**Конспект открытого урока английского языка на тему**

**«Crimes and Punishment»**

Преподаватель: Бирюкова Е.А.

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Группа: 7811 (Право и организация социального обеспечения, III курс)

Цели урока: закрепить лексические единицы, изученные по теме, повысить мотивацию к изучению английского языка.

Задачи урока:

* практическая: формирование коммуникативной компетенции; краткое ознакомление с уголовным кодексом;
* образовательная: семантизация лексического материала по теме;
* развивающая: развитие кругозора и эрудиции учащихся; развитие нравственной и гражданской позиции; развитие навыков самоконтроля и самостоятельной работы; развитие эмоциональной и мотивационной сферы личности;
* воспитательная: способствовать осмыслению необходимости изучения прав и обязанностей граждан, законов в современном мире; воспитывать культуру общения.

Тип урока: комбинированный

Оснащение урока: раздаточный материал, слайдовая презентация

Техническое обеспечение урока: компьютер, проектор, экран, классная доска

**ХОД УРОКА**

**I. Подготовительный этап (2 мин.)**

* 1. Организационный момент (2 мин.)

Цель: проверить готовность учащихся к уроку.

**II.  Основной этап (38 мин.)**

*2.1. Сообщение темы урока (1 мин.)*

Цель: выявить побуждение учащихся к рабочему процессу на уроке, активизировать развитие деятельности и интереса к новой теме.

*2.2. Речевая разминка (фронтальная работа) (4 мин.)*

Цель: организовать речевую тренировку, речемыслительную деятельность, естественную обстановку общения.

*2.3. Актуализация лексических единиц (5 мин.)*

Цель: ввести новый лексический материал, объяснить значение нововведенных слов.

*2.4. Отработка нового лексического материала. Word formation (8 мин.)*

Цель: активизировать и отработать лексические единицы по теме, развить у учащихся рецептивные навыки.

*2.5. Формирование навыков поискового чтения с общим пониманием прочитанного (10 мин.)*

Цель: выявить степень владения навыками поискового чтения; определить типичные недостатки в произношении; ликвидировать обнаруженные недочеты; закрепить у учащихся знания и умения последующими ответами на поставленные вопросы по данному материалу; применить лексические знания на практике.

*2.6. Активизация лексических единиц (10 мин.)*

Цель: развить навыки восприятия речи на слух и умения грамматически правильно строить речь, использовать лексику в речевых образцах.

**III. Заключительный этап (5 мин.)**

* 1. Рефлексия (3 мин.)

Цель: проанализировать, дать оценку успешности достижения цели.

3.2. Объяснение домашнего задания, оценивание учащихся (1 мин.)

Цель: сообщить учащимся о домашнем задании, разъяснить методику его выполнения, оценить работу аудитории и отдельных учащихся.

3.3. Окончание урока (1 мин.)

**Открытый урок по иностранному языку на тему «Crimes and Punishment» (45 минут)**

**1. Подготовительный этап.**

**1.1. Организационный момент. Проверка готовности учащихся к уроку**

**2. Основной этап.**

**2.1. Речевая разминка.**

**Фронтальная работа**

Teacher*:* 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.

1. **Crime is inevitable in any society.**
2. **The number of crimes committed in the society shows the state of it.**
3. **The reason of many crimes committed by people is poverty.**
4. **Преступление неизбежно в любом обществе.**
5. **Количество преступлений, совершенных в обществе, показывает его состояние.**
6. **Причиной многих преступлений, совершаемых людьми, является бедность.)**

Don’t forget to use some linking devices:

**First of all, Secondly, Moreover, Besides, Finally**

Time for discussion 3-4 min.

**2.2. Введение новых лексических единиц.**

Teacher: You know there are a lot of different kinds of crimes in our country and another. And cause many people, who does these crimes. Let’s know who they are.

* А thief |θiːf| - вор
* An arsonist |ˈɑːs(ə)nɪst| - поджигатель
* A kidnapper |ˈkɪdnapə| - похититель детей
* A mugger |ˈmʌɡə| - уличный грабитель
* A burglar |ˈbəːɡlə| - грабитель (ночной), взломщик
* A murderer |ˈməːd(ə)rə| - убийца
* A hijacker |ˈhʌɪdʒakə| - бандит, налетчик, угонщик
* A vandal |ˈvand(ə)l| - вандал, хулиган
* A forger |ˈfɔːdʒə| - подделыватель, фальшивомонетчик
* A robber |ˈrɒbə| - разбойник, грабитель
* A shoplifter |ˈʃɒplɪftə| - магазинный вор

Teacher: And some new words deal with crimes:

accused |əˈkjuːzd| - обвиняемый, подсудимый

investigation |ɪnˌvɛstɪˈɡeɪʃ(ə)n| - расследование, следствие

evidence |ˈɛvɪd(ə)ns| - свидетель

lawyer |ˈlɔːjə| - адвокат, юрист, юрисконсульт

proof |pruːf| - доказательство, подтверждение

conviction |kənˈvɪkʃ(ə)n| - осуждение, судимость, убеждение

forgery |ˈfɔːdʒ(ə)ri| - подлог, подделка

imprisonment |ɪmˈprɪz(ə)nm(ə)nt| - лишение свободы, тюремное заключение

**2.3.** **Отработка нового лексического материала. Word formation.**

**Stop Press**

Frank Turner, the (accuse)......in a trial that has attracted national attention, was today convicted of murder. The police (investigate).......lasted for a year and during the trial over 100 hours of (evidence).......were heard. Turner’s (law)......had all argued that he was not in the area at the time, but could not provide the necessary (prove)...... Police described Turner as a well-known (theft)...... who was responsible for many (rob).......in the local region. This is not Turner’s first (convict).......Seven years ago, he was found guilty of (forge)...... and served three years in prison. The judge is expected to sentence Turner to a period of (prison).......later this week.

**Answers**: accused; investigation; evidence; lawyers; proof; thief; robberies; conviction; forgery; imprisonment.

**2.4. Развитие навыков поискового чтения (с общим пониманием)**

**Match the headlines A-H with Texts 1-7. One headline is extra.**

A. Capital Punishment

B. Shoplifting

C. Crime Prevention

D. Kidnapping

E. Frightening Changes

F. Long-Term Effect

G. Virtual Crime

Y. Guilty or not Guilty?

1. The presumption of innocence is a legal right that the accused in criminal trials has in many modern countries. The burden of proof is thus on the prosecution. It has to collect and present enough compelling evidence to convince the jury of the fact that beyond a reasonable doubt the accused has broken the law. In case of remaining doubts, the accused is to be acquitted.
2. Sarah and Lisa always enjoyed hanging out at the mall. But one Saturday, after shopping for jeans, Sarah pulled a new shirt out of her bag. Lisa didn’t remember seeing her buy it. “I didn’t,” Sarah told her. “I lifted it.” Lisa was upset and puzzled. Stealing didn’t seem like something Sarah would do. Sometimes people do not realize the consequences of this crime.
3. Even families living in so-called “safe” neighborhoods are concerned. They may feel safe today, but there is always a reminder that violence can intrude at any moment. Polly Klaas and her family no doubt felt safe in Petaluma, California. But on October 1, 1993, she was abducted from her suburban home during a sleepover. If she can be abducted and murdered, so can nearly any other child.
4. The Internet is a great place to find information, make friends, keep in touch with others, and do business. There always are other sides as long as there is a criminal element. As our world becomes more computerized and ever more interconnected, different kinds of computer crimes will continue to grow. These include break-ins of computers to get trade secrets or illegal entry for the thrill and challenge.
5. Movie violence these days is louder and bloodier than ever before. When a bad guy was shot in a black-and-white Western, the most we saw was a puff of smoke and a few drops of fake blood. Now the sights, sounds, and special effects often jar us more than the real thing. Slow motion and pyrotechnics conspire to make movies and TV shows more gruesome than ever.
6. University of Illinois psychologist Leonard Eron studied children at age eight and then again at eighteen. He found that television habits established at the age of eight influenced aggressive behavior through childhood and adolescent years. The more violent were the programs preferred by boys in the third grade, the more aggressive was their behavior, both at that time and ten years later.
7. In the debate about execution and human dignity, supporters and opponents of the death penalty have found very little common ground. Since the 18th century, those who wish to abolish the death penalty have stressed the significance of requiring governments to recognize the importance of each individual. However, supporters of this penal practice see nothing wrong with governments deliberately killing terrible people who commit terrible crimes.

*Answers*: HBDGEFA

**2.5. Активизация лексических единиц.** So, students, according to our last lesson, let’s remember what types of criminals do you know?

Примерные ответы учащихся:

* **А thief** is someone who takes things which do not belong to them.
* **An arsonist** is someone who sets fire to property on purpose.
* **A kidnapper** is someone who takes a person by force and demands a ransom.
* **A mugger** is someone who attacks people in the street in order to steal something.
* **A burglar** is someone who breaks into people’s houses to steal things.
* **A murderer** is someone who kills somebody on purpose
* **A hijacker** is someone who uses force to take control of a plane.
* **A vandal** is someone who damages property on purpose
* **A forger** is someone who forges documents, paintings, etc.
* **A robber** is someone who steals something from shops, banks, etc.
* **A shoplifter** is someone who steals something from shops.

**3. Заключительный этап.**

3.1. Рефлексия. Ответы на вопросы об уроке по карточкам. Выставление оценок.

3.2. Teacher: Your home task will be to write an essay «The crime rate in our city is too high and extreme measures should be taken to reduce it».

**TASK 1. Read the text and fill in the gaps with the words from the box.**

|  |
| --- |
| proof; lawyers; imprisonment; evidence; thief; accused; conviction; forgery; investigation; robberies |

**Stop Press**

Frank Turner, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a trial that has attracted national attention, was today convicted of murder. The police \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lasted for a year and during the trial over 100 hours of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were heard. Turner’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had all argued that he was not in the area at the time, but could not provide the necessary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Police described Turner as a well-known \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who was responsible for many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the local region. This is not Turner’s first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Seven years ago, he was found guilty of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and served three yearsin prison. The judge is expected to sentence Turner to a period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ later this week.

**TASK 2. Match the headlines from A to H with texts from 1 to 7. One headline is extra.**

A. Capital Punishment

B. Shoplifting

C. Crime Prevention

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F. Long-Term Effect

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\_\_\_\_\_\_\_\_\_ 6.University of Illinois psychologist Leonard Eron studied children at age eight and then again at eighteen. He found that television habits established at the age of eight influenced aggressive behavior through childhood and adolescent years. The more violent were the programs preferred by boys in the third grade, the more aggressive was their behavior, both at that time and ten years later.

\_\_\_\_\_\_\_\_\_ 7.In the debate about execution and human dignity, supporters and opponents of the death penalty have found very little common ground. Since the 18th century, those who wish to abolish the death penalty have stressed the significance of requiring governments to recognizethe importance of each individual. However, supporters of this penal practice see nothing wrong with governments deliberately killing terrible people who commit terrible crimes.

**TASK 3. Listen to monologues of 6 young people about crimes and match them with the statements.**

A. I feel frustrated about the increase in crime. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. I think there should be stricter punishments for criminals. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. We need to fight crime as a community. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. Crime is being fought, but not in the right ways. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E. I don’t worry too much about crime where I live. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F. It’s important to try to reduce certain kinds of crime. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G. I am concerned about my personal safety. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Рефлексия**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Was the lesson interesting for you?   |  |  | | --- | --- | | а) Yes, of course; | c) I don`t know; | | в) I believe so; | d) No, it wasn`t. |   2. Can you speak on this topic now?   |  |  | | --- | --- | | а) Yes, I can; | c) I am afraid not; | | в) I am not sure; | d) It is difficult for me. |   3. What did you find the most difficult at the lesson?   |  |  | | --- | --- | | а) To speak; | c) To listen and understand; | | в) To answer the questions; | d) To read. | |

**Презентация к уроку**



















