Тернопільська спеціалізована школа І-ІІІ ступенів №3

з поглибленим вивченням іноземних мов

**План – конспект
уроку домашнього читання з англійської мови**

**у 8 класі**

**за оповіданням Лоренса Блока**

***“DEATH WISH”***

**Підготувала**

**вчитель англійської мови**

**Єгорова Н.Є.**

**Topic:**Home reading «Death Wish»

**Textbook:** «American Crime Stories»

**Aims:**

-to develop communicative skills using active vocabulary;

-to discuss a story;

-to develop speaking and reading;

-to describe people’s actions;

 -to boost the students’ attention, imagination and memory;

-to perfect the students’ collective work skills;

-to teach the students to reflect on learning and experience;

-to bring up to be human;

-to bring up to value people’s lives.

**Materials:**

the cards with the tasks; computer presentations

**PROCEDURE**

**I. INTRODUCTION.**

TEACHER. Hello, dear friends! I am so glad you are here and we can start our cosy chat about the story we’ve just read. I’m sure I’ll enjoy the conversation as I love the story actually. And what about you?

 (Students’ answers)

**II. WARMING – UP**

TEACHER. But before we start the discussion I’d like you to answer the following questions:

* Is a mortal human-being allowed to decree whether to let

somebody live?

* Can certain reasons make you feel sympathetic towards a criminal?

 (Students’ answers)

TEACHER. Well done, thank you! So, you’ve read a story

“Death Wish” by Lawrence Block. What do you know about the author?

 (Students’ answers)

TEACHER. Right! And what about the genre of the story? Are you

fond of reading such stories?

 (Students’ answers)

**III. LEAD – IN**

TEACHER. I’m sure we’re over with our warming up and it’s high

time to start our proper work. First of all let’s revise the necessary

 vocabulary. You’re welcome to give the definitions and remind

the situations we face them.

*The computer presentation:* revenge wig suicide

 psychiatrist to fool fingerprint

TEACHER. You’re brilliant! I think we’ll proceed with our vocabulary.

They will help me to get sure you’ve understood the story perfectly well. Please, choose the correct item!

*The cards:*

1. Suicides liked the bridges/towers/rocks.
2. Perhaps they only want to talk and need a/an assistant/listener/

adviser.

1. You’ll have to sign here, to keep the law satisfied/unbroken/happy.
2. His visitor put a gun in Edward’s head/heart/stomach.
3. You couldn’t let her go/stay/escape.
4. You made it look like an/a murder/suicide/accident.

TEACHER. Right you are! Please, take the next cards to replace the

underlined words with their synonyms.

*The cards:*

1.It’s a tough world, but it’s the best we’ve got.

2.If you start taking in everyone who thought about suicide, you’d

never stop.

3.Almost all patients told him dreams and it made him annoyed.

4.I’ll have to report this.

5.They didn’t know of a motive for you, did they?

6.He put on false eyebrows and false hair.

TEACHER. Nice! So, fill in the gaps with the correct form of the words in capitals.

*The cards:*

1.It was a desire to kill himself that PREVENT only by fear.

2.He looked outside, RECOGNITION his visitor and opened the door.

3.I think you’ll get a lot of USELESS out of this gun.

4.He put the PSYCHIATRIST business card into Wright’s pocket.

5.You shouldn’t have killed SHE.

6.Then, smiling PRIVATE, he walked out of the back door.

TEACHER. Well done! Now I’m sure you know all the necessary

words really well. So, it’s high time to pay our attention to the main

characters of the story. Who are they? Are all of them alive?

 (Students’ answers)

TEACHER. Correct! Don’t you think we should describe one of

them? Who is this character and why is it necessary to depict him?

 (Students’ answers)

TEACHER. The heroes of the story are absolutely different, aren’t they?

 Let’s think of their personal qualities and explain your choice.

QUALITIES EDWARD MARK MRS. WRIGHT

Loving\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Selfish\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honest\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cruel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Loyal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jealous\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. MAIN PART**

TEACHER. Thank you! So, now we can start to discuss the story itself.

First of all, I’d like you to define the following sentences as true or false.

*The computer presentation:*

1. The man didn’t hesitate to kill himself.

2. The cop didn’t dissuade the man to commit a suicide.

3. The doctor gave the man a bill.

4. The psychiatrist didn’t believe the man’s dreams.

5. Mark decided to kill Edward after Mrs Wright’s death.

6. Edward was glad to have killed his wife.

TEACHER. Right you are! Let’s answer so-called “Why-questions”

to make some important points of the story clear:

*The computer presentation:*

Why ...didn’t the cop run to stop the man?

 did the man tell the cop his name?

 did the man tell the psychiatrist about his dream?

 didn’t Mrs Wright run away with Mark?

 did Mark write a suicidal note?

 did Edward kill his wife?

 did Edward write a suicidal note?

 was Mark sure that Edward’s friends would say he was suicidal?

TEACHER. You see, our heroes have faced extremely difficult problems, t

he ones of their lives and deaths. They have to choose whether to kill or

 let go, whether to revenge or call the police, whether to leave the

 husband or start a new life with a lover. They don’t know what to do.

As for you, can they apply to the help of mystery? Well, let’s imagine

they are looking through some horoscopes trying to find so necessary

prompts. We can also try to find some

directions for each of them.

HOROSCOPES:

1. Anxiety is affecting sleep this week. Don’t let the future worry you.

A situation which has been troubling you will finally be resolved

this week.

1. Try to control the black feelings of despair. You go too far to

cover up your problems and quarrels. You will seek help from old

acquaintance.

1. Violence today! A problem to be solved seems dead difficult. Be persistent

and then you will avoid any tragedy.

1. A friend you were relying on has failed to do as you expected. Try to control

your anger and bad temper. You should stay calm or you may do something

you’ll regret.

1. A sad day. Be prepared for bad news about your loved ones. Share

 your troubles.

 (Students’ answers)

TEACHER. I do hope you’ll never have to solve the similar problems.

Lots of various controversial emotions and feelings make our heroes act

 the way they do. What are their motives? Explain your choice.

MOTIVES: love desire of power despair anger revenge jealousy

 (Students’ answers)

TEACHER. There’s no conversation between the Wrights in the text.

Let’s guess what it could be. Work in pairs and complete their

 imaginary talk:

Mrs. Wright. Edward, I’ve got something to tell you about.

Edward. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Wright. It’s not easy actually, but I must tell you the truth.

Edward.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Wright. I don’t love you anymore. I’m leaving.

Edward.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Wright. Oh, no, I’m not joking. I do love him dearly.

Edward.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Wright. Don’t shout at me. I am not going to deceive you. I’ve

 tried to be honest. Let me go, please. You’ll never stop me.

Edward\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Students’ answers)

TEACHER. Thank you, my dear. The title’s “Death Wish”. I’m sure we’ll

find another suitable variant to name the story.

VARIANTS: One Brave Act Keeping Death Alive

 Memories Don’t Die Not Guilty?

 Steps Towards Death Laying a Trail to Death

 (Students’ answers)

TEACHER. Well done! I’ know you’re all stars but still, I had rather

ask you to prove it once again. Imagine yourselves to be Mark or

Edward or Mrs. Wright.

Retell the story as if you were one of them. Any volunteers?

 (Students’ answers)

TEACHER. To sum up, I’m willing to listen to your ideas and views

about the

story and its heroes.

 (Students’ answers)

**V. EVALUATION AND HOME ASSIGNMENT**

TEACHER. Our cosy chat is about over. I’ve enjoyed it indeed. Your marks are the following….Your home task is to render this story.

**VI. SUMMING – UP**

**T:** What do you think is the most valuable author’s message to you?(Students’ answers)Thanks for your activities. I expect our next lessons to be also great. Goodbye!

Тернопіль 2016