

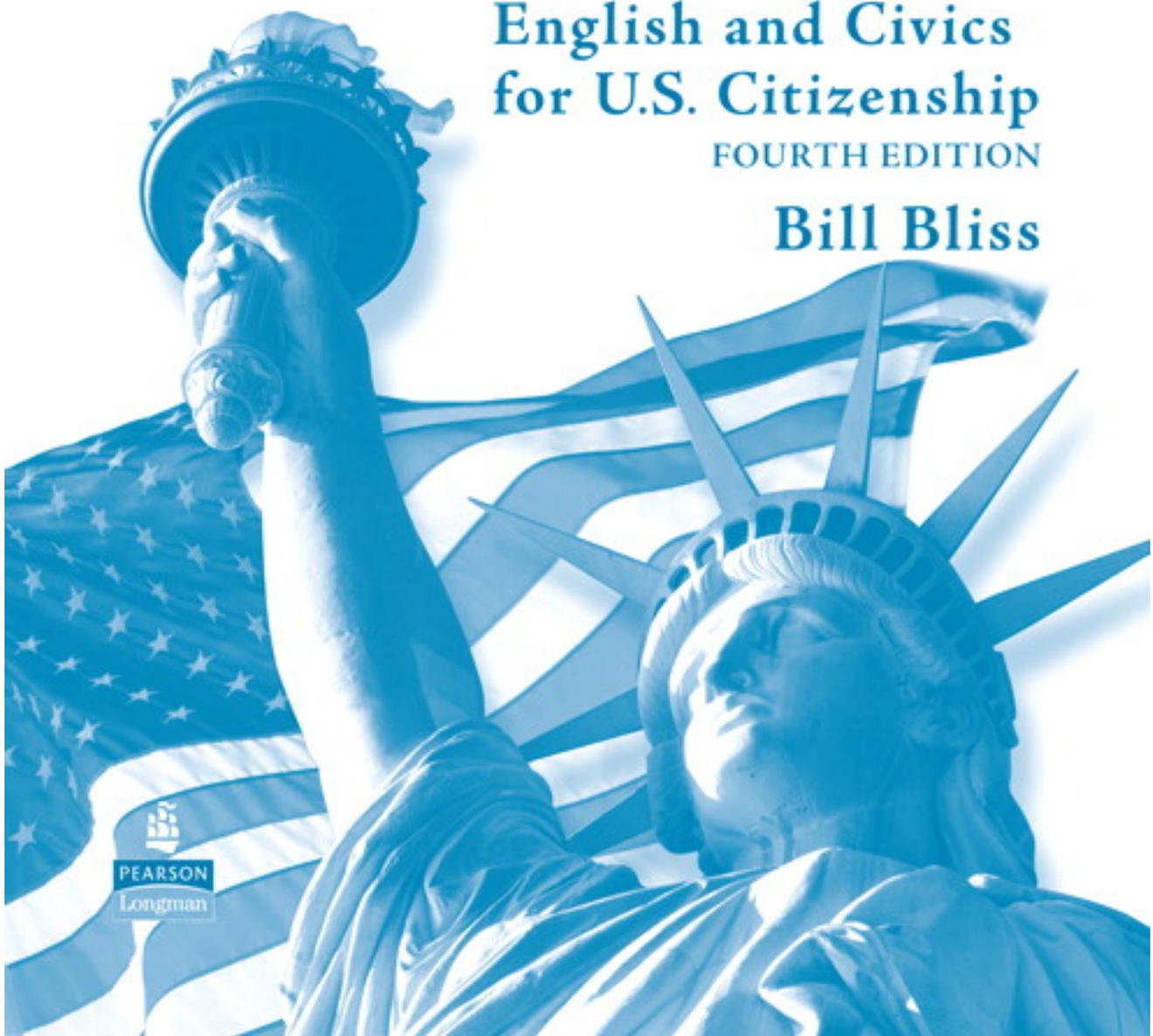
Teacher's Guide

# VOICES of FREEDOM

English and Civics  
for U.S. Citizenship

FOURTH EDITION

Bill Bliss



PEARSON  
Longman

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# UNIT 3

## BRANCHES OF GOVERNMENT

LESSONS & UNIT ACTIVITIES	OBJECTIVES	STUDENT TEXT	TEACHER'S GUIDE
Vocabulary Preview	Identifying the three branches of government	47	47
Branches of Government	Identifying the three branches of government; Understanding the concepts of separation of powers / checks and balances	48–49	48–49
Making, Enforcing, and Explaining the Laws of the United States	Identifying the functions of and public officials in the three branches of government	50–52	50–51
Civics Test: Name One Branch of the Government	Answering questions about the branches of government; Asking for repetition; Apologizing; Interpreting paraphrased questions	53	52
Unit Test	Preparing for USCIS civics, reading, and writing test questions	54–55	53
Civics Enrichment	Preparing for a field trip to the local office of a U.S. representative; Discussing problems, issues, and opinions to share with a U.S. representative; Internet Activity: Visiting a U.S. representative's website	56	53
The English Test (Speaking)*	Asking the officer to paraphrase a question; Giving information about residence and employment; Talking about time outside the United States	220–221	54–55

\* This interview preparation lesson is in the Appendix for students' convenience. It can be introduced in this unit and then reviewed along with the other interview preparation lessons as students get ready for their appointment at USCIS. If you prefer, you can do these lessons later in the course if that is more appropriate for the timing of your students' interviews. Interview Practice worksheets accompany these lessons.

### UNIT RESOURCES

#### Worksheets:

Unit 3 Writing Practice  
Unit 3 Reading Practice  
Unit 3 Civics Practice  
Interview Practice Worksheets 19–21

#### Audio Program:

CD 1: Tracks 44–54

### RELATED PRACTICE

*Foundations*: Unit 5

*Word by Word Basic*: pages 44–53, 58–67, 242–243

*Word by Word*: pages 20–24, 27–31, 161

*Side by Side / Side by Side Plus*: Book 1, Units 9–11

*Side by Side Interactive CD-ROM / Side by Side TV*: Levels 1A & 1B, Segments 13–17

*ExpressWays*: Book 1, Unit 3

# UNIT OVERVIEW

## KEY VOCABULARY

### READING

Congress  
do  
does  
in  
is  
lives  
meet  
of  
President  
Senators  
the  
United States  
where  
White House  
who

### WRITING

Congress  
in  
is  
lives  
meet/meets  
of  
President  
Senators  
the  
United States  
Washington, D.C.  
White House

### GOVERNMENT

branches  
courts  
enforce the laws  
executive  
explain the laws  
judicial  
laws  
legislative  
make the laws  
parts  
separation of powers  
system of checks and  
balances

### PEOPLE

Congress  
President  
representative  
senator  
Supreme Court justice  
Vice President

### BUILDINGS & PLACES

Capitol  
Supreme Court  
Washington, D.C.  
White House

### QUESTION WORDS

what  
where  
which  
who

### OTHER WORDS

called  
can  
have/has  
in charge of  
live  
name (v.)  
powerful  
work

## GRAMMAR

### SIMPLE PRESENT TENSE

They **work** in the Capitol.  
The President **works** in the  
White House.

### HAVE/HAS

The government **has** three  
branches.

### CAN

**Can** you name one part of the  
government?

### TO BE

The White House **is** in Washington, D.C.  
Senators **are** in the Congress.

## FUNCTIONAL EXPRESSIONS

### APOLOGIZING

I'm sorry.

### ASKING FOR REPETITION

Could you please repeat the  
question?  
Could you say that one more  
time?

## TEXT PAGE 47 VOCABULARY PREVIEW

You may want to introduce these words before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the photographs on text page 47 and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the photographs. Practice the words in the following ways:
  - Say a word and have students tell the correct number on the photograph.
  - Give a number on a photograph and have students say the word.

# TEXT PAGES 48–49 BRANCHES OF GOVERNMENT

## FOCUS

### TOPICS

Branches of Government  
Separation of Powers/ Checks and Balances

### GRAMMAR

#### Have/Has

The government of the United States **has** three parts.

#### To Be

The Congress **is** the legislative branch.  
The courts **are** in the judicial branch.

## NEW VOCABULARY

branch	legislative branch
checks and balances	part
Congress	powerful
courts	President
executive branch	separation of powers
government	stop
in charge of	system
judicial branch	

## PREVIEWING THE READING

Have students talk about the title and the photographs to establish the context of the passage. Ask some or all of the following questions. (Students may have previous knowledge of some of the vocabulary, and some words appear in the Vocabulary Preview on text page 47.)

(Point to the first picture.)

What is this? (The U.S. Capitol Building.)

Where is this? (In Washington, D.C.)

Who works there? (The Congress.)

(Point to the second picture.)

What is this? (The White House.)

Where is this? (In Washington, D.C.)

Who works there? (The President.)

Who lives there? (The President.)

(Point to the third picture.)

What is this? (The Supreme Court Building.)

Where is this? (In Washington, D.C.)

Who works there? (The Supreme Court.)

## READING THE PASSAGE

1. Have students read the passage silently. (If you wish, you may read the passage aloud or play the audio program as students read along silently.)
2. **Check Reading Comprehension:** Ask students a question about each line of the passage. For beginning-level students, ask these questions in the order below so that the questions follow the sequence of the passage. For higher-level students, ask the questions in random order.

How many parts does the government of the United States have?

What are these parts called?

What are the names of the three branches of government?

Which branch is the Congress?

Who is in charge of the executive branch?

In which branch are the courts?

What kind of separation is there between the branches of government?

What kind of system is this?

What does the system of checks and balances do?

3. Ask students if they have any questions about the passage; check understanding of vocabulary.
4. **Choral Repetition:** Read aloud each line of the passage and have students repeat.
5. **Class Circle Reading:** Have students read the passage aloud as a class, with different students reading each line. (You can assign each line to a particular student or by seating patterns, or by letting students take turns spontaneously. In large classes, have a different group or row of students read each line.)
6. **Pair Practice:** Have students work in pairs, reading the passage to each other section by section. Circulate around the room and check students' reading and pronunciation, focusing more attention on students who need more assistance.

## CHECK-UP

### VOCABULARY CHECK

1. government
2. branches
3. executive
4. legislative
5. judicial
6. powers
7. balances

### CIVICS CHECK

Note: Since many questions have multiple acceptable answers, encourage low beginners to consistently practice a single answer to a question, while higher-level students can practice the multiple answers.

First, practice each question separately:

1. **Listening:** Have students read along silently as they listen to the question and answer(s)—presented by you, by a pair of students, or on the audio program.
2. **Choral Repetition:** Model the question and answer(s) and have the whole class repeat in unison.
3. **Choral Conversation Practice:** Divide the class in half. Have Group 1 ask the question and Group 2 give the answer(s); then reverse. (Or: You ask the question and have the whole class answer in unison; then reverse.)
4. **Pair Practice:** Have students practice the question and answer(s) in pairs.
5. **Presentation:** Call on one or two pairs of students to present the question and answer(s) to the class.

Then practice all the questions together:

6. **Choral Answers:** Ask any question and have students give the answer in unison. (If there are multiple answers, have them give the first answer in the text.)
7. **Pair Practice:** Have students work in pairs, taking turns asking and answering all the questions in random order.

For more practice or for review during the next class session:

**“ROUND ROBIN”:** Have students circulate around the room and ask each other the questions. Students should move on to another person after they have taken turns asking and answering a question.

### DISCUSSION

Have students describe the structure of the government in their native countries, including the branches of government, what they are called, who works in them, and where the government is located.

# TEXT PAGES 50–52 **MAKING, ENFORCING, AND EXPLAINING** **THE LAWS OF THE UNITED STATES**

## FOCUS

### TOPIC

Branches of Government

### GRAMMAR

#### Simple Present Tense

They **work** in the Capitol.

The President **works** in the White House.

## NEW VOCABULARY

building	senators
Capitol	Supreme Court
enforce the laws	Supreme Court justices
explain the laws	they
make the laws	Vice President
representatives	White House

## GETTING READY

Introduce the third person singular form of the simple present tense.

a. Write on the board:

I work at (name of school).

The President works in the White House.

b. Model the sentences for students.

c. Have students repeat chorally and individually.

## PREVIEWING THE READING

Have students talk about the title and the photographs to establish the context of the passage. Ask some or all of the following questions to review the previous lesson's content:

(Point to the top picture.)

What building is this? (The U.S. Capitol Building.)

Where is it? (In Washington, D.C.)

What branch of government works there?

(The legislative branch.)

Who works there? (The Congress.)

(Point to the middle picture.)

What building is this? (The White House.)

Where is it? (In Washington, D.C.)

What branch of government works there?

(The executive branch.)

Who works there? (The President.)

(Point to the bottom picture.)

What building is this? (The Supreme Court Building.)

Where is it? (In Washington, D.C.)

What branch of government works there? (The judicial branch.)

Who works there? (The Supreme Court.)

## READING THE PASSAGE

1. Have students read the passage silently. (If you wish, you may read the passage aloud or play the audio program as students read along silently.)
2. **Check Reading Comprehension:** Ask students a question about each line of the passage. For beginning-level students, ask these questions in the order below so that the questions follow the sequence of the passage. For higher-level students, ask the questions in random order.

What is the legislative branch of the government called?

Who is in the Congress?

What do they do?

Where do they work?

What is the Capitol?

Who is in charge of the executive branch?

Who also works in the executive branch?

What do the President and the Vice President do?

Where does the President live and work?

Where is the White House?

Who works in the judicial branch?

What do they do?

Where do they work?

Where is the Supreme Court?

3. Ask students if they have any questions about the passage; check understanding of vocabulary.
4. **Choral Repetition:** Read aloud each line of the passage and have students repeat.
5. **Class Circle Reading:** Have students read the passage aloud as a class, with different students reading each line. (You can assign each line to a particular student or by seating patterns, or by letting students take turns spontaneously. In large classes, have a different group or row of students read each line.)
6. **Pair Practice:** Have students work in pairs, reading the passage to each other section by section. Circulate around the room and check students' reading and pronunciation, focusing more attention on students who need more assistance.

## CHECK-UP (Pages 51–52)

### MATCHING I

1. b
2. c
3. a

### MATCHING II

1. b
2. c
3. a

### MATCHING III

1. c
2. a
3. b

### ANSWER THESE QUESTIONS

1. The legislative branch / The Congress / Senators and representatives
2. The judicial branch / The Supreme Court / The Supreme Court justices
3. The executive branch / The President and Vice President

### DISCUSSION

Have students discuss how the government works in their native countries. Have them also discuss U.S. laws they know about.

### GRAMMAR CHECK

1. lives
2. work
3. works
4. explain
5. enforces
6. has

## QUESTIONS AND ANSWERS

1. The legislative branch
2. The judicial branch
3. The executive branch

### LISTENING

Have students complete the exercises as you play the audio program or read the following:

*Listen and circle the correct answer.*

1. Where does the President work?
2. Where does the Congress work?
3. Who makes the laws of the United States?
4. Who explains the laws of the United States?
5. Who enforces the laws of the United States?
6. Who works in the Congress of the United States?

### ANSWERS

1. White House
2. Capitol
3. Congress
4. Supreme Court
5. the President
6. senators

**FOCUS**

**TOPIC**

Branches of Government

**GRAMMAR**

**Can**

**Can** you name one part of the government?

**FUNCTIONAL INTERVIEW SKILLS**

Asking for repetition

Apologizing

Interpreting paraphrased questions

5th Line A: And do you know what stops one branch of government from becoming too powerful?

6th Line A: Something stops one branch of government from having more power than the other branches. Do you know what it is?

Explain to students that the officer is rephrasing the question (saying the question a different way) to make it more understandable. In the first example, the officer changes the word *branch* to the word *part* and also adds the words “Can you . . .” at the beginning of the question. In the second example, the officer changes the long question into a statement followed by a shorter question.

When students ask the officer to repeat a question, they should know that the officer might or might not repeat the question exactly word-for-word. If the sentence sounds different, it is because the officer is trying to be helpful.

**NEW VOCABULARY**

All right.	Could you say that one more time?
Can you name . . . ?	Do you know . . . ?
civics questions	going to
Could you please repeat the question?	I'm sorry.
	Name . . . .

**PRACTICING THE DIALOG**

Note: The dialog has blank lines and answer-choice boxes since the questions have multiple acceptable answers. Encourage low beginners to consistently practice one answer to a question so that they master it—the first answer in the text or another answer they prefer. Higher-level students can practice the multiple answers. (The audio contains the first answer.)

**GETTING READY**

**1. Introduce can.**

Write on the board:

Can you \_\_\_\_\_? Yes, I can.

- Model the question and answer and have students repeat both chorally and individually.
- Have several students answer as you ask about their ability to speak their native language:

Can you speak *Spanish*? (Yes, I can.)

**2. Introduce different ways to ask for repetition.**

Point out that the dialog contains two different ways to ask for repetition:

Could you please repeat the question?  
I'm sorry. Could you say that one more time?

Model these sentences for students, and have them repeat chorally and individually.

**3. Prepare students for paraphrased questions.**

Point out that when the applicant asks the officer to repeat the question, the officer *paraphrases*—the officer says the question using different words or different word order.

2nd Line A: Name one branch of the government.  
3rd Line A: Can you name one part of the government?

- Setting the Scene:** Have students look at the photograph and determine who is talking: a USCIS officer and an applicant for citizenship. Establish the context: “The USCIS officer is asking about the branches of government.”
- Listening:** With books closed, have students listen to the dialog—presented by you, by a pair of students, or on the audio program.
- Choral Repetition:** With books still closed, model each line and have the whole class repeat in unison.
- Reading:** With books open, have students follow along as two students present the dialog. Ask students if they have any questions and check understanding of vocabulary.
- Choral Conversation Practice:** Divide the class in half. Have Group 1 ask the questions and Group 2 give the answers; then reverse. (Or: You ask the questions and have the whole class answer in unison; then reverse.)
- Pair Practice:** Have students practice the dialog in pairs, taking turns being the USCIS officer and the applicant.
- Presentations:** Call on pairs of students to present the dialog to the class.

## TEXT PAGES 54–55 UNIT TEST

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The end-of-unit assessment evaluates student achievement of the unit's learning objectives while developing the specific test-taking skills required for success during the USCIS English and civics exam. Students can practice and complete the tests in class or at home.

### A. CIVICS

This section contains the official USCIS questions that appear in the unit. Students can practice the questions and answers outside of class on their own or with a study partner. (Since many questions have multiple acceptable answers, encourage low beginners to consistently practice a single answer to a question, while higher-level students can practice the multiple answers.) For in-class assessment, call on students to answer different questions, or observe students as they test each other through pair practice.

### B. CIVICS MATCHING

1. d                    2. a                    3. b                    4. c

### C. GRAMMAR

1. is                    2. work                    3. lives                    4. has

### D. KEY VOCABULARY

- |                     |                  |
|---------------------|------------------|
| 1. President        | 4. White House   |
| 2. Congress         | 5. Senators      |
| 3. Washington, D.C. | 6. United States |

### E. READING AND WRITING

This section contains the types of reading and writing questions on the USCIS test. You can assess students' reading skills by their ability to read aloud the questions. You can assess their writing skills by their ability to write the sentences from dictation. (The dictation sentences appear below, in the text on page 239, and on the audio program. Each dictation sentence is on a separate audio track so that the audio can be paused while students write.)

1. The Congress meets in Washington, D.C.
2. The President of the United States lives in the White House.
3. The White House is in Washington, D.C.
4. United States Senators meet in Washington, D.C.
5. The President lives in the White House in Washington, D.C.

## TEXT PAGE 56

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### CIVICS ENRICHMENT

#### PERFORMANCE-BASED ASSESSMENT

Reproducible performance-based assessment forms for use in evaluating and documenting student participation in these activities are included in the Appendix.

### CIVIC PARTICIPATION

Field Trip Preparation: Prepare students for a visit the class will make to the local office of your representative in the U.S. Congress. (The best timing for the visit is while students are working in the next unit of the text.) Have students practice conversations in which they introduce themselves, tell where they are from, tell about when and why they came to the United States, describe what they are learning in school, and tell about their plans for the future.

### COMMUNITY ISSUES

Have students brainstorm as a class problems or issues that are important to them. Have them discuss what they want to talk about and what opinions they want to share when they visit their representative.

### INTERNET ACTIVITY

Have students go to the website listed in the text, find the link for their U.S. representative, go to the representative's website, and write down the kinds of information they find. Students can do this Internet activity individually, in pairs, or in small groups based on

the computer resources available. Make sure students have the basic skills needed to access the Internet.

### TECHNOLOGY ENRICHMENT

See Teacher's Guide page 311 for additional Internet enrichment activities related to this unit.

### UNIT SUMMARY

#### KEY VOCABULARY

Have students review the lists of words they have learned in this unit. Encourage students to get a small notebook where they can write down vocabulary that is new for them.

#### GRAMMAR

Have students review the sentence-examples of grammar in this unit. For enrichment, have higher-level students look for more examples of this grammar in the unit and write additional sentences.

#### FUNCTIONAL EXPRESSIONS

Have students review the sentences and find where they occur in this unit. For enrichment, have students make up new conversations that use these functional expressions and present them to the class.

### UNIT REVIEW WORKSHEETS

- Unit 3 Writing Practice
- Unit 3 Reading Practice
- Unit 3 Civics Practice

# TEXT PAGES 220–221 THE ENGLISH TEST (SPEAKING)

## FOCUS

### TOPICS

Giving information about residence and employment  
Talking about time outside the United States

### FUNCTIONAL INTERVIEW SKILLS

Asking the officer to paraphrase a question  
Reporting information

## KEY VOCABULARY

### ASKING THE OFFICER TO PARAPHRASE A QUESTION

a different way	paraphrase
another way	politely
apologize	question
different words	repeat
explain	sentence
meaning	understand
means	word

### GIVING INFORMATION ABOUT RESIDENCE AND EMPLOYMENT

address	name (v.)
attend	occupation
current address	position
employed	previous address
employer	previous job
how long	school
job	week
live	work
month	year

### TALKING ABOUT TIME OUTSIDE THE UNITED STATES

24 hours or more	lawful permanent
absent	resident
away	leave
before	most recent trip
during the past ____ years	outside the United
for ____ days	States
go	reason
gone	take trip
last	travel
(the) last time	trip

## ASKING THE OFFICER TO PARAPHRASE A QUESTION

As a class, have students read the information in the blue box. Make sure they understand that asking the officer to paraphrase is different from asking for repetition. If students want the officer to rephrase the question using different words, they need to say that they don't understand and ask the officer to explain the question or use different words. Model each way to ask for paraphrasing and have the whole class repeat in unison.

## ROLE PLAY: Section 10

Notes: Before practicing this dialog, point out the following examples of what happens when the student asks the officer to paraphrase:

- In the first dialog, the officer rephrases a short question by asking the question two different ways using different words:

1st Line A: What was your previous address?

2nd Line A: What was your address before your current address—the address before where you live now?

- In the second dialog, the applicant asks for the meaning of a word, and the officer answers by giving the meaning and also by rephrasing the original question two different ways:

1st Line A: Are you employed?

2nd Line A: It means “working.” Do you work now? Do you have a job?

- Also in the second dialog (5th, 6th, and 7th lines), the applicant shows that she doesn't understand the word “position” by simply repeating the word with question intonation: “My position?” The officer answers by giving a synonym for the word and also by rephrasing the original question:

A. What's your position there?

B. My “position”?

A. Yes—your occupation. What's your job?

Have students work in pairs and role-play the dialog. Have students take turns being the USCIS officer and the applicant. Then have pairs of students present their role plays to the class.

## ROLE PLAY: Section 11

Note: Before practicing this dialog, have students write on a separate sheet of paper complete information about any trips they have made outside the United States during the past five years and since becoming a permanent resident. Have them list the trips in order beginning with the most recent one. They should write the date they left, the date they returned, the amount of time they were away, the place where they went, and the reason for the trip. Then have students put this information into sentences that they can say to explain these trips to the USCIS officer. Students can write these sentences in the space available on text page 221 or on a separate sheet of paper. Students should use this information as they practice the dialog, and the list they create can also be a reference for them to bring to their USCIS interview.

Have students work in pairs and role-play the dialog. Have students take turns being the USCIS officer and the applicant. Then have pairs of students present their role plays to the class.

For additional practice, have students work in other pairs and role-play the dialog again, this time using some of the expressions on text page 220 to ask the officer to paraphrase. (Five of the questions in the dialog have bracketed alternative ways that the officer might ask the question when paraphrasing.)

## **WORKSHEETS**

Interview Practice Worksheets 19–21