

7

Citizenship

Classroom Materials/Extra Practice



CD 2
Tracks 15–21



Workbook
Unit 7



Interactive Practice
Unit 7

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Past perfect
- Passive with *get*

Listening and Speaking

- Discuss how a bill becomes a law
- Discuss becoming a U.S. citizen
- *Communication Skill*: Exchanging Opinions

Reading

- Read a text about the beginnings of the U.S.
- Read an article about the U.S. Constitution
- Read an article about the Bill of Rights
- *Reading Skill*: Using a T-chart to Take Notes
- Read an article about the benefits of citizenship
- *Reading Skill*: Using Text Structure and Formatting

Writing

- Write a formal e-mail to an elected official
- *Writing Tip*: Using a problem/solution structure

Life Skills

- Interpret historical maps of the U.S.

Preview

- Welcome students and have them look at page 125.
- Say: *Look at the picture. Where are the people? What's happening?* (Possible answers: The people are at a ceremony to become U.S. citizens. The woman is promising to obey the laws of the U.S.)
- Ask: *How many of you are U.S. citizens?* Have students raise their hands.
- Say: *If you were not born in this country, you can become a naturalized citizen by living in the U.S. for a certain amount of time and passing a citizenship exam, in addition to fulfilling some other requirements. Are any of you naturalized U.S. citizens?* Have students raise their hands.
- Say: *In the U.S., a special ceremony is held when people become citizens. We say that they are sworn in; they raise their right hand and swear to obey the laws of the U.S. Constitution.*
- Say: *In this unit, you'll learn requirements and procedures for becoming a U.S. citizen. You'll learn some U.S. history and how the U.S. government works. You'll also talk about how a bill becomes a law.*

Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. Clarify that a *bill* can mean different things but here it means a law that has been proposed and must be approved by a vote of the U.S. Congress.
- Tell students to check the goal that is the most important to them.
- Take a poll by reading the goals aloud, with students raising their hand for the goal they checked. Write the goal on the board that the most students checked.
- Say: *As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.*

Getting Started

10 minutes

- Say: *In this unit, we will be listening, speaking, reading, and writing about American history and government. In the first several lessons, we will be talking about early history, including the early settlers and the War for Independence from Britain, also known as the Revolutionary War. We will also talk about the Constitution, the Bill of Rights, and the structure of the government. Toward the end of the unit, we will focus on how people become U.S. citizens. Right now, let's start by learning about the beginnings of this country.*
- Ask students if any of them have studied U.S. history in their home countries.

1

BEFORE YOU READ

PAIRS. Discuss. What do you already know...

- Ask students to read the directions.
- Set up pairs. Say: *Share what you already know about these people and events.* Read the word box aloud.
- Ask each pair to share what they talked about. Write each new comment on the board, a transparency, or a flipchart. Every time a pair mentions information already on the list, put a checkmark next to the word or phrase.
- Ask students to share other information they know about the beginnings of the U.S. (such as that the French, Dutch, and Spanish were early explorers and settlers in North America). Write down this information.
- Give students time to write notes in their notebooks and new vocabulary in their vocabulary logs.
- Say: *Now we will listen and read a short article about the beginnings of the U.S.*

Presentation

15 minutes

2

READ

**Listen to and read the text about...**

- Ask students to read the directions.
- Say: *This article gives a brief overview of some important events and people that helped develop the U.S.*

- Point out that the words and phrases in boldface (*founded, permanent, colony, established, represent, protested, goods, unjust*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 15, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure. Tell students that they have only a few minutes for this.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Assign one or two words to each group and ask them to write one (or two) sentence(s) with their assigned word(s) or phrase(s).
- Ask groups to read their sentences to the class.
- After each group reads a sentence, ask if anyone has any questions about the word.

Expansion: Reading Practice for 2

- Write or adapt paragraphs on other aspects of early U.S. history, such as Native Americans before the Europeans, French (or Dutch or Spanish) settlers, Roger Williams, William Penn, or women's lives in the New England, Middle, and Southern colonies. There is a wealth of information at the U.S. government's official web portal: www.usa.gov/.
- Write or adapt the paragraphs for different reading levels—from slightly below level to advanced—but each with the same number of details.
- Assign the paragraphs to like-ability groups. Every person in a group reads the same paragraph.
- Tell the groups to read and talk about the paragraphs. Say: *I'll be walking around to answer any questions you have about historical events, vocabulary, or pronunciation.*
- Allow students as long as it takes for each of the groups to read and understand their paragraphs.
- Walk around as groups share the information; assist as needed.

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

A GROUPS. Write the answers...

- Ask students to read the directions.
- Set up groups of five: have students count off 1-2-3-4-5. Say: *Make your own groups—each group should have a number 1, 2, etc. Person 1, you read the first question and direct the conversation on it. Person 2, you read the second question, and so on. Once you all agree on the answer to a question, write the short answer next to the question in the book (or in notebooks, if students don't own their own books). Do you have any questions? Answer any questions.*
- Walk around as groups form and students work on the answers; assist as needed.
- Discuss as a whole class only any answers that groups were not sure about.

Answers: 1. Plymouth was founded primarily for religious reasons and Jamestown primarily for economic reasons.
 2. Colonies were not represented in the government (Parliament), and so they thought they were being taxed unfairly. They were only allowed to trade with Britain.
 3. the Boston Tea Party; 4. the Declaration of Independence; 5. the Constitution, which led to one national government

Teaching Tip

- Setting up groups and pairs can—at least initially—make some students nervous. However, finding their own groups and pairs gives students practice negotiating and problem solving in English. Watch closely and be ready to help organize if needed.

B Complete the timeline...

- Ask students to read the directions.
- Confirm that students understand what a timeline is. Say: *Putting information in a time sequence is a useful strategy for remembering details and also for helping you get an idea of the big picture.*
- Let students work in their same groups or alone, as they choose.
- Draw a long horizontal line on the board; at one end write 1607 and at the far end 1787. Then write the other dates in order.

- Ask students to give the answers for each date and write short answers.
- Call on students and complete the timeline on the board. Write their answers. Ask students if they have other questions or comments about the article.

4 WORD WORK

GROUPS. Choose three words...

- Set up groups.
- Ask students to read the directions.
- Confirm that students understand that they discuss first, then write in vocabulary logs.
- Walk around; intervene only if you hear a question that students can't answer in the group.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

Communicative Practice

15 minutes

5 MAKE IT PERSONAL

GROUPS. Discuss. How is the early history...

- Ask students to read the question.
- Tell students to remain in the same groups.
- Say: *There are probably similarities and differences between the early histories of your home countries and the U.S. Take a few minutes and share your thoughts.*
- Write a T-chart on the board, an overhead, or a flipchart; on one side write *similarities* and on the other side write *differences*. Ask groups to share the similarities and differences they came up with.

Getting Started

5 minutes

- Say: *In the last lesson, we talked about the early history of the U.S. What were some of the early U.S. colonies, and why were they founded?* (Jamestown, founded to grow tobacco; Plymouth, founded to practice religion that was outlawed in Britain) Ask: *Why did the U.S. colonies want independence from Britain?* Elicit answers from students, offering prompts as needed (*Did they pay taxes to the British government? Were they allowed to vote?*).
- Say: *Today we're going to talk more about the beginnings of the U.S. To do so, we'll practice the grammatical structure of the past perfect.*

Presentation

15 minutes

The Past Perfect

- Say: *Use the past perfect to talk about something that happened, or was true, before another action or specific time in the past.*
- Ask students to read the Grammar Watch. Copy the first sentence from the grammar chart onto the board.
- Ask: *How is the past perfect formed?* (*had* + past participle) Write this on the board.
- Point to the grammar chart and read the first sentence. Ask: *What specific time is given in this sentence?* (1750) Ask: *What happened before 1750?* (More than 1 million settlers had made the colonies their new homes.) Circle *had made* on the board.
- Say: *Use the past perfect in this sentence to show that before 1750, another action had occurred—the settlers had made the colonies their new homes.*
- Read the second Grammar Watch item aloud. Ask students to read the second and third sentences from the grammar chart. Ask: *What other things had happened by 1750?* (The British had already lost a lot of money. The thirteen colonies had become the thirteen American states.)
- Read the third Grammar Watch item aloud. Then read the fourth grammar chart sentence aloud. Ask: *What two actions happened in this sentence?* Write the following on the board:

Pilgrims arrive

Immigrants to Jamestown establish successful colony

- Ask: *Which action happened first?* (Immigrants to Jamestown establish a successful colony.) Write 1 next to this sentence on the board. Ask: *What happened next?* (The Pilgrims arrived.) Write a 2 next to the sentence on the board.
- Say: *Use the past perfect for the action that happened first and the simple past for the action that happened next.* Change the sentences on the board as follows:
 - 2—*Pilgrims arrived*
 - 1—*Immigrants to Jamestown **had already established** successful colony*
- Write the fifth and sixth sentences from the grammar chart on the board. Ask students which event happened first in each sentence. Number the events.

Controlled Practice

15 minutes

1

PRACTICE

Read the sentences. Underline...

- Say: *Let's look at some more examples of the past perfect.* Ask students to read the directions. Write the first item on the board. Ask: *What grammatical structure is used with the first event?* (the past perfect) *The second event?* (the simple past)
- Have students complete the exercise. Walk around and check students' work.
- Call on students to say the answers. For item 4, clarify that *had had* is the past perfect form of *have*; it describes that the colonies had separate governments for each colony before the Constitution created one federal government.

MULTILEVEL INSTRUCTION for 1

Pre-level Sit with students in a group and offer prompts to help them get started with the exercise. (For example, *Let's look for the past perfect. Do you see a past participle and had?*)

Above-level After they finish the exercise, have students reread the article on page 126 and underline phrases in the past perfect.

Controlled Practice

10 minutes

Communicative Practice

15 minutes

2

PRACTICE

Language Note

Already, yet, and just are often used with the past or present perfect. *Already* emphasizes that something has been completed. *Yet* draws attention to the fact that something is expected to happen but has not, prior to this time. *Just* shows that something happened very recently.

GROUPS. Read the timeline about...

- Read the directions aloud.
- Have groups complete the exercise.
- Walk around and help students as they work, referring them to the lists of irregular past participles as needed (on page 225).
- If necessary, point out that in most cases in this exercise, the verb students need to use in the answer is in the timeline (*begins* → *had just begun*) but that in item 6 they will need to use a different verb (*publishes* → *had not heard about*)
- Call on students to read sentences and say answers.

MULTILEVEL INSTRUCTION for 2

Pre-level Sit with students in a group and help them with the exercise. Ask them to find the event that each item mentions in the timeline and circle it. Then have them consider whether the event took place before or after the time mentioned in the item.

Above-level After they finish the exercise, have students reread the article on page 126. Have students work in pairs. Ask them to look at the past perfect phrases, underline them if they are not underlined already, and identify the specific time, event, or action that happened first.

Show what you know!

STEP 1. PAIRS. Reread “The Beginnings...

- Ask students to read the directions, form pairs, and complete the exercise.

STEP 2. GROUPS. Discuss. What events...

- Have students read the directions and form groups.
- Say: *Talk about events that had already happened before Paul Revere made his ride in 1775. Use the past perfect and already or just. Emphasize that students should not write anything; they should practice speaking with the past perfect.*
- Write a sample prompt on the board:
By the time Paul Revere made his famous ride, _____ had already _____.
- Have groups complete the exercise.
- Have groups share with the whole class examples of events that had already happened by the time of Revere's ride.

Community Building

For more practice with the past perfect, have students create a personal time line—that is, a list of milestones in their life (for example, when they finished school, when they learned to drive, when they came to the U.S., when they got married, when they got their first job). Have them exchange timelines with a partner. The partner should present the student to the class and say a few sentences in the past perfect about him or her. Example:

*By 2002, Iliana had finished high school.
By 2003, she had gotten her first job. . . .*

Progress Check

Can you . . . discuss the early history of the U.S.?

- Say: *We have practiced discussing the early history of the U.S. Can you do this? If so, check the box.*

Extra Practice



Interactive Practice



pages 82–83

Getting Started

10 minutes

- Say: *In the first two lessons, we studied the early history of the U.S. In this lesson, we are going to talk about one of the most famous documents in the world: the Declaration of Independence. Then we will listen to, read, and talk about another of the world's most famous documents: the U.S. Constitution.*
- Ask students to discuss what they know about the Declaration of Independence and the Constitution.

1

BEFORE YOU READ

CLASS. The Declaration of Independence...

- Have students read the directions.
- Ask students what they think the phrase “all men are created equal” means. Ask questions as needed to start the discussion. (For example: *What does equality mean when we are talking about people? Does this mean that we are all the same? Why do you think the statement says “men,” not “men and women?”*)
- Ask: *Do you agree with the idea that all people are “created equal”?* Remind students to explain their opinions.
- Confirm that students understand what *entitled* means. (have the right to have or do something)
- Ask students to give their ideas about what the phrase “life, liberty, and the pursuit of happiness” means. Let students continue the discussion as long as they are engaged.
- Write any new vocabulary words that come up on the board and explain them.
- Say: *Now we will listen to and read a short article about the organization of the U.S. government, which is based on the Constitution.*

Presentation

15 minutes

2

READ



Listen to and read the article...

- Ask students to read the directions.
- Say: *This short article explains one of the fundamental ideas—the separation of powers—which organizes the federal government. The Constitution is the oldest federal constitution still in existence.*

- Point out that the words and phrases in boldface are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 16, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Teaching Tip

- You may want to share and discuss with students a facsimile and transcript of the U.S. Constitution. The Constitution and information about it is available at www.archives.gov under “American Historical Documents.”
- Read the Preamble aloud, and help students understand its meaning. Explain difficult terms, such as *tranquility* (peacefulness), *posterity* (those who will live when you are dead), and *ordain* (make the decision that something will happen).

Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Ask the students to circle any other difficult or new vocabulary words and to discuss their meanings as a group.

Expansion: Reading Practice for 2

- Set up groups.
- Have students read the article again.
- After they finish reading each paragraph, have students discuss the main idea or ideas of that paragraph as a group.

Controlled Practice

20 minutes

Communicative Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Write the missing parts...

- Ask students to read the directions.
- Confirm that students understand that a graphic organizer can be any kind of form that helps organize material visually (T-chart, pie chart, etc.).
- Allow enough time for the task.
- Go over the chart with the class; answer questions.

B Reread the article. Write...

- Have students read the directions.
- Ask students to check their answers with other students.
- Ask for volunteers to read each question and answer. Tell students that there is more than one way to word the answers.

Answers: 1. the men who were responsible for governing the colonies and winning the war; 2. the Declaration of Independence (some students may also have learned about the Articles of Confederation; accept this as well); 3. makes the laws; 4. applies and enforces the laws; 5. interprets the laws and makes sure that all the laws follow the principles of the Constitution; 6. to make sure that no single branch could become too powerful

4

WORD WORK

GROUPS. Choose three words...

- Set up groups.
- Ask students to read the directions.
- Confirm that students understand that they discuss first, then write in vocabulary logs.
- Walk around; intervene only if you hear a question that students can't answer in the group.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary logs for words you read or hear outside of class.*

Show what you know!

STEP 1. PAIRS. Use the graphic organizer...

- Set up informal pairs.
- Ask students to read the directions.
- Walk around and assist as needed.

STEP 2. GROUPS. The Founding Fathers wanted...

- Ask students to read the directions.
- Tell pairs to join with another pair to make a group.
- Say: *The three branches have different special powers. For example, Congress controls taxes and spending. Congress also has the power to declare war, not the president. The president controls the military but can't declare war. The judicial branch listens to law cases and makes sure that the laws follow the Constitution. But the judicial branch doesn't make the laws. What would happen if one branch had too much power?*
- Have one person in each group take notes.
- Discuss the question with the whole class. Call on the note-taker from each group to summarize the group's opinion.

Networking

- Invite a member of the League of Women Voters or another nonpartisan organization to give a short—but more in-depth—talk about the principles of the U.S. government in relation to the Constitution.
- Send topics or questions to the speaker in advance. For more in-depth directions on preparing for a guest speaker, see page T57.

Progress Check**Can you . . . show how the U.S. government works?**

- Say: *We have talked about how the U.S. government works. Now look at the question at the bottom of the page. Can you show how the U.S. government works? If so, check the box.*

Getting Started

10 minutes

Teaching Tip

Students in your class may have opposite religious beliefs as well as dissimilar cultural and social values. In addition, some students may have experienced oppression or persecution in their home country. For these reasons, limit or control class discussion on controversial topics such as human rights and abuses in the world. Such topics may generate arguments or ill-feeling, or may make students feel uncomfortable.

- Say: *We've talked about the early history of the U.S. and the development of its system of government, which is based on the Constitution. One main reason the colonists broke away from Britain was because they felt they did not have individual rights. When the Constitution was written in 1787, some people were not satisfied with it because they thought it had failed to guarantee individual rights. The first ten amendments to the Constitution, known as the Bill of Rights, were added as protections for individual rights. As we learned in the previous lesson, the Supreme Court interprets questions about the Constitution and the Bill of Rights.*
- Ask students to share what they know about the Bill of Rights. Write students' ideas on the board, a transparency, or a flipchart.
- Say: *Now let's talk about human rights here and in your home countries. Then we will listen to and read about the Bill of Rights.*

1

BEFORE YOU READ

CLASS. Discuss. What do you know...

- Ask students to read the directions.
- Expand on the first question. Say: *Some countries have a written constitution, or guarantees of human rights, like the U.S. Does your home country have a written constitution that recognizes human rights? Which ones? If not, are there rights that people in your country still expect, even if they are not written in an official document? What are they? Are there rights in your home country that people argue about? Which ones? Give examples if necessary.*

Presentation

15 minutes

2

READ



Listen to and read...

- Ask students to read the directions.
- Say: *Now you are going to read an article that describes some of the human rights protections offered by the Bill of Rights.*
- Point out that the words and phrases in boldface (*assemble, petition, bear arms, intrusion, warrant, testify, impartial, bail*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 17, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Possible answer: The Bill of Rights protects various human rights. For example, it protects freedom of religion and speech; the right to bear arms; the right to a public and speedy trial.

Teaching Tip

- You may want to share and discuss with students a facsimile and transcript of the Bill of Rights, which you can download from the National Archives website: www.archives.gov. (Go to "American Historical Documents.")
- Ask students to work in groups to read one of the original ten amendments. Have them compare the actual amendment to what they learned about it in the article.

Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Assign one or two words or phrases to each group and ask them to write one (or two) sentence(s) with their assigned word(s) or phrase(s).
- Ask groups to read their sentences to the class.

Controlled Practice

15 minutes

Reading Skill: Using a T-chart to Take Notes

- Direct students to the Reading Skill box.
- Ask a confident, above-level student to read the text.
- Say: *A T-chart is a basic graphic organizer that can be very effective for note-taking. A T-chart can be especially useful when you need to review specific information, such as in this case, where you want to remember which amendment says what.*

3

CHECK YOUR UNDERSTANDING

A Make a T-chart...

- Ask students to read the directions. Tell them to make a T-chart in their notebook, with room to write notes.
- Point out the examples on the T-chart. Say: *For each amendment, take brief notes on the main points.*
- Allow enough time for students to reread and write. Walk around; answer questions or assist as needed.

B Write the answers to the questions.

- Ask students to read the directions.
- Confirm that students understand that they need to go back to the text to answer the questions. Give students time to complete the task.
- Ask volunteers to read each question and its answer. Join in only if any of the answers are not fully correct.

Answers:

1. U.S. citizens, non-citizen residents, and visitors;
2. freedom of religion, speech, and the press; freedom to peacefully assemble and to petition the government for change;
3. by guaranteeing the right to an attorney and to a speedy and public trial by an impartial jury

4

WORD WORK

GROUPS. Find the boldfaced words...

- Ask students to read the directions.
- Have them complete the matching exercise.
- Walk around; intervene only if you hear a question that students can't answer in the group.
- Check answers with the whole class.

Communicative Practice

20 minutes

Show what you know!**STEP 1. PAIRS.** Compare and contrast...

- Ask students to read the directions.
- Set up pairs.
- Say: *Use your T-charts to talk about each of the amendments.*
- Ask if there are any remaining questions about the meaning of specific vocabulary; respond as needed.

STEP 2. GROUPS. Discuss. Which of the first ten...

- Ask students to read the directions and the question.
- Set up informal groups. Say: *Talk with three or four other students; make sure you all get a chance to express your opinion.* Explain which amendment or amendments you think are most important.
- Walk around; intervene only if students have questions.
- Ask each group whether the group members all agreed on the most important amendment. *Note:* If students do not agree on one, tell them that it is not surprising, since all the amendments are important.

Progress Check**Can you . . . recognize individual rights in the Constitution?**

- Say: *We have talked about individual rights in the Constitution. Now look at the question at the bottom of the page. Can you recognize individual rights in the Constitution? If so, check the box.*

Extra Practice



Interactive Practice



pages 84–85

Getting Started

10 minutes

- Say: *We've been talking about the history of the U.S. and how the government has been organized and controlled by the Constitution, particularly the ideas of the three branches of government and the principle of the separation of powers. We learned about the first ten amendments to the Constitution—the Bill of Rights—which protect people's civil rights. Now we are going to focus on one branch of the federal government—the legislative branch—and learn how a bill becomes a law.*
- Ask students if they understand what a *bill* is. If needed, explain that a bill is a plan for a new law. Say: *We will listen to a segment from a radio show that will explain how this plan becomes an actual law.*

Expansion: Vocabulary Practice

- Explain that *bill* has at least nine meanings (including idioms) as a noun and two meanings (including an idiom) as a verb—not counting being a nickname for *William*.
- Brainstorm a list of definitions for *bill*. Write the meanings on the board, a transparency, or a flipchart. Unless students come up with all meanings, tell them to find more meanings by going to a dictionary.
- Set up pairs; give each pair an advanced learners' dictionary or, if several computers are available, give pairs the option of looking up the word in an online dictionary.
- Say: *Look up bill and read all the entries. Copy any definitions that you don't know—especially the meanings of idioms—into your vocabulary logs.*
- Walk around while pairs work; assist as needed.
- After pairs finish, check for understanding, particularly such idioms as *fit the bill* or *clean bill of health*.
- Encourage students to pay close attention to idioms they hear or read outside of class. Tell students to bring them into class so that you can help explain them. Say: *It's difficult to understand idioms because you can't make sense of them just by looking at the individual words that make them up.* Also encourage students to write down all new words, phrases, and idioms in their vocabulary logs.

1

BEFORE YOU LISTEN

A CLASS. In recent years,...

- Ask students to read the directions.
- Ask: *Are any of you familiar with how an idea might become a bill or how a bill becomes a law in the U.S.? If yes, let students discuss. If no, ask: Can you talk about how laws are made in your home countries?*
- Let the conversation go on for as long as students are engaged, provided that it is generally related to making laws.

B GROUPS. Fill in the blanks with words...

- Ask students to read the directions.
- Check answers with the whole class.

Presentation

15 minutes

2

LISTEN



Listen to a segment...

- Ask students to read the directions.
- Review the directions to make sure everyone understands the true/false process.
- Play CD 2, Track 18.
- Walk around the room as students listen. Observe whether any students are having difficulty listening and answering at the same time.
- Ask for volunteers to read the statements and say whether they are true or false. Let students discuss any disagreements in answers; intervene only if they do not come up with the correct answer.
- Check answers with the whole class. Go over any misunderstandings.

Expansion: Reading Practice for 2

Have students go to this website and read the article: <http://bensguide.gpo.gov/6-8/lawmaking/index.html>. Explain that this website is intended for middle-school students. However, because law making is very complex, this page is useful to adults because it provides a clear visual overview.

Controlled Practice

15 minutes

3 PRACTICE

Grammar Watch: Passive with *get*

- Direct students to the Grammar Watch.
- Ask students to give examples of sentences with active verbs and passive verbs. (For example, *Millions of people voted in the presidential election. The energy bill was passed by the Senate.*) Use as many examples and as much discussion as necessary to make sure that students understand the difference between active and passive sentences.
- Restate the rule. Say: *Sometimes we say get instead of be in passive sentences. We do this more in speaking than in writing.*
- Ask students to read the two sets of examples and see how a form of *get* can replace a form of *be* in the passive sentences.

Language Note

- Explain that it is usually preferable to write in the active voice because it is direct and more powerful, but some types of government or business texts are typically written in the passive voice.
- Say: *However, it's important for your comprehension and your understanding of English structure to be able to be able to use both active and passive voices.*
- Review active and passive; write several simple active sentences on the board.
- Ask students to change the sentences from active to passive. (*The police arrested the man.* → *The man was arrested by the police.*)
- Repeat the exercise by writing passive sentences and asking students to convert them into active sentences. (*The car was fixed by Manuel.* → *Manuel fixed the car.*) Note: This exercise may be easy for many students but will help the pre-level students who may have less grammar background.

Read these statements...

- Ask students to read the directions.
- Review the directions. Tell students to first rewrite the active sentences as passives, using *be*. Then tell them to rewrite the sentences as passives with *get*.
- Say: *This exercise is meant to give you practice understanding the difference between active and passive sentences and to help you to recognize how get is often used.*

Communicative Practice 20 minutes

4 MAKE IT PERSONAL

PAIRS. Explain how a bill becomes a law....

- Ask students to read the directions.
- Set up pairs.
- Ask students to take turns describing how a bill becomes a law. Tell students to try to remember the discussion at the beginning of the lesson and to review Exercise 1B and the radio segment.
- Say: *If you have questions about the process, write them down and we'll talk about them in a few minutes.*
- Ask students to share any questions about the process of how a bill becomes a law. Answer the questions and then review the whole process.

Extra Practice



Interactive Practice

Getting Started

15 minutes

- Say: *We have been learning about early American history and important historical documents—the Declaration of Independence and the Constitution, including the Bill of Rights. We studied how a bill becomes a law in Congress. Now we are going to talk, listen to, and read about becoming a U.S. citizen.*

1 BEFORE YOU READ

CLASS. Discuss. What are...

- Ask students to read the directions.
- Restate, generalize, and expand the questions. Say: *What advantages does becoming a U.S. citizen give you that non-citizen residents do not have? Do you think there are any disadvantages to becoming a U.S. citizen?*
- Accept all responses; allow students to continue the discussion as long as they are engaged.
- Say: *In a few minutes, you will read and listen to a pamphlet that explains the benefits of citizenship.* Ask for a volunteer to explain what a pamphlet is, or explain as needed. (synonyms: flyer, bulletin)

Teaching Tip

- Some students in your class may not have legal status to live in the U.S. Because of this, keep the discussion about citizenship at a theoretical, general level. Although many students may offer personal information, do not ask them to give personal responses about citizenship beyond a voluntary show of hands.
- Don't offer any advice to individuals about pursuing permanent residency, asylum, or naturalization, but do provide contact information for the United States Citizenship and Immigration Service (USCIS at <http://www.uscis.gov/portal/site/uscis>) and local community- and faith-based organizations or ethnic support organizations. Make sure that any organization you give contact information for is a valid, nonprofit, helping organization.

Presentation

15 minutes

Reading Skill: Using Text Structure and Formatting

- Direct students to the Reading Skill box.
- Ask a confident, above-level student to read the text.
- Say: *Paying attention to the structure and formatting of a text can help you comprehend the article more easily and better. Boldface, bullets, color, italics, numbered lists—all of these can help you find the main ideas and significant details.*

2 READ



Listen to and read the pamphlet...

- Ask students to read the directions.
- Say: *This short article highlights some of the benefits of citizenship.* If students have already mentioned some of the benefits, note that and ask them to look for other benefits.
- Point out that the words and phrases in boldface (*restrict, priority, automatically*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 19, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Possible answer: Boldface blue type and bullets highlight the main points about the benefits of citizenship. Boldface black type identifies important words that must be understood to comprehend the text.

Expansion: Vocabulary Practice for 2

- Many terms related to citizenship and naturalization may be unfamiliar to students. Write the following words on the board: *naturalization, alien, pending, verify, jurisdiction, waiver (as in filing a waiver), adjust, affidavit, oath, allegiance, obligation.*
- Set up groups. Give each group two words to work on. Have the groups use a dictionary and their prior knowledge to figure out the meanings of each word.
- Ask each group to write a sentence that illustrates the meaning of each word. Then have groups share their words, meanings, and sentences with the class.
- Suggest that students add some or all of these words to their vocabulary logs.

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Check (✓) the main idea.

- Read the directions aloud.
- Explain to students that they should read the statements and then check the one that best describes the main idea of the pamphlet.
- Tell them to quickly complete the exercise and then share their answers with people sitting near them.

B Check (✓) the most accurate statement.

- Ask students to read the directions. Have them check the statement that is *most* accurate, according to the pamphlet.

C Read the text again. Write...

- Ask students to read the directions.
- Repeat the directions and confirm that students only need to write short answers.
- Ask for volunteers to read each question and its answer.
- Allow students to discuss the content of the article, questions, and answers as long as they are engaged, including their opinions about the laws.

Answers:

1. Only U.S. citizens can vote in federal elections; most (but not all) voting in state elections is restricted to U.S. citizens.
2. Citizens generally have priority when petitioning to bring family members permanently to the U.S.
3. In most cases, a child born to a U.S. citizen is automatically a U.S. citizen, so parents do not usually need to do anything to obtain citizenship for their children.
4. Traveling with a U.S. passport allows a person to get assistance from the U.S. government when overseas.
5. Most federal jobs and many elected offices in the U.S. can only be held by U.S. citizens.
6. You can demonstrate commitment to your new country.

D PAIRS. Discuss. Which two benefits...

- Ask students to read the directions.
- Set up pairs.
- Say: *Take a couple of minutes to look back at the pamphlet. Talk to your partner about which benefits seem most important to you, and explain why.*
- Allow enough time for the discussion.

Teaching Tip

Provide an alternative topic for students who may already be knowledgeable about the subject. Possible topics:

Are there benefits to having dual citizenship? If so, what are they? If not, why not?

Naturalized citizens must take an oath of allegiance, but natural-born U.S. citizens do not have to do this. Should all adult citizens be required to say an oath of allegiance? Why or why not?

4

WORD WORK

GROUPS. Choose three words...

- Set up groups.
- Ask students to read the directions.
- Confirm that students understand that they discuss first, then write in vocabulary logs.
- Walk around; intervene only if you hear a question that students can't answer in the group.

Communicative Practice

15 minutes

Show what you know!

GROUPS. Discuss. What did the pamphlet...

- Ask students to read the directions and questions.
- Tell students that they might want to look back over the text, noting any new information.
- Have students form groups and answer the questions. Walk around and monitor discussions, offering prompts as needed. (For example: *Did you know that you needed U.S. citizenship to be able to apply for many federal jobs? Why is this information helpful?*)
- Ask students which new information was the most helpful. Have groups share their ideas with the class.

Extra Practice



Interactive Practice



pages 88–89

Getting Started

15 minutes

Say: *In the previous lesson, we learned the benefits of becoming a U.S. citizen. In this lesson, we will listen to an instructor in a citizenship class give a lecture about the requirements for becoming a naturalized citizen of the U.S. You will practice taking notes.*

1

BEFORE YOU LISTEN

CLASS. A naturalized citizen...

- Ask students to read the directions.
- Say: *In the last lesson, we discussed people who have become U.S. citizens or who are studying to become citizens. Today we are going to discuss citizenship preparation classes. Do you know anyone who is studying in a citizenship class now?* Allow all student responses.
- Before class, find contact information about well-respected, free or low-cost organizations that provide citizenship preparation classes.
- Ask students if they know where there are citizenship classes (including your program, if appropriate). Write names of programs on the board so that students can copy them down. Add contact information for good programs.
- Say: *Let's listen to an instructor talk about the requirements for naturalization.*

Presentation

15 minutes

TAKING SIMPLE NOTES

- Direct students to the notes about note-taking.
- Ask a confident, above-level student to read the first note. Ask another above-level student to read the second note.
- Ask students if they have any questions or comments about these note-taking strategies.
- Say: *When you take notes, write them so that you can understand what you need to remember and to be able to identify what is important. As the second note says, don't write full sentences—just key words and abbreviations. Be sure that you will be able to remember what your abbreviations stand for.*
- Direct students' attention to the handwritten notes under REQUIREMENTS FOR CITIZENSHIP.

2

LISTEN

**A An instructor is giving a lecture to a new...**

- Ask students to read the directions.
- Tell them that as they listen to the lecture, they will take notes in their notebooks.
- Play CD 2, Track 20, as students listen and write notes.
- Walk around the room as students listen. Observe whether any students are having difficulty listening and writing notes at the same time.

**B PAIRS. Listen again and check...**

- Ask students to read the directions.
- Tell students to listen again and check their notes, then compare them with a partner's notes and answer the questions together (orally only).
- Set up informal pairs. Say: *Work with someone sitting close to you.*
- Play Track 20 again.
- Ask: *Was this lecture easy, medium, or difficult to follow and to take notes from?* If most of the response is *medium* or *difficult*, ask students what made it so and whether they have questions about the content.

Expansion: Listening Practice for 2A and 2B

- For more listening practice, bring in authentic listenings about topics related to citizenship and immigration. These can be taken from local radio stations, podcasts, or such websites as National Public Radio (<http://www.npr.org/>) or the Library of Congress American Memory online collection (<http://memory.loc.gov/ammem/index.html>)
- Ask students to listen and take notes.
- After the first listening, ask if students need to hear the clip again; if the majority do, play it again. Ask whether they have questions about content.

Controlled Practice

15 minutes

3 PRACTICE

A Revise your notes. You can...

- Ask students to read the directions.
- Allow approximately 3–4 minutes for students to revise their notes alone.

B PAIRS. Use your notes to answer...

- Ask students to read the directions.
- Tell students to work with the same partners as in Exercise 2B.
- Allow enough time for pairs to write answers to the questions. Tell students they can work together on one text and that later the other partner can write the answer in his or her notebook (to avoid taking the time to write the answers twice).
- Ask each pair to answer one of the questions.

Communicative Practice 15 minutes

Communication Skill: Exchanging Opinions

- Direct students to the Communication Skill box.
- Ask a confident, above-level student to read the text.
- Say: *It's important that you be able to express your opinions. In the U.S., we expect people to say what they think. It's equally important to express your opinions politely and to listen carefully to others' points of view. That's not always easy, but the phrases listed here help.* Repeat each phrase and add the rest of a sentence to give it context. (For example: *How do you feel about the new naturalization exam? In my opinion, the cost for the naturalization process is reasonable.*)

Community Building

- Have students form groups of 4 or 5.
- Say: *We are going to practice exchanging opinions. Please look at the box on page 139. Use the expressions to answer some questions I will write on the board. Do you agree that naturalized citizens should have to pass both the English test and the civics test? Why or why not? How important is it for you to speak English in the U.S.? Should English become the official language of the U.S. or should the U.S. have no official language?*

4 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the directions and the two questions.
- Set up groups in a different way from usual. For example, pass out colored index cards and have all the reds work together, all the blues work together, and all the greens work together. In this case, if you want to continue the discussion with different groups, you can then ask the groups to re-form, with each new group being composed of one red, one blue, and one green.
- Walk around; listen to the discussions but intervene only if students ask you a question.

Extra Practice



Interactive Practice

Getting Started

10 minutes

1

LEARN ABOUT DIFFERENT KINDS OF MAPS

CLASS. Discuss. What kinds...

- Say: *In this unit, we have talked about the early history of the U.S. One of the tools we used to organize information about historical events was a timeline. Today we're going to explore another tool for organizing historical information: a historical map.*
- Read the discussion questions and elicit answers, offering prompts. (For example: *Have you ever used a map at a shopping mall? Did it help you find the store that you needed?*) List different types of maps on the board as students say them (for example, road maps, bus or subway maps, museum maps, city or country maps, a world map or globe). Ask for a show of hands as to how many students have used each type.

Presentation

20 minutes

2

INTERPRET A U.S. MAP

A PAIRS. Look at the map...

- Ask an above-level student to read the note on the right about different types of maps.
- Say: *People use different types of maps for different reasons. What does a political map show? (how governments have divided land) A physical map? (geographical features of the earth) A historical map? (information about a time and place in the past)*
- Ask how many students have seen each type of map.
- Draw students' attention to the map on page 140. Give them a few minutes to look at it.
- Clarify unfamiliar terms on the map. Examples:
 - atlas*—a comprehensive book of maps
 - territorial*—relating to a territory, or piece of land
 - acquisitions*—things that you acquire, or gain, from another person, company, or country
 - cede*—to give up something such as a state or territory, sometimes as a consequence of war
 - cession*—the act of ceding something
 - annexation*—when one country takes over another country's land and makes it its own

- Tell students to form pairs and take a few minutes to discuss what type of map they think the illustration is—and how they can tell.
- In the full group, elicit an answer to the question in the directions: *How can you tell that this is a historical map?* (It has information about times and places in the past—when different states became part of the country.)

Language Note

The terms *the continental United States* and *the lower 48* are often used to refer to the 48 contiguous (that is, next to each other) states as well as the District of Columbia, which are all south of the northern border with Canada. Although Alaska and Hawaii are also states, they are not considered part of the continental United States.

Expansion: Reading Practice for 2A

Have students find answers to the following questions about the map with a partner or in a small group:

What part of the U.S. was first settled by Europeans? (the East Coast)

When did the Oregon Territory become part of the U.S.? (1846)

What do the states with dots represent? (the states acquired from the Louisiana Purchase)

Which countries ceded land to the U.S.? (Great Britain, Spain, Mexico)

Which countries sold land to the U.S.? (France, Mexico, Russia, Denmark)

Which states were annexed by the U.S.? (Texas and Hawaii)

From which country did the U.S. purchase the Virgin Islands? (Denmark)

When was Hawaii annexed by the U.S.? (1898)

When did the U.S. make the Louisiana Purchase from France? (1803)

From which country did the U.S. purchase Alaska? (Russia)

Controlled Practice

15 minutes

B Use the map to write answers...

- Tell students to look at the map on page 140 and to use it to write answers to the questions in Exercise 2B in their notebooks.
- Circulate and help as needed.

Answers: 1. Great Britain, France, Spain, Mexico, Russia (if including Virgin Islands, Denmark); Texas and Hawaii were both “republics,” so could be counted as well; 2. 1803; 3. Spain; 4. Russia; 5. Denmark; 6. 1898; 7. Great Britain

3

DISCUSS MAP FEATURES

A CLASS. Discuss. What are some...

- Ask students to read the note on page 141.
- Read the directions aloud. Ask students to compare the maps on pages 126 and 140.
- Ask the two discussion questions and elicit answers from students. (*Both maps have a scale and compass rose; the map on page 126 has a key.*)
- Point to the map scales on pages 126 and 140. Say: *The scales on both maps show how many miles and kilometers the units of distance on the maps represent.*
- Point to the compass roses on pages 126 and 140. Say: *The compass rose on each map shows which direction is west, east, north, and south.*
- Point to the map key on page 126. Say: *The map key on page 126 shows the colors used to represent different groups of colonies (New England, Middle, Southern) on the map. There is no map key on page 140.*
- *Optional:* Ask students to look at the map on page 126. Ask: *What do the purple-shaded areas on the map represent?* (the New England colonies)

B PAIRS. Use the map on page 140...

- Say: *Now we’re going to look at the map on page 140 and find specific information.* Ask students to read the directions and form pairs.
- Have students complete the exercise.
- Call on students to say the answers.

Answers: 1. the map scale; 2. the compass rose; 3. the areas acquired during the Louisiana Purchase

Communicative Practice

15 minutes

4

LISTEN

A

An instructor is giving...

- Say: *Now, you’ll listen to a lecture about the way the U.S. grew, territory by territory. But first, let’s review the term territory. What does this mean?* Explain that it is a piece of land, or geographic region, that is owned or controlled by a particular country.
- Ask students to read the directions. Say: *As you listen to the lecture, take notes. Don’t write down everything you hear; you might note dates and a few key words to help you remember what happened on those dates.*
- Play CD 2, Track 21.
- *Optional:* Allow students to hear the lecture again and add information to their notes.

B

Review your notes. Then write...

- Say: *Now that you’ve listened to the lecture, look back at your notes and use the information in them to answer a few questions.*
- Ask students to read the directions and complete the exercise.
- Call on volunteers to say the answers.

Answers: 1. Thomas Jefferson; 2. 1848; 3. Spain, Great Britain, Russia, and the United States; 4. They were pleased with the discovery of gold and oil in Alaska.

Community Building

Ask students to locate a historical map of their home country. They may do so alone or in groups with other students from their home country. After they have completed the maps, ask students to present them to the class.

Progress Check

Can you . . . interpret historical maps of the U.S.?

- Say: *We have practiced interpreting historical maps of the U.S. Can you do this? If so, check the box.*

Extra Practice



Interactive Practice



pages 90–91

Getting Started

5 minutes

Say: *We have been talking about the U.S.—its history and government. We have practiced vocabulary and grammatical structures to discuss how the government works and how to become a U.S. citizen. Today we are going to apply all of this knowledge as we write an e-mail to an elected official about a community concern.*

Presentation

5 minutes

1 BEFORE YOU WRITE

A You are going to write...

- Ask: *When you write an e-mail to your friends, how does it usually sound? Elicit answers, offering prompts as needed. (Does the e-mail sound friendly? Casual? Is it like a conversation in writing? Are the grammar and spelling correct?)*
- Ask: *Have you ever written a more formal e-mail, such as a request for information or a response to a job posting? If students respond affirmatively, ask: How was the tone different from e-mails that you write to friends? Elicit answers from students, offering discussion prompts as needed. (For example: How did you start the e-mail? With Dear Mr. or Dear Ms.? Did you write in complete sentences? Did you sign your full name?)*
- Ask students to read the directions, the FYI note and Writing Tip. Clarify terms or answer questions as needed.
- Say: *You will write a formal e-mail like a business letter, such as the cover letter in Unit 2. Use the same format and a similar greeting and salutation.*
- Ask students to review the format of the model cover letter on page 206.
- Say: *When you write your e-mail, you'll use a problem/solution structure. That is, you'll describe a problem and explain the reasons for it, and then you'll give suggestions for solving it.*

Language Note

Because students will be writing about the causes and effects of a problem, encourage them to review the Unit 6, Lesson 7 Reading Skill box on page 118 about words that signal these concepts, including *so, because, because of, therefore, lead to, result, and as a result.*

Controlled Practice

20 minutes

B List problems in your...

- Ask students to read the directions.
- Ask: *What are some concerns that you have about your community? Elicit ideas from students, noting them on the board.*
- Say: *Make a list of the community problems that concern you. Then circle the problems that you could describe to a local official, along with proposed solutions.*
- Have students complete the exercise. Walk around and check students' work.

C Read the model of a formal e-mail...

- Ask students to read the directions and then to turn to page 209 and read the formal e-mail. Clarify vocabulary as needed.
- Ask: *What problem does Guillermo present? Is his idea a good one? Why or why not? Elicit thoughts from students.*

Possible answers: The problem Guillermo presents is that funding for adult literacy has decreased. The solution—to increase funding—is one that many students may agree with.

2 ANALYZE THE WRITING MODEL

PAIRS. Discuss the questions.

- Say: *Now I'd like you to read the e-mail a second time, looking for answers to the questions in Exercise 2.*
- Have students complete the exercise. Walk around and check students' work.
- Call on students to say the answers.

Possible answers:

1. He's worried about decreases in adult literacy funding.
2. Decreased funding for adult literacy programs makes it hard for residents to communicate in the workplace and be productive members of the community.
3. He proposes increased adult literacy funding. This would allow workers to improve their basic skills, enabling them to get and keep jobs that pay well. This would benefit the community at large by creating a strong economy for the city.

Communicative Practice 30 minutes

3 THINK ON PAPER

A Before Guillermo wrote...

- Read the directions aloud. Ask students to look at Guillermo's T-chart.
- Ask the question in the directions. If necessary, point out that the author presented two of the three problems from his chart in the first paragraph and the three solutions in the second paragraph of the e-mail.

B Think about the problem...

- Say: *Now you are going to use the notes that you made in Exercise 1B to make a problem/solution chart for your e-mail. Pick one community problem that you wrote about and describe its causes and solutions, just as Guillermo did in his T-chart.*
- *Optional:* Write a T-chart on the board for students to use:

Problem	Solution

- Have students complete the exercise. Walk around and check students' work, offering prompts as needed. (For example: *What is another effect of the lack of affordable housing?*)

Teaching Tip

If students are on computers, have them create a two-column table in Microsoft Word™ to organize their list of problems and solutions; remind them to paste their notes from Exercises 1B and 3B.

4 WRITE

Use your T-chart to write...

- Read the directions. Say: *Before we begin to write, let's consider how to identify and contact local elected officials.*

- Ask students to name local government representatives (school board members if elected, board of supervisor or city council members, mayor). Show students how to find contact information for these representatives on your local municipal or state website.
- Have students write the first draft of a formal e-mail.
- Say: *When you finish writing, you're going to read your e-mail and revise it. What does revise mean?* (changing your work—adding, deleting, or rewriting details)

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

- Say: *You'll read over your e-mail a first time and answer the questions in Step 1; if any answers are no, revise your work.*
- *Optional:* Have students form pairs, exchange e-mails, and give each other feedback and suggestions.

B STEP 2. Edit and proofread.

- Say: *Then you'll read over your e-mail a second time and edit and proofread your work.* Direct students to check their papers for grammar, spelling, punctuation, and typos.
- *Optional:* Have students complete a "clean" second draft of their e-mail at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

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

Extra Practice



Interactive Practice



page 92

1 REVIEW

For your grammar review, go to page 230.

- Say: *Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced?* Elicit answers, noting them on the board. (For example: discussing early American history, explaining how the U.S. government works, discussing how a bill becomes a law, analyzing historical maps, explaining the procedures of obtaining U.S. citizenship)
- Ask students to complete the grammar review exercise at the top of page 230.

2 ACT IT OUT

GROUPS. You are taking a...

- Ask students to read the directions.
- Say: *Student A will look back at Lesson 3 and discuss what the three branches of government do and why the checks and balances of power are important. Student B will reread the T-chart made for Lesson 4 and explain why he or she values three of the ideas in the Bill of Rights. Student C will review the notes taken in Lesson 7 and will describe the seven requirements for U.S. citizenship.*
- Have students complete the exercise. Walk around the room and monitor conversations.

3 READ AND REACT

STEP 1. Read about Jeffrey.

- Say: *Now we're going to apply our knowledge from this unit to a problem involving a character, Jeffrey. Let's read about Jeffrey.*
- Have students read the story.

STEP 2. GROUPS. What is Jeffrey's problem?

- Ask students to read the directions and then form small groups.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Jeffrey's problem and a list of at least three possible solutions.
- Ask groups to choose a representative to present the group's ideas to the class.
- Elicit from students the language to use for making suggestions. (For example: *First, he should . . . He could also try to . . .*)
- Have students discuss the questions. Walk around the room and monitor conversations.
- A representative from each group presents the group's ideas. After each presentation, prompt students for feedback. (*What do you think of Group 1's suggestions for Jeffrey? Which idea do you like best?*)

Possible answers: *Problem:* Jeffrey's problem is that he would like to stop the amount of building in his community. *Solution:* He could write a letter to his local representative asking for new legislation to control the amount of building.

4 CONNECT

Turn to page 218 for your Study Skills activity. See page Txii for general notes for Study Skills activities.

Progress Check

Which goals can you check off? Go back to page 125.

Ask students to turn to page 125 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM.