

Summary of Lesson Plan

➤ Preview and Practical conversations (Student pages 85-87)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

➤ Preview and Practical conversations (Student pages 85-87)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. What do you know about the Constitution of the United States?

Procedure:

- Activate prior knowledge by asking *What do you know about the beginnings of the United States?* Write students' ideas on the board. If necessary, prompt with questions such as *Who originally lived in the area now called the United States?* (Native Americans) *When did Europeans first start settling in the United States?* (16th century) *What country did the settlers of the thirteen colonies come from?* (England) *When did the United States become independent?* (1776, late 18th century) *What document established the government of the new United States?* (the Constitution)
- Read the *Warm up* question. Brainstorm ideas the class has about the Constitution.
- Tell students that they are going to read three excerpts from the Constitution. Note that they will find some of the language old fashioned and perhaps difficult to understand. Reassure students that they do not have to understand every word of the document at this time.
- Point out the use of *shall* in the article and amendments. *Shall* is still commonly used in British English but rarely in American English. In this case, *shall* is a stronger form of *will*.

- Check comprehension with questions such as *According to Article I, what are the two parts of the Congress?* (the Senate and the House of Representatives) *What freedoms or rights are mentioned in Amendment I?* (religion, speech, press; the right to assemble peaceably) *What right does the accused have under Amendment VI?* (a speedy and public trial by an impartial jury)

Unit 7 objectives

Procedure:

- Read the objectives and discuss the meaning of any unfamiliar words. Elicit examples from students. For example, for *Agree and disagree respectfully*, students might say *I don't agree* or *Absolutely*. When the class can't think of an example, provide one; for example, for pros and cons of controversial issues, say *Capital punishment is a controversial issue. What are some reasons to support it? What are some reasons to be against it?*
- Have students underline the two objectives that are the most useful or interesting to them. Have students tell a partner why they chose those two objectives.

Challenge: Put students in small groups to brainstorm everything they already know about the Constitution, the Bill of Rights, and the U. S. justice system. Have students organize their thoughts in a K-W-L chart like the one following. Have students write their ideas in the K (what I know) column and their questions in the W (what I want to know) column. Save the chart until the end of the unit so students can complete the L (what I learned) column.

K What I know	W What I want to know	L What I learned
The first amendment gives me freedom of speech.	What rights do I have if I am accused of a crime?	

(continued on p. 2)

Lesson Plan, Unit 7: Preview and practical conversations (for Student pages 85-87)–continued

Model 1

Content: discussing pros and cons of controversial issues; expressing opinions; arguing for and against capital punishment, government censorship of books and movies, and organized prayer in public schools

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the photo such as *Where are the women?* (sitting on a bench in or near a playground) *Is this a formal or informal setting?* (informal) *What does the women’s body language tell you?* (They are facing each other, talking, receptive, engaged.)
- After students listen to the conversation, check comprehension by asking questions such as *What is the topic of the conversation?* (capital punishment) *Are the two speakers in agreement?* (no)
- Ask students what they think “an eye for an eye” means. Elicit or explain that it means people should receive a punishment that is like the wrong they committed. This means that the punishment for killing is being killed or that the punishment for theft is taking the same things from the thief.
- Make sure students know that the expression “agree to disagree” is a polite way to acknowledge a difference of opinion that probably cannot be resolved.
- Students read and listen and then repeat after each line of the conversation.

Option: Have students listen with books closed. Read each line at a native rate of speed. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible.

Opinions

- Play the cassette or read the opinions. Have students repeat.
- Ask individual students what they think about different issues such as public transportation, discrimination, or bilingual education. Tell other students to respond with an opinion.

Vocabulary

- Have students read the text silently before you play the cassette or read the sample pros and cons.

- If necessary, explain the concepts of capital punishment, government censorship, and organized prayer in public schools. Make sure that students understand prayer is allowed; the issue is whether it can be an organized student activity.
- After students listen, check comprehension by asking questions such as *What is one argument people might make against capital punishment?* (The punishment is as bad as what the criminal did.) *What is one argument in favor of government censorship?* (Some books and movies are too violent for people to read or see.)
- Brainstorm other controversial issues and write them on the board. Elicit arguments for and against each idea and write them down.

Option: Note that many of the arguments are phrased as conditional sentences. Have students underline each conditional sentence and then say which are real conditions (*If you kill someone . . . , If we execute criminals . . . , Some children are uncomfortable . . .*) and which are unreal conditions (*I think students would behave better . . .*).

Challenge: Put students in pairs. Give each pair an issue and a stance to prepare; for example, for capital punishment, against organized prayer in public schools. Make sure that each side of each controversial idea in the *Vocabulary* box is covered by at least one pair of students. Have students prepare additional arguments in support of their position. Students can also use the list of issues and arguments on the board. When students have prepared their arguments, ask students from both sides of an issue to present their arguments to the class.

C. Pair work . . .

- Model the conversation with a more advanced student. First play the role of Student A to demonstrate choosing a controversial issue. Then switch roles and play Student B.
- Note that in the second line, Student B must first give a positive or negative response and then give an argument to support that position. Student A’s responding argument depends on whether Student B chooses a position for or against the issue. Remind students that they can begin arguments with *I believe, I think, or I feel*.

Workbook Link: Exercises 1, 2

(continued on p. 3)

Model 2

Content: agreeing and disagreeing respectfully, rules, discussing a rule you don't like

Procedure:

A–B.

- To set the scene for the conversation, point to the photo and ask questions such as *Where are the people?* (in the back of a car) *How do you think the woman on the left feels?* (upset, mad) *What is she doing?* (putting on a seat belt)
- After students listen to the conversation, check comprehension by asking *What is the woman upset about?* (wearing a seat belt) *Does the man think that wearing a seat belt is ridiculous?* (No, he says it saves lives.) *What do they agree about?* (There are too many rules.)
- Before students repeat, note that the first line is a question although it is written in statement form. The question is conveyed by the use of a question mark and a rising intonation at the end of the line. The complete form of the reduced question is *Do you want to know what I think?*
- Also point out that the phrase *You want to know* is almost always reduced in native speech to *You wanna know*.
- Listen again to the conversation and have students repeat during the pauses. Then have them practice the conversation in pairs.

Vocabulary

- After reading and listening, students repeat the rules.
- Tell students that a rule can be a law, or it can be a regulation in a school or workplace. For example, a school might have a rule that no one is allowed in a classroom until 15 minutes before the class is scheduled to begin.
- Point out that some of these rules apply to everyone in the United States (license requirements for gun ownership, voting age) and some vary according to state law (legal drinking age, seat belt and helmet requirements). Restrictions on smoking depend on local laws.
- Brainstorm other rules that people in your city must follow. Write students' ideas on the board. Ideas may include parking restrictions, pet cleanup rulings, and home window-guard restrictions.
- Have students fill in their own rule in the *Vocabulary* box.

Challenge: Have pairs of students work together to research local rules on smoking indoors in public places. Have them also find out your state's legal drinking age and whether seat belts and helmets are required. With the class, brainstorm how to find this information. Elicit or suggest the public library, a search engine on the Internet, the local newspaper.

C. Pair work . . .

- Write *Pro* and *Con* on the board. For each rule in the *Vocabulary*, brainstorm reasons in favor of the rule and reasons against it. Write the reasons on the board under the appropriate heading.
- Model with a more advanced student. Play the role of Student B. If necessary, prompt Student A to choose a rule from the *Vocabulary*. In response to the rule that Student A doesn't like, state one of the reasons listed on the board under *Pro*. Student A's rejoinder should be one of the reasons listed under *Con*.
- Have students choose a rule that they don't like, and practice the conversation in pairs.

Workbook Link: Exercises 3, 4

Do it yourself!

Procedure:

A–B.

- Read aloud the directions for Exercise A. Tell students they can choose a rule from the *Vocabulary* box, including their own rule, or one on the board. Have students reread the controversial issues in the *Vocabulary* box on page 86.
- Tell the students to write the rule or the issue they have chosen. They should then write an argument supporting that rule or issue and an argument against it.
- On a separate sheet of paper, students write their opinions about the rule or issue, beginning with *I think*, *I believe*, or *I feel*. If necessary, have students review the yellow note on page 86 on how to express opinions.
- Have students share their opinions with a partner or a group.
- Students may not feel comfortable discussing what they have written about a controversial topic or one they feel is too sensitive. If they are uncomfortable sharing, invite them to choose another topic to discuss.

Summary of Lesson Plan

- ▶ **PRESENTATION**
Practical grammar (Student pages 88-89)
 Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Practical grammar (Student pages 88-89)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Reporting a person's words: **Direct speech**

Content: quotation marks and end punctuation in quoted speech

Procedure:

- ▶ Ask students to repeat an opinion about a rule or an issue that the class has already discussed. You may choose to begin with a statement such as *I think it's a good idea for a cyclist to wear a helmet.*
- ▶ Write students' ideas on the board in two ways: first give the student's exact words, and then add the student's name and the verb *says*. For example, you might write *I'm against capital punishment* and *Maria says, "I'm against capital punishment."* Include quotation marks, commas, and end punctuation.
- ▶ Point to the quotation marks in several examples and ask *Why do we use quotation marks?* Elicit the response that quotation marks are used to write a person's exact words. Note that the period or question mark goes inside the quotation marks.
- ▶ Tell students that when we use someone's exact words, we are quoting them. The quotation marks show that the exact words are a quote. Quoting someone's exact words is also called direct speech.
- ▶ Ask a volunteer to read the first example in the box. Then point to another student and say *You are Martin. What did you say?* Make sure the student says *Censorship is wrong.* If necessary, give the response yourself. Now ask a volunteer to read the second example. Then point to another student and say *You are Nicole. What did you ask?* Make sure the student says *Why are there so many rules?* If necessary, give the response yourself.
- ▶ Write Martin's and Nicole's sentences on the board with quotation marks. Ask *Why do we need quotation marks here?* Elicit the response that the sentences give Martin's and Nicole's exact words.

- ▶ To summarize, have students silently read the bar at the top of the page and the rule and examples in the box.

A–B.

- ▶ Write the first item in Exercise A on the board. Ask a volunteer to come to the board and add quotation marks. If necessary, have the class offer corrections. Point out that the quotation marks at the end of the question follow the question mark.
- ▶ Working individually, students complete Exercises A and B.
- ▶ Students compare answers with a partner. Review as a class.

Workbook Link: Exercise 5

Use of a comma in quotations

Content: capitalization and use of a comma in quoted speech

Procedure:

- ▶ Write on the board the two example sentences from the box at the top of the page. To focus students' attention on the punctuation and capitalization, ask questions such as *Why is the M in Martin capitalized?* (It's the first letter of his name.) *Is this a statement or a question?* (a statement) *How can you tell?* (It includes the word *said* and not *asked*. It ends with a period and not a question mark.) *What kind of punctuation follows the word "said"?* (a comma) *Why do you think there's a comma there?* Elicit or tell students that we use a comma after the verb that introduces the quoted speech.
- ▶ Have students look again at Exercise A at the top of the page. Point to item 1 and ask *What kind of punctuation follows the word "asked"?* (a comma) *Why do you think there's a comma there?* (to separate the verb from the quoted speech) Continue asking questions about the items.
- ▶ Read the information in the second box. Focus students' attention on the rules by asking questions about the example, such as *What punctuation mark comes after the word "says"?* (a comma) *What letters are capitalized and why?* (T—first word in the sentence; S—first word in the quoted speech)

C. Insert a comma ...

- ▶ Have students read the direction line and then work on the exercise individually.
- ▶ Tell students that the exercise continues on page 89. They should complete all five items.
- ▶ Have students compare answers with a partner. Review as a class.

Workbook Link: Exercise 6

(continued on p. 5)

Reporting a person’s words: Indirect speech

Procedure:

Note: This section avoids the back shift in reported speech as this is too challenging for most students of this level.

- Write the first two examples from the box on the board. Do not include the parenthetical labels. Circle the pronouns *I* and *he* as well as the comma and quotation marks in the first sentence.
- Have volunteers read each sentence aloud. Then ask *Which sentence has quotation marks?* (the first one) *Which sentence has a comma?* (the first one) Ask what other differences students notice. Elicit that *I disagree* in the first sentence changes to *he disagrees* in the second.
- Tell students that the first sentence reports Paul’s speech using his exact words. Elicit from the class that this is called quoted or direct speech. Then tell students that the second sentence reports Paul’s speech without using his exact words. This is called indirect speech.
- Review the differences between direct or quoted speech and indirect speech. Write on the board a chart with the headings *Direct speech* and *Indirect speech*. Have students suggest how to fill in each column. Your completed chart should include the following:

Direct speech	Indirect speech
Quotation marks and a comma	No quotation marks or comma
A person’s exact words	Not the exact words

- To summarize, have students read the information in the box silently. Then ask *Does using “that” to introduce the indirect speech change its meaning?* (no) Have a volunteer say the sentence without *that*: *Paul says he disagrees with that law.*

D. Report what each person says.

- Write the first item on the board. Ask *How can we rewrite Adam’s words in direct speech?* Elicit from students and write on the board *Adam says, “I don’t agree.”* Ask *How can we rewrite Adam’s words in indirect speech?* Elicit from students and write on the board *Adam says (that) he doesn’t agree.* Remind students that indirect speech does not use quotation marks or a comma.

- Working individually, students rewrite items 2 through 5 as reported speech.
- In pairs, students compare answers. Review as a class and then have volunteers write their sentences on the board.

Note: Make sure students use *says* in this exercise and not *said*, which will require back shift in some items.

Option: Working in pairs, students rewrite the items in Exercise D as direct speech. Review as a class

Workbook Link: Exercises 7, 8

➤ Do it yourself!

Procedure:

A–B.

- Ask students to turn to page 87 and review the opinion they wrote. Have them write their opinion on the board and sign their name. Remind students to begin their opinion with *I think*, *I believe*, or *I feel*; for example, *I think censorship is a bad thing.*
- Students copy the opinions from the board as direct speech; for example, *Kristin said, “I think censorship is a bad thing.”* They should then rewrite each quoted speech as indirect speech; for example, *Kristin said (that) she thinks censorship is a bad thing.* Then have volunteers read Ellen’s opinions expressed in both direct and indirect speech.
- Circulate to offer help as needed. Then review the written opinions as a class.

Challenge: Opinion chain. Have students continue changing direct speech to indirect speech. Begin by expressing an opinion such as *I think non-smoking areas are very rude.* Student A reports your opinion in indirect speech: *Ms. Murphy said (that) she thinks non-smoking areas are very rude.* Student A then expresses a personal opinion, and Student B reports it in indirect speech. Continue until every student has reported someone else’s opinion and has expressed his or her own opinion.

Summary of Lesson Plan

► **PRESENTATION**

**Authentic practice 1 & 2:
Listening (Student pages 90-93)**

Suggested teaching time: 60 minutes
includes Cultural Discussion

Your actual teaching time: _____

► **Authentic practice 1
(Student pages 90-91)**

Suggested teaching time: 30 minutes

Your actual teaching time: _____

A mistake about shoplifting

Procedure:



- Before students open their books, read the bar out loud. Ask students what *shoplifting* means. Elicit that it means taking something from a store without paying for it. Tell students that shoplifting is a crime.
- Access students' knowledge and experience by asking *How do stores try to discourage shoplifting?* (by using scanning machines at the exits, having guards patrol the store, watching shoppers) *How can you show you are not shoplifting?* (keep merchandise out in the open before purchase and in the store's bag after purchase, have the receipt available, observe rules about trying things on)

- Have students open their books and look at the pictures. Help them anticipate the story by asking questions such as *Who are the shoppers in this story?* (two teenage boys, Paul and Dan) *What kind of merchandise are they looking at?* (expensive watches)
- Have the students read along silently while they listen to the story.
- Some terms may be unfamiliar to students, but meanings can be inferred from the context. Check understanding of *awesome*, *out of my price range*, *I'll pass*, *pricey*, *piggy bank*, and *later*. Make sure students understand that *later* here is a reduction of *I'll see you later*. Ask *Why does Dan say, "Just my luck"?* Elicit the response or tell students that this is an ironic comment: Dan doesn't really feel lucky.

A. Read the picture story again ...

- After students read the story again, they work individually to write answers to the questions.
- While students are comparing answers with a partner, circulate and offer help as needed.
- Making inferences is an important academic skill. Tell students that sometimes information is stated directly, and sometimes it is implied. We have to make inferences from implied or unstated information. Ask students *What can we infer when Dan asks where the gift-wrapping department is?* (He wants to have the watch gift-wrapped.) *What can we infer from the security guard's question to Dan?* (The guard thinks Dan might be shoplifting.)

(continued on p. 7)

Your notes

<h2>Your notes</h2>

Lesson Plan, Unit 7: Authentic practice 1 & 2 (for Student pages 90-93)–continued

B–C.

- Working individually, students underline the appropriate response.
- Students compare answers with a partner.
- Partners then take turns reading and responding to each item.

Option: Ask students to close their books. Read each item and elicit appropriate responses. For example, the question *Do you like this robe?* might elicit these responses: *Yes, it's beautiful; No, it doesn't look good; Sure, it's great; or I don't think so. It's a funny color.*

Option: Choral reading. Divide the class into two groups. The two groups take turns reading and responding to each item chorally.

D. Guided composition ...

- Tell students to look at the picture story on page 90 again. Ask *What are Dan and Paul doing?* Note students' responses on the board. Tell students that they are going to write a composition using their answers to a series of questions. As a class, decide on one answer to use as the start of the composition. Write the answer on the board, indenting the sentence and using appropriate capitalization and punctuation.
- Have students read the list of questions silently. Make sure students understand the questions and can answer them. You may want to ask each question and elicit answers before students begin writing.
- Remind students to answer the seven questions in complete sentences, using capital letters and periods where necessary. Student can start their composition with the sentence the class chose above, or they can use the example in the text. Point out that their answers should use the same verb forms as the questions, either the present continuous or the simple present tense.
- When students have completed their compositions, have them exchange papers with a partner. Have students check compositions for correct information, indentation, capital letters, and periods.
- Review compositions as a class, having students in turn read one line of their work.

E. Discussion ...

- In small groups, students discuss the consequences of not getting a receipt for a purchase from a store. Each small group should list the consequences.
- Remind students of *if* clauses in real conditional sentences: *If you don't get a receipt, ...* Review with students the verb forms that can follow *if* clauses in real conditions. (the simple present tense, the future)
- Call on each group, asking students to list one consequence such as *you may get stopped by a clerk, an alarm will go off.* Write the consequences on the board.

Workbook Link: Exercises 9, 10

➤ Do it yourself!

Procedure:

A–B.

- Have students read the speech balloons. Ask *Where do you think these people are?* (in a store) *Who do you think they're talking to?* (a friend, someone they're shopping with)
- Read the first speech balloon. Elicit a response such as *You're right* or *Let's look at something else.* Ask another student to respond in disagreement; for example, *I don't think so* or *It's worth it.*
- Working individually, students write their responses. Then they practice the conversations in pairs.
- Prediction is an important academic skill. In pairs or small groups, students predict what will happen next in the story. Ask students to give reasons for their predictions.

Challenge: In pairs, students discuss and then write continuations of the picture story on page 90. Have them use these questions as prompts: *Does Dan have the receipt? If so, what happens? If not, what happens?* Tell students to write at least three sentences that continue the story.

 **Authentic practice 2**
(Student pages 92-93)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

An arrest for shoplifting

Procedure:

- Help students anticipate the topic of the conversation by reading the bar aloud.
- To set the scene for the conversation, have students look at the picture. Ask questions such as *Where are the people in the picture?* (in an office) *Whose office is it?* (the man’s, Hernan Guzman’s) *What does the sign on the wall say?* (Hernan Guzman, Attorney at Law) *Who do you think the woman might be?* (Dan’s mother)

A–B.

- To focus their attention, have students read the three questions in Exercise A before listening to the conversation.
- After listening, students work individually to write answers to the questions.
- Note that Dan’s mother and the lawyer both call him Danny. It is not unusual for someone to have a childhood name that the family and close friends still use. More recent friends such as Paul call him Dan, an older-sounding nickname for Daniel. You may want to ask students to give personal examples of childhood names and older-sounding versions of the same name.
- Before listening again, students read the statements in Exercise B.
- After listening, students check the appropriate boxes. Review both exercises as a class.
- Discuss what students think will happen after the conversation between Mr. Guzman and Mrs. Ochoa. Make a list on the board of students’ suggestions. Ideas should include the events mentioned in the listening (Dan’s appointment with the lawyer at 3:00 p.m. on Saturday, the trial on Tuesday) and any other predictions students have.

Challenge: Have students support their answers in Exercise B by taking notes while they listen to the conversation. For example, to support their *False* answer for item 1, students should write *What brings you here on a Saturday?*

C. Vocabulary ...

- Working individually, students complete the exercise.
- In pairs, students compare answers.

Option: Have students use all the choices in original sentences.

Option: Have students work in pairs to write definitions for all the choices.

If your students are ready ...

Culture / Civics note: In most localities, it is up to the police whether to release an arrested person or to detain him or her. In this case, Dan was released and given a bench warrant, sometimes referred to as a summons to appear in court. Sometimes the arrested person must stay in jail until the hearing unless he or she gives a certain amount of money called bail. Bail insures that the person will appear in court for the trial. If the person shows up in court, the bail money is returned; if not, the money is forfeited. If an arrested person doesn’t have enough money for the bail, he or she can get a loan from a bail bondsman. Local regulations and customs may differ in your area.

Tapescript

Mr. Guzman: Good morning, Mrs. Ochoa. What brings you here on a Saturday?

Mrs. Ochoa: Thank you for seeing me on such short notice, Mr. Guzman, but this is an emergency. My Danny was arrested for shoplifting yesterday, and we need help.

Mr. Guzman: Danny? Shoplifting? That’s ridiculous. He’s such a good kid.

Mrs. Ochoa: I know. Don’t worry. He didn’t do it, but he has to be in court on Tuesday, and he needs a lawyer. Mr. Guzman, Danny’s innocent.

Mr. Guzman: Tell me what happened, Mrs. Ochoa. From the beginning.

Mrs. Ochoa: OK. Danny was at Larson’s Department Store. He was looking for a Mother’s Day present for me. He picked out a watch and bought it.

Mr. Guzman: OK. So far so good.

Mrs. Ochoa: Danny wanted to get the watch gift-wrapped for me, but I guess he was in a hurry or something. So he just put the watch in his backpack. He figured he would wrap it himself.

Mr. Guzman: M-hmm. Then what happened?

Mrs. Ochoa: Well, when he was leaving the store, an alarm went off and a guard at the door asked Danny to show him the backpack. It turns out the cashier didn’t cut off that electronic sensor thing. When the guard saw the watch, he asked to see the receipt. And Danny didn’t have a receipt.

(Tapescript is continued on page 9.)

Lesson Plan, Unit 7: Authentic practice 1 & 2 (for Student pages 90-93)–continued

Tapescript (continued from page 8)

Mr. Guzman: So, that shouldn't be a problem. The cashier could have backed Danny up.

Mrs. Ochoa: Right. But when they went back to the cashier, she was gone. So Danny couldn't prove he paid for the watch. He paid cash. So the store manager called the police and they took Danny to the station. They gave him a summons for shoplifting and told him to appear in court on Tuesday with a lawyer. That's why I called you. Mr. Guzman, how serious is this? He's innocent, not guilty! My Danny never stole anything in his life. And he's going to college in September. This could ruin his whole life!

Mr. Guzman: Mrs. Ochoa, tell Danny to be here this afternoon at 3. I'll see what we can do.

Workbook Link: Exercise 11

D. Read Dan Ochoa's arrest record.

- Direct students' attention to the arrest record. Have them read all 23 visible headings. Make sure students understand all the terms. If necessary, explain the difference between an alias and a nickname. (An *alias* is an assumed name that is intended to deceive people. A *nickname* is a familiar or shortened form of a name, such as Dan or Danny for Daniel.) Elicit or explain that a *common-law marriage* is an agreement between a couple who live together but who have not gone through a religious or civil marriage ceremony. Ask *What does "Unk" mean?* (It's an abbreviation for Unknown.)
- Check comprehension by asking questions such as *What is Dan Ochoa's full name?* (Daniel Michael Ochoa) *Is he a U.S. citizen?* (yes) *What is his birth date?* (September 17, 1987)

Option: Your students may want to discuss the categories under the headings Race and Ethnic (group) on the arrest record. They may choose other categories to describe their own ethnicity or race. Remind students to express their opinions respectfully.

E–F.

- Have volunteers read each of the bulleted items aloud. After each item, elicit examples if appropriate. Following the first item, students might suggest saying "Yes, officer" and not saying anything like "You made a stupid mistake."

- Ask *What does "ASAP" mean?* (As Soon As Possible) Answer any questions students may have about language. Help students rephrase any difficult items in their own words.
- Then have students read the description of Dan's behavior. When students read a description indicating appropriate behavior, have them check the corresponding bulleted item in Exercise E.
- Ask students to identify the bullets that they did not check. Ask *Did Dan do the right things? What else should he do?* Write a list on the board of students' ideas about what Dan should do now.

Challenge: If your students have access to a computer, have them do an Internet search of the following topics: arrest rights, Miranda rights, what to do when you are arrested. One useful Web site for more information is www.infoline.org. Ask students to share their findings with the class.

Workbook Link: Exercise 12

➤ Do it yourself!

Procedure:

A–B.

- Ask students to think about a true story or a story from a book or movie about a person who was arrested.
- On a separate sheet of paper, students make notes about the events in the story. Have students use the key words *who*, *what*, *when*, and *where* as prompts for details. Have students note whether the person followed the advice on the Web site shown above. Ask students to think about the outcome of the story as well.
- Model the activity by telling a story about a person who was arrested. Use a movie or a newspaper article for facts. Put the words *who*, *what*, *when*, and *where* on the board and check each one as you provide details that answer that question.
- In pairs or small groups, students tell the story, using their notes to provide details.

Challenge: Students answer the bulleted questions to write a guided composition about someone who was arrested.

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student
pages 94-95)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice 3 (Student pages 94-95)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

The elements of the U.S. justice system

Procedure:

A. Read the excerpt...

- Have students preview the reading. Remind them that previewing includes skimming the first lines of each paragraph, looking at headings, sub-headings, bulleted material, visuals, and specially formatted words or phrases.
- Ask questions about what they learned from previewing, such as *What topics are covered in this excerpt?* (the Constitution and the Bill of Rights) *In the Bill of Rights, what protections are given to people accused of crimes?* (no search without permission, a trial by jury, the right to witnesses and a lawyer)
- Point out that significant words or phrases are often indicated by boldface, italics, or, in this case, quotation marks. Elicit examples of important terms in quotation marks in this reading (constitutional, warrant, defendant, presumption of innocence, government). Write these terms on the board.
- Tell students that specially formatted terms are often defined in the sentence or paragraph. Ask students to find the definitions in the reading for the terms in quotation marks. Elicit the definitions and write them on the board next to the terms. Your board might look like this:
 1. “constitutional”: from or based on the Constitution
 2. “warrant”: permission to search an accused person’s house

3. “defendant”: a citizen accused of a crime
4. “presumption of innocence”: jurors must consider a defendant to be innocent until the state convinces them beyond a reasonable doubt that he or she is guilty
5. “government”: the state

- Have students read the excerpt thoroughly. Check comprehension after each paragraph or section by asking questions such as *When was the Constitution written?* (in 1787) *What does the Constitution talk about?* (how the U.S. government is organized, the limits of the powers of the government) *Why does the Constitution give citizens certain rights?* (to protect citizens from unfair punishment) *What are some rights that defendants have?* (a trial by jury of impartial people, a lawyer)
- Point out that the reading is very simplified and meant to be an introduction to the topic. The complete Bill of Rights appears on page 148 of the student’s book.

Option: To succeed academically, students need to be able to anticipate questions that might be asked about a text. To practice this skill, have students create questions based on the reading. Put students in small groups to create 10 questions. When all the groups have finished, have them exchange and answer each other’s questions.

FYI...

- Tell students that they can find information about the U.S. government and how it works online. The Web site given here includes the complete Constitution and all the amendments.
- Make sure students know that the amendments are changes and additions to the Constitution that have been made over time. The Bill of Rights is the first 10 amendments to the Constitution. They were added in 1791 to protect certain rights of citizens.

Option: Have students go to the Web site and print out other amendments, or do it yourself. Put students in small groups to read different amendments, and ask each group to explain its amendment to the class. Some amendments that concern criminal prosecutions are the 4th (protection against unreasonable search and seizure), the 6th (rights of the accused in criminal prosecutions), the 8th (protection against cruel and unusual punishment), and the 14th (right to equal protection and due process).

Workbook Link: Exercise 13

(continued on p. 11)

Lesson Plan, Unit 7: Authentic practice 3 (for Student pages 94-95)–continued

B. Vocabulary ...

- Scanning is an important academic skill. Tell students that they should go back and scan the excerpt to find the answers, if necessary.
- Have students check answers by reading the completed statements out loud to a partner. If students are not sure of the answers, have partners identify the sentence in the excerpt that contains each definition.

FYI ...

- Print out the glossary of legal terms from the Web site. Assign terms to pairs or groups to read and rephrase in their own words. Have students present the terms to the class.

Note: Students may find the definitions challenging and need help processing the information. The terms will be useful in preparing the role play below.

Option: Have individuals log on to the Web site and choose three to five words. They should study the definitions and make notes in order to present the information to the class or a group.

Option: Make flashcards with the term on one side and the definition on the other. Have pairs or groups study the terms and then quiz each other.

C. Culture talk ...

- With the class, brainstorm questions for students to use as prompts. You may want to use the textbook excerpt on page 94 as a basis for the questions. Suggestions may include *Does your country have a document like the U.S. Constitution? When was it written? Are defendants entitled to a trial by jury?*
- Have students suggest additional questions that are not based on the textbook excerpt.
- Have students work in small groups to compare and contrast justice systems in their home countries.

➤ Do it yourself!

Procedure:

- Tell the students that there are two attorneys at a trial. One is the defense attorney (in this case, Hernan Guzman) who represents the person accused of the crime (Dan Ochoa). The other is the prosecutor or state's attorney (Marion Wilkens) who tries the case for the government.
- Brainstorm with the class the important information that must be presented at the trial. Ask students to think of movies or television shows they have seen that include courtroom scenes. Write students' ideas on the board. Elicit that we need to know the following: Dan's story, what Paul saw and heard before he left Dan, what the cashier remembers, and what the guard saw. Students may also suggest that evidence should be presented about Dan's character, the day's receipts from the register at the watch counter, the fact that Dan had money before the sale and not after, and so on.
- Put students in small groups to make two lists of questions, one for the prosecutor to ask and one for the defense attorney.
- Collect the questions. Assign every student a role. There are eight non-juror roles, so everyone else can be jurors or assistants to the two attorneys. Other possible roles are the manager of Larson's Department Store, the arresting officer, and the officer who gave Dan the summons to appear in court. Give the attorneys the questions provided by the small groups. If you think it would help organize the role play, play a role yourself, such as that of the judge.
- Give all the students a few minutes to think about what they need to do in their roles. Tell jurors that they can take notes at this trial, although this is not permitted at a real trial. Remind the class that the jury verdict must be unanimous.
- After the role play, discuss the court proceedings and the verdict.

Challenge: Trial witnesses often have to make a written statement. Tell students to imagine that they are one of the witnesses (Paul Yon, the cashier, or the guard). Have them write a brief report about what happened from that person's perspective. Collect the reports and read them aloud.

Workbook Link: Exercises 14, 15

Summary of Lesson Plan

► Review (Student pages 96-98)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities

► Review (Student pages 96-98)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

Note: The format of this exercise is somewhat different from those in other *Review* sections. There are no general questions about who the characters are or where they are, and the task requires students to summarize and synthesize information from the *Authentic practice* sections on pages 90 through 95.

A. Pair work or group work.

Ask and answer questions.

- Ask the class general questions about the pictures, such as *What is Dan doing in the first scene?* (paying for the watch) *Where is Dan in the third scene?* (at the police station) *What are the people talking about in the fourth scene?* (Dan's arrest for shoplifting, his need for a lawyer) *What is happening in the last scene?* (Dan's friend Paul Yon is answering questions on the witness stand.) In pairs, students take turns asking and answering questions about what happened on each day.

- Point to the jurors in the jury box. Ask *How many people are on this jury?* (12) Tell students that a jury may include one to two additional jurors called alternates. They are present during the entire trial in case one of the regular jurors gets sick.

Option: Working in pairs, students write factual questions that can be used by the trial lawyers. An example of a factual question about the first scene is *Who saw Dan give the cashier the money?* (Paul Yon) Then have one pair of students join another pair to ask and answer the questions they have written.

Create conversations.

- Assign pairs of students one of the scenes and have them create a conversation for the characters. Have five pairs read their conversations in order to the class.

Option: Have pairs number the speech balloons and, on a separate sheet of paper, write one line of conversation for each person.

Option: Each student assumes the role of a character in the story (Dan, Paul, the cashier, the guard, the police officer, Mr. Guzman, or Mrs. Ochoa). Students say as much as they can about what happened from their character's point of view. They should keep talking until you say *Stop*.

Challenge: Remind the class about capitalization and punctuation. In pairs, students write one of the conversations using quoted speech. Then have pairs take turns reading aloud each part.

Challenge: Have students report one of the conversations using indirect speech. For scene 1, students might report *Dan says he has the exact change, even the pennies*. If necessary, refer students to Exercise D on page 89.

(continued on p. 13)

Lesson Plan, Unit 7: Review (for Student pages 96-98)–continued

B–C.

- Tell students they are going to listen to Paul Yon’s testimony. Make sure students understand that a *testimony* is evidence presented orally by a witness during a trial.
- After students listen the first time, have them read the six statements in Exercise B so they will know what to listen for. Allow students to listen to the conversation as many additional times as necessary to complete the exercise individually.
- Have students check answers with a partner. Then have pairs change the false statements to make them true.
- Tell students to read Mr. Guzman’s questions in Exercise C. As students listen again, they should take notes, focusing on Paul Yon’s answers.
- Working individually, students report Paul’s answers in indirect speech.
- In pairs, students check their statements. Review as a class.

D. Read each sentence . . .

- Students work individually to complete the review exercise.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

Tapescript

Mr. Guzman: Now, Paul, could you please tell me where you were on Friday afternoon at about 4:45?

Paul: I was at Larson’s Department Store, Mr. Guzman.

Guzman: Who, if anyone, were you with?

Paul: I was with my friend, Dan Ochoa.

Guzman: And could you please tell me in your own words what happened on that occasion?

Paul: Everything?

Guzman: Just the facts.

Paul: Sure. Well, we were shopping for Mother’s Day presents and Dan picked out a watch. We went to the cashier and Dan paid for the watch.

Guzman: How did he pay for the watch?

Paul: What do you mean, “How did he pay?”

Guzman: Did Dan charge the watch? Did he pay by check? Cash?

Paul: He paid cash. I remember that because he had exact change. He said, “I have exact change, even the pennies.”

Guzman: Did he get a receipt?

Paul: I don’t know.

Guzman: You don’t remember?

Paul: No, it’s not that. I left to look for a robe for my mom. I didn’t see if he got a receipt or not.

Guzman: But you’re sure he paid for the watch?

Paul: Absolutely sure. Dan paid for the watch.

Guzman: No further questions.

Female: You may step down, Mr. Yon. Thank you for your testimony.

(continued on p. 14)

<h2>Your notes</h2>

Lesson Plan, Unit 7: Review (for Student pages 96-98)–continued

E–F.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

G. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 96. Use one of the options that follow, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Students tell the story of Dan Ochoa's arrest and trial in chronological order. They can refer to the guided composition they wrote in Exercise D on page 91 to begin the story and add details to complete the story.

Option: Have students choose any scene on page 96 and write an extended conversation between the characters. Students should refer to the model conversations on pages 86 and 87 for an example of the format to use.

Option: Have students write an extended conversation for any two characters on page 96. Tell students to use direct speech. Remind them to use correct capitalization and punctuation.

Challenge: Have students write an *Ask Joan* letter from Mrs. Ochoa, who wants advice following her son's arrest.

Now I can

- Read the first item in the box out loud: *Now I can discuss pros and cons of controversial issues*. Elicit from the class an example of how to discuss an issue, such as *I'm against capital punishment*.
- Put students in pairs, tell the students to take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that objective. If there are items students aren't able to check, have them look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.
- Have students take out the K-W-L charts they created at the beginning of the unit. Ask them to complete the L section with what they have learned.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.