12

Washington, D.C.

CD 3 Tracks 34–47 Workbook Unit 12 Interactive Practice Unit 12

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Superlatives
- Simple present passive
- Past passive

Pronunciation

- Did you = didja
- Compound nouns

Reading

- Read a subway map
- Read an article on freedom of religion
- Reading skill: Summarizing

Writing

• Write a paragraph about a freedom or right

Preview

- Ask students: What is the capital of your country? Ask volunteers to answer.
- Hold up your book or have students look at their books. Read the unit title aloud.
- Talk about the double meaning of the title. Say: Washington, D.C., is the capital of the United States, but what do you think it represents? Accept various ideas, and then say: When people refer to Washington, they could be referring to the federal government in general.
- Set the context of the unit. Ask questions about the picture: What do you see? What are the buildings? What might they represent? (the White House: represents the presidency; the Washington Monument: built to honor the first president; the Lincoln Memorial: built to memorialize the 16th president)
- Read the preview questions aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 12.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain *subway*: A subway is an underground train system. Explain federal holidays: Federal holidays are set by the United States government.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Getting Started

5 minutes

Controlled Practice

20 minutes



WHAT DO YOU KNOW?

Culture Connection

Washington, D.C., represents the U.S. federal government as well as being a city with many historical and tourist sites. You may want to have students write for brochures and share them with the class.

- Set the context of the lesson. Write on the board: What do you know about Washington, D.C.?
- Form pairs. Say: *Make a list. Write your words or* facts on the board.
- Call on volunteers to read the words on the board. Have the students explain their facts.
- State the lesson objective: We're learning names of buildings in Washington, D.C.

Presentation

5 minutes

A Look at the map....

- Have students cover the vocabulary words. Call on volunteers to say what places they know.
- Have students uncover the vocabulary words. Say each building and have students repeat.
- Call on a couple of volunteers to say which building they know and something brief about it.

Language Note

Capitol = the name of the building; capitalized; capital = the city that is the seat of the government of a country or state

B Listen to the names...

- Play CD 3, Track 34. Have students listen and point the first time.
- Play Track 34 again and have students repeat.

Expansion: Vocabulary Practice for 1B

• Form pairs. Say: Quiz each other on the buildings. One student points to a picture; the other student says what building it is. Alternate.

Learning Strategy: Translate

- Read the directions. Students can use index cards or pieces of paper.
- Write the words on the board. Call on volunteers to say what these words are related to. (memorial = in memory of someone; museum = related to art, history, or science; court = law; monument = a statue honoring someone; treasury = money; national = nation)
- Walk around and help as needed.
- Say: You can remember new vocabulary when you translate it into your own language. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Give students time to review the cards from their ziplock bags. Have them put the words they have mastered in another bag and continue to review the words they need to learn. Tell them they can continue using this technique of vocabulary learning even after they finish this book.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

WORD PLAY. GROUPS. Look at the vocabulary....

- If more than a day has passed since doing the previous activity, review the words from the learning strategy and write them on the board again. Write the ideas they relate to.
- Tell students: Even if you don't know the building, you can figure out the answers based on the ideas on the board.
- Do item 1 together. Call on a student to read the sentence. Ask: Which word from the board has to do with art? (museum)
- Ask: *Which two buildings are museums?* (National Air and Space, Smithsonian American Art)
- Ask: Which one is it? (Smithsonian) Why? (art)
- Call on students to write the answers on the board.
- To review, call on students to read the description of the buildings. Make corrections as necessary.

Show what you know!

GROUPS. Discuss. Which places...

- Review with the class the different places in Washington, D.C.
- Walk around and help as needed.
- To review this activity, call on a student from each group to say which places more than one person in the group would like to visit.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability If possible, put a student who has been to Washington, D.C., in each group. Have above-level students help pre-level students to understand what each building is for.



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

Have you ever taken...

- Have students read the definition of *tour* on the yellow sticky note.
- Call on volunteers to talk about cities they have toured.

Expansion: Speaking Practice for 1

• Form pairs or small groups. Have students answer the question in 1 together. On the board make a list of all the cities students have toured.

Presentation

10 minutes

LISTEN



A Listen to the conversation...

- Ask: What information are we listening for? (What is the relationship between Tao and Hua?)
- Play CD 3, Track 35. Ask students to call out when they hear the answer. Write the correct answer on the board.
- To review, play Track 35. Have students raise their hands and say *Stop!* when they hear the answer. Have students say what they heard.

B Read the statements....

- Have students read the statements silently before listening.
- Play CD 3, Track 35. As students are listening, write numbers 1 through 6 on the board.
- Then play Track 35 again. Ask volunteers to write on the board the sentences that helped them choose the answer. Play Track 35 as many times as necessary for the students at the board to write what they heard.
- Call on students to read the statements and say if they are true or false.
- Call on other students to read the sentences from the board.
- To review, play Track 35 again.

Teaching Tip

Continue to reinforce grammar from previous lessons. Have students practice using short answers. Form pairs. Have one student read a statement. Have the other student use short answers to say if the statement is true or false. For example, item 1: Hua just came back from a trip to Washington, D.C. (Answer: No, she didn't. Tao did.) Call on one student to read the sentence and another to provide a short answer.

Getting Started

5 minutes

- Write on the board: *Did you get home late last night?* Did you eat before class? Did you visit the White House when you were there?
- Read the questions, exaggerating the pronunciation didja. Have students repeat.

Presentation

5 minutes

CONVERSATION

A Listen to the pronunciation...

- With books closed, play CD 3, Track 36.
- Have students open books and read the Pronunciation Watch silently.
- Play Track 36 again. Have students repeat.

Controlled Practice 10 minutes

B Listen to the sentences....

- Play CD 3, Track 37. Tell students to just listen first.
- Play Track 37 again. Students complete the task.
- Call on students to read the questions.
- To review, play Track 37 again.

Expansion: Pronunciation for 3B

 Form pairs. Have students practice reading the questions both ways. Then have students say what the questions mean both ways.



⚠ Listen and read...

- Ask: What is in the picture? What do you know about that place?
- Tell students they are going to hear the conversation between Tao and Hua again.
- Write on the board: What did Hua like? What did *Tao like?* Tell the class to listen for the answers.
- Play CD 3, Track 38. Call on students to write answers on the board.
- Then play Track 38 again. Have students listen and check the answers on the board.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress, pronunciation, and appropriate emotion.
- Tell students to role-play both Hua and Tao.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS. Talk about a city...

- If possible, form groups with students who know the same city well. If that isn't possible, tell groups to choose the most interesting city to talk about after they complete the task.
- Walk around and help as needed.
- Have groups who talked about the same city stand up in front of the class and talk about different parts of the city.
- Have groups who talked about different cities choose one and say a few things.
- If possible, have students use a map to show the class where the city is or different parts of a city.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Above-level students can talk about tourist or historical sites or the government. Pre-level students can talk about the weather or best time to visit.

Extra Practice



Getting Started

5 minutes

Controlled Practice

15 minutes

- Ask students to tell you what they remember about comparatives. Let them skim Unit 6 if they need to. Listen to various answers, and then write on the board: tall/taller; pretty/prettier; expensive/more expensive; expensive/less expensive.
- Ask: How many things are we comparing with comparatives? (2)
- Say: Sometimes we want to compare more than two things. We might want to say, Angelina Jolie is the most beautiful woman in the world. We might want to say, That is the worst restaurant I've even eaten in. Write these two sentence examples on the board.
- State the lesson objective: We are going to learn about superlatives. We'll use them to talk about our favorite places.

Presentation

10 minutes

Language Note

Sometimes the comparison of things or people is implied, not stated. For example: *That is the most incredible city*.

Superlatives: -est, most, least, one of the most

- Call on a student to read the first sentence in the grammar box. Ask: *What collections of airplanes are being compared?* (all of them in the world)
- Call on a student to read the second sentence in the grammar box. Ask: *What museums are being compared?* (all of the museums in Washington)
- Call on a student to read the third sentence in the grammar box. Ask: *What restaurants are being compared?* (all the restaurants in whatever area the speaker is talking about)
- Have students read the Grammar Watch silently.
- Have students turn to page 290. You may want to assign information from this page for homework.

PRACTICE

Read about the Cherry Blossom...

- Have students read the paragraph for comprehension first. Write on the board: What is the paragraph about? Where does this festival take place? When? How is Japan part of the story? What is the negative part of the festival?
- Have pairs work together to answer the questions on the board. Call on students to read the questions and say the answers.
- Then have students complete the task.
- Have students compare answers when they are finished.
- Call on volunteers to read a sentence and identify the example of the superlative, if there is one.

Expansion: Reading Practice for 1

• Form pairs. Have students alternate reading the paragraph aloud.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Teaching Tip

Encourage students to use the grammar charts when they complete a grammar exercise. Encourage them to check with a partner when they've finished, and point out where in the chart the information is found.

Complete the sentences...

- Do item 1 with the class. Call on a student to read the incomplete sentence. Write the phrases from under the line on the board. Explain how to look at the phrases and apply what students have learned about the superlative.
- Have students compare answers with a partner.
- Call on students to write the answers on the board. Call on other students to say if the sentences are correct or not. Make corrections as necessary.

Show what you know!

GROUPS. Look through this unit...

- Have students turn back to the pictures in Lesson 1.
- Tell students they are all going to be reporters for this task.
- When students have completed the task, pair members from different groups. Have each student summarize what their group talked about.
- Call on students to point out the pictures they talked about and say what their group thought.

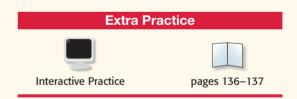
MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Encourage above-level students to ask pre-level students their opinions about the places in Washington. Encourage pre-level students to ask above-level students about anything they don't understand.

Progress Check

Can you . . . talk about your favorite places?

Ask students to review some of the things people like about their favorite places. Make a list on the board. Ask students: *Can you check this goal?*



Read a subway map

Getting Started

5 minutes **Presentation**

15 minutes

- Write on the board: big city transportation
- Ask students what methods of transportation big cities have. Write their answers on the board. If *subway* isn't one of their answers, write it.
- Ask: Have you ever taken these kinds of transportation?
- State the lesson objective: We're going to practice reading a subway map.

1 READ A SUBWAY MAP

A Washington, D.C., has...

- Tell students to read the information on the yellow sticky note and then study the map.
- Write on the board: 1. Name three places of interest.
 2. What do the different colors on the map mean?
- Let students call out answers to the questions on the board.

B PAIRS. Discuss the questions...

- Walk around and help as needed.
- Have pairs compare their answers with other pairs.
- Call on students to read the questions and say the answers. Encourage students to help their partners find and identify the symbols on the map.

MULTILEVEL INSTRUCTION for 1B

Cross-ability Have above-level students point out the various symbols on the map to the pre-level students and explain what they mean.

Read a subway map

Controlled Practice

20 minutes

Communicative Practice 20 minutes

2

PRACTICE

Teaching Tip

Encourage students to put their fingers on the map and follow the directions. Encourage them to help each other do this. This can help with map-reading skills.

PAIRS. Answer the questions...

- Call on students to write answers on the board.
- Have students show each other where on the map the information was found.

Expansion: Map Reading Practice for 2

• Bring in bus, metro, or subway routes for the closest city. Pass them out to groups. Have students identify different routes or places on the routes.

MULTILEVEL INSTRUCTION for 2

Below-level Students can find the closest station or stop to the school.

Above-level Students can use the map to plan a route from one place to another.

3 ASK FOR AND GIVE DIRECTIONS

A Read and listen to...

- Play CD 3, Track 39. Have students listen first without reading.
- Play Track 39 again and have students read.
- Ask: Where does Mohani want to go? (Washington National Airport) How many different lines does he need to take? (2) What choices does he have? (He can take the yellow or the blue line.)

B PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

© ROLE PLAY. Make similar conversations.

- Give students a few minutes to find where they are on the map. Then have them make conversations.
- Tell them to use their finger or a pen tip to follow the directions to be sure they are accurate.
- Call on pairs to role-play their conversation for the class.

■ MULTILEVEL INSTRUCTION for 3C

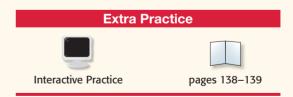
Pre-level Have students choose one place to give directions to and from. Tell them to practice that conversation until they feel confident they know it.

Above-level Have students expand and choose two more places to give directions to and from.

Progress Check

Can you . . . read a subway map?

Ask students to name the different directions on a map. Ask students to name ways to identify different metro or subway routes. Ask students: *Can you check this goal?*



Lesson 5

Talk about the government

Presentation

10 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

A PAIRS. Discuss. What would you like...

- Call on a student to read the information on the yellow sticky note.
- Write the questions from the exercise on the board.
- Walk around and help as needed.
- Ask students to say some of the things they would like to know about the U.S. government or Washington, D.C. Write these things on the board.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write two things about the government and two things about Washington they would like to know.

Above-level Have students write five or six things about the government and five or six things about Washington they would like to know.

2 LISTEN

A Listen to a tour guide...

- Ask: What information are we listening for? (the three places the tourists are going to see)
- Play CD 3, Track 40. Then ask a volunteer to answer. Write the correct answers on the board.
- To review, play Track 40 again.

Read the statements....

- Have students read the statements silently.
- Play CD 3, Track 40.
- While students are listening, write numbers 1 through 6 on the board.
- Have students compare answers.
- Then play Track 40 again. Review the answers by asking volunteers to write *T* or *F* on the board.

Expansion: Writing Practice for 2B

 Tell students they are going to listen again so they can correct the false statements. Play Track 40 again. Call on students to write corrected statements on the board. Have students copy the corrected statements into their notebooks.

Talk about the government

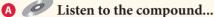
Presentation

5 minutes

CONVERSATION

Language Note

Compound nouns make up a lot of English words. Have students write five that they know. Practice the pronunciation.



- Play CD 3, Track 41. Have students read the words.
- Read the Pronunciation Watch. Ask students to tell you one or two compound nouns they know. Write what they say on the board.
- Or write: birthday, homework. Say the compound nouns and have the class repeat.
- Play Track 41 again. Have students repeat.

Controlled Practice 15 minutes

B Underline the compound...

- When students have completed the first part of the task, have them compare answers with a partner.
- Play CD 3, Track 42 twice while students complete the second part of the task.
- Call on students to read the sentences. Check for correct pronunciation.

Expansion: Reading Practice for 3B

• Form pairs. Have students alternate reading the sentences. Listen for pronunciation.

G Listen and read...

- Tell students they are going to hear a tour guide and tourists talking.
- Write on the board: What is the problem? Tell the class to listen for the problem. Encourage students to cover the conversation in their books.
- Play CD 3, Track 43. Call on students to say what they think the problem is.
- Then play Track 43 again. Have students listen and read.
- Review the answers on the board. Correct as necessary.

PRACTICE

A GROUPS OF 3. Practice the conversation.

- · Have three above-level students model the conversation for the class, using correct pronunciation and appropriate emotion.
- Tell students to take turns role-playing all the parts.
- Walk around and help as needed.
- Call on volunteers to read the conversation for the class.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS. Have you ever...

- Give students a few minutes to recall and write down information in their notebooks.
- Call on students to write on the board all the places they discussed in their groups.
- Have the class decide which place they want to learn more about.
- Erase the other places on the board. Let students ask questions of the student who has been at the place on the board.

Extra Practice



Talk about the government

Getting Started

5 minutes

Controlled Practice

15 minutes

- Have students close their books.
- Ask: What is a past participle? (used in the perfect tenses) Can you give me a few examples? Write some examples on the board. Include one you can write a passive sentence with. If you don't hear one, write: built.
- Construct a present passive sentence with either a past participle from the students or with *built*. Example: *That building is called the Capitol Building*.
- Ask: What's the name of the building? (Capitol Building)
- Ask: Who named it? (We don't know.)
- Tell students that in passive sentences we might not know who did the action.
- Tell students to open their books to page 236.
- State the lesson objective: We are going to learn about the simple present passive. We'll use it to talk about the government.

Presentation

10 minutes

The Simple Present Passive

- Call on students to read the sentences in the grammar box.
- Have students read the Grammar Watch silently. Read each sentence in the Grammar Watch and point to the grammar charts to show the corresponding information.
- Point out that the form of *be* is in present tense.
- Have students turn to page 311. Have them say what information can be found there.

PRACTICE

Read about the U.S. government....

- Tell students to read the paragraph silently for comprehension first, then work with a partner. Write on the board: *Name the three branches of the U.S. government. Write names associated with each branch and what that branch does.*
- Call on students to answer the questions you wrote on the board. Write the answers. For example, for *Legislature*, write: *Congress*, *Senate*, *House of Representatives*. Then write: *It makes new laws*.
- Then have students underline the present passives. Walk around and help as needed.
- To review, call on students to read the paragraph sentence by sentence and say what they underlined. Make necessary corrections.

Expansion: Reading Practice for 1

• Have students turn to page 283. Ask them to add one piece of information to the information on the board about the three branches of government.

Talk about the government

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

(A) Complete the paragraph...

- To show students that they do not need to understand every word to understand the main idea, have them read the paragraph for comprehension before completing the sentences. Write on the board: How many people visit the White House every day? What can you say about some of the rooms?
- Read the first sentence and do the second sentence with the class.
- Walk around and help as needed.
- Have students compare answers with a partner.
- Call on volunteers to write the phrases, including the present passives, on the board. Review the sentences with the class.

Culture Connection

If your students have access to computers, have them go to the www.whitehouse.gov site. Assign students to find one new fact to share with the class.

B The Executive makes laws...

- Call on students to write completed sentences on the board.
- Ask: When are these holidays? If you have a calendar in class, give it to a pair of students and ask them to write the dates of each holiday on the board. If you don't have a calendar in class, assign holidays to students. Tell them to come to class next time with the date.

Expansion: Research Practice for 2B

 Assign students the task of finding out under which president Martin Luther King Day became a holiday.

Show what you know!

GROUPS. Look at page 284....

- Assign a different holiday to each group.
- Assign three students the role of reporter, one to talk about *when the holiday is celebrated*, one to talk about *why it is celebrated*, and one to talk about *how it is celebrated*.
- Call on groups to share their information with the class.

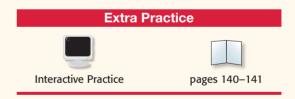
MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Let pre-level students choose their role in the group. Have above-level students give help if pre-level students need it.

Progress Check

Can you . . . talk about the government?

- Ask students to review the three branches of the U.S. government and what they do. Call on above-level students to make a list on the board of what students say.
- Ask students: *Can you check this goal?*



Getting Started

5 minutes

Presentation

15 minutes



BEFORE YOU READ

CLASS. The U.S. Constitution...

- Ask an above-level student to come to the board. Have the class call out all the religions they can think of. Have the student write them on the board. Help them along if needed.
- Say: In the United States, all these religions can be practiced.
- Call on a student to read the information and question in the book.
- Write students' answers on the board.
- State the lesson objective: We are going to read and talk about rights and freedoms in the United States.

Community Building

Of the religions on the board, find out how many religions are represented in class. Have students share one thing about their religion.

READ



Listen and read the article.

- Have students look at the picture and the map. Then have them read the title and skim the article. Ask: What do you think the article will be about? (Accept various answers.)
- Play CD 3, Track 44. Have students listen without reading first.
- Check comprehension. Ask: *Is the article about* what you thought it would be about?
- Play Track 44 again. Have students listen and read along silently. Ask them to circle any words or concepts they don't understand.
- Call on students who circled words to ask questions. Call on other students to answer. Write words and definitions or examples on the board.
- If students want definitions of the boldfaced vocabulary words now, tell them that there is vocabulary practice on the next page.
- Play Track 44 again. Have students listen and read silently again.

Expansion: Comprehension Practice for 2

- Form pairs. Write questions on the board:
 - 1. Where is Behrouz from?
 - 2. Why did he come to the United States?
 - 3. What was he afraid of in his country?
 - 4. Why is there no state or government religion in the United States?
- Have students write answers to these questions. Have them compare answers with another pair.
- Call on students to read the questions and say the answers.
- Answer any questions.

Talk about rights and freedoms

Controlled Practice

20 minutes

Communicative Practice 20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again....

- Have students read the information in the Reading Skill box silently. Then call on volunteers to explain the information.
- Choose five or six pairs to write their summary sentences of the main idea on the board.
- Call on volunteers to read the summaries on the board.
- Have the class vote on which one is the most concise, well-written summary.
- Acknowledge the winning pair with applause!

B Read the statements....

- Tell students to find the information on page 238 to help them decide if a sentence is true or false.
- Have students compare answers. Tell students to point to the statements in the article that show the answer.
- To review, have volunteers read a statement, say *true* or *false*, and identify the paragraph in the article that supports their answer.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: overwhelmed fled arrested practice worship official
- Have students read the sentences containing these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- As students are completing the task, write numbers *1* through *6* on the board. Call on students to write the vocabulary words on the board.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Expansion: Grammar Practice for 4

• Ask students to find the example of a passive sentence. Whoever finds it, have them write it on the board. (are arrested)

Show what you know!

GROUPS. Do you know anyone...

- Call on a student to read the questions in the box.
- Walk around and help as necessary.
- Call on one or two volunteers to share a story they know.

MULTILEVEL INSTRUCTION for Show what you know!

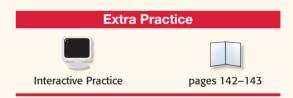
Pre-level Have students write notes to refer to when they share with the class.

Above-level Tell students not to use notes when they share with the class.

Progress Check

Can you . . . talk about rights and freedoms?

Ask the class to identify some rights and freedoms we have in the United States. Make a list on the board. Ask the class what government document protects our rights and freedoms. Write on the board: *The United States Constitution*. Ask students: *Can you check this goal?*



Talk about famous U.S. presidents

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Read about President...

- Have students turn to page 226. Ask them to look again at picture number 6. Ask: What is it? (the Lincoln Memorial) Which president does it honor? (Abraham Lincoln)
- Ask students to say what they know about Lincoln.
- Have students complete the task.
- Call on students to say something about Lincoln.

Presentation

10 minutes



LISTEN

Culture Connection

Abraham Lincoln is one of the most studied, emulated, and loved figures from American history. Even now, presidents are often compared, favorably or unfavorably, with Lincoln.



A Read the statements...

- Tell students to read through the statements silently.
- Say: You're going to listen to a tour guide talking about Abraham Lincoln.
- Play CD 3, Track 45 twice to give students time to answer all questions.

B PAIRS. Compare answers.

- Have students compare answers.
- Read a statement. Play CD 3, Track 45 and have students raise their hands when they hear the information related to the statement.
- Ask students to say what they heard. Have them say if the statement is true or false.
- Play Track 45 again to confirm the answers.

Expansion: Reading Practice for 2B

- Form pairs. Have students read the statements to each other. Have them confirm or deny the statements with short answers.
- If they deny the statements, have them say a new true statement.

Talk about famous U.S. presidents

Controlled Practice

15 minutes

Communicative Practice 15 minutes



CONVERSATION



Listen and read...

- Play CD 3, Track 46. Have students listen and read.
- Play Track 46 again. Have students repeat.



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make conversations...

- Call on a student to read the directions and information under the pictures. Answer any questions.
- Walk around and help as needed.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose one place and write a conversation about that place.

Above-level Have students add another place that they learned about in this unit and write a conversation about that place.

Extra Practice



Talk about famous U.S. presidents

Getting Started

5 minutes

- Write on the board: *The White House is visited by* 6,000 *tourists every day.*
- Ask: *Do you recognize this verb form? Do you remember what we call it?* (present passive)
- Say: In Lesson 6, we learned to use present passive. Now we're going to learn to use past passive.
- Ask: What would you do to change present passive to past passive? If you hear a student answer Change be to past!, acknowledge the answer and write it on the board. If you don't hear the answer, write Change be to past! on the board.
- Ask students to write the new sentence in past passive in their notebooks. Then ask them to say the new sentence. Write on the board: *The White House was visited by 6,000 tourists yesterday.*
- State the lesson objective: We're going to learn past passive while we talk more about U.S. presidents.

Presentation

5 minutes

Past Passive

- Call on a student to read the two sentences in the grammar box.
- Ask: What is the same for present and past passive? (both use past participle; both use a form of be; in both we either don't know or don't care who did the action)
- Ask: What is different between present and past passive? (the tense that be is in; present passive is general information and past passive is something that happened in the past)

Culture Connection

There are various theories about why the English and early Americans wore wigs and/ or powdered their hair. Some theories say it was fashion started by a king who went bald and wanted to hide the fact. Others say it was because of bad hygiene. People's hair often fell out and they had scabs on their skin. It was easier to boil wigs than to keep scalps free of lice.

Controlled Practice

10 minutes

1

PRACTICE

A Read about the first...

- Look at the picture. Ask: Who is the man?
- Have students read the whole paragraph before completing the task.
- Call on students to read sentence by sentence and say what they circled and underlined.

B Complete the paragraph...

- Point out to students that they are to use the words under the lines and they are all to be past passives.
- Call on students to write the past passives on the board.
- To review, call on students to read the sentences completed with the passives from the board. Make corrections as necessary.

Communicative Practice 10 minutes

Show what you know!

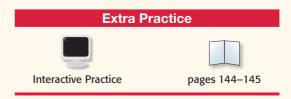
GROUPS. Choose a U.S. president....

- On the board make a list of presidents who the students can choose to research. If more than one person wants to research the same president, assign different aspects of the research to different students.
- Have students share their research with their groups.

Progress Check

Can you . . . talk about famous U.S. presidents?

Ask the class to name some presidents they learned about in this unit. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 10 Write about rights and freedoms

Getting Started

5 minutes

Controlled Practice

15 minutes

BEFORE YOU WRITE

A GROUPS. The U.S. Constitution...

- Call on a student to read the directions, the question, and the list of rights. Answer any questions. Use the board to write examples of the various rights.
- Ask a volunteer from each group to say which countries have which rights.
- State the lesson objective: We are going to write a paragraph about a freedom or right that is important to you.

MULTILEVEL INSTRUCTION for 1A

Cross-ability Have students work together, above-level students helping pre-level students with any questions or difficulties they might

Presentation

10 minutes

B Read Carlos Hernandez's...

- Tell students to read the paragraph silently.
- Write on the board: What is the name of the freedom? What does this freedom mean? Why is it *important to Carlos?*
- Call on students to write an answer for each question on the board.
- Tell students to write these questions in their notebooks and refer to them when they are writing their own paragraph.

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

WRITE

Write about one freedom...

- Ask students to identify rights and freedoms. Write a list on the board.
- Tell students to choose one of these rights and freedoms to write about.
- Remind students to use the paragraph in Exercise 1B as a model.
- Walk around and help as necessary.

CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice





Show what you know!

1

REVIEW

For your Grammar Review...

- Have students turn to page 256 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 3, Track 39.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Look at...

- Have each pair study the map.
- Have each student read their role play information. Give tourists a few minutes to look at where they are on the map. Give agents a few minutes to look on the map at the directions they need to give.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, grammar, and map reading.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Mi-Hyun...

- Have students read the problem silently.
- Check comprehension. Ask: Who are Mi-Hyun and Jun? What are they doing? What is their problem?

STEP 2. PAIRS. Discuss. What is the...

- Tell students to summarize, without reading, the problem Mi-Hyun and Jun have.
- Have students read through the options together.
- Call on students to say what advice they would give Mi-Hyun and Jun.
- If other students have different advice, have them say what it is.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 225 (the first page of Unit 12). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 12, encourage them to review the activities on the CD-ROM.

Extra Practice

