1. What You Did</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4. How You Felt</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Who Helped You</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5. When and Where You Celebrated</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Why You Were Successful</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>6. Future Plans for Success</p> <hr/> <hr/> <hr/> <hr/> <hr/>

To the Teacher: See directions on p. 9.

English—No Problem! **Level 2**

Master 70

Use to assess the Unit 9 Project, page 117.

Learner's Name: _____ Date: _____

Unit 9: It Takes a Team Project Assessment Form

Criteria	Performance		
	Unclear or incomplete	Partially clear	Fully clear
Part 1. Speech			
a. Organization	0	1	2
b. Interest	0	1	2
c. Details	0	1	2
d. Pronunciation	0	1	2
e. Fluency	0	1	2
Part 2. Poster	Very poor	Adequate with errors	Correct
a. Content	0	1	2
b. Quality	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 with some incorrect answers, but conveys the meaning.

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

To the Teacher: See directions on p. 6.

Master 71a

Use to assess or review Unit 9.

Name: _____ Date: _____ Class: _____

Unit 9: It Takes a Team

Unit 9 Checkup/Review

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

1. True False

3. True False

5. True False

2. True False

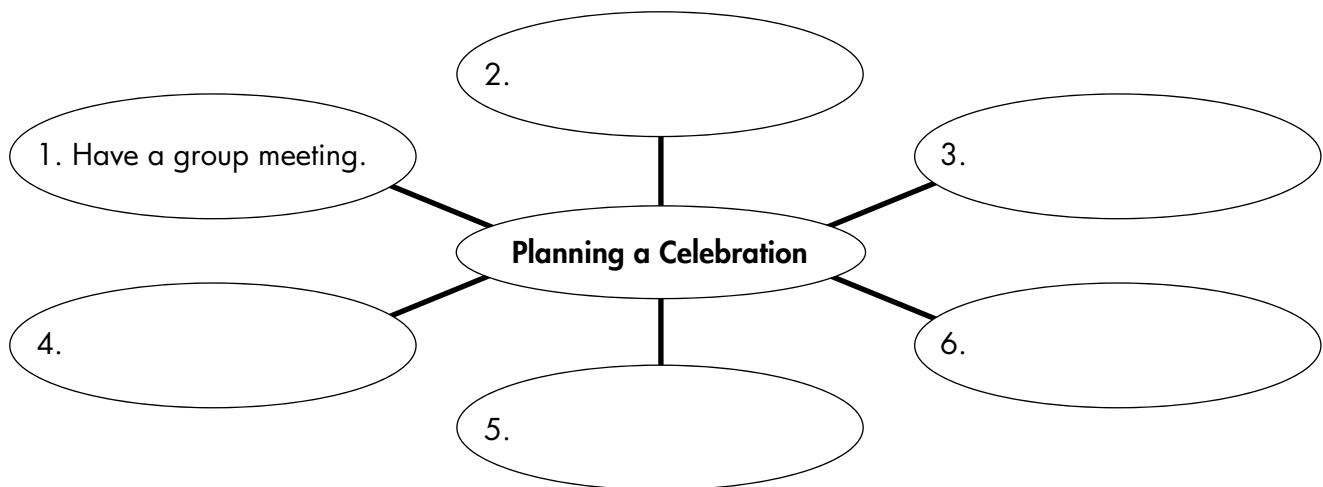
4. True False

6. True False

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

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

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



To the Teacher: See directions on p. 6.

English—No Problem! Level 2



Master 71b

Use to assess or review Unit 9.

Name: _____ Date: _____ Class: _____

Part 3: Grammar

Use object pronouns or the simple past of verbs to complete the sentences.

Our classroom celebration was great! Everyone worked₁ together to make it a success. We really ₂ our teacher, Evelyn. We did ₃ for Evelyn because it was ₄ birthday. We ₅ her a nice present. She cried and thanked ₆.

Part 4: Vocabulary

Match each word with its closest meaning.

Write the letter and the word.

- | | | | |
|----------|-----------------|---------------|---------------------|
| <u>c</u> | 1. congratulate | <u>praise</u> | a. suggestion |
| _____ | 2. occasion | _____ | b. group |
| _____ | 3. idea | _____ | c. praise |
| _____ | 4. praise | _____ | d. event |
| _____ | 5. team | _____ | e. positive comment |
| _____ | 6. leader | _____ | f. boss |

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

- | | | | |
|----------|--------------|----------------|---------------|
| <u>l</u> | 7. surprise | <u>planned</u> | g. problem |
| _____ | 8. agree | _____ | h. workday |
| _____ | 9. holiday | _____ | i. argue |
| _____ | 10. solution | _____ | j. not asked |
| _____ | 11. discuss | _____ | k. don't talk |
| _____ | 12. invited | _____ | l. planned |

To the Teacher: See directions on p. 6.

Answers and Listening Scripts

These listening passages are not included on the *English—No Problem!* audiotape or audio CD for Level 2.

UNIT 1

Unit Master 18: Unit 1 Checkup/Review

Listening Script

Elana: Well, how was the interview?

Nicholas: Great! They offered me a job. I'm very happy!

Elana: Can you tell me more?

Nicholas: I can start next week. They have a training program. The interviewer thinks I can be good for the company. I think this is a good opportunity.

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

Answers

Part 1

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

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

Part 2

2. He can tell me about the programs.
3. I need my training and my job history.
4. I am very organized.
5. I need to learn more about technical work.

6. I can think about my experience.
Suggested scoring: 5 points for each answer (25 for the section)

Part 3

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

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

Part 4

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

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

UNIT 2

Unit Master 22: Pie Chart

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

Master 25:

Unit 2 Checkup/Review

Listening Script

Fotini is leaving a message on an answering machine.

Machine: Monday, 7:35 P.M.

Fotini: Hello. This is Mom.

Ritza, I'm at the International Club. Now I have a lot of new friends. It was fun! It's late. Can you come to take me home?

Please call me back. I have my cell phone with me. My number is 555-2315.

Write the information.

Answers

Part 1

Caller: Fotini

Message: (Answers may vary.)
Fotini is at the International Club. She wants Ritza to come and take her home.

Call back? Yes

Phone number: 555-2315

Suggested scoring: 5 points for each answer (20 for the section)

Part 2

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

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

Part 3

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

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

Part 4

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

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

UNIT 3

Unit Master 32: Unit 3 Checkup/Review

Listening Script

Raul: Silvia, do you feel better?

Silvia: Yes, I do. Thank you so

much for helping with the children.

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

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

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

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

Answers

Part 1

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

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

Part 2

Answers will vary.

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

5 = Appropriate meaning and grammatical correctness

3 = Appropriate meaning with some grammatical errors

1 = Meaning is unclear.

0 = Incomplete or missing answer

Part 3

Answers will vary.

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

Part 4

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

6. relax
7. prescription
8. pills
9. pharmacy
10. baby-sit
11. tennis

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

UNIT 4

Unit Master 38: Unit 4 Checkup/Review

Listening Script

Joseph: I went to the bank and opened two accounts—one for checking and one for savings. I know I have to save my money. Soon I will have enough money to get an apartment. I really appreciate your help, but it's time for me to move.

1. Joseph doesn't want to move.
2. His family did not help him.
3. Joseph has a savings account and a checking account.
4. He will be able to get an apartment.
5. He wants to stay with his parents.
6. He cannot save any money.

Answers

Part 1

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

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

Part 2

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

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

Part 3

2. Joseph's sister will come to visit.
3. He will ask his friends and family.
4. She will come next week.
5. He will use some of his savings.

Allow some variation in answers, with partial credit if the answer has only one or two errors.

Suggested scoring: 5 points for each answer (20 for the section)

Part 4

2. rent
3. checking
4. bills
5. balance
6. savings
7. paycheck
8. earning

Suggested scoring: 5 points for each answer (35 for the section)

Unit Master 41: Tic-Tac-Toe Game

These words have the same *th* sound: *both, thing, think, three*.

These words have the same *th* sound: *leather, mother, other, that*.

These words have the same *s* sound: *sale, see, size, socks*.

These words have the same *st* sound: *standard, stop, store, style*.

UNIT 5

Unit Master 44: Unit 5 Checkup/Review

Listening Script

Radio Announcer: Shop seven days a week at the Market Mall. You cannot find better merchandise at better prices than at the one-stop Market Mall: clothes, appliances, electronics, toys, food, and more! Save an extra ten percent when you say that you heard this ad on KXYZ.

1. This is an ad for . . .

2. One thing you probably cannot buy at the Market Mall is . . .
3. Market Mall is . . .
4. At the one-stop Market Mall, you can buy . . .
5. The stores in this mall have . . .
6. You can get a discount by talking about . . .

Answers

Part 1

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

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

Part 2

Answers will vary. Possible answers include:

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

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

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

Part 3

Answers will vary. Possible answers include:

2. Jeans are more casual than a dress.
3. Shopping on the Internet is easier than shopping at a department store.
4. Shopping at a store is faster than shopping through catalogs.

5. A size 8 dress is smaller than a size 14 dress.

Allow some variation in answers, with partial credit if the answer has only one or two errors.

Suggested point value for each answer: 5 points (20 for the section)

Part 4

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

UNIT 6

Unit Master 45: Tic-Tac-Toe

The words with a short *a* sound are *accept, ads, and, attitude,* and *map.* The words with a long *a* sound are *age, may, pay, race,* and *wages.*

**Unit Master 51:
Unit 6 Checkup/Review**

Listening Script

TV News Announcer: A local Hispanic woman is making a complaint against her employers. She says that her supervisor and co-workers discriminated against her because of her strong Spanish accent. She says that they laughed at her and said mean things to her many times. She was so upset that she wasn't able to do her job well.

1. The news is about a person from Haiti.
2. A supervisor is filing a complaint against a worker.
3. This discrimination is about gender.
4. This discrimination is about ethnicity.
5. The complaint says that the co-workers said mean things to the woman.
6. She was not doing a good job.

Answers

Part 1

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

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

Part 2

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

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

Part 3

2. was working
3. could
4. is writing
5. were learning
6. could

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

Part 4

2. applicant
3. attitude
4. protect
5. discrimination
6. legal
7. resume
8. experience
9. qualifications
10. equal
11. opportunities

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

UNIT 7

Unit Master 55: Tic-Tac-Toe

The words with a long *e* sound are *agree, city, even, he, need,* and *speak.* The words with a short *e* sound are *benefits, check, employer, even, federal,* and *net.* The words with a *t* sound are *benefits, city, net, state,* and *tax.* The words

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

Unit Master 58: Unit 7 Checkup/Review

Listening Script

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

1. Who is the message for?
 - a. Puri
 - b. John
2. Who is the caller?
 - a. Puri's wife
 - b. Puri's boss
3. Did John see Puri at work?
 - a. Yes, he did.
 - b. No, he didn't.
4. Where did the boss leave the W-2 Form?
 - a. at work
 - b. in the house
5. What does Puri need to file?
 - a. his tax forms
 - b. a W-4 Form
6. What does John offer to help with?
 - a. Puri's job
 - b. Puri's taxes

Answers

Part 1

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

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

Part 2

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

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

Part 3

Answers will vary. Possible answers include:

2. I want to learn English. I feel excited.
3. I have to go to work. It will be a long, busy day.
4. I need to write sentences. I feel nervous.
5. I often fix dinner. I feel tired.
6. I want to buy a new red car. I feel happy.

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

Part 4

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

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

UNIT 8

Unit Master 64: Unit 8 Checkup/Review

Listening Script

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

1. Carlos introduces . . .
2. Carlos is from . . .
3. Donna Sullivan is his . . .

4. They are planning to . . .
5. They will live in . . .
6. Carlos and Donna will join . . .

Answers

Part 1

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

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

Part 2

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

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

Part 3

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

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

Part 4

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

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

UNIT 9

Unit Master 71: Unit 9 Checkup/Review

Listening Script

Dear Mr. Cohen:

Thank you so much for your gift certificate to the restaurant. My team members and my family enjoyed our evening together. The food at Richie's Restaurant was delicious! We were proud of ourselves because of your praise. We will continue to work very hard for the company.

Sincerely,
Mai Lin

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

Answers

Part 1

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

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

Part 2

Appropriate answers involving teamwork are:

Cooperate with classmates

Discuss ideas.

Trust the group

Follow the time line.

Make suggestions.

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

Part 3

Answers will vary somewhat.

Possible answers include:

2. liked or loved
3. it
4. her
5. gave or bought
6. us

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

Part 4

2. d event
3. a suggestion
4. e positive comment
5. b group
6. f boss
8. i argue
9. h workday
10. g problem
11. k don't talk
12. j not asked

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