Knowing the Law

Classroom Materials/Extra Practice

Workbook

Unit 8

CD 3 Tracks 2–8



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

• Future real conditional

Listening and Speaking

- Identify the rights of people accused of crimes
- Discuss types of crimes
- Communication Skill: Qualifying Opinions

Reading

- Learn about the right to vote
- *Reading Skill:* Distinguishing Fact from Opinion
- Learn about laws protecting children
- Learn about traffic court
- Reading Skill: Making Inferences
- Recognize why fines can be serious

Writing

- Compare and contrast two legal systems
- *Writing Tip:* Showing similarities and differences

Life Skills

• Recognize sexual harassment in the workplace

Preview

- Welcome students and have them look at page 145.
- Say: *Look at the picture. Where is the person? What's happening?* Explain as needed that the man is in court. He is swearing to tell the truth in a trial—that is, a legal case that goes before a judge.
- Ask: *How do you think the man feels?* (Possible answers: nervous, upset, afraid, serious)
- Ask: How many of you have ever seen something like this on TV? Do you remember why the people were in court? What happened?
- Ask: *Have you ever known anyone who has been involved in a situation like this?* Elicit answers from students, noting that they may talk about similar experiences in their home countries.
- *Optional:* Poll students as to how many have ever been in an American court of law.
- Say: In this unit, we'll talk about court trials and the American legal system. You'll explore the rights of people who are accused of a crime, and you'll learn about the right to vote. You'll also learn about sexual harassment in the workplace, different types of crime, and traffic court.

Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. Examples:
 - *accused*—when someone is suspected of committing a crime, but it has not been proven *sexual harassment*—making unwanted sexual comments, gestures, or advances in the workplace
- Say: As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.

10 minutes

- Say: Today we are going to learn and talk about rights and civic duties, and to understand the laws that guide society in the U.S.
- Ask students what words, phrases, or situations come to their minds when they hear the word *law*. (Possible answers: *police, court, arrest, bail*)
- Write responses on the board or a flipchart and keep them visible during this unit. Say: We'll keep this list up and come back to it later in the unit. In this lesson, we will be learning about the rights of people accused of crimes. These rights go right back to the rights described in the Bill of Rights—the first ten amendments to the U.S. Constitution.

BEFORE YOU LISTEN

A PAIRS. Discuss the words...

- Set up informal pairs. Have students read the directions. Pass out learners' dictionaries to each pair.
- Walk around. If some pairs finish early, give them other crime and justice words to talk about and define (for example, *bail, convict, acquit*).
- Ask volunteers to define or give examples of the words, including any extra words.
- Explain that while *arrest*, *criminal suspect*, and *interrogate* are often used to talk about criminal matters, *consult* and *custody* are used in other contexts. (For example, *He consulted his financial advisor*. *My friend is divorced*. She has custody of her three-year-old daughter but the father sees her on weekends.)

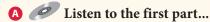
B CLASS. Discuss. What happens...

- Ask students to read the questions.
- Accept all responses. Allow students to disagree and negotiate; let the discussion continue as long as students are engaged.

Presentation

15 minutes

2 LISTEN



• Ask students to read the directions.

- Play CD 3, Track 2.
- Walk around the room as students listen to observe whether any students are having difficulty listening and answering at the same time.
- Ask for volunteers to read the statements and say whether they are true or false. Let students discuss any disagreements in answers; intervene only if they do not come up with the correct answer.

Teaching Tip

Remind students of note-taking strategies. You might first call on students to tell the class what note-taking strategies they use. Then give the class a handout with this information or write it on the board:

- Do not try to write everything you hear. Write down main points or key words.
- Listen for signal words that show time order (*first, second*), examples, (*for example*), and cause and effect (*so, as a result*).
- Write down facts and examples.
- Listen for changes in volume and speed. Important information is often said at a slower pace and louder volume.
- Skip lines when you write. Leave blank spaces so that you can add comments or questions later.

B *Listen to the second part...*

• Ask students to take notes and revise them later as necessary.

Controlled Practice

15 minutes

3 PRACTICE

PAIRS. Compare and revise...

- Set up pairs after students listen and revise.
- Ask volunteers to read and answer the questions.

Answers: 1. the right to remain silent and the right to an attorney; 2. Miranda's confession of guilt; 3. yes; 4. such things as a person's name and address

Communicative Practice 20 minutes

MAKE IT PERSONAL

A Read the statements,...

- Ask students to read the directions.
- Say: Ask any questions you have about the sentences before you decide which to check. Answer any questions.

B GROUPS. Discuss your answers...

- Ask students to read the directions.
- Set up groups.
- Tell students that every student should give his or her choice for item 1 and explain why he or she made that choice. Then have groups do the same for item 2.
- Tell each group to count how many checked *a*, *b*, or *c*. Compare reasons for the choices.
- Say: Remember, you are expressing opinions here—there is no right or wrong answer—but it is important to be able to express your opinion and to be able to listen openly to other people's opinions.
- Walk around; assist as necessary with context, vocabulary, or pronunciation.
- Ask the class whether or not they want to gather a whole-class tally of students' choices. If they indicate *yes* (by a show of hands), ask for each group's numbers, write them on the board, and total them for the whole class.
- Ask students what, if anything, they think the numbers might show. Summarize the results. Say: *These are opinions, not facts, but it looks like the majority of you thought that* _____.

Teaching Tip

- As you walk around the class and monitor group work, listen and watch to make sure that every person in each group has a chance to (and does) speak. If you see some students who routinely do not speak in groups maybe they are unsure of their speaking skills, they are shy, or someone else in the group is overpowering them—talk to them individually to find out if there is a particular problem (and then help solve the problem); offer encouragement.
- *Note:* Rarely, some students will not feel comfortable in pairs or groups with another particular student—for a personal, social, or cultural reason. If necessary, avoid pairing or grouping those individuals.

GROUPS. Discuss the questions.

- Ask students to read the questions. Then ask for volunteers to read each question aloud.
- Confirm that everyone understands the issues in each question.
- Tell students to stay in their same groups.
- Explain that while there are no "correct" answers to these and other opinion questions, they are important for at least two reasons: These are very important questions for everyone in a free society to consider, and these discussions give students real-life practice expressing their opinions and explaining ideas, which are necessary skills in American society.
- Say: As you discuss these questions in your groups, see if you come to a consensus—that is, mostly agree—or not on these three questions. Be prepared to give a brief summary of the discussion; choose one person who will report back to the class.
- Ask the chosen representative from each group to report on whether the group came to consensus or not and to summarize the discussion.



5 minutes

- Say: In the last lesson, we talked about the rights of people accused of crimes. What are some of the rights that you have if you are a suspect? (the right to remain silent and not answer police questions, the right to have an attorney, the right to receive the *Miranda* warning and be informed of these rights)
- Say: Today we're going to talk more about the rights of those accused of crimes. To do so, we'll practice the grammatical structure of the future real conditional.

Presentation

10 minutes

Future Real Conditional

• Ask: *What is the conditional?* Explain that it describes a condition and its consequence or possible consequence. Write two examples on the board:

You will pass the test)if you study for it. <u>If you don't eat breakfast before the test,(you may)</u> not pass it.

- Say: If introduces the condition in both sentences. Will and may in the result clause tell the consequence.
- Ask: What is the consequence of the condition of studying for the test? (you will pass it) What is the possible consequence of skipping breakfast before the test? (you may not pass it)
- Say: Use if clauses with the future real conditional. This grammatical structure describes situations that occur regularly or are likely to happen in the future.
- Ask students to read the Grammar Watch.
- Read the first two examples in the grammar chart. Point out that when an *if* clause begins a sentence, the clause ends with a comma.
- Read the second two examples in the grammar chart. Ask: *What is the condition in both sentences?* (if you cannot afford an attorney) *What is the consequence of that condition?* (one will be appointed for you)
- Ask students what verb form to use with the *if* clause (the simple present) and the result clause (*will*—or a modal such as *can*, *could*, *may*, or *might*—and the main verb).
- Point out that *when*, *whenever*, *even if*, and *even though* can replace *if* in one part of the sentence.

Controlled Practice

35 minutes

PRACTICE

A PAIRS. Find the conditional sentences....

- Ask students to read the directions. Write the first sentence on the board. Ask: What is the if clause? (If the police stop you for drunk driving) What is the result clause? (you will be required to take a Blood Alcohol Concentration test . . .)
- Point out that a comma is used with the *if* clause in the previous example because it occurs at the beginning of the sentence.
- Ask students to read the two paragraphs. Clarify unfamiliar vocabulary as needed. Examples:

blood alcohol level —the amount of alcohol in your blood; used to determine if you are drunk *suspended*—stopped or prohibited for a certain amount of time (if your driver's license is suspended, you cannot use it) *community service*—actions that benefit the community, such as cleaning up litter

- Have students form pairs and complete the exercise. Walk around and check students' work.
- Call on students to say the answers.

B Rewrite the sentences with...

- Ask students to read the directions. Remind them to use commas at the end of an *if* clause if the *if* clause comes at the beginning of the sentence.
- Have students complete the exercise. Walk around and help, offering prompts as needed. (For example: *Do I say* will might, *or can I use just one of those words?*)
- Call on students to say the answers.

Answers:

1. If you refuse a BAC test, your license might be suspended.

2. If you are convicted of driving while drunk, your insurance rates could go up a lot.

3. If you are under the legal drinking age, your penalty could be especially severe.

4. If the police catch you driving while you are drunk, you will go to jail.

Lesson 2 Identify the rights of people accused of crimes

2 PRACTICE

A Use the words and phrases...

- Read the directions and the example together. Note that *not* becomes *won't* in the result clause.
- Have students complete the exercise. Walk around and help students as they write in their notebooks.
- Call on students to read their answers.

Answers:

2. If the police ask for my name and address, I'll give them the information.

3. If I can't afford an attorney, the court will provide one.4. If I become confused, I won't continue to answer questions.

5. If the police read me my rights, I'll show them a card saying I refuse to talk without my attorney.

6. If you say anything, it will be used against you in court.

B Unscramble the words and phrases...

- Say: In the previous exercise, we used result clauses with will to show a definite outcome of a condition. We can also use result clauses to show possible outcomes. What words introduce a result clause that shows possibility? (may, might, could)
- Read the directions. Tell students that they will use all of the words in each item to write sentences with *if* and result clauses.
- Have students complete the exercise. Walk around and help students as they work.
- Call on students to read their answers.

Answers:

1. If you jaywalk in New York City, you could receive a \$50 fine.

2. If you trespass in Texas, you may receive a maximum fine of \$2,000.

You might receive a \$1,000 fine if you litter in California.
You could have to pay between \$100 and \$500 if you are caught fishing without a license in Mississippi.

Expansion for 2B

- Do a sentence-strip activity to reinforce conditional sentences.
- Make index cards for every word in each of these sentences, and also make a card for each comma:

If you buy cigarettes in New York, you have to pay a \$2.75 cigarette sales tax.

If you buy gas for your car in New Jersey, you can not pump the gas by yourself.

If you stand outside a building in Minnesota without a reason, you can be arrested for loitering. If you litter in Idaho, you can get a fine of \$180. If you want to vote in Florida, you have to show a photo ID.

- Clip all the cards needed for each sentence together with a paper or binder clip. Set up groups, and give each group a set of cards for one or two sentences.
- Tell students that they will construct future real conditional sentences, one at a time, by placing the cards in the correct order.
- Have students work in their groups to complete the exercise. Walk around and check sentences.

Communicative Practice 10 minutes



GROUPS. Discuss the questions.

- Place students in small groups and have them discuss the questions.
- Remind students to use *if* and result clauses to discuss these hypothetical legal situations and what they will do as a result.
- Ask for a representative from each group to present a summary of the group's discussion.
- Ask others in the class if they agree or disagree with the viewpoints presented—and why.

Progress Check

Can you . . . identify the rights of people accused of crimes?

• Say: We have practiced identifying the rights of people accused of crimes. Can you do this? If so, check the box.



10 minutes

- Say: We've been talking about knowing the law in the U.S. Now we are going to study some more about a right we've talked before about—the right to vote. You will listen and read an article about the history of voting rights, and we'll also work on the important skill of distinguishing fact from opinion.
- Ask a volunteer to explain or give an example of what *distinguish* means as a verb. Explain, if necessary, that it means to recognize or understand the difference between two similar things, people, etc.
- Say: Now let's think and talk about voting.

BEFORE YOU READ

GROUPS. Discuss. How important...

- Ask students to read the directions.
- Set up informal groups. Say: Work with the people sitting close to you. Take turns having each person answer "How important do you think it is for people to vote?" Tell students: Remember to explain why you believe this. Think about voting in your home country, other countries, and here in the U.S.
- Set up groups, and have students discuss the question.
- Walk around; don't intervene unless someone asks a question.
- Ask whether groups have any questions or comments they want to share with the class.

Presentation

15 minutes

Reading Skill: Distinguishing Fact from Opinion

- Direct students to the Reading Skill box.
- Ask an above-level student to read the text.
- Reiterate that a fact is something can be proven to most people's satisfaction. (Say, for example: *The Civil War began in 1861—there are newspapers, letters, and journals to prove that.*)
- Reiterate that an opinion is the expression of a belief or feeling. (Say, for example: *I think that seat belt laws are unnecessary*.)

READ

Listen to and read the article....

- Ask students to read the directions.
- Say: As you read the article, try to distinguish which statements are facts and which are opinions.
- Point out that the words in boldface (*amended*, *official*, *fee*, *former*, *imposed*, *regulations*, *restrictions*, *drafted*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 4, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Answers will vary but should include the one opinion: Most Americans probably don't think much about their right to vote; or some of the many facts about the history of voting rights. For example: when the country was founded, only white men who owned land could vote; poll taxes were legal until the Twenty-fourth Amendment to the Constitution in 1964; women were granted the right to vote in 1920.

Expansion: Vocabulary Practice for 2

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

Expansion: Reading Practice for 2

- Write or adapt paragraphs on other aspects of the history of voting rights in the U.S. such as the history of Native American and Chinese voting rights.
- Assign the paragraphs to like-ability groups. Have every person in this group read the same paragraph and discuss it.
- Walk around as groups share the information; assist as needed.

Lesson 3 Learn about the right to vote

Controlled Practice

10 minutes

3 CHECK YOUR UNDERSTANDING

A PAIRS. Read the statements....

- Ask students to read the directions.
- Set up informal pairs.
- Say: This time, we are not looking for whether a statement is true or false, but whether it is a fact or an opinion. If you think the statement is a fact, write F in the space. If you think the statement is an opinion, write O in the space.
- Ask volunteers to read their answers. Intervene only if students do not come up with the correct answers.

Communicative Practice 25 minutes

B GROUPS. Discuss the questions.

- Ask students to read the directions.
- Set up groups of three. Say: Write the answers to the questions in your notebooks. Then one person will read and answer each question and the other members of your group will agree or disagree and add other comments.
- Walk around; assist as necessary. Check for understanding. Answer only questions that students do not understand or that they disagree about.

Answers:

1. Grandfather clauses said that if a person's grandfather had voted, the person didn't have to take a literacy test. This was not fair to black men because their grandfathers were probably slaves and wouldn't have been able to vote, so the black men would have to take the literacy test.

2. Women received the right to vote 50 years after black men (but many African Americans were not able to actually vote until the 1960s).

3. During the Vietnam War, many people felt that if people were old enough to fight or die for their country (men could be drafted into the military), they should be able to vote.

WORD WORK

GROUPS. Choose three words...

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

5 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the questions.
- Tell students to work with the same groups they worked with earlier.
- Say: These are all important questions. If you get involved discussing one or two questions, just continue with it; don't worry if you don't get to every question.

Expansion: Writing Practice for 5

- Ask students to choose one of the Exercise 5 questions and write a paragraph that expresses their opinions on the topic.
- Encourage students to write a clear topic sentence, give specific examples limited to the defined topic, and follow and double-check punctuation rules for quotation marks. If necessary, review punctuation rules with students.

Teaching Tip

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



Lesson 4 Recognize sexual harassment in the workplace

Getting Started

5 minutes

• Say: We have learned about U.S. citizens' right to vote in this country. Let's talk about another right—the right to a safe workplace. We have already learned that employees have the right to safe working conditions. This includes protection from sexual harassment.

Language Note

Explain that *harass* means to bother someone with unwanted behavior or constant demands. *Harassment* is usually persistent and continues for a long period of time.

Presentation

10 minutes

25 minutes

UNDERSTAND SEXUAL HARASSMENT

CLASS. Discuss. What is sexual harassment?...

- Ask the questions. Explain that sexual harassment involves making unwanted sexual comments, gestures, or advances at work—and it is against the law.
- Say: Today we'll talk more about sexual harassment. We'll explore what it is and learn how to recognize it in the workplace.

Controlled Practice

B Read the web page on page 153....

- Ask students to read the directions and the web page excerpt.
- Clarify unfamiliar terms as needed. Examples: *conduct*—behavior

hostile—extremely unfriendly; aggressive

rumors—false stories about a person or situation *gestures*—physical movements that indicate how you feel

screensavers—images displayed on a computer screen when it is not in use

pressure—trying to make somebody do something

suffer—to become worse in quality

deny—to refuse to give somebody something

- Tell students that they will read the web page excerpt again and check the types of conduct that are *not* sexual harassment.
- Have students complete the exercise. Walk around and check their work.
- Before you go over the answers with students, say: *The web page gives four criteria to define sexual harassment. What four things define sexual harassment?* Point out the four subheads of the web page.
- Elicit definitions of *severe* (very serious) and *pervasive* (something that happens repeatedly).
- Ask students which items they checked in Exercise 1B that were *not* examples of sexual harassment (items 1, 3, 5, 8).

Communicative Practice 20 minutes

2 PRACTICE

A GROUPS. Look again at the key...

- Say: *Now we're going to review the key features of sexual harassment.* Ask students to read the directions.
- Elicit a definition of *reasonable* (fair and sensible). Tell students that they will form small groups and discuss whether they feel the features of the definition of sexual harassment are reasonable.
- Have students complete the exercise. Walk around and monitor conversations, offering prompts as needed.
- Call on a representative from each group to summarize its discussion for the class.

B GROUPS. Discuss. Do any of the examples...

- Ask students to read the directions.
- Have students complete the exercise. Walk around and monitor conversations. Clarify any information that is unclear or foreign to students (for example, any example of harassment that is culturally foreign to them).
- If any instances of sexual harassment on the web page remain unclear, go over these examples with the whole class.

NOTES ON THE WEB PAGE

Culture Connection

• Say: In the U.S., sexual harassment is illegal and it is treated very seriously. Therefore, many workplaces have rules against employee dating. Sometimes these rules prohibit co-workers from dating each other; sometimes they prohibit a supervisor from dating an employee that he or she manages. Many schools and universities also have rules against professors dating students for ethical and legal reasons.

Expansion: Speaking Practice for 2A and 2B

- Set up groups of four.
- Write these questions on the board:

1. What is the best way to stop harassment in workplaces? (Possible responses: Require all workers to watch a video on sexual harassment, survey workers, etc.)

2. What should the consequences be for employees who sexually harass other employees? A warning? Suspended pay? Job loss?

• Have the groups discuss the questions and report their opinions to the class.

Teaching Tip

- Sexual harassment in the workplace or schools is handled differently around the world. Be aware that in your students' home countries, there may be different laws, or no laws, to protect people from sexual harassment.
- If your students want to talk about the situation in their home countries, encourage them to share how sexual harassment is viewed there. Be mindful that this is a sensitive topic and that not all students may want to participate. However, if students seem open to the discussion, you may want to prompt them with questions. For example, you can ask: *Do you know if there are any* laws to protect people from sexual harassment? If so, what are they? Do you think they are effective? How could they be more effective? If *there aren't any, should there be? What sorts of* laws would work to protect people from sexual harassment in your country? Do you think this is the responsibility of the government, companies, or individuals?



15 minutes

• Say: We've been talking about the different aspects of knowing the law. In this lesson, we will focus on a crucial legal topic: protecting the rights of children. Even if you don't have children or your children are not living in the U.S. now, protecting children is everyone's business.

BEFORE YOU READ

CLASS. Discuss the questions.

- Ask students to read the three questions.
- To get the discussion started, say: *This reading identifies different kinds of child abuse.* When *you differentiate (or compare differences) between child abuse and child discipline, you need to look carefully at the situation. Think about the severity of the punishment and also how often it happens. Consider, for example, some questions:*

If a parent spanked a child once or twice when the child did something bad, do you think this is abuse?

What if a parent repeatedly hits his or her children with a belt or a shoe and causes injuries? Is there a recognizable difference between the two?

- Have students discuss their responses to the examples.
- Say: Let talk for a minute about teenagers. What do you think about this situation?

A parent slaps a teenager because the teenager cursed out the parent with foul language. Was this acceptable or not?

- Now that students have thought about these situations, elicit responses from students for the first question on page 154. Answers will vary about the distinction between discipline and abuse. Accept all responses.
- Say: Now let's talk about the second question on page 154. Are there ever times when a physical punishment is acceptable discipline in your home country? What kind of punishment? What is considered discipline in your home country and what is considered abuse?
- Elicit responses for the second question. Answers will vary depending on your students' cultural backgrounds. If students are hesitant about answering, keep the discussion general and impersonal.

- Rephrase the third question aloud: *Do you know how to report child abuse in this country?* Ask for volunteers to answer. Accept all responses, but explain local school and government rules if necessary.
- Tell students about national organizations that help stop child abuse, such as ChildHelp at <u>www.childhelp.org/get_help</u> or the National Child Abuse Hotline at 1-800-252-2873, 1-800-25ABUSE.

Presentation

15 minutes

Teaching Tip

- Although students need to know the laws and cultural expectations related to child discipline and child abuse, this topic can cause distress among students.
- If you suspect that some of your students may have been physically and/or sexually abused in their home countries or in refugee camps, consider changing the focus of the lesson. Before you begin the lesson, ask students if they want to discuss this topic or if it will be too painful. If the majority of students seem uncomfortable, consider changing the lesson.
- Provide information from the local school system and human services department about child discipline, child abuse, and child welfare.

2 READ

Listen to and read the article...

- Ask students to read the directions.
- Say: Now we are going to listen to and read a short article about child abuse.
- Point out that the words and phrases in black boldface (*neglect, bruises, rejection, guidance, suspect, foster care*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 5, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Answer: The article discusses physical abuse, emotional abuse, and neglect.

Lesson 5 Learn about laws protecting children

Controlled Practice 15

15 minutes

3 CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Ask students to read the directions and answer the questions.
- Tell students that it is OK if they just write short answers.
- Tell students to share their answers with other students. Intervene only if there is a question or an unresolved disagreement.

Communicative Practice

15 minutes

4 WORD WORK

GROUPS. Find the boldfaced words...

- Ask students to read the directions.
- Set up informal groups. Say: Work with people sitting close to you. First, match the words and definitions on your own. Then check your answers with your group after you have finished.

Expansion: Vocabulary Practice for 4

- Keep the same groups.
- Pass out three topic-related words or phrases to each group such as *cope*, *battery*, *shelter*, *assault*, *isolation*.
- Pass out advanced learners' dictionaries to each group.
- Tell students that if they already know one of their own words, to write down their own definition and use the word or phrase in a sentence before they double-check in the dictionary. If students don't know the words or phrases, tell them to look them up in the dictionary and write down the definitions and use them in sentences.

- After all groups are finished, tell each group to share their words, definitions, and sentences with all the other groups. Tell students they only need to write down (in their vocabulary logs) the definitions and sentences they don't already know.
- Walk around; assist as needed with context, vocabulary, pronunciation, and writing sample sentences.

MULTILEVEL INSTRUCTION for 4

Cross-ability Place at least one above-level student (who has strong vocabulary, is comfortable with an advanced dictionary, and can lead the group in writing sentences) in each group.

5 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Tell students to stay in the same groups.
- Ask students to read the questions.
- Say: Discuss these questions carefully and be respectful of others' ideas.
- Tell each group to write a list of possible solutions to item 3.
- Walk around; intervene only if students are not talking carefully, openly, and respectfully to each other.

15 minutes

• Say: In this unit, we've talked about many aspects of law—the Miranda warning, voting rights, sexual harassment in the workplace, and child abuse. Now we're going to explore a very common problem traffic violations. We are going to learn about traffic court.

BEFORE YOU READ

A CLASS. Have you ever...

- Ask students to read the directions.
- Ask: Would anyone like to talk about your experience getting a traffic ticket? Accept all responses. If no one responds, give a personal example. (For example: I remember the one time I was in an extra hurry to get home because there was a problem with my teenager. I didn't come to a full stop at a stop sign and a police officer stopped me. I got a ticket, and I was able to pay it by mail.)

B PAIRS. Discuss the words...

- Ask students to read the directions.
- Set up informal pairs. Say: *Talk about these words and their meanings with someone sitting near you.*
- Walk around; assist as needed with context, grammar, and pronunciation.
- Pronounce each of the vocabulary words. If you have Spanish speakers in the class, confirm that they know how to pronounce *violation* in English.
- Ask volunteers to make up sentences for each word. If necessary, give examples. (For example: *When I didn't stop at the stop light, I was issued a ticket by the police officer.*)

Presentation

15 minutes

2 READ

Listen to and read the handout...

- Ask students to read the directions.
- Rephrase the questions. Say: When you listen and read, look for two types of traffic cases and examples of each.
- Confirm that students understand what a *case* is in this context. (a question or problem that will be dealt with by a court of law)

- Point out that the words and phrases in boldface (*procedures, violation, penalties, sentenced, suspended, issued*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 6, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Answers: The two types of traffic cases are *civil* (for example, speeding, driving without a seat belt) and *criminal* (for example, driving while under the influence of alcohol or driving with a suspended license).

Expansion: Reading Practice for 2

- Help students to access and navigate the traffic court process online. If computers and the Internet are not available for students, pass out handouts downloaded from your local or state traffic court website. Have students read the handouts and follow the same process as below.
- Many states and localities support traffic court websites that explain laws and requirements as well as online payment. Send students to specific traffic court websites.
- Set up groups of three for working at a computer. Give students the local/state traffic court URL, or web address.
- Tell groups to work together to try to decipher the basic meaning of the page they are on. Say: *I* don't expect you to understand everything on the page—the vocabulary and sentence structure can be confusing, even for native speakers of English. Try to figure out the main points by talking together. Write down the words and phrases you don't understand. We'll work on those later.
- Walk around; assist as necessary with content, context, and vocabulary.

Teaching Tip

Outside of class, students need to interact with text and vocabulary that may be very challenging (for example, the traffic court website). Students need to become familiar with difficult official text and how to navigate the websites, texts, and vocabulary. Working through above-level texts with the support of the teacher and fellow students helps students become more able to handle such texts in their own lives.

Lesson 6 Learn about traffic court

Controlled Practice

15 minutes

3 CHECK YOUR UNDERSTANDING

A Reread the handout. Then...

- Ask students to read the directions.
- Ask students to write short answers to the questions in their notebooks.
- Ask volunteers to read and answer the questions.
- Confirm that students understand the content of the text; answer any related questions, and allow students to talk about the topic as long as they are engaged.

Answers:

1. You can find what violation the person is charged with, how the person can respond, whether the person has to go to court, and what the person's rights are.

2. A person may request a trial.

3. A person's car insurance rates will increase; in most states, a person who gets too many points may lose his or her license or have to go to driving school.

4. A bench warrant could be issued, which means that if a police office stops the person and checks his or her records, that person could be arrested and taken to jail.

Reading Skill: Making Inferences

- Direct students to the Reading Skill box.
- Ask a confident, above-level student to read the text.
- Say: Making an inference is making a logical guess. An inference needs to be supported by facts or other information. For example, if the temperature is below 32°F, and there are low, dark clouds in the sky, you could reasonably infer that it will snow. However, if the weather is 70°F and it is sunny, you can't reasonably infer that it will snow.

B GROUPS. Read the sentences...

- Ask students to read the directions.
- Discuss answers. Talk about making inferences. If necessary, give more examples until you can confirm that most students understand the skill.

Answers: 1. *a*, not *b*, because *b* is explicit in the handout and because the handout says "in our county," which suggests that procedures may be different in other counties; 2. *a*, not *b*, because the text says that civil cases are less serious than criminal cases; it also says that you have a right to request a trial, but no mention is made of a jury trial in civil cases. Therefore, it is logical to infer that people don't have a right to request a jury trial for civil traffic cases. Also *b* is just an opinion, not an inference based on clues in the text.

Communicative Practice 15 minutes

4 WORD WORK

GROUPS. Choose three words...

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

5 MAKE IT PERSONAL

GROUPS. Read the paragraph. Discuss...

- Tell students to stay in the same groups.
- Ask students to read the paragraph and then discuss the questions. Say: *After you read and think for a minute, share your opinion with the other members of your group. If you don't think the system for paying fines is fair, explain what improvements you might suggest.*
- Walk around; assist as needed with content and context.

Teaching Tip

If students do not seem enthusiastic about the topic of a particular discussion, change the lesson. Consider bringing in an authentic audio or video clip related to the topic. Play the clip, and ask students to summarize the content orally or in writing.



Lesson 7 Discuss types of crimes

Getting Started

15 minutes

- Say: In this unit, we have been studying different aspects of American law. Now we are going to listen to and talk about different types of crimes in the U.S.—what they are called and how to avoid becoming a victim. This will be a general discussion only; you do not need to share any personal experiences.
- Ask students if they feel the level of crime in the U.S. is high or not. Encourage them to describe what their perception of crime is based on (things they have seen, heard, experienced). Remind them that crime on TV or in the movies is often sensational (intended to shock people), so it does not necessarily reflect reality.

Teaching Tip

- Be aware that students may feel uncomfortable using some of the words for crimes in a discussion.
- Women may feel uncomfortable talking about rape in front of male classmates. Consider asking a human services worker or a female police officer to talk in a comfortable and safe environment about gender-based crimes to the women in your class, explaining their rights and possible dangers.

BEFORE YOU LISTEN

A CLASS. The box below contains...

- Ask students to read the directions. Pass out dictionaries.
- Ask volunteers to explain and/or give examples of the words. Clarify and expand on their answers as needed so that everyone understands each word. Give examples if necessary. (*Arson is when a person burns down a building intentionally. Sometimes a building owner might do that secretly to try to collect insurance on the building, or sometimes a mentally ill person might set a building on fire.*)
- Explain to students that there are many other kinds of crime (for example, kidnapping, blackmail).
- Ask students if they have any other questions at this time.

B CLASS. In your home country,...

- Ask students to read the question and try their best to answer.
- Don't pressure students if they are uncomfortable talking about particular crimes and punishments.

GROUPS. Now try to put the words...

- Ask students to read the directions.
- Set up groups. Have students complete the exercise.
- Tell students that they will be able to check their choices as they listen to the lecture on crimes.

Presentation

15 minutes

2 LISTEN

A 🥟 Listen to the lecture...

- Ask students to read the directions.
- Review the directions to make sure everyone understands that they should check their answers for Exercise 1C.
- Play CD 3, Track 7.
- Walk around the room as students listen to observe whether any students are having difficulty.
- Ask students to make any changes necessary to Exercise 1C.

B States again. Then write...

- Ask students to read the directions. Say: You can write as you listen to the lecture or wait until the lecture is over and then answer the questions.
- Play Track 7 again.

Answers: 2. up to one year; 3. a fine, probation, or community service; 4. The court can set up a payment program. 5. from one year to life; 6. the death penalty

Lesson 7 Discuss types of crimes

Controlled Practice

15 minutes

3 PRACTICE

Complete the paragraph...

- Ask students to read the directions.
- Rephrase the directions. Say: Use the words from the box to fill in the appropriate blanks in the paragraph. Point out the example. Say: It is a good habit to cross out a word once you've used it, so you know what words you still have to work with.
- Ask volunteers to read the sentences in the paragraph. Allow students to disagree with word choices; intervene only if students do not arrive at the correct answers.

Communicative Practice 15 minutes

Communication Skill: Qualifying Opinions

- Direct the students to the Communication Skill box.
- Ask a confident, above-level student to read the text.
- Explain that qualifying opinions is an important skill. Say: Using qualifying language like unless, if, or it depends on makes it seem more reasonable to listeners. Americans have an idiom: "Things are not just black or white." In other words, there is not always an absolute truth about a topic and only one way of looking at it. People will pay more attention to your views if you recognize this.

4 CONVERSATION

GROUPS. Practice the conversation...

- Ask students to read the directions.
- Set up groups of three.
- Say: This conversation practices using qualifying language when expressing opinions.
- Tell groups to decide among themselves who will be Students A, B, and C.
- Walk around, listen, but intervene only if someone asks a question.

MAKE IT PERSONAL

GROUPS. Discuss. What do you think ...

- Tell students to stay in the same groups.
- Ask students to read the question.
- Remind students to take turns, but tell them that it might be possible for someone not to have formed an opinion yet on appropriate fines or sentences for the various crimes mentioned in Exercise 1A.
- Suggest appropriate language for not wanting to express an opinion. (For example: I don't feel qualified to express an opinion on that topic. I don't know enough about the topic to feel as if I can answer. I don't feel comfortable expressing my opinion until I know more about the topic.)
- Remind students to use qualifying language when they do express an opinion.
- Walk around and listen, but intervene only if someone asks a question.

Teaching Tip

- When you give directions (or other information), monitor whether students understand. One technique is to routinely rephrase directions and to give examples.
- Observe body language; if you see that one or more students are not comfortable with your directions or explanations, rephrase, use the board or a flipchart to put up related information.
- If one or two students routinely have difficulty understanding the directions, talk to them privately to find out the possible cause of the problem (for example, difficulty in hearing, needing glasses, being in too advanced a class).

Extra Practice

Lesson 8 Recognize why fines can be serious

Getting Started

15 minutes

- Say: In this unit, we have been studying different aspects of American law. We've studied the Miranda warning, the rights of people accused of crime, the history of voting rights, child abuse, sexual harassment in the workplace, traffic court, and different types of crime. Now we're going to read about fines at public libraries for overdue or lost books.
- Confirm that students understand what *overdue* means related to library materials. Explain that books are *checked out* to library users—or patrons—for free for a certain amount of time. Explain that, for example, a book or CD could be checked out for three weeks. Three weeks from the check-out date is the *due date*. Public libraries usually assess a fine for each day (such as \$.25 per day). A book or CD that is not returned on time is late, or *overdue*.
- Ask for a show of hands about how many people have library cards for the local public library system. If less than half of the students raise their hands, ask: *How many of you would like to get a library card?* Explain that in most places, it is very easy to get a card; people need only show some proof of their address.

BEFORE YOU READ

CLASS. Discuss. Have you ever...

- Ask students to read the questions. Say, for example: Because not all of you have library cards, I'm asking those of you who do have cards to answer these questions.
- Ask: Are any of you willing to talk about fines you've paid for overdue or lost library materials? If there are no respondents, give a personal example. (For example: My family used to run up huge library fines. That's because I used to work at the library, and there were no overdue fines for library employees. When I stopped working at the library, my husband and I continued to keep books too long, so we used to spend over a \$100 per year in fines.)

• Rephrase the last question. Ask: Does anyone know what usually happens at our local library if a person returns materials late but doesn't pay the fine? Accept all responses, but highlight the correct response. Say, for example: That's right—what happens is the library blocks your card and you can't check out or renew any more materials until you pay the fine.

Teaching Tip

It is possible that no student in your class will have a library card. If that is the case, you may wish to consider adjusting the focus of the lesson to talk about a related topic—parking tickets—which can have dire consequences if they go unpaid.

Presentation

15 minutes

2 READ

Clisten to and read...

- Ask students to read the directions.
- Say: This is an article about a very unusual case a woman, Keely Givhan, went to jail because she didn't pay a library fine.
- Point out that the words and phrases in boldface (*pulled over, overdue notices, harsh, merchandise, materials*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 8, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Answer: Keely Givhan was stopped by the police for a traffic violation; the police discovered that there was a warrant out for her arrest because she hadn't shown up in court to pay overdue library fines.

Lesson 8 Recognize why fines can be serious

Controlled Practice 15 minutes

3 CHECK YOUR UNDERSTANDING

Circle the letter of the sentence...

- Ask students to read the directions.
- Say: You will probably need to reread or at least skim the article again to decide which of the sentences are accurate.
- Ask for volunteers to answer and indicate in the text where they found their answers.

Communicative Practice

15 minutes

WORD WORK

GROUPS. Choose three words...

- Set up groups of four. Say: We are going to work in groups to talk about vocabulary and about the issue of the library fines in this reading.
- Ask students to read the directions. Tell students that they can also use the other new words and phrases from the group work, or other new words and phrases they have encountered outside of class.
- Confirm that students understand that they discuss first, and then write in their vocabulary logs.
- Walk around; intervene only if you hear a question that students can't answer in the group.
- Say: Remember when you write in your vocabulary logs, you can always write more than just a set number of words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

5 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the questions.
- Tell students to stay in the same groups.
- Say: The story of Keely Givhan seems amazing going to jail because of an overdue book fine and missing overdue notices. What do you think about it?

- Ask each student in the group to read one question, share his or her ideas, and ask the other group members for their opinions. Encourage students to use qualifying language when appropriate (*unless, it depends on, if,* etc.).
- Walk around and listen, but intervene only if someone asks you a question or your opinion.

Community Building

- If many of the students do not have library cards (and if schedules, logistics, and transportation are feasible), take a class trip to the local library so that students can get library cards, see the resources, and check out materials.
- Call up or check the library's website to learn rules and procedures for getting library cards. For example, some libraries prefer to prepare student library cards in advance. If this is true of your local library, have students who want cards print their names and addresses on a list and give the list to the library a week in advance. Then students will show their IDs and sign their cards when you go to the library.
- Many libraries will give tours to adult ESL classes—explain the rules, show them the collections, and explain the many programs that most libraries offer.
- If the class cannot go as a group, develop a checklist of what a student should look for and do at the library (pick up and sign the card at the circulation desk, find out where the restrooms are, pick up a flyer about the library schedule and rules).

5 minutes

Say: We have been talking about the American legal system. Today we are going to apply our knowledge as we write an essay to compare and contrast the U.S. legal system with that of your home country.

Presentation

5 minutes

BEFORE YOU WRITE

A You are going to compare...

- Read the directions. Ask: *What is an essay?* Remind students that an essay is a short composition that explains, describes, or presents something or someone.
- Say: Today we're going to write an essay that describes the ways in which two legal systems are similar to and different from each other; it's called a compare-and-contrast essay.
- Ask students to read the FYI note and Writing Tip. Check comprehension by asking a few general questions. For example, ask:

What do you do when you compare? (show how two items are similar)

What words let readers know that you are making a comparison? (alike, too, both, also, the same, similarly)

What do you do when you contrast? (show how two items are different)

What words let readers know that you are making a contrast? (but, yet, in contrast, on the contrary, however)

What is a logical way to organize a compare-andcontrast essay? (discuss the similarities in one paragraph and the differences in another)

Controlled Practice 15 minutes

B Brainstorm about the writing topic...

- Ask students to read the directions and the questions.
- *Optional:* To help students generate ideas for topics, suggest that they spend a few minutes reviewing aspects of the U.S. legal system in Lessons 1, 3, 5, 6, and 7.
- Say: Make a list of the ways that the legal systems in your home country and in the U.S. are similar and different. Don't worry about grammar or organization right now; just get as many ideas on paper as you can.
- Have students complete the exercise. Walk around and check their work.

G Read the writing model on page 209...

- Ask students to read the directions and then read the essay on page 209.
- Confirm students' comprehension of the new vocabulary by asking:

What are common laws? (laws created by the courts, not the government)

What is an independent judiciary? (a legal system that is separate from other branches of government)

Answer: Anand compares and contrasts the legal systems in India and the U.S.

2 ANALYZE THE WRITING MODEL

PAIRS. Discuss the questions.

- Say: Now I'd like you to read the essay a second time and answer the questions.
- Have students complete the exercise. Walk around and check students' work.
- Elicit answers from students and write them on the board.

Answers: 1. Both countries have common laws and an independent judiciary. 2. Although both countries have judges who preside over trials, the U.S. also uses a jury of peers to decide guilt or innocence. 3. comparisons—*both*, *similarities*, *also*; contrasts—*difference*, *in contrast*

Lesson 9 Compare and contrast two legal systems

Communicative Practice 35 minutes

3 THINK ON PAPER

A Before Anand wrote...

- Ask students if they have ever seen a Venn diagram; if so, ask how it looks and what it is used for.
- Read the directions and elicit an answer to the question *Where has he placed the similarities?* Explain as needed that Anand put the features of each system in a circle; the features shared by both systems appear in an overlapping area in the middle of the two circles.

B Reread the notes you made...

- Say: Now you are going to use the notes that you made earlier to create a Venn diagram for your essay. Let's review. Where in the diagram do you show the similarities between the legal systems of the U.S. and your home country? (in an overlapping area between the two circles)
- *Optional:* Draw a blank Venn diagram on the board, similar to the one in the book but with no text. Invite students to copy it and use it to organize their own ideas.
- Have students complete the exercise. Walk around and check their work.

Teaching Tip

• If students are on computers, have them create Venn diagrams in Microsoft PowerPoint? (To do so, click the "Insert" menu and select "Diagram"; when the "Select Diagram Type" box pops up, select the picture of the three circles for the Venn diagram.) Encourage students to paste in the notes they have made.

O PAIRS. Share your Venn diagrams...

- Ask students to read the directions. Say: You're going to help your partner with the organization of the essay. If your partner has too many ideas for a short essay, help to select the ones that are the strongest, and cross out the others.
- Have students form pairs and complete the exercise. Walk around and monitor conversations; ask students their reasons for omitting any ideas from the diagram.

4 WRITE

Use your Venn diagram to write...

- Read the directions, emphasizing that students should structure their essay in a logical way and use the signal words in the Writing Tip to show comparison and contrast.
- Have students write the first draft of a compareand-contrast essay.
- Say: When you finish writing, you're going to read your paper and revise it. What does revise mean? (changing your work—adding, deleting, or rewriting details)

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

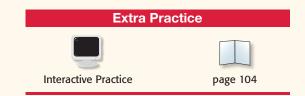
- Say: Read over your essay a first time and answer the questions in Step 1. If any answers are no, revise your work.
- *Optional:* Have students form pairs, exchange essays, and give each other feedback and suggestions.

B STEP 2. Edit and proofread.

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

Teaching Tip

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



Review & Expand

REVIEW

For your grammar review, go to page 230.

- Say: Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced? Elicit answers, noting them on the board. (identifying the rights of people accused of crimes, learning about the right to vote, recognizing sexual harassment in the workplace, learning about traffic court, discussing types of crimes)
- Ask students to complete the grammar review exercise at the bottom of page 230.

2 ACT IT OUT

GROUPS. You are telling...

- Ask students to read the directions. Explain that they will imagine that they are telling two newcomers from their home country about the rights people have in the U.S. Working in groups of three, they will review and summarize different lessons.
- Say: Student A will look back at Lesson 1 and discuss the importance of the Miranda warning and the rights of those accused of crimes. Student B will reread Lesson 3 and explain why the right to vote is so important—and when and how different minority groups gained this right. Student C will review Lesson 4 and will describe how federal and state laws define sexual harassment in the workplace.
- Have students complete the exercise. Walk around the room and monitor conversations.

3 READ AND REACT

STEP 1. Read about Arturo.

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

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

- Ask students to read the directions and form small groups.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Arturo's problem and a list of at least three possible solutions.
- Say: Before you discuss Arturo's options, you may want to review the Lesson 5 article on page 154 for some background information about laws protecting children.
- Ask students to review the Communication Skill box on page 159 about qualifying opinions.
- Ask groups to choose a representative to present the group's ideas to the class.
- Have students discuss the questions. Walk around the room and monitor conversations.
- Ask a representative from each group to present the group's ideas. After each presentation, prompt students for feedback. (For example: *What do you think of Group 1's suggestions for Arturo? Which idea do you like best?*)

Possible answers: *Problem:* Arturo is worried about the welfare of his neighbor's son. *Solution:* Arturo can call Child Protective Services in his city or town and report what he has observed.

4 CONNECT

Turn to page 219 for your Study Skills activity. See page Txii for general notes for Study Skills activities.

Progress Check

Which goals can you check off? Go back to page 145.

Ask students to turn to page 145 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM.