

# 11

## Know the Law!

### Classroom Materials/Extra Practice



CD 2  
Tracks 50–59



Interactive Practice  
Unit 11



Workbook  
Unit 11

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Past continuous for interrupted action
- Passives: Present passive and simple past passive
- Adverb clauses of condition and contrast

#### Pronunciation

- Weak pronunciation of *is*, *are*, *was*, and *were*

#### Reading

- Talk about DNA evidence
- Reading Skill: Understanding longer sentences

#### Writing

- Write about different legal systems

#### Life Skills

- Identify people in a courtroom

### Preview

- Say the unit title and have students look at the art. Ask: *What do you think this unit will be about?*
- Read the preview questions and elicit students' answers. As needed, provide background on the picture. Say: *This is a photo of a trial, which is the legal process for determining if a person accused of a crime is guilty or innocent. The person who supervises at a trial is called a judge. In a criminal trial, the person accused of a crime is called a defendant. There are two sides in a trial and each side is represented by lawyers. A group of twelve citizens, called a jury, listens to the lawyers and ultimately decides if the defendant is guilty or innocent. The judge's job is to make sure that all laws and procedures are followed.*
- As you explain the terms above, write them on the board. Encourage students to copy them into their vocabulary notebooks.

### Unit Goals

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 11.
- Say each goal and explain unfamiliar vocabulary as needed, for example, *misdemeanor: a crime that is not serious; courtroom: the place where trials are held; DNA: the genetic material that determines all our characteristics.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

## Getting Started

5 minutes

- Choose three activities that are misdemeanors in your area and write them on the board. For example, 1. *driving a car without front and back license plates*; 2. *drinking alcoholic beverages at the beach*; and 3. *failing to get a license for a dog*.
- Ask students: *Which of these activities are illegal? (all of them)* Say: *These activities are illegal, but they are not serious crimes. They are called misdemeanors.*

## Presentation

10 minutes

## 1 BEFORE YOU LISTEN

**A PAIRS.** Look at the signs. They warn...

- Write the word *misdemeanors* on the board. Say it and have students repeat.
- Ask students to give additional examples of misdemeanors that they know about.
- Ask students to define *loitering* (standing around without any obvious purpose) and *littering* (throwing trash on the ground).
- Pair students and have them answer the question.
- Go over the answers with the whole class.

**B GROUPS.** Discuss. Are the actions in the...

- Form groups. Try to mix students from different countries.
- Call on volunteers to answer the question.

## 2 LISTEN

**A**  David is telling his cousin Solange...

- Have students look at the photo. Ask: *What is a curfew? Is there a curfew in the area where you live?*
- Play CD 2, Track 50.
- Have students discuss what happened.
- Answer the question with the whole class.

**Answer:** The police called David. His daughter was out after 10 P.M. There's a curfew for teenagers now in the city. After 10 P.M., no kids below the age of eighteen are allowed downtown.

## Controlled Practice

5 minutes

**B**  Read the statements. Listen to the...

- Have students read the statements silently and predict if they are true or false.
- Play Track 50 again.
- Have students do the exercise and compare answers with a partner.
- Check answers. Have students read the items and say if they are true or false. If an item is false, ask the student to correct it.
- Copy the sentences with the words *ordinance* and *incidents* on the board. Elicit definitions (*ordinance: a city law; incidents: events—in this case, crimes*).
- Pair students and have them read the conversation.

**MULTILEVEL INSTRUCTION for 2B**

**Cross-ability** Have the above-level student read the role of David. Instruct students to use their real names in the conversation.

## Communicative Practice

10 minutes

**C GROUPS.** Discuss. Do you think that a...

- Put students in groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Review the discussion with the whole class. On the board, draw a two-column chart with the headings *Pro* and *Con*. Ask students to state the advantages and disadvantages of a 10 P.M. curfew. Take notes on the board.

**Expansion: Speaking Practice for 2C**

- In the recording, Caroline was arrested and taken to the police station for being out past curfew. Put students in groups and have them discuss the following questions: 1. *Did the police act appropriately when they picked up Caroline?* 2. *Should there be a punishment for teenagers who are out past curfew? If so, what should it be?* 3. *Is it OK to impose a curfew in one part of a city but not in another part? Why or why not?*

## Presentation

5 minutes

3

## CONVERSATION



David and Solange are talking...

- Define *customs* as *the place at an airport or border where travelers' bags are examined to find out if they are bringing in any illegal goods to the country.*
- Play CD 2, Track 51. Have students listen and read along silently.
- Check comprehension. Ask: *What did the customs officer find in Solange's bags? What did the officer do with the items she found? Why?*
- On the board, write the words *contaminating* and *food supply*. Elicit definitions.

## Controlled Practice

5 minutes

4

## PRACTICE

## A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students practice reading the conversation.
- Ask volunteers to perform the conversation.

## MULTILEVEL INSTRUCTION for 4A

**Cross-ability** Have the pre-level student read the role of David. The above-level student should help with vocabulary and pronunciation.

## Communicative Practice

20 minutes

## B ROLE PLAY. PAIRS. Role-play this situation.

- Read the role descriptions. Clarify that Student A was waiting for a person who did not live in the apartment building.
- Model the role play with an above-level student. Play the role of the building owner. Decide if you will call the police.
- Pair students. Give them time to practice.
- Have volunteers perform their role plays for the class.
- Select a few key errors. Say the incorrect forms. Have the class respond with the correct ones.

## C STEP 1. PAIRS. Discuss. Which of the...

- Read the list of misdemeanors. For *improper disposal of trash*, ask: *Do you know a word that has this meaning? (litter or littering).*
- Ask students to give examples of disturbing the peace, for example, *playing loud music late at night* and damaging someone's property, for example, *grafitti* or *knocking down a fence*.
- Pair students. Give them a time limit for the discussion.
- Have students vote for the most serious misdemeanor. Ask why it is the most serious.
- With the whole class, discuss the need for misdemeanor laws.

## STEP 2. GROUPS. Each of the actions above...

- Define *felony*: *a serious crime that is punished more severely than a misdemeanor, often by spending time in prison*; *burglary*: *illegally entering someone's home with the intention of stealing*; *murder*: *killing someone*.
- Form groups. Give a time limit for the discussion.
- To wrap up, discuss question 1 with the whole class. Then have one student from each country answer question 2.

## Expansion: Speaking Practice

- Students have a debate. Divide the class into two groups. Designate each group as *pro* or *con*.
- Say: *You will discuss reasons why jaywalking should or should not be a misdemeanor, punishable by a fine.*
- Give a time limit for discussion.
- Have each group select two speakers to present the group's side of the argument. Each group should have a note taker. The speakers may use the group's notes while speaking.
- The pro side speaks first, then the con side. Next, audience members can ask either side questions. To conclude, the other speaker from each team gives a short rebuttal.
- Audience members vote on who won the debate.

## Extra Practice



Interactive Practice

## Getting Started

10 minutes

- Do a short pantomime: Sit at your desk and pretend to correct papers. After a minute or so, have a student (with whom you made arrangements ahead of time) knock on the door. Call out *Come in!*
- On the board, write the following (the times are examples): 1. 7:30 *began correcting papers*. 2. 7:45 *[name] knocked on door; stopped correcting papers*.
- Say: *At 7:30 I began correcting papers. What was I doing at 7:35? (You were correcting papers.)* Then ask: *What happened at 7:45? ([name] knocked on the door.)*
- Write on the board: *I was correcting papers when [name] knocked on the door*. Point to the verb in the main clause, underline it, and say: *This verb form is called the past continuous*. Point to the verb in the dependent clause, underline it, and say: *This verb is in the past*. Circle *when* and draw an arrow to the verb *knocked*.
- Ask the class: *Do you know another way to say the same sentence?* As a hint, write *While* on the board and see if students can complete the sentence. If not, write *While I was correcting papers, [name] knocked on the door*. Again, underline the verbs. Circle *While* and draw an arrow to the past continuous verb.

## Presentation

15 minutes

## Past continuous for interrupted action

- Read the first Grammar Watch note. Use the sentences already on the board as examples. Point to *correcting papers* and say *This action was interrupted*. Point to *knocked* and say *This is the interrupting action*.
- Copy the sentences from the grammar chart onto the board. Have students identify the interrupting action and the action that interrupted.
- Read the second and third notes. Explain that *while* means *during that time*. It's usually used with the action that started first, which has a longer duration.
- Read the fourth note. Explain that *when* means *at that time*. People usually use *when* with the interrupting (short) action.
- Read the final note. Rewrite the example without a comma, switching the order of the clauses.

## Language Note

For the sake of simplicity, students are usually taught to use *while* with the past continuous and *when* with the simple past. In fact, however, speakers of English frequently use *when* with both verb forms. Thus a sentence like the following is acceptable in spoken English: *My sister dropped by last night when we were eating dinner*.

## Expansion: Grammar Practice

- Have students write the examples from the grammar chart in all possible ways. For example, 1. *I got a call on my cell while I was watching the news*. 2. *While I was watching the news, I got a call on my cell*. 3. *I was watching the news when I got a call on my cell*. 4. *When I got a call on my cell, I was watching the news*.
- Walk around and check students' sentences while they are writing. Check for correct punctuation and verb forms.

## Controlled Practice

20 minutes

1

## PRACTICE

Read the sentences. Then read the questions...

- Do item 1 with the class. If necessary, remind students to use the past continuous for the action that began first, the action that was interrupted.
- Pair students and have them complete the exercise.
- Check answers.

## 2

## PRACTICE

**A Complete the conversations. Use the simple...**

- Read the example.
- Have students complete the exercise alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Go over the answers and write them on the board. After each answer, ask the class: *Is this correct? Why?* Elicit the correct answers from students and write them on the board.

**Expansion: Speaking Practice for 2A**

- Form cross-ability pairs and have students practice the conversations.
- Call on pairs to perform the conversations for the class.

**B Complete the conversation. Circle the...**

- Read the conversation.
- Have students do the exercise.
- Check answers.

**Expansion: Speaking Practice for 2B**

- Ask: *In your area, what do you think will happen in the following situations?* 1. A driver is stopped by the police for speeding. The person does not have a valid driver's license. 2. A driver is stopped for speeding. The person has a valid driver's license, but he or she forgot it at home.

**Expansion: Vocabulary Practice for 2B**

- Divide the class into two teams. On the board, write synonyms or definitions for some of the vocabulary in the exercise. Note: You can also say the synonyms instead of writing them. As soon as you write a synonym, students can call out the word or phrase it matches, and that team gets a point. Then write the next synonym.
- You can use the following synonyms and definitions: 1. a parking space (parking spot); 2. illegally park next to another parked car (double park); 3. leave (exit) a parking space (pull out); 4. doubt; think that someone is lying (suspicious); 5. planning to do something very soon (about to); and 6. happening (going on).

## Communicative Practice

15 minutes

**Show what you know!****GROUPS. Discuss. Talk about a legal problem...**

- Provide a model by telling the class about a legal problem you know about. Be sure to make the problem a simple one and use simple past and past continuous.
- Put students in groups. Have them choose a timekeeper.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Ask one or two volunteers to repeat their story for the whole class. Based on the stories, have the class form sentences with the simple past and past continuous.

**Progress Check****Can you . . . talk about legal problems?**

Say: *We have practiced talking about legal problems. Now, look at the question at the bottom of the page. Can you talk about legal problems? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 122–123

## Getting Started

5 minutes

Read the lesson title. Ask students to name the courtroom participants that they are already familiar with. Write the terms on the board.

## Presentation

20 minutes

### 1 IDENTIFY PEOPLE IN A COURTROOM

**GROUPS.** Look at this picture. Read the...

- Have students study the picture for one or two minutes, taking in the people in the picture and the various labels.
- Say each vocabulary item. Have students repeat. Then read or have a student read each definition. Answer students' questions.
- Form groups and have students find the participants in the picture.

#### Culture Connection

- There are two common categories of law, *criminal* and *civil*. Criminal cases involve major crimes such as burglary, murder, rape, stealing, or driving under the influence of alcohol. If a person is convicted of these crimes, the punishment is usually imprisonment. Civil law addresses situations in which people have been harmed and a monetary compensation is requested. Examples of civil law cases include divorce and disputes involving property.
- In a criminal trial, the opposing attorneys are the *defense attorney* and the *prosecuting attorney*. The person accused of the crime is called the *defendant*. In civil cases, the accused person is also called the *defendant*, and the person who accuses the defendant is called the *plaintiff*. In civil cases there often is no jury; the decision is made by one or more judges.

## Expansion: Vocabulary Practice for 1

- Write the vocabulary items and definitions on index cards. Mix the cards and hand them out to students. Instruct students to mingle in order to match the vocabulary cards with their definitions. When students find their partners, have them sit together.
- Have each pair of students say their vocabulary item and read the definition.

#### Community Building

Arrange a field trip to a local court. If possible, arrange for students to view a trial in progress. Have them draw a sketch of the layout of the courtroom and label the participants.

## Controlled Practice

10 minutes

### 2 PRACTICE

**PAIRS.** Take turns. Read a definition. Have...

- Pair students. Have them complete the task while covering the answers in Exercise 1 with a piece of paper. Have them check each answer one at a time.

## 3

## PRACTICE

**A** Dan Jones is on trial for robbing a...

- Read item 1 with the class.
- Have students do the exercise. Have them compare answers with a partner.
- Call on students to read each quote and say who said it.

**Communicative Practice** 25 minutes**B** CLASS. Discuss.

- Ask students about courtroom films or TV shows they have seen. Write the titles on the board.
- Have students say what they have learned from watching these programs.
- Be prepared to correct misconceptions or stereotypes that students may have. For example, students may get the impression from television that courtrooms are very dramatic, fast-paced places. In reality, most trials move very slowly and with little drama. A great deal of time is devoted to procedural matters that are quite uninteresting to spectators.

**Expansion: Speaking Practice for 3B**

- If possible, record the opening scenes of a television courtroom show. It can be a courtroom drama or a reality program.
- View the recording with your students and have them identify the various participants in the courtroom.

**Progress Check****Can you . . . identify people in a courtroom?**

Say: *We have practiced identifying people in a courtroom. Now, look at the question at the bottom of the page. Can you identify people in a courtroom? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 124–125

## Getting Started

10 minutes

1

## BEFORE YOU LISTEN

**GROUPS.** Have you ever seen a TV courtroom...

- Ask students to raise their hands if they have seen a TV courtroom show. Make sure there is at least one such person in each group.
- Form groups and have them answer the questions. Encourage students to think of specific ways in which the TV shows are similar to and different from real-life trials.

## Community Building


- Watch a courtroom drama with the class. TV shows include *Law and Order* or *Judge Judy*. Classic films include *12 Angry Men*, *To Kill a Mockingbird*, *Kramer vs. Kramer*, and *The Verdict*.
- Find a synopsis online and read it with the class before viewing. Note: For many movies you can also find the script online by searching with these prompts: [name of film] and script.
- Explain that many courtroom procedures are very old, and they preserve the language used at the time they were established. Students should not worry about understanding every word of the courtroom scenes.
- Prepare a list of questions for students to discuss after viewing. In particular, ask students if they agree with the verdict.

## Presentation

5 minutes

2

## LISTEN

**A**  Alex and Lisa are watching TV. Listen...

- Have students look at the photo. Ask: *What is happening?*
- Tell students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 52.
- Call on a volunteer to answer the question. Ask: *How do you know? What did you hear?*

## Controlled Practice

5 minutes

**B**  Read the sentences. Then listen...

- Define *case* as a legal action that is decided in a court of law.
- Have students read the questions and predict the answers.
- Play Track 52 again.
- Check answers.
- If students have difficulty answering a question, replay the segment of the listening passage that answers it.

## Communicative Practice

15 minutes

**C GROUPS.** Discuss. If you had to go to court...

- If necessary, restate the situation without using the conditional. Say: *Imagine that you have to go to court. Do you want the case to be on TV?*
- Form groups. Give a time limit for discussion.
- Call on volunteers to answer the questions.

## Expansion: Speaking Practice for 2C

- Have the class watch a segment of a reality courtroom TV show, then discuss the following questions: 1. *What is your opinion of the defendant and plaintiff in the show?* 2. *Why do you think people want to be on a show like this?*

## Presentation

5 minutes

3

## CONVERSATION

## Pronunciation Watch

- Write sentences with *is*, *are*, *was*, and *were* on the board. For example: *The jury is discussing the case. Judges are elected by the people. The reality show was boring. The defendants were guilty.*
- Say each sentence. Be sure not to stress *is*, *are*, *was*, and *were*. Tell students to listen for the stressed words, then repeat them for you.
- Read the Pronunciation Watch note.

A  Listen to the sentences. Notice...

- Play CD 2, Track 53. Have students listen.
- Play Track 53 again. Have students listen and repeat.
- Call on students to say the sentences.

## Controlled Practice

10 minutes

B  Listen to the sentences. Circle...

- Do item 1 with the class. Stop the recording and check answers.
- Play CD 2, Track 54. Have students do the exercise.
- Check answers.

C  Gina and Nick are talking about a...

- Play CD 2, Track 55. Students listen and read silently.
- Check comprehension. Ask: *When did the incident happen? Where was Nick? What was he doing? What did he see? Why did he have to go to court?*

4

## PRACTICE

## A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students read the conversation.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation.

## MULTILEVEL INSTRUCTION

**Cross-ability** Have pre-level students read the part of Gina. Instruct above-level students to quickly read their lines, then look up and say them without reading.

## Teaching Tip

The look-up-and-speak technique can help students improve their ability to remember strings of words. In the technique, learners first read a phrase or sentence silently; then they look up and repeat it from memory. While reciting, students may change words as long as they retain the meaning and use correct grammar. Over time, students can practice with longer and longer strings of speech.

## Communicative Practice

10 minutes

## B MAKE IT PERSONAL. GROUPS. Have...

- If possible, tell about your own experience as a witness or having someone serve as a witness on your behalf. Encourage students to ask you questions about what happened.
- Have students raise their hands if they have ever been a witness. Distribute these students among different groups.
- Form groups and give a time limit for discussion.
- Call on volunteers to share their experience.

## Expansion: Speaking Practice for 4B

- Have students do a role play in a courtroom. Assign two roles: a witness and the lawyer.
- The lawyer should ask questions such as *Where were you on [date and time]? What were you doing there? What did you see?*
- The witness should describe an accident like the one in Exercise 3C. Higher-level students can invent a different scenario. Students can also talk about the actual incident they described in Exercise 4B.

## Extra Practice



Interactive Practice

## Getting Started

10 minutes

- Introduce the passive using familiar situations. Use simple vocabulary so that students can focus on the grammar. For example, you can create a family chores chart like the following:

Benny	walk the dog
Mother	cook dinner
Cathy	wash the dinner dishes

- Put the chart on the board. Ask the class: *Who walks the dog every day? Who cooks dinner? Who washes the dinner dishes?* Write the answers in active voice. (*Benny walks the dog; Mother cooks dinner; Cathy washes the dinner dishes.*)
- Point to the sentences and explain: *If we want to emphasize the person who does each chore, we write the sentences this way. The word order is subject-verb-object. We call this the active voice. Write subject + verb + object on the board.*
- Continue the explanation as follows: *What if we want to emphasize the object instead of the subject? Then we can say the first sentence like this: The dog is walked by Benny every day. Dinner is cooked by Mother. The dinner dishes are washed by Cathy. Write the sentences on the board.*
- Point to the passive sentences and explain: *This kind of construction is called the passive voice. In a passive construction, the object of an active sentence becomes the object of a passive sentence.*
- Write the formula for the passive on the board: *subject + be + past participle + (optional) by [someone or something].*

## Presentation

15 minutes

## Passives: Present passive and simple past passive

- Copy the sentences from the grammar chart onto the board. It may be helpful to number them for ease of reference.
- Read the first Grammar Watch note and the example.
- Read the second note and the example. Then read the first sentence in the grammar chart. Ask the class: *In the first sentence, do we know who watches this show?* (no). Explain: *We don't know, and the speaker doesn't think it's important for us to know.*

- Read the third note and example. Then read sentences 2, 3, and 4 from the grammar chart. Explain: *These sentences have both a subject and an agent. The speaker decides whether to say the sentence in active or passive form, depending on what the speaker wants to emphasize.*
- Point out that subjects and verbs must agree in number in passive sentences.
- Read the last note and example.

## Expansion: Grammar Practice

- Erase the passive sentences about family chores on the board. Leave the active ones.
- Have students say the passive of each sentence, first with the agent and then without.
- Have students list at least three chores that are done by somebody in their household. Pair students and have them use the passive voice to tell their partner who does what. Tell them to include the agent in their sentences.

## Controlled Practice

15 minutes

## 1 PRACTICE

- Read the sentences. Is the sentence active or passive?
- Read the Vocabulary Note at the right. Then read the example with the class.
- Have students do the exercise, working alone or in pairs.
- Check answers.

## Expansion: Grammar Practice for 1

- Have students convert the sentences in Exercise 1 from active to passive and from passive to active, if possible. Remind students that a passive sentence can be changed to active only if it has an agent, in other words a *by* phrase.
- Explain that sentences with long objects, for example, *The defendant entered a plea of not guilty*, do not work well in the passive voice.

## 2

## PRACTICE

**A Complete the sentences about criminal trials...**

- Have students read the passage for meaning. Clarify vocabulary as needed, for example, *evidence: the objects or information used to show a defendant's guilt or innocence; outcome: a result.*
- Remind students that subjects and verbs must agree.
- Have students do the exercise and compare answers with a partner.
- Check answers. Call on students to give you their answers. Write them on the board and make corrections as needed.

**B Read part of Vincent's e-mail to a friend...**

- As in the previous exercise, have students read the passage for meaning first. Read the definition of jury duty. Explain other vocabulary as needed, for example, *sue means to go to court to request money as compensation for damage that was done to a person or property; trip means to fall over something; the stand means the box in which witnesses sit while lawyers ask them questions in a courtroom.*
- Remind students that subjects and verbs must agree.
- Have students do the exercise. Have them compare answers with a partner.
- Check answers.

## Communicative Practice

20 minutes

**Show what you know!****GROUPS. Discuss a court case you read or...**

- Explain or remind students that civil cases are often decided by a judge alone.
- Explain that *verdict* means *a jury or judge's decision at the end of a trial.*
- Model answers to the questions. You may wish to talk about a famous trial, such as the murder trial of O.J. Simpson.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, have volunteers share their answers to the questions.

**Progress Check****Can you . . . describe what happens in a courtroom?**

Say: *We have practiced talking about what happens in a courtroom. Now, look at the question at the bottom of the page. Can you describe what happens in a courtroom? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 126–127

## Getting Started

10 minutes

## Presentation

15 minutes

## 1 BEFORE YOU READ

**A GROUPS.** Discuss. What kinds of evidence...

- Remind students that the definition of *evidence* is *the objects or information used to show a defendant's guilt or innocence*. Elicit an example, such as a photo or a gun with fingerprints on it.
- Form cross-ability groups. Have them choose a note-taker and a reporter.
- Have the reporter share the group's list of kinds of evidence.

**B GROUPS.** Read the definition for DNA...

- Keep students in the same groups as in Exercise A.
- Read the definition. Say *deoxyribonucleic acid* slowly and have students repeat, but point out that people seldom say the full name.
- Have students answer the questions to the best of their ability.
- Have students share their knowledge about DNA with the whole class. Provide additional explanation and clarification as needed. For example, you can explain that DNA determines every human characteristic, from physical characteristics such as eye color to mental abilities such as skill in mathematics.

## 2 READ

## Read and listen. Then review your answers...

- Have students read silently without using dictionaries.
- Give a time limit, but give students more time if necessary.
- Discuss the questions with the whole class.
- Play CD 2, Track 56 and have students listen to the passage and read.

**Expansion: Grammar Practice for 2**

- Have students reread the article and underline all occurrences of the passive voice.
- Remind students of the structure of the passive: *be* + past participle.
- Instruct them to scan the article and raise their hand when they find the first occurrence (*was found* in the first paragraph). Then have them continue working on their own.
- Call on students to share answers.
- Point out that the passive is used very often in scientific writing.

**Community Building**

For a more comprehensive explanation of more information on how DNA evidence works, have students search online using terms such as *DNA evidence* or *how DNA evidence works*. Have students try to find the answers to the following questions: 1. *How is DNA evidence used in a courtroom?* (to prove guilt or to clear an innocent person) 2. *What are some ways that DNA evidence is used outside of a courtroom?* (paternity testing, identification, studying evolution and inherited diseases). Have students combine their answers into a class information sheet.

## Controlled Practice

15 minutes

3

## CHECK YOUR UNDERSTANDING

**Reading Skill: Understanding Longer Sentences**

- Read the Reading Skill. Say: *It can be useful to try to write long complex sentences as several shorter sentences.*
- Write the following long sentence on the board: *Even though DNA was first discovered in 1896, it wasn't commonly used in police work until forensic scientists developed DNA testing in the 1980s.*
- Break it down into shorter sentences as follows: *DNA was first discovered in 1896. At that time, it wasn't used in police work. Then scientists developed DNA testing in the 1980s.*

**A Read the Reading Skill. Then draw lines...**

- Have students do the exercise.
- Check answers.
- Have students restate sentence 1 as two simple sentences.

**Expansion: Reading Practice for 3A**

- Have students look back at the reading and underline long sentences that are divided into "chunks."
- Have pre-level students find one sentence. Have above-level students find several.
- Call on several students to read out loud the sentences they underlined. Point out the different chunking devices that are found in the article (*commas and connecting words*).

**B Read the sentences. Circle the correct word...**

- Do item 1 with the class. Have students scan the text to find the answer.
- Have students do the exercise. Then have them compare answers with a partner.
- Check answers.

4

## WORD WORK

**Find the boldfaced words in the article and...**

- Remind students of the following tips for guessing from context: 1. *Read each word in its sentence and determine the part of speech.* 2. *For verbs, determine if it is an action verb or not. For adjectives, determine if the meaning is positive or negative. For nouns, determine if the noun refers to a person or a thing.* 3. *Look at the sentences before and after the sentence in which the word appears to see if there is a synonym.*
- Form cross-ability pairs and have students do the exercise.

**MULTILEVEL INSTRUCTION for 4**

**Cross-ability** Have pre-level students find the words in the text and read out loud the sentences in which they appear. Have above-level students help with pronunciation. Next, have students discuss whatever clues are available to help guess. Have the pre-level student match the words with their definitions. Have the above-level student confirm the answers.

**Expansion: Vocabulary Practice for 4**

- Form pairs. Have them quiz each other on the words in Exercise 4. Instruct Student 1 to read a definition; have Student 2 respond with the word. Then tell them to switch roles.

## Communicative Practice

20 minutes

**Show what you know!****GROUPS. Discuss. Do you think that DNA...**

- Form groups and have them choose a note-taker and a reporter.
- Have the reporter from each group share the group's opinion.

**Extra Practice**

Interactive Practice



pages 128–129

## Getting Started

5 minutes

- Read the lesson title.
- Ask the class: *Have you ever gotten a traffic ticket? What was it for? How much did you have to pay?* Have one or two volunteers share their experience.

1

## BEFORE YOU LISTEN

**A GROUPS.** Make a list of all the traffic laws...

- Form groups. Have them select a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have reporters share the group's list. Write the items on the board. Define terms as needed.
- Call on a volunteer to answer the question.

**B** Look at the words and their...

- Read the words. Have students repeat after you. Check that students are pronouncing the words correctly, for example, *conTEST* as opposed to *CONtest*.
- Read the definitions.
- Say each word in the context of a sentence, or ask students to do so.

## Presentation

5 minutes

2

## LISTEN

**A**  Listen to a talk show about cars. What...

- Play CD 2, Track 57. Have students listen for the answer to the question.
- Have students compare answers with a classmate.
- Call on students to share their answers.

## Controlled Practice

5 minutes

**B**  Read the statements. Then listen...

- Have students read the questions before listening. Encourage them to predict the answers.
- Play Track 57 again. Have students listen and answer the questions.
- Have students compare answers with a partner.
- Check answers. Call on students to read each question and answer. Check to make sure that students understand *points* and *traffic school*.

## Communicative Practice

15 minutes

**C GROUPS.** Discuss. Should people...

- On the board, draw a two-column chart with the headings *Yes* and *No*.
- Form groups. Instruct students to think of reasons for and against requiring people to go to traffic school. Tell them to choose a note taker to take notes in the chart. They should also choose a reporter.
- Have reporters share their groups' ideas. List them in the chart on the board.

**Expansion: Speaking Practice for 2C**

- Find out if anyone in the class has ever gone to traffic school. Ask: *Where and when did you go? How was the experience? Do you think it helped you to be a better driver?*

## Presentation

10 minutes

3

## CONVERSATION

## Pronunciation Watch

- Write this sentence on the board: *Go back to the stop sign and take a picture of it.*
- Say the sentence. Tell students to notice the stressed words. Underline them (*back, stop sign, take, and picture*).
- Say: *You've learned that content words, or words which carry meaning, like nouns, verbs, and adjectives, are usually stressed.*
- Read the Pronunciation Watch note.

A



Listen to the sentences. Notice the weak...

- Play CD 2, Track 58. Have students listen.
- Play Track 58 again. Have students listen and repeat.

B



Ana got a ticket. Listen and read.

- Play CD 2, Track 59. Have students listen and read along silently.
- Check comprehension. Ask: *Why did Ana get a ticket? What was her mistake? What could she have done to avoid getting the ticket?*

## Controlled Practice

5 minutes

4

## PRACTICE

## A PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Go over the pronunciation errors.
- Ask volunteers to perform the conversation.

## Communicative Practice

15 minutes

## B ROLE PLAY. PAIRS. Role-play this situation.

- Model the role play with an above-level student. Play the role of Student A. Tell Student B that you got a ticket. Student B should ask where you were

at the time. When you say you were near a school, Student B should explain the law to you.

- Form similar-ability pairs.
- Have volunteers role-play their conversation.

## Culture Connection

In 2008, approximately 300 U.S. cities were using cameras at intersections to catch drivers running red lights.

## MULTILEVEL INSTRUCTION

**Pre-level** Have students write a script of their role play and practice reading it several times. Then tell them to practice without the script.

**Above-level** Have Student A express concern that his or her auto insurance rates will go up because he or she got a ticket. Have Student B advise Student A to go to traffic school.

## Community Building

- Have students share their knowledge about the location of cameras at intersections in their city or town.
- Provide a model, for example, *There's a camera at the intersection of Olympic and Beverly.*
- If practical, bring in city maps and have students mark the location of the cameras.

## C MAKE IT PERSONAL. GROUPS. Discuss.

- Read the questions. If necessary, rephrase question 2 to avoid the unreal conditional. You can say: *Imagine that all these traffic laws don't exist. What will happen?*
- Form groups. Have them select a timekeeper, a note taker, and a reporter. The note taker should keep track of laws that the group feels should be changed.
- Give a time limit.
- Have reporters summarize their groups' discussion.

## Extra Practice



Interactive Practice

## Getting Started

10 minutes

- Remind students that they have already learned how to form sentences with adverb clauses of time (*before, after, since, etc.*), reason (*because, since*), and purpose (*so, so that*). Elicit examples of sentences with each subordinator. Write several sentences on the board and review their structure (dependent clause + independent clause with comma, or vice versa with no comma).
- Write the subordinators *as long as, even if, and even though* on the board. Say: *These phrases also introduce adverb clauses. Each one has a special meaning. We'll learn how to use them in this lesson.*
- On the board write an example sentence using each subordinator. Ask students if they can explain each sentence in different words. For example: 1. *You can borrow my car as long as you don't stay out too late.* (You can borrow my car only if you don't stay out too late.); 2. *Even if you're only going to the market, you have to wear a seatbelt.* (It doesn't matter if the market is very close, you have to wear a seatbelt in the car.); 3. *Even though there's not much traffic, you have to obey the speed limit.* (There's not much traffic, but you still have to obey the speed limit.)

## Presentation

15 minutes

## Adverb clauses of condition and contrast

- Copy the sentences from the grammar chart onto the board.
- Read the first Grammar Watch note. Explain that *as long as* means *if*, but it has the added meaning of *only if* or *only under the special condition in the adverb clause*. Read the first example sentence and rephrase: *You can go to traffic school only if the traffic violation isn't serious. If it is serious, you can't go to traffic school.*
- Read the second Grammar Watch note and the second example. Explain that *even if* has the subtle meaning that it doesn't matter what the speaker thinks about the information in the clause (for example, whether the speaker likes or dislikes the information or agrees or disagrees with it); the result will not change. Say: *Thus, in the example, it doesn't matter whether you are mad at the other driver. It is still true that you shouldn't honk your horn.*

- Read the third note and the third example. To clarify, ask: *Normally, if you park somewhere and you don't get a ticket, do you expect to get a ticket if you park there again?* (no) Explain: *So in this sentence, if we read that the speaker got a ticket, that is surprising information. Even though is a signal to the listener that the speaker is going to say something surprising or unexpected.*
- Read the fourth note. Have three students rewrite the example sentences on the board switching the positions of the adverb clause and the main clause. Remind them not to use the comma.

## Controlled Practice

15 minutes

1

## PRACTICE

Read the first statement. Write *T* (true) or *F* (false)...

- Do item 1 with the class.
- Have students complete the exercise and compare answers with a partner.
- Check answers.
- Have students restate the meaning of each sentence. For item 1, for example, they can say: *It doesn't matter if the road is empty, you still aren't allowed to turn left at a red light.*

## Expansion: Writing Practice for 1

- Have students rewrite the four sentences in the exercise with the main clause first.
- Pair students and have them switch papers. Instruct them to check each other's sentences for correct capitalization and the use of the comma.

## 2

## PRACTICE

**A Complete the sentences with the...**

- Read item 1 with the class.
- Have students continue working alone or in pairs.
- Check answers.

**B Complete the sentences with your own ideas.**

- Do item 1 with the class. Elicit several ways to complete the sentence.
- Have students complete the remaining items alone or in pairs.
- Have eight students write their sentences on the board (two students each for items 2 through 5).
- Call on other students to read the sentences and say if they are correct.

**Communicative Practice** 20 minutes**Show what you know!****GROUPS. Discuss.**

- Form groups.
- Give a time limit for discussion. Walk around and provide help as needed.
- Call on volunteers to share their answers with the class.

**Expansion: Speaking Practice for Show what you know!**

- Have a series of debates on the questions. Divide the class into six teams, one pro group and one con group for each of the three questions.
- Give groups time to plan their arguments in support of the position they were assigned.
- Have each team select two speakers. Explain the structure of team debate: 1. The first pro speaker presents the pro position. 2. The first con speaker presents the con position. 3. Members of the audience can ask questions of either side. 4. The second speaker for the pro side sums up the pro position. 5. The second speaker for the con side sums up the con position. 6. The audience votes on the winning team. Instruct students not to vote for the position they agree with but rather for the side that presented more convincing arguments.

**Progress Check****Can you . . . discuss traffic laws?**

Say: *We have practiced discussing traffic laws. Now, look at the question at the bottom of the page. Can you discuss traffic laws? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 130–131

## Getting Started

10 minutes

1

## BEFORE YOU WRITE

**A GROUPS.** Read the rights of people who...

- Define *right* in the context of this exercise: *a freedom that people in a society have, such as the right to vote or the right to own a gun.*
- Discuss the first item. Explain that a person arrested in the U.S. cannot be forced to speak.
- Form groups.
- Discuss the answers with the class. Ask students about legal rights in different countries.

## Culture Connection

In 1966, the U.S. Supreme Court ruled in *Miranda vs. Arizona* that a person arrested on suspicion of committing a crime has certain rights. The ruling states,

... *The person in custody must, prior to interrogation, be clearly informed that he or she has the right to remain silent, and that anything the person says may be used against that person in court; the person must be clearly informed that he or she has the right to consult with an attorney and to have that attorney present during questioning, and that, if he or she is indigent, an attorney will be provided at no cost to represent him or her.*

## Presentation

15 minutes

**B** Read the writing model. What is the...

- Have students read the paragraph silently.

**Writing Tip: Comparing and Contrasting**

- Read the Writing Tip.
- Write a two-column chart on the board with the headings *Compare* and *Contrast*. Under each heading, elicit the words and phrases from the paragraph that express similarities and differences, respectively. For example, these terms signal differences: *different from*, *in contrast*, *another important difference*, and *but*. The word *both* signals similarity.

**C PAIRS.** Answer the questions.

- Form pairs.
- Check answers.

**Possible answers:**

1. The rights of the accused in the U.S. with the rights of the accused in the writer's home country.
2. In the U.S., the accused has the right to a speedy and fair trial. In the writer's home country, the accused often has to wait for years in jail while awaiting trial, and the trial may not be fair.
3. In both countries, competent lawyers are very expensive. But in the U.S., if a person can't afford a lawyer, the court will provide one. In the writer's home country, the court doesn't provide a lawyer.

**Expansion: Writing Practice for 1C**

- Have students outline the writing model.

## I. Differences in the rights of the accused

A. U.S.

---



---

B. Writer's home country

---



---

## II. Legal representation

A. U.S.

---



---

B. Writer's home country

---



---

- Have students complete the outline.
- Discuss the outline with the class. First, point out that the outline does not have complete sentences; it contains main ideas only. Second, explain that the organization used in the model is called *point by point organization*. There are two points contrasted: the rights of the accused and legal representation. The points as well as the discussion of the two countries are separated by connectors.
- Have students circle the connecting words and phrases. Highlight the major transition between the two points. (*Another important difference*)

## Controlled Practice

15 minutes

2

## THINKING ON PAPER

**A BRAINSTORM.** Think about your legal...

- If necessary, go over each item and review the rights that people have in the U.S.
- Have students discuss the rights with other people from their country of origin.

**B** Use your answers to the questions...

- Copy the chart onto the board. Model filling in one or two lines of the chart with information about the U.S. and another country you know about.
- Have students fill in their information. Encourage them to work together with other students from their native country.
- While students are working, walk around and provide help as needed.
- Have students share their charts with a partner from a different country of origin.
- Have two or three volunteers write their charts on the board. With the class, discuss how to organize a paragraph based on the information in the charts.

**C** Select two rights from your chart...

- Have students choose the topics they want to write about.

## Communicative Practice

20 minutes

3

## WRITE

## Write a paragraph that explains similarities...

- Have the students outline their paragraph. If they did the Expansion activity outline from page T-222, they can use it as a model.
- Have students read the checklist items in Exercise 4 before writing. Tell them: *Keep these points in mind while you write.*
- Have students write in class. While they are writing, walk around and provide help as needed.

## MULTILEVEL INSTRUCTION for 3

**Pre-level** Have students write about one difference between the legal rights of the accused in their country and the rights of the accused in the U.S. Have them use the introduction and organization from the model paragraph.

**Above-level** Have students write about several similarities and differences. Tell them to write the similarities and differences in two blocks, as in the model.

4

## CHECK YOUR WRITING

- Have students read their paragraph and check the items in the checklist.
- If students are unable to check something off because they left it out, or if they want to rewrite part of their paragraph, encourage them to do so.

## Expansion: Writing Practice

- Have students rewrite their paragraphs in class.
- Pair students and have them read their paragraphs to each other.

## Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

## Extra Practice



Interactive Practice



page 132

**1 REVIEW**

Turn to page 255 for the Grammar Review.

**2 ACT IT OUT**

**STEP 1. Review the conversations...**

- Play CD 2, Tracks 51 and 59. If necessary, direct students to the script for Track 51 on page 207 and for Track 59 on page 219. Tell them they will use this conversation as a model for the role play in STEP 2.

**STEP 2 ROLE PLAY. PAIRS. Role-play this...**

**Teaching Tip**

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

- Have students look at the illustration. Ask: *What is happening in this picture? Is the man doing anything wrong?*
- Read the role descriptions. If necessary, explain that *dump* means *to get rid of something you don't want*, and that the *Sanitation Department* is *the city department that is responsible for collecting garbage*.
- Model the role play with an above-level student. Play the role of Student B. You can begin the conversation like this: Student B: *How was the move? What's the matter? You look upset.* Student A: *Well, the move went OK, but there was a problem.* Student B: *What happened?*
- Tell students to practice at least twice.
- Have volunteers perform their role play for the class.

**3 READ AND REACT**

**STEP 1. GROUPS. Read about Polly's problem.**

- Read the text out loud while students read silently. To check comprehension, ask: *What is Polly's problem?* (Her car had been towed away.)

**STEP 2. What is the problem? Discuss a solution....**

- Form groups and have students choose a timekeeper, a note taker, and a reporter. The note taker should write down the group's solutions.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's solutions. Write them on the board.
- Have students look at the list of solutions and vote on the one they think is the best.

**4 CONNECT**

Turn to page 262 for the Self-Efficacy Activity, and page 274 for the Team Project. See page T-xi for classroom management tips for these activities.

**Progress Check**

**Which goals can you check off? Go back to page 205.**

Ask students to turn to page 205 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



**Go to the CD-ROM for more practice.**

If students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM.