

## The funds that maintain the White House's 'museum quality'

**Level:** Advanced – Teacher's notes

**Article summary:** How is the US presidential residence, the White House, maintained and renovated, and who pays for this work?

**Time:** 90 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

**Key:**

1. *shuffling*
2. *bland*
3. *preservation*
4. *endowment*
5. *acquisition*
6. *ornament*
7. *donors*
8. *affiliation*
9. *philanthropist*
10. *curator*
11. *privilege*
12. *significant*
13. *draperies*
14. *trims*
15. *service*

### 1. Warmer

Without looking online, students answer the questions in small groups or pairs. You could turn this into a class quiz, giving one point for each correct answer.

**Note:** these six former US presidents are all mentioned in the article.

**Key:**

- |              |                     |                        |
|--------------|---------------------|------------------------|
| 1. 1961–1963 | d. John F Kennedy   | Jackie                 |
| 2. 1963–1969 | f. Lyndon B Johnson | Claudia<br>(Lady Bird) |
| 3. 1977–1981 | b. Jimmy Carter     | Rosalynn               |
| 4. 1989–1993 | e. George Bush Sr   | Barbara                |
| 5. 2001–2009 | c. George W Bush    | Laura                  |
| 6. 2009–2017 | a. Barack Obama     | Michelle               |

**Extension:** if you'd like to extend this short quiz, ask students to fill in the names of the missing US presidents and First Ladies for the years not mentioned, between 1969 and the current time. Give an additional point for each correct answer they can come up with (again, without researching the answers first).

### 2. Key words

- a. Students find words in the article that match the definitions and write them onto the lines provided.

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |                        |                       |
|------------------------|-----------------------|
| 1. <i>ornament</i>     | 5. <i>significant</i> |
| 2. <i>privilege</i>    | 6. <i>affiliation</i> |
| 3. <i>preservation</i> | 7. <i>shuffling</i>   |
| 4. <i>service</i>      |                       |

### 3. Comprehension check

- a. In the first part of this two-part comprehension task, students find information in the text to answer the questions.

**Key:**

1. the White House Endowment Trust and the White House Acquisition Trust
2. \$7 million
3. membership fees and retails sales, including the sale of the annual White House Christmas ornament
4. \$590,000
5. A tennis court was adapted by Obama so that it could be used for basketball as well as tennis and later, Melania Trump added a new tennis pavilion in the south grounds.

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- b. In the second part, students decide whether the statements are true or false according to the information in the article and correct any that are false.

**Key:**

1. False. She first visited it as a girl.
2. False. The organization is not affiliated to any particular party; neither are the donors.
3. True.
4. True.
5. False. The WHHA only deals with renovations inside and not to the external grounds.

### 4. Using key language

- a. Students first match the words on the left and right to make phrases from the article. Then, they should find and underline them in the article and read them again in context.

**Key:**

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

- b. Students should try to explain to each other what the phrases mean. If they are unsure of any of the meanings, make sure they find example sentences from dictionaries and online before they write their own sentences.

**Key:**

*worthy of – good enough for a specific purpose*  
*in turn – as a result of something that is part of a connected series of events*  
*all walks of life – used to talk about people with different jobs and different positions in society*  
*tend to – usually do a particular thing*  
*pick up the tab – pay for something*

- c. Students then write personalized sentences, one for each phrase that they would like to integrate into their active vocabulary. Ask them to make the sentences relevant to their own lives if possible, as this will make it easier for them to remember the new language and use it correctly in the future.

### 5. Discussion

Students discuss the questions that are directly related to the topic of the article.

To see the photos in the original article, type *white house historical association jackie kennedy boris johnson + Guardian* into a search engine.

### 6. In your own words

Briefly brainstorm what official residences there are in your students' country or countries. Working with a partner, students choose one of these residences and research it, writing and giving a short presentation about it. Divide the residences up if necessary, so that they don't all present on the same one.