

Theme: Teenagers. Their problems and activities.

Objectives:

- To train in listening comprehension;
- to develop communicative skills, using active lexical units on the topic;
- to encourage creative thinking;
- to be able to express own opinions and views on the topic;
- to collect information and make conclusions;
- to practice in usage of the Passive Voice;
- to develop youth culture and behaviour;
- to be able to solve youth problems;

Materials: cards, computer, projector, PowerPoint presentation, blackboard, textbook.

Notes on the lesson.

I. Introduction:

1) Teacher: Good morning to everyone. Welcome to our English class. Today we will speak about the problems of teenagers. Youth is a very important period in the life of a man. This is a time when a person discovers the world and tries to determine their place in the universe.

- So, the theme of our lesson is: "Teenagers. Their problems and activities."

2) Teacher: So, what are we going to do today? You can see the objectives of our lesson on the screen, just read (pupils are reading).

3) Teacher: You will start from lexical exercises. I'll ask questions, you will answer to review vocabulary which we had learnt before:

- What harmful habits are there among teenagers?

Pupils: drugs, alcoholism and smoking.

- What is the most popular activities of modern grown – ups?

Pupils: computer games, social sites.

- What do the girls worry about most of all to be pretty?

Pupils: appearance.

- Where do the teenagers like to go dancing and to spend more time with their friends?

Pupils: parties, night clubs, discos.

4) Teacher: How can you characterize a person in one word?

Match the adjectives to the reasons:

a) never stop talking----- talkative

b) not say a lot ----- shy

c) feel angry about not having what others have ----- jealous

d) talk to everybody ----- sociable

e) never betray friends ----- loyal

f) able to think of new ideas ----- imaginative

j) never tell lies ----- honest

h) hate spending money ----- mean

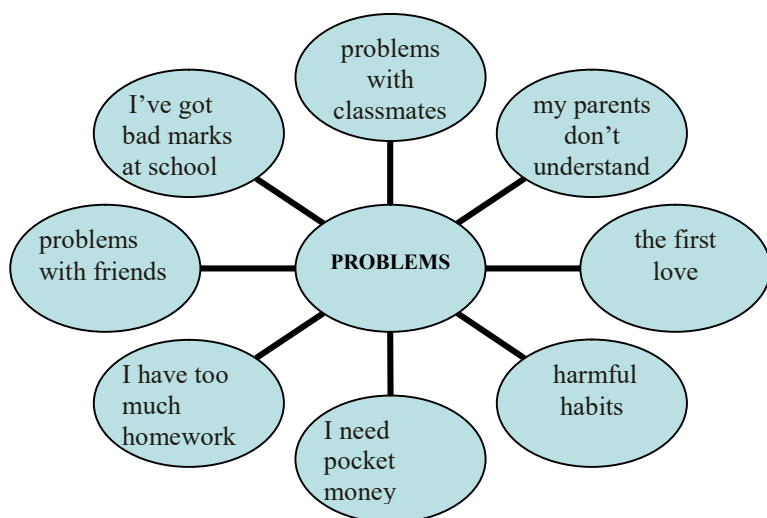
5) Teacher: Your home assignment was to find some facts about real life and problems of teens. Let's talk about:

Pupil 1. Problem of unemployment leads to material problems. Young people have to pay for everything, they have needs, they have to pay their bills and etc., but they don't have enough money. Almost all of young people face to shortage of money.

Pupil 2. The housing problem is still unsolved. Usually young people have no chance to buy or to rent an apartment because of soaring of real estate prices. No housing and no hopes to get it. They have to live unsettled life in hard conditions. Some of them have even nowhere to live. Lack of your own dwelling prevents to create young families.

Pupil 3. Alcoholism and drug-addiction is a relatively new problem but it is becoming more and more dangerous. Millions of young people today are using drugs. Usually they want just to try it, starting with light drugs like marijuana. Then they can't stop and after year may be two years they will die. Drug-addiction is a disease. Drug and alcohol consumption can destroy individual's life. Another problem is alcoholism.

II.1. Teacher: Young people face a lot of problems which are very important for them. Everybody of you is a teenager. What problems do you have in your daily life? You can see a diagram, complete it with problems.



2. Individual work with cards.

Teacher: Read the text and fill in the gaps in it:

politics, part-time, problems, spots, boring, money, chore, appearance, guy, drugs, grades, hours, semester.

I am a teenager so my life isn't easy. I have many (1)_____. My parents want me to get good (2)_____ at school. But I have so many subjects at school and some of them are extremely (3)_____. I have to do much homework and to read many foolish books, while some teachers don't understand that their subjects are not

the most important things in my life. Some of my friends worry a lot about their (4)_____ and their teenage (5)_____ which spoil our lives! I must confess that (6)_____, alcohol and AIDS don't really bother me or my friends. The same I should say about (7)_____. What we really care about is how to impress a cute (8)_____ or an attractive girl. Of course I, like many other teenagers, have problems with (9)_____. Some of my friends found a (10)_____ job in order to have an opportunity to earn some money. But despite all these problems, the life of a teenager today isn't a (11)_____, it is still fun.

1. problems;
2. grades;
3. boring;
4. appearance;
5. spots;
6. drugs;
7. politics;
8. guy;
9. money;
10. part-time;
11. chore.

3. Teacher: What features are suitable if you want to describe a typical teenager? You will be divided in two teams. Write down positive and negative features.

Pupils: selfish, brave, creative, sociable, honest, decent, fun-loving, easy-going, well-wishing, hard – working, ambitious, active, generous, lazy, jealous, mean, loyal, imaginative, rude.

4. Teacher: Read the sentences and find the adjectives you think each sentence illustrates.

1. Sarah is friendly and enjoys being with other people. (Sociable)
2. Mark was not at all interested in the project. (Selfish, lazy)
3. Alfred was determined to be successful, rich and powerful. (Hard – working, ambitious)
4. John isn't afraid of anything- bungee jumping, sky diving, even mountain climbing. (Active, brave)
5. Monica is sympathetic and kind about other people problems. (Well-wishing, loyal)
6. When my cousin thinks that a situation is unacceptable, he usually shouts trying to make people do what he thinks is right. (Selfish)

5. Teacher: Another item for teenagers is their free time. I offer you to watch a short film about leisure of British youth. After watching you will discuss your activities. Role play: "Pupil from Britain". Denis is a simple British school – boy. Have a conversation about your activities.

(Watching a film “Leisure in Britain.”)

6. Grammatical training.

Teacher: At the previous lesson we revised the Passive Voice.

When do we use and how do we form it?

Pupils:

- The Passive Sentences focus on the object of the action.
- We form the Passive Voice by means of the verb **to be** and the third form of the main verb.
- We use the Passive Voice:
 - When we don't know who does the action.
 - We are not interested in who does or did the action.
 - When it is obvious who does the action.
 - For formalities and impersonal.
- When we want to say who did the action, we normally use preposition **by**
- When we want to describe something we do the action, we use the preposition **with**.

Let's do the exercise 5, page 37.

(Put the verbs in brackets into correct tense form and voice.)

1. A lot of different material ... (to use) to prepare this project.
2. ... you ... (always, to share) your views with the others?
3. Look at theses certificates! I think you ... (already, to active) a lot.
4. When ... a thematic evaluation ... (usually, to make)?
5. Our own learning (Should, to organize) well as we ... (to have) final exams at the end of the school year.
6. All the school facilities ... (to repair) by the beginning of the new school year.

7. Reading the text “Off the Streets”.

It's a typical Saturday afternoon on Cathedral Square in Peterborough, in the east of England. Two noisy gangs of young people are sitting in the centre of the square. One group are wearing tracksuits and baseball caps and brand-new white trainers. A lot of them are wearing jewellery like gold chains and earrings. They're the 'Chavs'. Opposite them are the 'Goths'. They're wearing black Doctor Marten boots, long black coat and black T-shirts with the names of their favourite bands on them. Some of them are wearing lipstick and eyeliner and a few of them have piercings. Nervous shoppers hurry past them, trying not to make eye contact. It seems to be quiet but you feel that at any moment a fight could star. The police say these young people are probably harmless – perhaps they just hand around the square

because there's nothing better to do. But older people say they are tired of putting up with the noise and litter. These kinds of problems certainly aren't unique to Peterborough. But after trying several different methods, Peterborough City Council has a radical plan to change things. The council's controversial plan to bring peace to the city starts on a Tuesday morning during the half-term holiday. A group of fourteen Chavs and Goths of both sexes are travelling by bus to a secret location in the countryside, ten miles out of town. There are more Chavs than Goths – maybe it's hard for some Goths to get up in the mornings! When they finally arrive, supervisors ask them to put on camouflage clothing. And then the two gangs spend the rest of the two gangs spend the rest of the morning pretending to shoot at each other.

Don't worry – the guns are not real (they fire plastic balls filled with paint) and it's all for fun. But isn't it dangerous to fight aggression with aggression? Is a game of paintball really the best way to bring young people together? Steve Mayes, the organiser of the event, feels that it is. He thinks these controversial games give the two groups something to do and can start them talking. 'It gets rid of a lot of energy too – it's much better than playing games on Playstations and Xboxes,' he says. Meanwhile, the Chavs and Goths are fooling around: there's a lot of shouting and laughter and everyone appears to be having fun.

Are the statements true (T) or false (F)?

1. The scenes that are described in the first paragraph don't happen very often.
2. The shoppers in Peterborough are afraid to look at the young people in the square.
3. The police don't think the young people are dangerous.
4. Peterborough isn't the only place where you can find such problems.
5. Only boys are taking part in the council's event.
6. Chavs and Goths start playing paintball together.

8. Do the crossword. (individual cards)

G	U	R	F	S	D	M	N	D	O	P	Z
E	F	K	H	P	R	A	F	I	S	H	A
N	Y	R	O	A	U	I	H	S	W	O	F
E	O	I	N	I	G	H	T	C	L	U	B
R	U	D	E	F	S	D	B	O	D	B	F
A	T	O	S	R	C	M	U	S	I	C	I
T	H	U	T	K	M	A	O	I	E	T	T
I	C	M	W	V	N	M	T	H	O	P	N
O	H	S	M	O	K	I	N	G	P	Q	R
N	F	C	N	Z	Q	H	T	E	E	N	S

Key – words: generation, youth, honest, drugs, rude, discos, nightclub, music, smoking, teens.

III.1. Teacher: So the lesson has come to the end. You have done a lot of tasks, you have got a lot of interesting information from our lesson.

- What was the theme of our lesson?
- What have you got to know about modern youth, about problems of teens?
- What do you do in your free time?
- How much time do you spend watching TV?
- Have you got any hobbies?
- Do you play computer games on your own or with your friends?
- What about sport and exercises?
- What kind of music do you listen to?
- What else do you like doing?
- Do you watch a lot of TV?

2. Your homework for the next lesson is to write ten advice to grown – ups and their parents.

3. Well, I am satisfied with your active work. You have made a very good job. All of you worked hard. Your marks are ...
The lesson is over.

WRITING ESSAYS

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

Do ex. 1, p. 228.

2. Reading and speaking

Do ex. 2, p. 228.

3. Reading

Do ex. 3, p. 229.

4. Speaking

Do ex. 4, p. 231.

5. Reading

Read about youth organization in Great Britain and make a list of them. Then compare it with the list of Ukrainian organizations. Are there any similarities in their programmes?

There are about 60 youth organizations in Great Britain. All youth organizations can be divided into three large groups: 1) non-political organizations; 2) youth organizations associated with political parties; 3) youth organizations controlled by religious bodies.

The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides. There are about 1,300,000 boys and girls in them. The membership is voluntary.

The Scout Association was formed in 1908 by General Baden Powell. His idea was to train boys in mapping, signaling, knotting,

first aid and all the skills that would arise from camping and outdoor activities. Most important of all for a Scout was to make a promise that he would do his best to do his duty to.

The Boy Scouts had a left-handed handshake, a special badge and the motto "Be Prepared". The Scout Law embraces "honour, obedience, cheerfulness, thrift and cleanliness in thought and deed.

The Scout movement was intended for boys from 11 to 14 (15), but in 1916 Baden Powell introduced a programme for younger people. He called them Wolf Cubs. They had special uniforms, badges, a special training system and the motto "Do your best!". The Wolf Cub pack is based on Kipling's "Jungle Book" about learning to survive.

The Girl Guides Association was founded by Baden Pawell in 1910. It's divided into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training is planned to develop intelligence and practical skills including cookery, needlework, childcare. Like a Scout a Girl Guide must be a friend to animals.

There are some other non-political organizations: the Combined Cadet Force, Sea Cadet Corps, the Woodcraft Folk, the Youth Hostels Association, the National Federation of Young Farmers Clubs, Greenpeace.

There are several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (YCND) unites young people and organizes mass rallies and meetings, demonstrations, marches of protest, festivals. It co-operates with the National Union of Students.

Religious young organizations and groups aim at helping to elderly people or working in hospitals. There are even groups where young people help released prisoners to start then life a-new. Religious organizations pay attention not only to the study of religious views but involve youth into such activities as music festivals and amateur theatre.

As you see, all there organizations aim at preserving and strengthening the social and political system existing in the country.

Many of them have done and still are doing useful work in providing leisure facilities for young English people.

6. Reading and writing

Read the note from www.helium.com and write an essay of solving this problem.

HOW TO STOP A SCHOOL BULLY

When I was at school bullies made it clear almost immediately they never liked me because I had the ability to speak two languages and I was clever.

Bullies try and get into your mind by intimidation and power in numbers. Bullies are cowards and are weak they hunt in packs in order to gain a reputation status that they believe makes them popular. Bullies can communicate within a school either during a break, toilets, mobiles and more and they can plan attacks on others or ways to cause as much mayhem as possible.

Bullies are not friends to people; they are like the devil in the mind and they try and get in there and poison you.

Discipline in the 60's and before then was so good that people were too scared to commit any offence due to simple items like the cane and rulers. The humiliation of the class was enough to stop that behaviour and bullies are people who need tougher penalties.

I believe if you get a bully and teach them the right and wrong ways of their behaviour you can perhaps improve them. Leave them in jail for a day to experience the lifestyle and what is to come if they continue their behaviour.

This is easier said than done and how I dealt with the bullies was to ignore them when they spoke to me and tried to keep away. But when you are hurting all the time and too scared to visit a school you have to try and get support. As long as you're telling people at least you're trying.

My advice is to always tell someone you're being bullied. Keep away from them and their friends and just go about life as normal and eventually they either get fed up or they get found out.

Bullies are cowards, bullies are weak and they are scared themselves.

I believe to stop them is to go above them and show your mental strength and do things the right way.

Experience pays and you need to learn that consequences have actions and if you do the right things, reporting the problems and avoiding them you have a better chance of becoming a better person afterwards.

7. Summary

Do ex. 8, p. 225.

8. Homework

Do ex. 5, p. 231.

Тема: Вплив шкідливих звичок

Мета: повторити і активізувати навички вживання нових лексичних одиниць; навчити навичкам читання й усного мовлення з опорою на лексико-граматичні структури; формувати навички аудіювання; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

Обладнання: підручник Карп'юк О.Д. «Либра Терра», Тернопіль, 2015, - 256 с., робочий зошит, картки для гри “Bingo” . Проектор, матеріал для презентації. Програвач CD.

Хід уроку

I. Підготовка до сприйняття іншомовного матеріалу. Слайд 1

1. Привітання, бесіда з черговим.

The rule of three “yes”:

- Are you ready for the lesson?
- Are you healthy?
- Are you feeling well?

2. Повідомлення теми та мети уроку. Слайд 2

- So, the topic of the lesson is “How healthy are you?”. And at this lesson we'll remember the vocabulary on the topic; we'll practice in speaking and writing, read the text “Is it good to be off school” and play “Bingo game”.

3. Введення в іномовну атмосферу.

Вірш “Your cold is getting worse”. Слайд 3

- Listen to the rhyme “Your cold is getting worse”.
- Alina, read the rhyme.
- Children, read the rhyme all together.
- And now say the rhyme in pairs.

4. Фонетична зарядка. Pronunciation drill. Слайд 4

- Look at the screen and say
- What sound is this?
- [ei] a: take, earache, make, break, headache
- [i] i: fit, ill, dizzy, visit
- [e] e: better, health, every, medicine
- What sound does this combination make?
- ache [eik]

III. Основна частина уроку. Слайди 5-17

1. Повторення і активізація лексичного матеріалу.

-Look at the pictures and say what problems the people have.

1. He has a rash.

2. He has a toothache.
3. She has a sore throat.
4. He feels dizzy.
5. He has an earache.
6. He has a headache.
7. He has a stomachache.
8. He has a bruise [bru:z].
9. She has a flu.
10. She has a cut.
11. He has a cough [kof].
12. He has a hay fever, high temperature.

2. Настільна гра “Bingo”. Слайд 18

- Let's play “Bingo game.
- You've got Bingo cards with different words in each square.
- Ann, come here! Take one of small cards with Russian words and say what it means in English.
- When the word is on your Bingo card, put a colored piece on that square.
- The first person with three words in a row wins.

3. Перевірка домашнього завдання. Розігрування діалогів. Ех. 4, р. 120.

- And now we'll listen to the dialogues.
- Act out the dialogues in pairs. Слайд 19

4. Читання тексту Ех. 4а, р. 126.

- Open your books on page 126. Read the letter from exercise 4 and say what once happened to Michael?

Бесіда за прочитаним. Слайд 20

Answer the questions. Слайд 21

Ех 4b, page 127.

5. Відпочинок. Слайд 22

Relax.

- I see you are tired. Now I want you to relax.

So sit comfortably. Close your eyes.

Breath in, breath out.

Let's pretend it's summer. You are lying on a sandy beach.

The weather is fine. A light is blowing from the sea.

The birds are singing. You have no troubles. No serious problems. You are quiet.

You are relaxing. (Pause)

Your troubles float away.

The Earth is full of wonders.

You can do everything.

You are in good spirits.

Open your eyes.
How do you feel?

6. Говоріння. **Слайд 23**

Складання розповідей про Майкла з опорою на питання (3-4 учня).

- Retell the story 'Is it good to be off school' using the questions as a plan.

7. Письмо. **Слайд 24**

- Do the next exercise. Make up sentences using word combinations from two columns.

What do people do if they have a headache they can't sleep they have a toothache they have a pain in the heart they have a cold they have a stomachache	to go to the dentist to call a doctor to go to bed to take some medicine to have a walk out doors to drink warm milk with honey and butter
---	--

If people have a headache, they go to bed.

- Say as in the example.
- Open your exercise-book. Write down the date, Class Work.
- Write 5 or 6 sentences using word combinations.

III. Заключна частина уроку.

1. Домашнє завдання.

Ex. 4, p. 127 – read and say what was the most difficult thing for Kate in her situation.

2. Підведення підсумків уроку.

- What did we practice at the lesson?
- What task was the most difficult to do?
- Which one was the most interesting? **Слайд 25**
 - Rise your hands who thinks that the lesson was boring.
 - Who thinks that the lesson was not interesting?
 - And who thinks that the lesson was excellent and you knew a lot of useful thins?

(Учні можуть позначати свої емоції на картках зі смайликами).

I'm very pleased with you today and I'll put you only good and excellent marks!