

# Adult ESL Student Handbook



ESL Office for Civic and Educational Resources



### *Acknowledgements*

This handbook was funded through an EL/Civics grant for the 2006-2007 academic year. We would like to express our heartfelt thanks to our funders and the faculty and staff at Central Piedmont Community College whose support made this possible.

A special note of thanks to our dean, Dr. Bill Whitaker, whose commitment to our students allowed us to open the ESL Office for Civic and Educational Resources at Cato Campus.

The concept of this handbook was adapted from: Jim Brice, Lydia Hammett, Corinne Layton, and Cindy Wislofsky (2005) **The Intermediate Level Student Guide worksheets and Activities**. San Diego: SDCCD CE ESL Retention Committee 2005

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**Directions:** Look through your *ESL Student Handbook* for the following information. Write the page number on the blank space.

**Example:** *Dates of important holidays.* Page 2

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# English-as-a-Second-Language

## Mission

The ESL Civic and Educational Resource Office at **Cato Campus** seeks to prepare the multicultural and multilingual community to make informed personal and professional choices in the Charlotte area by opening the doors to educational and job training opportunities at CPCC and the broader community. Designed to be a one-stop office, the Office assesses English language skills, provides short orientations to the college and its programs and encourages and supports civic participation.

### Location

Cato Campus—Room 105

### 12-Hour Orientations

Monday-Thursday sessions

Mornings: 9 a.m.-noon

Evenings: 6 p.m.-9 p.m.

### Office Hours/Sign-up

Mondays and Wednesdays

Mornings: 9 a.m.-1 p.m.

Evenings: 5 p.m.-9 p.m.



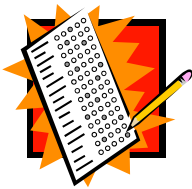
For information, call 704-330-4813

## USEFUL EXPRESSIONS IN ENGLISH

**Directions:** Choose the correct answer in the column on the right to the question listed on the left.

Questions	Answers
_____ 1. What is your name?	a) I am from Congo.
_____ 2. Where are you from?	b) I arrived in the US one year ago.
_____ 3. What is your nationality?	c) I want to finish high school and study computers.
_____ 4. When did you arrive in the US?	d) I am from Korea.
_____ 5. What language or languages do you speak?	e) I am Bolivian.
_____ 6. What was your occupation in your country?	f) I'm a cashier.
_____ 7. What did you study in your country?	g) I was a car mechanic.
_____ 8. What did you do in your country?	h) I studied accounting.
_____ 9. What do you do now?	i) I speak French and Lingala.
_____ 10. What are your goals for the future?	j) My name is Arturo.

**Directions:** Choose the correct command from the list and write the corresponding letter underneath the picture.



1.



2.



3.



4.



5.



6.



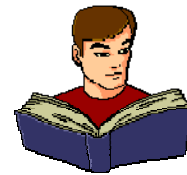
7.



8.



9.



10.

A. Raise your hand.	B. Bring pencil, notebook and eraser to class.	C. Please turn off your cell phones.	D. Be on time.	E. Work in pairs.
F. May I go to the bathroom?	G. Call CPCC if you are going to be absent.	H. Mark your answers on the answer sheet only.	I. Email your teacher if you are going to be absent.	J. Study on your own.

## Most Common Verbs in English

As one would expect, the most common verbs express basic concepts. The 25 most frequent verbs are all one-syllable words.

Simple Present Tense	Simple Past Tense	Past Participle
1. am / is / are	was, were	been
2. ask	asked	asked
3. call	called	called
4. come	came	come
5. do	did	done
6. feel	felt	felt
7. find	found	found
8. get	got	gotten, got
9. give	gave	given
10. go	went	gone
11. have	had	had
12. know	knew	known
13. leave	left	left
14. look	looked	looked
15. make	made	made
16. say	said	said
17. see	saw	seen
18. seem	seemed	seemed
19. take	took	taken
20. tell	told	told
21. think	thought	thought
22. try	tried	tried
23. use	used	used
24. want	wanted	wanted
25. work	worked	worked

Source: [Concise Oxford English Dictionary Revised Eleventh Edition](http://www.askoxford.com/) at [www.askoxford.com/](http://www.askoxford.com/)

## Focus of the Adult ESL Program

The focus of our program is English for life, work and greater civic participation. The CASAS test, which all students are required to take at the end of every term, assesses skills in the areas listed below. We call these areas *competencies*. Your teachers will include traditional English lessons on vocabulary, grammar, pronunciation, but they will do so using the content of the competencies.

### 0 Personal Communication

- 0.1 Communicate in interpersonal interactions
- 0.2 Communicate regarding personal information

### 1. Consumer Economics

- 1.1 Use weights, measures, measurement scales, and money
- 1.2 Apply principles of comparison shopping in the selection of goods and services
- 1.3 Understand methods and procedures used to purchase goods and services
- 1.4 Understand methods and procedures to obtain housing and related services
- 1.5 Apply principles of budgeting in the management of money
- 1.6 Understand consumer protection measures
- 1.7 Understand procedures for the care, maintenance, and use of personal possessions
- 1.8 Use banking and financial services in the community
- 1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

### 2. Community Resources

- 2.1 Use the telephone and telephone book
- 2.2 Understand how to locate and use different types of transportation and interpret related travel information
- 2.3 Understand concepts of time and weather
- 2.4 Use postal services
- 2.5 Use community agencies and services
- 2.6 Use leisure time resources and facilities
- 2.7 Understand aspects of society and culture

### 3. Health

- 3.1 Understand how to access and utilize the health care system
- 3.2 Understand medical and dental forms and related information
- 3.3 Understand how to select and use medications
- 3.5 Understand basic principles of health maintenance

### 4. Employment

- 4.1 Understand basic principles of getting a job
- 4.2 Understand wages, benefits, and concepts of employee organizations
- 4.3 Understand work-related safety standards and procedures
- 4.4 Understand concepts and materials related to job performance and training
- 4.5 Effectively utilize common workplace technology and systems
- 4.6 Communicate effectively in the workplace
- 4.7 Effectively manage workplace resources
- 4.8 Demonstrate effectiveness in working with other people
- 4.9 Understand how social, organizational, and technological systems work, and operate effectively within them

### 5. Government and Law

- 5.1 Understand voting and the political process

- 5.2 Understand historical and geographical information
- 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice
- 5.4 Understand information about taxes
- 5.5 Understand governmental activities
- 5.6 Understand civic responsibilities and activities
- 5.7 Understand environmental and science- related issues

## **6. Computation**

- 6.0 Demonstrate pre-computation skills
- 6.1 Compute using whole numbers
- 6.2 Compute using decimal fractions
- 6.3 Compute using fractions
- 6.4 Compute with percents, rate, ratio, and proportion
- 6.5 Use expressions, equations, and formulas
- 6.6 Demonstrate measurement skills (see also 1.1)
- 6.7 Interpret data from graphs and compute averages
- 6.8 Use statistics and probability
- 6.9 Use estimation and mental arithmetic

## **7. Learning to Learn**

- 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
- 7.2 Demonstrate ability to use thinking skills
- 7.3 Demonstrate ability to use problem solving skills
- 7.4 Demonstrate study skills
- 7.5 Understand aspects of and approaches to effective personal management

## **8. Independent Living Skills**

- 8.1 Perform self-care skills
- 8.2 Perform home-care skills
- 8.3 Use support resources to assist in maintaining independence and achieving community integration

**NOTE:** For a more detailed view of the CASAS competencies, you may refer to the website at <https://www.casas.org/home/?fuseaction=home.showContent&MapID=610>

## EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS

Source: 2007, National Reporting System

Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Level 1 Beginning ESL Literacy	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English.
Level 2 Low Beginning ESL	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
Level 3 High Beginning ESL	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Level 4 Low Intermediate ESL	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can
Level 5 High Intermediate ESL	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Level 6 Advanced Low ESL	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.



# STEP RIGHT UP, English Language Learners at CPCC!

Examine the Step Right Up chart:

- 1) Where are you in the ladder? (Write your name beside the box.)
- 2) Where do you want to be at the end of this year? (Draw a line to the box.)
- 3) Where would you like to be in two years? (Draw a line to the box or boxes.)

**Community College or University**  
Advanced Training/Continuing Education

**Job Placement Assistance**

**Transfer Program to University**

**Curriculum Programs**  
*Associate's Degree*

**Vocational Certificates/Licenses**  
*(16-24 weeks-evening PT)*  
Basic Machining (Adv.)  
Print Shop Technician (Adv.)  
Electrical Assistant (Adv.)  
Motor sport (Adv.)

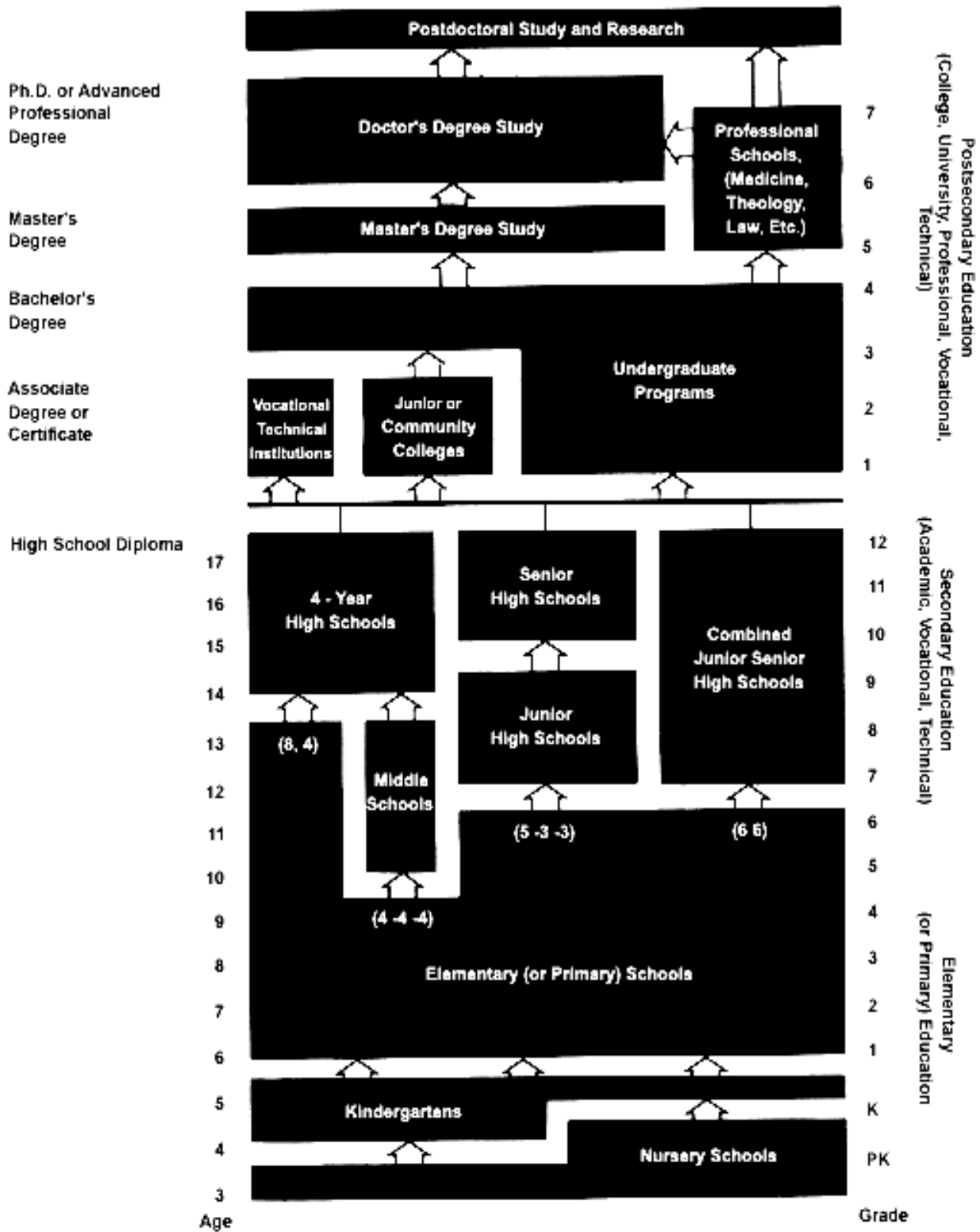
**Corporate and Continuing Education Certificates**  
English for Bank Tellers (Adv.)

**High School Completion**  
*Diploma/GED*  
No tuition

**Career and Academic Preparation Courses** (No tuition)  
English for Technical Careers (Intermediate-Hi and Above)  
English for Health Occupations (Intermediate-Hi and Above)  
Financial Literacy (Intermediate-Hi and Above)  
Academic Transition Course (Advanced)  
English for Nurse Aides (Advanced)  
English for Technical Careers (Advanced)

**English and Civic Foundation Courses**(No tuition)  
Life and Work (All levels)  
Self-Access Language Lab (All levels)  
Crossroads Café (Intermediate +)  
English Online (Intermediate +)

# The US Education System



Source: Department of Education

## My Goals

1. This semester .....

\_\_\_\_\_ I will attend school \_\_\_\_\_ days per week.

\_\_\_\_\_ I will bring a binder, pencil, and school materials to school every day.

\_\_\_\_\_ I will call my teacher when I am absent 3 or more days.

\_\_\_\_\_ I will review my lessons regularly.

\_\_\_\_\_ I want to complete this level of English in one semester.

\_\_\_\_\_ I want to speak English outside of class:

    \_\_\_ at work

    \_\_\_ at home

    \_\_\_ at the store

    \_\_\_ at my children's school

\_\_\_\_\_ I want to improve my CASAS test scores.

\_\_\_\_\_ I want to speak English on the telephone.

\_\_\_\_\_ I want to learn some computer skills.

\_\_\_\_\_ I want to \_\_\_\_\_

\_\_\_\_\_ I want to \_\_\_\_\_

\_\_\_\_\_ I want to \_\_\_\_\_

2. At the end of this semester, I want to \_\_\_\_\_

3. At the end of one year, I want to \_\_\_\_\_

4. At the end of 5 years, I want to \_\_\_\_\_

## Getting Started as a New ESL Students at CPCC

- 1) Sign up for orientations at your campus (or visit intake center at your campus, if no orientation is available).
  - For information, call 704-330-4813.
- 2) Find out how to get to your campus.
  - Go to [www.mapquest.com](http://www.mapquest.com) and insert your campus address.
- 3) During the orientation, you will:
  - Take the placement test.
  - Get a student identification card (ID) at the registration office.
  - Get a parking sticker in the security office of your campus.
- 4) Get a SNAP account.
  - Go to <https://secure2.cpcc.edu/snap/>
  - Write down your CPCC username and password in a secure place.
- 5) To get ready to start class, make sure you:
  - Have a referral form with your name, CPCC student ID#, and test scores ready for your teacher.
  - Know the class room number, schedule and instructor



## I. STEP ONE

- 1) Go to [www1.cpcc.edu](http://www1.cpcc.edu)
- 2) Look for the box on the bottom left part of the screen.  
(see Step 2).

## II. STEP TWO

### 1) Click on Student Email.



Online Services

[Steps to Enroll](#)

[SNAP \(Your CPCC Login\)](#)

[Online Schedule](#)

[MyCollege](#)

[Blackboard / Moodle / CCE Online](#)

[Student Email](#) / [eLocker](#)

[Read More](#)

## III. STEP THREE

- 1) Fill out your username and your password in the spaces provided (See below).

Student Email Login

If you have not already done so, you must [Activate](#) your account before you can login.

User Name:  @email.cpcc.edu

Password:  [Forgot your password?](#)

## CPCC Calendar (Summer 2007 to Fall 2007)

### MAY - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
		1	2	3	4	5
6	7	8	9 ■	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26 *
27 *	28 *	29	30	31		

### JUNE - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### JULY - 2007

SUN	MON	TUE	WED	THU	FR	SAT
					1	
1	2	3	4 *	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### AUGUST - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18 □
19	20	21	22	23	24	25
26	27	28	29	30	31	

### SEPTEMBER - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
						1 *
2 *	3 *	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### OCTOBER - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
	1	2	3	4	5	6
7	8	9	10	11	12 ▲	13
14	15 ☺	16 ☺	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### NOVEMBER - 2007

SUN	MON	TUE	WED	THU	FRI	SA T
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 *	23 *	24 *
25 *	26	27	28	29	30	

### DECEMBER - 2007

SUN	MON	TUE	WED	THU	FR I	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 ■	18	19	20	21	22
23	24 *	25 *	26 *	27 *	28 *	29
30	31 *					

#### LEGEND:

□ First 8-week session begins	▲ First 8 weeks ends	⊗ Second 8 weeks session begins	■ Second 8-weeks ends	* Holiday	☺ Break
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## CPCC Adult ESL Student Contract

As a student in the Central Piedmont Community College Adult ESL classes, I promise to:

1. Come to class on time
2. Come to class prepared with paper, pencil, and textbook
3. Dress appropriately
4. Never bring food into the classroom (unless teacher approves)
5. Participate in all classroom activities
6. Always respect my teacher and fellow classmates
7. Never talk when the teacher or another student is talking
8. Never bring weapons or drugs to school – Security will be called and I will be removed from the campus
9. Tell my teacher if I know that I will be absent from the class
10. Turn off my cell phone
11. Tell my teacher if I must stop attending class.
12. UNDERSTAND that if I do not take a post-test, I WILL NOT be able to register for the next session.
13. Never bring my children to class with me.
14. Not conduct private business in class (Avon, etc.)
15. Never bring visitors to the class.

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Signature

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Date

## COLLEGE ACRONYMS

(An acronym = a name made from the first letters of its complete name)

*Match the acronym with its complete name. Write the letter in the blank space.  
(Example: ESL = English as a Second Language).*

1. ABE		a. <b>C</b> entral <b>P</b> iedmont <b>C</b> ommunity <b>C</b> ollege
2. CASAS		b. <b>E</b> nglish as a <b>F</b> oreign <b>L</b> anguage
3. CPCC		c. <b>A</b> dult <b>B</b> asic <b>E</b> ducation
4. EFL		d. <b>F</b> requently <b>A</b> sks <b>Q</b> uestions
5. ESL		e. <b>A</b> ssociate of <b>A</b> rts/ <b>A</b> ssociate of <b>S</b> cience degree
6. FAQ		f. <b>C</b> omprehensive <b>A</b> dult <b>S</b> tudent <b>A</b> ssessment <b>S</b> ystem
7. GED		g. <b>C</b> orporate and <b>C</b> ontinuing <b>E</b> ducation
8. CCE		h. <b>T</b> echnical <b>C</b> areer <b>L</b> adders
9. TCL		i. <b>G</b> eneral <b>E</b> ducation <b>D</b> evelopment test
10. AA/AS		j. <b>E</b> nglish as a <b>S</b> econd <b>L</b> anguage

## Frequently Asked Questions (FAQs)

### **Q. What is Adult ESL?**

A. Adult ESL means Adult English as a Second Language.

### **Q. What is the Adult ESL Program at CPCC?**

A. The Adult ESL provides English language programs and services for recently arrived immigrants. The programs focus on providing ESL courses for community members who need to improve their English language skills to enhance their professional, educational, social and cultural life in the community. Adult ESL is part of the Community Development Division, Basic Skills Department, of Central Piedmont Community College.

### **Q. Who can enroll in the Adult ESL classes at CPCC?**

A. Adults residing in Mecklenburg County who want to improve their English proficiency can enroll in CPCC's Adult ESL program.

### **Q. Where may I attend Adult ESL classes?**

A. Adult ESL classes are offered at CPCC's Central, Harper, North, Cato, and Levine campuses. Also some classes take place at selected off-campus sites (community based organizations).

### **Q. How many Adult ESL levels are offered?**

A. There are six levels of Adult ESL instruction: ESL Beginner Literacy, ESL Beginner, ESL Intermediate Low, ESL Intermediate High, ESL Advanced Low, and ESL Advanced High.

### **Q. What kind of Adult ESL instruction is available?**

A. There are three ways to learn English at CPCC: traditional Adult ESL classes, Distance Learning English, and Self-study English Language Lab. Instruction is offered in both leveled and multi-level settings. Self-study English Language Lab and Distance Learning English classes are multi-level.

### **Q. How do I register for the Adult ESL classes?**

A. Student should choose the most convenient location and register there.

For all classes at Central Campus, the prospective student must go to the Basic Skills Information Center at Central High Building, room 115, to start the registration process.

For English lab classes at Harper and Levine campuses, the prospective student has to go to the Adult ESL lab to start the registration process.

For all classes at Cato Campus, students are required to sign up for an orientation through the ESL Office for Civic and Educational Resources, CT 105.

For the English at a Distance classes, the prospective student has to go to the specified classroom and register with the teacher.

### **Q. Do I have to take a test for registration?**

A. All prospective students are required to take a placement test to insure they receive the instruction relevant to their command of English. Students must make sure they have enough time (about two hours) for the whole registration process.

**Q. Do I have to buy a specific textbook?**

A. Even though it is not mandatory to buy the textbook, students are encouraged to acquire the textbook for additional home study.

**Q. As a registered Adult ESL student, may I use CPCC's facilities, like the library?**

A. Adult ESL students with a valid student id card may use available CPCC's facilities. Students may obtain their student id card as soon as they appear in the class roster with their student id number.

Registered Adult ESL students with a valid driver's license may also get a sticker that gives them parking access at Central Campus.

**Q. May I bring my children to class?**

A. No children are allowed in CPCC's premises for their own protection.

**Q. How much do the Adult ESL classes cost?**

A. Adult ESL classes have no direct cost to the student.

**Q. How long do classes last?**

A. Adult ESL classes may vary in length. In general, classes last for 8 weeks.

## ESL Student Handbook Quiz

1. How many campuses does CPCC have?
  - a. 4
  - b. 5
  - c. 6
  - d. 7
2. How long do English classes last in the Adult ESL program?
  - a. 12 weeks
  - b. 16 weeks
  - c. 8 weeks
  - d. 10 weeks
3. When do students take the CASAS tests?
  - a. At the end of the term
  - b. Once a year
  - c. Only at orientation
  - d. Monthly
4. What is July 4<sup>th</sup>?
  - a. break
  - b. first day of summer classes
  - c. a holiday
  - d. the start of the first 8-week session
5. What other classes can you take for free at the Campus?
  - a. Citizenship
  - b. English for Healthcare Occupations
  - c. Crossroads Café
  - d. All of the above
6. How many levels of ESL classes are there?
  - a. 3
  - b. 4
  - c. 6
  - d. 7
7. When does a student move to the next level?
  - a. at the end of every semester
  - b. at the end of a year
  - c. when the student completes a CASAS level
  - d. every 9 weeks
8. What should I do if I cannot come to school anymore?
  - a. Tell your instructor

- b. Nothing
  - c. Call the school
  - d. Tell my friend to tell the teacher
9. Where can adult ESL students go to find out about community resources?
- a. Central Campus
  - b. Student Lounge
  - c. ESL Office for Civic and Educational Resources
  - d. Admissions Office
10. In the United States, how many years of schooling are necessary to receive a high school diploma?
- a. 10 years
  - b. 11 years
  - c. 12 years
  - d. 13 years