

UNIT 7. LESSON 11

THE IDEAL POLICE OFFICER

Get ready!

Before you begin the lesson, talk about these questions.

1. What features of character are necessary for successful work of a policeman?
2. What are the most important qualities, which a police officer needs?

Active words: mental ability, first-rate barrister, possess, quick-witted, intelligent, observant, unprejudiced mind, courageous, incorruptible, fluster, inaccurate, upset.

VOCABULARY

Task 1. Listen and read the new words then copy out them into your notebooks.

mental ability – aqliy qobiliyat / умственные способности

first-rate barrister – birinchi darajali advokat / первоклассный адвокат

possess – ega bo‘lmoq / обладать

quick-witted – fahmli (zehnli) / находчивый

intelligent – aqlli (zehnli) / умный

observant – ziyrak / бдительный

unprejudiced mind – odil (xolis) / справедливый, объективный
(непредубежденный)

courageous – dovyurak / мужественный, храбрый

incorruptible – vijdonini sotmaydigan (vijdonli) / честный, неподкупный

fluster – tashvish(li) / беспокойный, тревожный

inaccurate – noaniq / неясный/неточный

upset – xafa / растроенный, огорчённый

LISTENING

Task 2. Working on new words.

Procedure: before distributing *handout 1* ask one student to come to the blackboard and show him or her the words from the text. Ask the student to remember the words within a definite time (no more than 20 seconds) given in table A and hide the words then show the student another words given in table B and ask the student if there are any words which he learnt among the words. *For example:*

A	B
mental ability	

first-rate barrister	ideal police officer
possess	
quick-witted	knowledge
intelligent	
observant	observant
unprejudiced mind	
courageous	steady
incorruptible	
fluster	observation
inaccurate	
upset	crime

Then invite the second student.

A	B
mental ability	important
first-rate barrister	ideal police officer
possess	
quick-witted	knowledge
intelligent	
observant	observant
unprejudiced mind	
courageous	steady
incorruptible	
fluster	observation
inaccurate	
upset	first-rate barrister

WRITING

Task 3. Find the omitted letters in the given words.

men..al a..ility, barris..er, poss..ss, qu..ck-w..tted, intelli..ent, ob..ervant, unpre..udiced mi..d, cour..geous, incorr..ptible, flu..ter, inaccu..ate, u..set.

Task 4. Match the correct translation of the words.

Pair work: distribute by one word for two students and ask them to find the right translation of the given words using dictionary.

A	B
mental ability	dovyurak/смелый, храбрый
first-rate barrister	vijdonini sotmaydigan (vijdonli)/честный, добросовестный
possess	odil (xolis)/справедливый
quick-witted	tashvish(li)/беспокойный, тревожный
intelligent	ziyrak/понятливый
observant	noaniq/неясный/неточный
unprejudiced mind	xafa/растроенный, огорчённый

courageous	fahmli (zehnli)/сообразительный
incorruptible	aqlii (zehnli)/умный, смышлённый
fluster	birinchi darajali advokat/первостепенный адвокат
inaccurate	ega bo'lmoq / обладать
upset	aqliy qobiliyat / умственная способность

SPEAKING

Warm-up activity.

Teacher: ask students questions below and share their own ideas. Do not correct mistakes while speaking and help students to find suitable words to express their own ideas.

1. Look at the title of the text (*The ideal police officer*) and guess what the text is about.

By the title of the text, I can guess that the text is about . . .

2. Why do you want to become a police officer?

I want to become a police officer because . . .

3. How do you imagine the ideal police officer?

The ideal police officer must be . . .

READING

Task 5. Read the text and complete the insert chart. Put appropriate marks for each chapter. F.e. “√” - *I know*, “-” *I don't know*, “+” - *novelty*, “?” - *I didn't understand, I need additional information*.

✓ (I know)	“+” (novelty)	“_” (I don't know)	“?” (I didn't understand)

The ideal police officer

The ideal police officer would be a man with the mental ability of a first-rate barrister, the organising capacity of a secretary of state, and the tact of a family doctor. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel. He should be quick-witted, intelligent, and observant; he should have a wide knowledge of human nature, he should be exceptionally tactful, he should have a cool, unprejudiced mind; he should be always ready to act on his own initiative; he should also be courageous, strong, and

incorruptible. But if all these qualifications were insisted upon, there would be very few policemen. One or two qualities, however, really are essential.

The first task of a policeman, therefore, is to steady the nerves of the people who have called him in. If he himself is flustered, he will seldom if ever be able to get all the information he needs. His observation will be inaccurate and his mind will not be as clear as it should be. From this, it follows that the two most important qualities, which a policeman needs, are *tact* – by which is meant the ability to deal with all types and classes of people without upsetting them – and quiet nerves.

SPEAKING

Task 6. Mark the statements as true (T) or false (F).

1. The ideal police officer should be quick-witted, intelligent, and observant.
2. It's not important to have a wide knowledge of human nature.
3. The first task of a policeman is to keep the nerves of the people who have called him in.
4. If a policeman is flustered observation will be inaccurate and his mind will not be as clear as it should be.
5. A policeman needn't to be tactfull.

Task 7. Agree or disagree with the following statements.

If a police officer wants to make a success of his carrier, he should . . .

- a) cultivate the calm attitude of mind;
- b) encourage the qualities of tact and steadiness;
- c) judge who is right and who is wrong;
- d) use force rather than persuasion;
- e) be able to steady the nerves of the people who have called him in;
- f) control moral behaviour of individuals;
- g) have the detailed knowledge of law.

Task 8. Comment on the following statements.

1. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel.
2. If the policeman is flustered, he will seldom if ever be able to get all the information he needs.

Task 9. Try to guess the rest of the text.

Procedure: Read half of the text before distributing it and ask students to predict the rest of the text. *For ex:*

The ideal police officer would be a man with the mental ability of a first-rate barrister, the organising capacity of a secretary of state and the tact of a family doctor. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel. He should be quick-witted, intelligent and observant; he should have a wide knowledge of human nature.

WRITING

Task 10. Write different qualities of police officer.

Procedure: divide the group into four teams and name the 1st team as investigators, the 2nd team as operative workers, the 3rd team as divisional inspectors and the 4th team as expert criminalists. Ask the teams to write the good and bad qualities of the police officers of four different specialties within a definite time (no more than 5 minutes). And let the members of the teams to read the information they have written. *For example:*

Write the good and bad qualities of the police officers of four different specialties			
Investigators	Operative workers	Inspectors	Forensic experts

Task 11. Find good and bad qualities of the police officer from the text.
(Reading, writing, speaking)

Procedure: divide the group into two teams and ask them to read the text within 5 minutes. Then ask the first team to write good qualities of police officer and the second team bad qualities of police officer in the table.

Good police officer <i>developed mental ability</i>	Bad police officer <i>inaccurate</i>

ROLE-PLAY

Task 12. Read the dialogue attentively and as a police officer question some people shown below in role cards to find the lost boy.

Policeman: Police Station. How can I help you?

Mrs. Ridley: Well... It's about my little son, Tom. He was playing in the playground in front of the house. I left him there 15 minutes ago and went to the baker's which is near our house. When I returned he was not there.

Policeman: Just a moment, Mrs. ...?

Mrs. Ridley: Mrs. Ridley. Jane Ridley, 65 London Road.

Policeman: Thank you. Perhaps he went away with a friend of his? Have you asked other children in the playground about him?

Mrs. Ridley: Certainly, I have. There were only two of them there and they said they hadn't even noticed his disappearance.

Policeman: I see. Now I want some details about your son. How old is he?

Mrs. Ridley: He's 5.

Policeman: And what does he look like?

Mrs. Ridley: He has short fair hair and blue eyes. He is wearing a white shirt with a red pull-over, black shorts and brown boots.

Policeman: We'll try to find him. I think he is just playing somewhere.

Mrs. Ridley: Don't you think it's kidnapping?

Policeman: You should keep calm, I think we'll find him.

Mrs. Ridley: Oh, thank you very much. Good-bye.

Policeman: Good-bye, Mrs. Ridley.

Procedure: When the students finish reading the dialogue divide the group into two teams. Ask every member of the team to make up dialogues separately and as a police officer question Mrs. Raby and Mr.Brown to find lost boy named Tom.

(You are a policeman. You should question two more witnesses and make up a dialogue).

Role card (team 1). *Mrs. Raby, a housewife, 65 London Road. The windows of her flat look out on the playground. She saw Mrs. Ridley leave her son in the playground. The boy had been playing with other children for some minutes, then he turned round the corner and disappeared.*

Role card (team 2). *Mr. Brown, 65 London Road, an engineer. He lives next door to the Ridley's. He was going home and saw Tom Ridley who was going to cross the street. It seemed to him very suspicious that the boy was alone. So he took the boy home.*

Task 13. Working with pictures.

Procedure: divide the group into three teams and ask the members of the teams to choose by one picture and let them guess what they are talking about. Ask them to make up dialogues.



TASKS FOR FREE WORK:

1. Choose the short information about committed crimes from newspapers and prepare them for retelling.
2. Find out additional information about “The ideal police officer”.