

Table of Contents

About *Finish Line for ELLs 2.0: English Proficiency Practice* 7

Unit 1 LISTENING 9

Model Lesson **At the Airport** 10

ACADEMIC SOCIAL STUDIES

Lesson 1 **School Life** 13

CONVERSATIONAL LANGUAGE

Lesson 2 **Figurative Language** 17

ACADEMIC LANGUAGE ARTS

Lesson 3 **Climate and Culture** 21

ACADEMIC SOCIAL STUDIES

Lesson 4 **Atoms and Molecules** 25

ACADEMIC SCIENCE

Lesson 5 **Coordinate Planes** 28

ACADEMIC MATHEMATICS

Lesson 6 **Classroom Routines** 32

CONVERSATIONAL LANGUAGE

Lesson 7 **Biography** 35

ACADEMIC LANGUAGE ARTS

Lesson 8 **Historical Figures** 38

ACADEMIC SOCIAL STUDIES

Lesson 9 **Ecology and Adaptation** 41

ACADEMIC SCIENCE

Lesson 10 **Categorical Data** 45

ACADEMIC MATHEMATICS

Unit 2 READING

49

Model Lesson	The Highway System	50
	ACADEMIC SOCIAL STUDIES	
Lesson 11	Workplace Forms	54
	CONVERSATIONAL LANGUAGE	
Lesson 12	Bias	58
	ACADEMIC LANGUAGE ARTS	
Lesson 13	Individual and Group Behavior	62
	ACADEMIC SOCIAL STUDIES	
Lesson 14	Body Systems	66
	ACADEMIC SCIENCE	
Lesson 15	Frequency Displays	70
	ACADEMIC MATHEMATICS	
Lesson 16	Family Responsibilities	74
	CONVERSATIONAL LANGUAGE	
Lesson 17	Poetry	78
	ACADEMIC LANGUAGE ARTS	
Lesson 18	World Civilizations	82
	ACADEMIC SOCIAL STUDIES	
Lesson 19	Astronomy	86
	ACADEMIC SCIENCE	
Lesson 20	Scale Models	90
	ACADEMIC MATHEMATICS	

Unit 3 WRITING**94**

Model Lesson	Short Task: Taking the Bus	95
	ACADEMIC SOCIAL STUDIES	
Model Lesson	Extended Task:	
	In Praise of Public Transportation	97
	ACADEMIC SOCIAL STUDIES	
Lesson 21	Workplace Readiness	101
	CONVERSATIONAL LANGUAGE	
Lesson 22	Transformations	103
	ACADEMIC MATHEMATICS	
Lesson 23	Reviews	105
	CONVERSATIONAL LANGUAGE AND	
	ACADEMIC LANGUAGE ARTS	
Lesson 24	Life Cycles	109
	ACADEMIC SCIENCE	
Lesson 25	Business Communication	111
	CONVERSATIONAL LANGUAGE	
Lesson 26	American Geography	113
	ACADEMIC SOCIAL STUDIES	
Lesson 27	Data Distributions	117
	ACADEMIC MATHEMATICS	
Lesson 28	Atmosphere and Climate	119
	ACADEMIC SCIENCE	
Lesson 29	Social Values in Historical Times	121
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	

Unit 4 **SPEAKING**

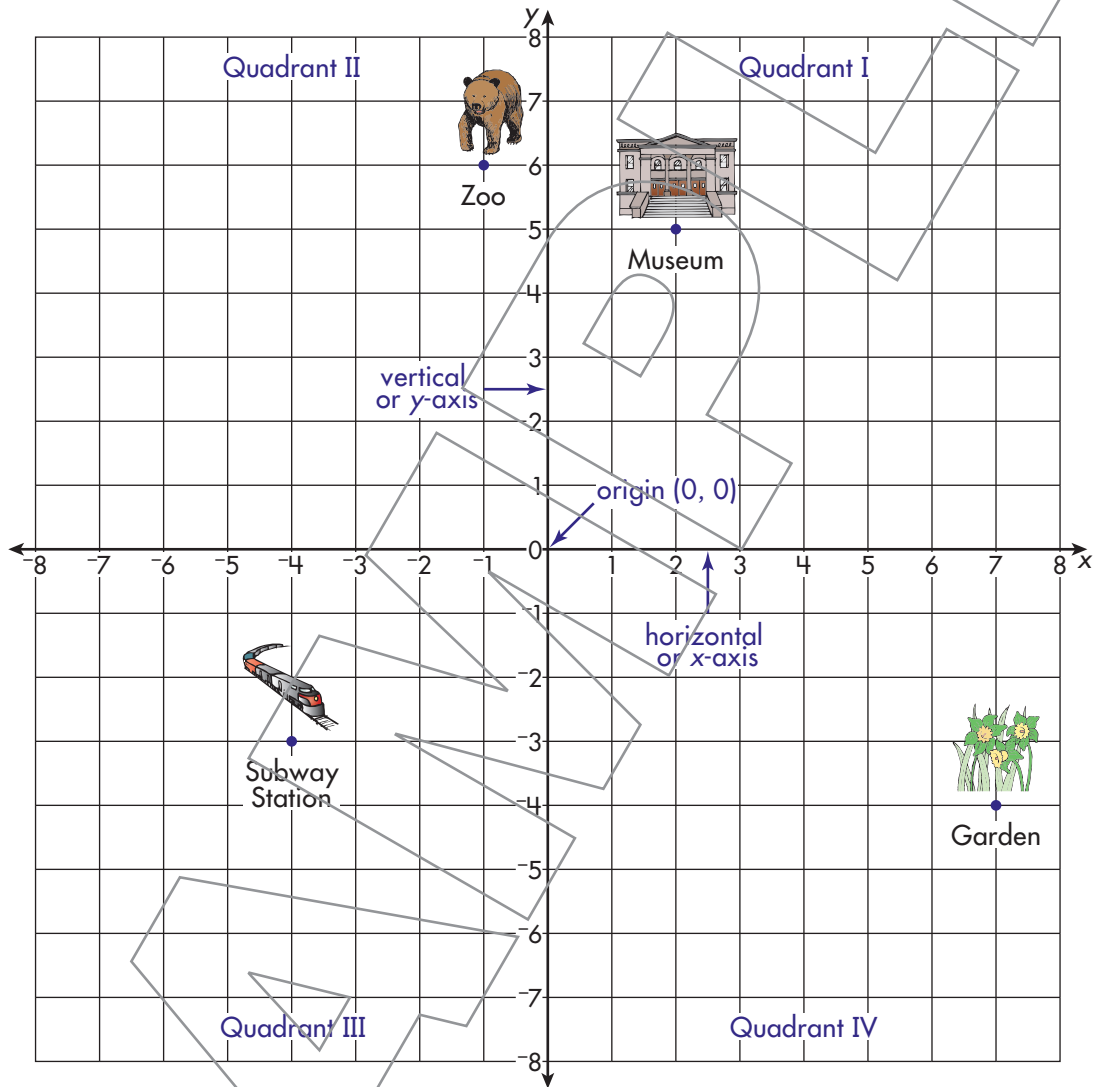
125

Model Lesson	A Vacation in a National Park	126
	ACADEMIC SOCIAL STUDIES	
Lesson 30	Food Preferences	132
	CONVERSATIONAL LANGUAGE	
Lesson 31	Geometric Patterns	138
	ACADEMIC MATHEMATICS AND SCIENCE	
Lesson 32	Social Inequalities of the Past	144
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	
Lesson 33	Recreational Preferences	150
	CONVERSATIONAL LANGUAGE	
Lesson 34	The Solar System	156
	ACADEMIC MATHEMATICS AND SCIENCE	
Lesson 35	Democracy and the Constitution	162
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	





3.



- (A) "We're going to the zoo."
- (B) "We're going to the museum."
- (C) "We're going to the subway station."





2.



(A)



(B)



(C)



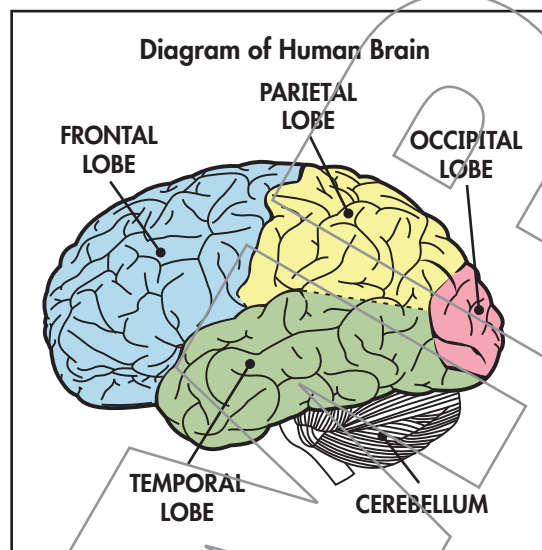
3. (A) Her studies help us understand more about life forms that disappeared.
- (B) Her studies help us understand more about the structure of mountains.
- (C) Her studies help us understand more about the oceans.





How much is known about the human brain? Modern science can take pictures of the brain at work, and researchers find out more about it all the time.

We know that the brain is symmetrical—it has the same shape on the left side and on the right side. The upper part of the brain is divided into sections called lobes. Another part of the brain, called the cerebellum, is at the lower part of the brain. The diagram below of one side of the brain shows the location of each of the four lobes and the cerebellum.



1. Which of these research questions can you answer by looking at the diagram?
 - (A) How much does the brain of a 20-year-old weigh?
 - (B) Which lobe of the brain controls memory?
 - (C) How many lobes are in a human brain?
 - (D) What is the function of the cerebellum?



The Fourth Coast

The Great Lakes are a connected series of five huge lakes on the northern border of the United States. The lakes drain into the St. Lawrence River, which flows into the Atlantic.



The Great Lakes give the people of eight states the same resources that the ocean gives people along the shores of the Atlantic, the Pacific, and the Gulf Coast. The lakes are trade and transportation routes. Their fish are a source of food and jobs. They provide recreation for vacationing tourists. They also provide other resources that the oceans cannot. The water of the lakes is fresh, not salty. It can be used for drinking and for industry.

Americans were slow to settle the Great Lakes region. In colonial days, there were forts and trading posts along the lakes. But there was no direct water route to the lakes from the heavily populated eastern states. When the Erie Canal was completed in 1825, boats could travel from New York City to Lake Erie. Other canals bypassed Niagara Falls and the rapids between Lakes Superior, Michigan, and Huron.



Industry brought wealth to the Great Lakes region. In the 1840s, railroads carried Midwestern farm produce to lake ports like Chicago and Milwaukee. From there it was shipped to the cities of the East. Lumber mills on the shores produced wood for building and paper for printing. Iron ore from Minnesota was carried to steel mills in Cleveland and other cities. There it became steel for skyscrapers, bridges, and automobiles. In 1959, the St. Lawrence Seaway was completed, allowing larger, ocean-going freighters to reach the Great Lakes and the products of the Great Lakes region to reach the world.



Think of the products that were carried by ships on the Great Lakes. How did they help the Great Lakes region grow? Write a four-paragraph essay telling why the Great Lakes have been an important waterway for the United States. Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your report.

- Why is the Great Lakes region called the “Fourth Coast”?
- What is the region’s location, compared to other coasts?
- What products have been carried by ships on the Great Lakes?
- How did the region benefit from these products?
- How did these products contribute to the growth of the United States?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.



Write a four-paragraph essay telling why the Great Lakes have been an important waterway for the United States. Use details to support your writing.

A series of horizontal lines for writing, with a large, faint watermark reading "SAMPLE" diagonally across the page.



Check Your Writing

Ask yourself:

- Did I write a four-paragraph essay about the importance of the Great Lakes as a waterway?
- Did I write an introduction?
- Did I tell at least three reasons the Great Lakes are important? Have I used examples to support my reasons?
- Did I write a conclusion?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



32 Social Inequalities of the Past

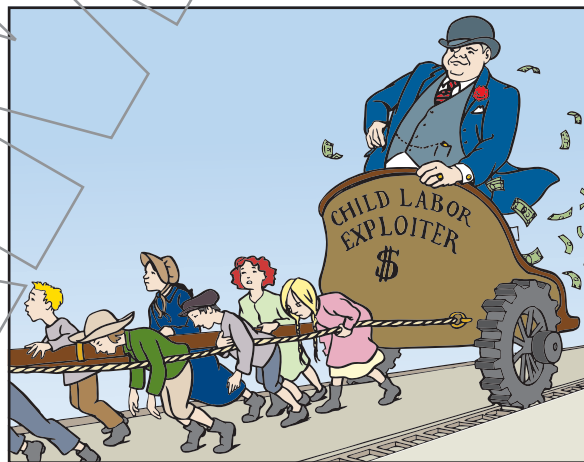


Many people, however, thought child labor was wrong and they made their feelings known. They wanted to get laws passed to stop child labor. Some wrote letters to the editors of newspapers. Others protested in the streets. They carried signs to make others aware of the conditions children were working in. Other people expressed their feelings about child labor with cartoons that were printed in newspapers. One cartoon showed how hard business owners made children work.

Change was slow, but in time laws were passed to help protect children. Today, children spend their days in schools, not in factories.



A Demonstration Against Child Labor



A Cartoon Protesting Child Labor



Mia, why are the people in the illustration carrying signs? What do they want to accomplish?



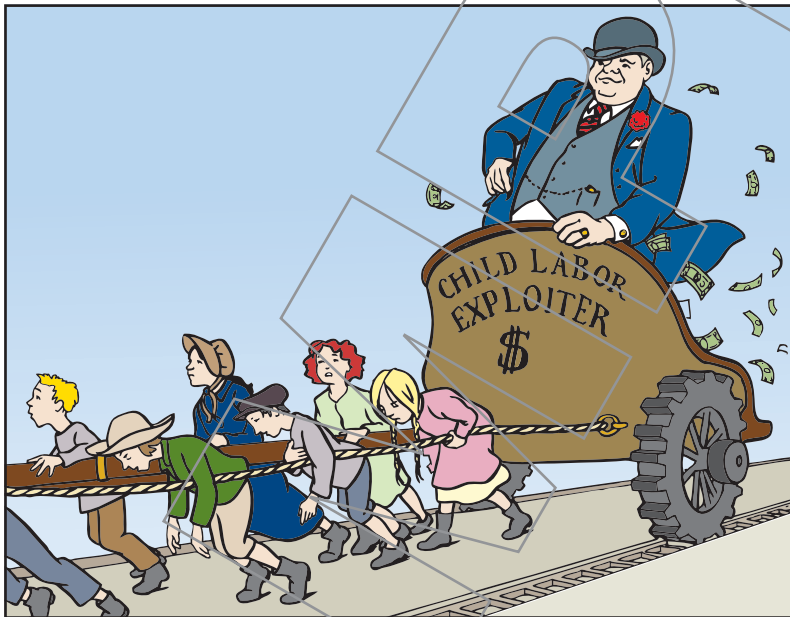
A Demonstration Against Child Labor



...



Now it is your turn. What do you think the artist intended to show in this cartoon?



A Cartoon Protesting Child Labor

