

TITLE: The US Courtroom

ESTIMATED TIME: 1.5 - 2.25 hours

LESSON OBJECTIVES:

- Students will present clues to define legal occupations for the class to identify.
- Students will write complex sentences using relative pronoun "who" in adjective clauses.
- Students will use various descriptions to define legal occupations in adjective clauses.

Essential Vocabulary:

- Judge
- Attorney
- Bailiff
- Jury
- Defendant
- Plaintiff
- District Attorney

Materials Needed:

- Introduction PowerPoint (ppt.)
- Vocabulary cards copied and cut one set for each group of 2-3 students
- "Legally Blonde" Script



WARM UP (10 minutes):

- Ask students if they know how a courtroom in the US looks.
- Ask if they have ever been to a court.
- Ask if they know anything about the courts in their own countries.
- The purpose is to engage students and find out how much they know about the structure of a courtroom.

If they say they have seen it in the movies, ask them to describe how it looks.



INTRODUCTION (10-15 minutes):

- The purpose of this lesson is for students to learn the set up of a courtroom and the vocabulary that they may need to know if they ever need to go to court.
- Start by introducing the people who work in the courtroom.
- Use the Introduction PowerPoint (ppt.) to introduce and define the vocabulary. Each slide is about one court job.
- After the ppt., to further engage the students, show the clip (3:28) from [Legally Blonde courtroom scene](https://www.youtube.com/watch?v=GSu7BGbyJqc) (https://www.youtube.com/watch?v=GSu7BGbyJqc)

Tell the class to pay special attention to where the judge, the attorneys, the witness, and the jury are located in the court.



PRESENTATION (20-30 minutes):

- This lesson introduces Adjective clauses to students.
- Remind students what adjectives and clauses are.
- Adjectives modify nouns.



PRESENTATION (20-30 minutes):

- For example, in ‘pretty girl’, ‘pretty’ is the adjective and ‘girl’ is a noun.
- Clauses are a group of words together. They have a subject and a verb, but may or may not be complete sentences.
 - For example, ‘we went to court’, ‘we went to court, and’, ‘when we went to court’ are all clauses but only the first one is a complete sentence.
- An adjective clause is a clause that describes a noun.
 - For example, ‘my friend who is an attorney works in L.A.’
 - This sentence can be divided into two complete sentences. ‘My friend is an attorney’/‘my friend works in L.A.’
 - We can replace ‘my friend’ in the second sentence with ‘who’ to make an adjective clause and combine these two sentences together.
- You can also use ‘that’ instead of ‘who’ for a person, but not for an object. For an object, you must use which.
 - For example, you can say, ‘the man that talked to you is a judge’, or ‘the man who talked to you is a judge.’
- However, for objects you can say, ‘the law book that he gave you is expensive’, or ‘the law book which he gave you is expensive’.
 - You cannot say ‘the law book who he gave you is expensive’.

An adjective clause must come immediately following the noun it describes. In this sentence, it is describing ‘my friend’, so we must put it next to ‘my friend’.

Teacher Tip: You can check other websites such as, [Chomp Chomp.com](http://www.chompchomp.com/terms/adjectiveclause.htm) (www.chompchomp.com/terms/adjectiveclause.htm) and [English Grammar101](https://www.englishgrammar101.com/module-9/clauses/lesson-2/adjective-clauses) (<https://www.englishgrammar101.com/module-9/clauses/lesson-2/adjective-clauses>)

If you prefer to watch videos, YouTube has a few good ones. This one by [Smrt English](https://www.youtube.com/watch?v=kaivcmdc684) (<https://www.youtube.com/watch?v=kaivcmdc684>) is less than 3 minutes long, but the speaker has a British accent. This may be good for you, but you may not want to show it to your students. I also like this one by [Love My ESL](https://www.youtube.com/watch?v=ysrphvubuc0). (<https://www.youtube.com/watch?v=ysrphvubuc0>) It is longer (about 7.5 minutes), but the speaker has an American accent, and he explains the grammar very thoroughly. In general, I don’t like to show these in the classroom. I only use them for my own reference. I prefer to explain things to my students face-to-face.



GUIDED PRACTICE (15-20 minutes):

- On the board, write ‘This is the person who ____.’
- Tell the students that they are going to watch a clip from a court scene, and they are going to complete the sentence about the characters in the scene.
- Show this clip from the old TV show, The Odd Couple (1:41).
- [Odd Couple Court Scene](https://www.youtube.com/watch?v=KEP1acj29-Y) (<https://www.youtube.com/watch?v=KEP1acj29-Y>)
- Pause the clip at the beginning of the clip (0:12). Point to the judge and ask the students to complete the sentence orally. Then do the same thing with the other characters. Point to the witness and the attorney. Continue the clip to the end.
- Show this clip from the movie The Untouchables (2:15).



GUIDED PRACTICE (15-20 minutes):

- [The Untouchables](https://www.youtube.com/watch?v=5Mbdi_NXweQ) (https://www.youtube.com/watch?v=5Mbdi_NXweQ)
- Pause the clip at (0:6). Point to the attorney and ask the students to complete the sentence orally. Continue the clip.
- Pause the clip at (0:14) when the prosecutor asks, “What did you tell him?” Point to the prosecutor, the jury, and the bailiff, and ask the students to complete the sentence orally. Continue the clip to the end.

Teacher Tip: You can choose your own clips if you have other shows you prefer to show.



COMMUNICATIVE PRACTICE (20-30 minutes):

- To review the vocabulary put students in groups of 4 and give each group a set of vocabulary cards. Ask them to match the words with the pictures.
- Now, to practice adjective clauses, keep the students in the same groups of 4 and ask each person to choose a job from the picture cards they just matched.
- On the board, write ‘I am the person who...’
- Using this template, each student will write a sentence containing at least two adjective clauses to describe their job without using the job title. *Be sure to have students use “I” and a male/female pronoun.
- Go around and make sure that no two people have the same adjective clause for the job. There may be two judges, for instance, but each should have a different description. For example, ‘I am the person who is impartial’, and ‘I am the person who gives directions to the jury.’

Teacher Tip: If they have similar or same adjective clauses describing the same occupation, help them come up with another adjective clause. For example, ask them, “What else does a judge do?” or “Can you think something he says or does in the courtroom?” For example, a judge may say, “Order!” or “He has a gavel that he uses in the court.”



APPLICATION (20 minutes):

When everyone has their sentence, have each group come to the front of the class. Each group member will be expected to read/say their sentence without giving any additional clues. The rest of the class will need to identify what job the student is describing with their adjective clause.

If class cannot identify the job with the first adjective clause, the student should read his/her second adjective clause.



EVALUATION:

In the Communicative Practice, students are evaluated in two ways, by:

- Matching the vocabulary cards with the pictures they represent, and by
- Writing the adjective clause sentences.

**EVALUATION:**

In the Application, they are evaluated by identifying the occupations based on these sentences.

**EXTENSION:**

- Give the script from the first movie clip, Legally Blonde, to the students.
 - Show the clip again, so they can read along with the video.
 - Give them a few minutes to practice reading the script together.
 - Invite the group members to to perform the scene in front of the class.
- An attorney can be invited as a guest speaker.
- Students can find other movie clips or videos in a courtroom and identify the characters' jobs and share with class.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Students will be able to write and orally use adjective clauses.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Apply critical thinking, creative thinking and problem solving skills.
DIGITAL PREP: <ul style="list-style-type: none"> • Use online videos for language learning.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> • Legally Blonde courtroom scene • Odd Couple Court Scene • The Untouchables • Chomp Chomp.com • English Grammar101 • Smrt English • Love My ESL <p>All clips are courtesy of youtube.com</p>

ADAPTATIONS:
Multi-level: None. High Tech: Ask students to find their own movie clips or videos about the courtroom. They should identify the characters' occupations and share with the class. Low Tech: If you don't have access to internet or videos, you can use still pictures instead.

TEACHER TIPS:
See lesson.