

Урок №4

Тип уроку: узагальнення знань з теми.

Тема уроку: “Crimes and laws”

Мета уроку:

Навчальна:-

вдосконалювати лінгвістичну компетенцію у всіх видах мовленнєвої діяльності;
узагальнення та систематизація вмінь та навичок на основі дискусії з елементами ролевої гри.

Розвиваюча:- розвивати мовні, інтелектуальні та пізнавальні здібності учнів;
розвивати здібності до логічного викладу, формування висновків.

Виховна:- формування критичного ставлення до дійсності, вміння аналізувати і давати оцінку вчинків і подій.

Завдання:- вдосконалення навичок ведення дискусії; вдосконалення навичок аудіювання з метою отримання конкретної інформації.

Обладнання: мультимедійна система, DVD диск, роздатковий матеріал, підручник Solution (Intermediate)

Хід уроку:

I. Greeting.

T.: Good morning, everybody!

How are you today? I'm glad to see all of you. I wish a good luck at the lesson.

II. Warmining up

T: Before we start our lesson I'd like you to look at the screen. Today we are going to discuss a new theme that is closely connected with the headline written on it.

“Local Girl's Evidence Gets Mugger Two Years' Prison”

One pupil reads it.

T: What do you think we are going to speak about?

(Pupils try to express their views. There is a table on the blackboard with communicative formulas “Giving an opinion”)

The teacher asks some more questions to help the students to speak about that crime, otherwise it might be difficult for them.

- What words can help us understand the theme? (evidence, prison)
- But what kind of crime is described in this headline?
- Is it serious or not?
- Is the punishment fair?
- Can you give me the detailed answers to my questions? It is so because you need to know some new vocabulary, useful for our further discussions

III. Main part

1.Improving lexical skills

a) Working with class

T: As we are speaking about crimes, criminals and laws I want you to express your opinion and give your arguments “for” and “against” the following ideas written on the blackboard.

Crime is but an inevitable social evil.

The number of crimes committed in the society shows the state of it.

The reason of many crimes committed by teenagers is the generation gap

Pupils express their opinions. Remind them to use communicative formulas “Giving an opinion”, “Agreeing/Disagreeing”

b) Group work

T: So, you agree that the relationships between parents and children influence children’s behaviour. But it is not the only reason why teenagers and grown-ups commit crimes. And now I’d like you to find out some more reasons why they do this.

(Pupils are divided into groups of three-four pupils. They are given a card).

WHY DO PEOPLE COMMIT CRIMES?

1.

2.

3.

Don't forget to use some linking devices:

First of all, Secondly, Moreover, Besides, Finally

(Time for discussion 3-4 min.)

The teacher listens to all groups' opinions

2. Phonetic drills

Teacher: As there are many reasons why people commit crimes there are different kinds of crimes. Look at the blackboard. (New words are written on the blackboard.

The words are transcribed too to help the students read them easily.)

- Murder - []
- Shoplifting - []
- Burglary - []
- Arson - []
- Kidnapping - []
- Blackmail - []
- Drug Trafficking - []
- Pickpocketing - []
- Hijacking - []
- Robbery-[]
- Fraud - []
- Mugging - []
- Forgery - []

Pupils read the words one by one. Then after the teacher or after a pupil, then in pairs, then the teacher should listen to some students individually.

3. Work in pairs

T: To understand these words you have to complete the task. You have a list of paper and some cards on your desks. They are words and definitions. Match them. You have 10-12 minutes.

After cutting do not forget to mix them.

1) <i>MURDER</i>	a) killing someone
2) <i>SHOPLIFTING</i>	b) stealing things from shops, hiding them in your bags or under your clothes
3) <i>BURGLARY</i>	c) stealing from someone's home
4) <i>ARSON</i>	d) setting fire to something in a criminal way
5) <i>KIDNAPPING</i>	e) taking a person hostage in exchange for money or other favours
6) <i>BLACKMAIL</i>	f) threatening somebody to get money
7) <i>DRUG TRAFFICKING</i>	g) dealing with drugs-buying and selling them
8) <i>PICKPOCKETING</i>	h) stealing things from somebody's pocket or handbag
9) <i>HIJACKING</i>	i) to use violence or threats to take control of a plane, ship
10) <i>ROBBERY</i>	j) the crime of stealing things from a bank, shop etc, using violence
11) <i>FRAUD</i>	k) a method of illegally getting money from someone, by using clever and complicated methods
12) <i>MUGGING</i>	l) an attack on someone in which they are robbed in a public place
13) <i>FORGERY</i>	m) coping, something especially documents, painting, or paper money illegally

The teacher should monitor the students.

Check the task.

Answers: 1) a;2)b;3)c;4)d;5)e;6)f; 7)g; 8)h; 9) i; 10)j ;11) k;12) l;13) m

4.Pre-speaking work.

a)T: To see that you understand the meanings of these crimes I want you to read some sentences which describe different crimes and define them.

Each pair gets the card. They have a minute to look through the ideas.

Read the sentences and define the crime.

The boy would be harmed unless his parents paid the money.

She murdered him for his money.

Why do middle class women steal food from supermarkets?

Having made no profit that year, he set fire to his own factory.

People broke into our house and stole our video camera.

He threatened to tell the newspapers unless he got three thousand pounds.

The pilot was forced to take the plane to Tashkent

Pupils read the sentences and define the crime.

Answers: 1) kidnapping; 2) murder; 3) shoplifting; 4) arson; 5) burglary; 6) blackmail; 7) hi jacking

b) Then pupils answer the teacher's questions.

1. What crimes are committed in our country?
2. What crimes are often shown on TV?
3. What crime do you consider to be the most serious?

5. Speaking.

T.: Not bad. Now looking at this completely different people try to guess what crimes they are going to commit. Keep in your mind words we've just mentioned. It's really desirable to use some of them. Come on!

Answers of the pupils.

6. Role play work.

T.: Imagine that one of you is a lawyer, another- a criminal. Try to make up their conversation. These pictures can help you.

5 Listening.

Listen to five speakers talking about different crimes and complete the chart. You can use some crimes more than once.

Blackmail Shoplifting Mugging Burglary Robbery Kidnapping

Tape script.

Crime

Speaker 1. I remember we'd gone to see my aunt who lived just a couple of blocks away, just round the corner; we can't have been away more than a couple of hours; I suppose it was about 11.30 pm when we got back. They must have gone in through the front door. No windows were broken, and the door hadn't been forced. The police suspect that a child must have gone through the small window we keep open so the cat can get in and out at night. They say the child would have opened

the front door for the adult accomplice, who then searches the house. Then they both leave silently through the front door without disturbing anyone.

Speaker 2. It was terrible. I had my bag stolen as I was walking along the High Street. I suppose it must have been about 6 o'clock. My purse probably contained about 300 pounds and my credit card. And just a few odds and ends, you know. Anyway, he, the thief, I mean, ran down the road and jumped into a car that was parked on the corner. He can't have been much older than my eldest son, who is 16 now. They must have seen me coming out of the bank on the High street.

Speaker 3. I was at the gas station, as I always am on the weekends. I was just checking the day's takings when a car drove up and two masked men got out. They came up to the cashier's window and then one of them pulled out a gun and pointed it at me; holding the gun to my head, they forced me into the washroom-and locked the door. Then they made their getaway with all the money in the till; there can't have been much more than 500 pounds in the till. Funny thing was, they came back a few minutes later and asked me for directions to the next town; they can't have recognized me or the gas station. I reckon they must have been from out of town judging by their accent ...

Speaker 4. I think this guy must be the world's worst robber or something, or it must have been his first time, because he walks in, and he goes up to the cashier-but you see, there was quite a long queue, and there were all these people waiting. And this woman tells him to get to the back of the queue and wait his turn. He looks a bit embarrassed at this, and shuffles to the back of the queue. .. Anyway, eventually he gets to the cashier and he gives her a note saying: "Hand over all the money or else", but she can't make out his handwriting. So, he starts explaining what the note says - no, really, it's a true story-and that's when he gets really panicky. And in the end, he just gives up and leaves, saying he will come back later. Honestly, it's true, it happened to a friend of mine.

Speaker 5 have been a few minutes before they were due to close - when I saw this woman looking a bit suspicious. She kept looking around, and she wasn't carrying a bag or anything, which I thought a bit odd. I'd say she was in her thirties,

very slim ... anyway she picked up this packet of biscuits and walked off with it, but when I got to the till I saw one of the assistants talking to her in the office with a police officer, so she couldn't have got away with it.

Fill in the chart

Answers: 1) burglary; 2) mugging; 3) robbery; 4) robbery; 5) shoplifting

IV. Conclusion

Thanks a lot for your work. You really work nice today today. Your marks for lesson are:

V. Home assignment.

Will you look at the screen. Write an essay referring to the topic "Crimes and criminals."

Halloween

(A competition of 2 teams)

Aims:

- to recapitulate what the pupils know about the holiday;
- to familiarize the pupils with Halloween activities, games and traditions in an interactive way;
- to have fun;
- to deepen the pupils' interest towards the country the language of which they are studying;
- to develop pupils' creativity;

Timin.:70 minutes

Aids:

- Computer;
- audio cassettes with spooky music and rap«Trick-or-Treat»;
- spooky seals (pumpkin, witch);
- music hammer;
- inscriptions on poles: «witches», «pumpkins»;fireplace (picture);
- 2tables+2 bowls of water ;
- 10 apples (5 per team);
- 2 loot pots (with a spider, fly, mouse, pumpkin, eye, finger,;snake, etc.)
- Jack – o` - Lantern;
- a scarf;
- a picture of a tailless dragon + its tail;
- a piece of string with buns soaked in jam;
- 2sheets of paper (A3);
- 2markers;
- 2brushes, 2 sets of water colours ;
- 2skirts ;
- pupils' drawings connected with Halloween (on the walls);
- prizes for the best participants.

Procedure:

1.Division into 2 teams (with the help of seals). Spooky music plays.

2.Introduction: greetings and stating the aims, and format.

3.Auction game: What Do You Know About Halloween? Two teams in turn supply factual information about Halloween.

4. Story-telling (a horror chain story): «The Little White Cat». Use the fireplace.

Task.

(Answer. Because the witch was blind.)

A Chain story

(The Little White Cat)

1) Once upon a time there was a little white cat. The cat had 6 brothers and sisters, and they were all black, as well as their parents.

2) One day, when the little white cat grew older and bigger, he asked himself, «Do I want to be a teacher? » - «No I don't». «Do I want to be a farmer? » - «No».

3) The little hite cat was very brave. So at last he said, «I know what I want to be. My ambition is to be a witch's cat».

4) So, he said «goodbye» to his family and went to look for a witch.

5) He walked and walked and walked and finally found a witch.

- Hello, witch, have you got a cat?

- No, I haven't.

- Well, I'm your cat, said the little white cat.

- No, you are not, you're white. Witches have black cats. Go away.

6) Unfortunately, the cat failed the second and the third time, and many-many more times.

Finally...

7) Finally, the little white cat came to a nice little cottage, and near it, there was a witch, sitting in the sunshine and 'knitting. Her eyes were closed.

8) –Hello, have you got a cat?

-No, I haven't.

-Well, I'm your cat,- said the little white cat

.-Oh, nice. Jump on my knee.

5.Loot pot

Invite 7 pupils from each team.

Task. Fish out an object and name it. (or take it with your eyes closed and try to guess what it is.).

6. Own local evil forces (book characters as well). Make a list on A3 (use markers).

7. Dragon's tail.

1 team-1 pupil

Task. Stick the dragon's tail as close to the right place as possible (the pupil's eyes are covered with the scarf and the rival team gives directions. NB. It's advisable to revise how to get direction, e.g.: turn round/left/right; make...steps forward/backward/to the left/to the right; ; stick/press the tail; a bit/a little lower/ higher, etc.). The winner is the pupil whose tail is placed better.

8. Scirt competition

5 pupils from each team make 2 columns.

Task. All the members of the team must put on and take off the same scirt as quickly as can.

9. Ducking the apple.

2 people from each team try to get as many apples as they can with the help of their teeth and mouth (2 bowls of water, 10 apples)

10. Buns on a string

Two teams – three people in each. Each team makes three attempts to get a bun off that string.

11. Amateur art performance

Two people from each team (one – artist, one – victim). Using water-colors and brushes draw an ugly face. Time limit: 5 minutes

Simultaneously the rest members of the teams make two lists of adjectives to describe the would be faces.

Feedback from the teams. Injoying ugly faces.

12. Drawings on the walls (best artists on paper). Choosing the best + prizes.

13. Fancy costumes

Invite all those in costumes to come uot and stand in front of the audience. The pupils in the costums introduce their characters.

14. Final scene. Rap “Trick-or-Treat”. The winners and the audience chant.

The sky is ..., the moon is ...

Do you know tonight’s the night

When ... fly above the ...

And a boys and ... say ... or treat

Refrain:

Trick-or-treat, trick-or-treat

This is the rhythm of street

Trick-or-treat, trick-or-treat

This is the rap with the spooky beat!

And boys and girls say Trick-or-treat!

The wind is cold, the stars are bright

While ghosts say BOO when they meet

Do you know tonight’s the night...

Girls white street whiches black trick!

