**Дата\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8 класс.**

**Урок  20/8.**

**Тема: Еда. Продукты.**

**Тип урока: урок повторения, систематизации и обобщения знаний, закрепления умений.**

**Форма урока: конкурс.**

**Цель - более глубокое усвоение знаний, обобщение, систематизация.**

**Задачи:**

1. Продолжать закреплять грамматический материал «*Present Perfect и Present Perfect Continuous*».

2. Развивать умения чтения стихотворного текста.

3. Повторить и закрепить изученный лексический материал по теме «Питание».

4. Развивать умения работать в команде.

5. Развивать умения монологической речи.

6. Развивать навыки распознавания и использования в речи определённого и неопределённого артиклей.

7. Воспитание толерантности, умения выстраивать поведение в спорной ситуации.

8. Развивать навыки аудирования.

**Оборудование:** учебник, РТ, раздаточный материал, оформление кабинета.

**Ход урока**

1. **Вводная часть урока**
2. **Организационный момент. Приветствие. Оглашение темы и целей урока.**

- Gооd morning, girls and boys!

-  I am glad to see you. (We are glad to see you too.)

-  How are you? (We are fine, thanks. And how are you?)

-  I am fine, thank you. Who is absent today? (All pupils are present.)

- Today the topic of our lesson is FOOD and GOODS. We are going to repeat all lexical material we have already learnt, do different interesting exercises, remember Present Perfect и Present Perfect Continuous Tenses and articles –a, -an, -the. And you will do these activities in teams because today we have the competition!

**2. Проверка домашнего задания.**

**Т:** Who can tell me what homework have you done for today lesson?

Have you got any problems with it?

Let`s check up your homework WB ex. 5, p. 16.

**3. Фонетическая разминка. Введение в англоязычную атмосферу.**

**Betty Botter**

*Betty Botter bought some butter,*

*"But", she said, "this butter’s bitter,*

*If I put it in my batter*

*It will make my batter bitter,*

*But a bit of better butter*

*Will make my batter better".*

*So she bought some better butter*

*Better than the bitter butter,*

*And she put it in her batter*

*And her batter was not bitter,*

*So ′twas better Betty Botter*

*Bought a bit of better butter.*

**4. Оглашение членов жюри, членов команд и их названия.**

1. **Основная часть урока.**

**1.** **Повторить и закрепить изученный лексический материал по теме «Питание».**

**Т** -  In which of the shops below would you find the following goods? Match them, please.

(Ученики получают карточки с названиями магазинов и продуктов. За определенное время команды должны найти соответствия. Максимальное количество баллов - **8**).

**TASK № 1.**

|  |  |
| --- | --- |
| **Baker's shop** | **Bread and buns** |
| **Butcher's** | **some kinds of meat** |
| **Florist's** | **flowers and plants** |
| **Jeweler's** | **Rings, earrings** |
| **Cake Shop** | **pastries and cakes** |
| **Fishmonger's** | **fish** |
| **Chemist's Shop** | **Medicine** |
| **Dairy Store** | **milk, butter, cheese** |
| **Greengrocer's** | **fruit and vegetable** |
| **Вookstore** | **Different books** |
| **newsagent's** | **Newspapers, magazines** |
| **post office** | **Letters and stamps** |
| **toy shop** | **Dolls, balls, toy cars** |
| **Gift Shop** | **Presents** |
| **confectioner** | **sweets, chocolates, toffees** |
| **department store** | **various goods under one roof** |
| **Shoe Store** | **shoes, boots, sandals, slippers** |
| **perfumery** | **lipsticks, lotions, shampoos** |

**2. Закрепление грамматического материала «*Present Perfect и Present Perfect Continuous*».**

**T** – Complete the sentences by putting the verbs in brackets into the *Present Perfect or Present Perfect Continuous.*

Обеим командам раздается одинаковое задание и дается 3 минуты для его выполнения. После – команды обмениваются листами с заданиями и проверяют их. Максимальное количество баллов - **6.**

**TASK № 2.**

1. It’s still snowing. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (snow) for hours.
2. Steve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date) four girls this weekend.
3. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (win) two prizes so far.
4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (attend) a swimming-pool for 5 years.
5. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (peel) onions, that’s why my eyes are red.
6. Crank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) in hospital for 2 weeks already.

**Ответы:**

*1. has been snowing 2. has dated 3. have won*

*4. have been attending 5. have been peeling 6. has been*

**3. Физкультминутка. «*Look and Point*»**

Выполнить дви­жение. Ученики должны выполнить нужную команду.

Look at the ceiling,

Look at the door,

Look at the window,

Look at the floor.

Point to the window,

Point to the door,

Point to the blackboard,

Point to the floor.

**4. Развитие навыков распознавания и использования в речи определённого и неопределённого артиклей.**

Т – Fill in the gaps with *a/an* or *the* where necessary. Be very attentive.

Команды должны выполнить задание за 3 минуты, вставив, где необходимо артикли. Максимальное количество баллов - **6.**

**TASK № 3.**

1. … David can play … guitar but he can’t play … golf.  
2. Does he listen to … jazz music in … evenings?  
3. … bus over there is moving too fast.  
4. There is … oval carpet on … floor.  
5. I had … lunch in … café. … café was quite nice.  
6. I’d like … cup of … coffee with … sugar and … milk.

**Ответы:**

1. -, the, -. 2. -, the. 3. The. 4. an, the. 5. -, a, The. 6. a, -, -, -.

**5. Развитие умений монологической речи. 5 минут.**

Конкурс «Домашнее задание». Командам было предложено приготовить ***«Obento»*** и представить их жюри, рассказав о его составляющих. Описание ***«Obento»*** проводят капитаны команд. (Максимальное количество баллов - **3**).

В это время остальные члены команд разгадывают кроссворды. Максимальное количество баллов - **2.**

**TASK № 4.**

Т – Now we are coming up to the next competition Home task. Ft home you had to make ***«Obento»***. And your captains are presenting them in two minutes.

**6. Развивать навыки аудирования.**

**(Максимальное количество баллов - 6).**

**Т –** Now we are going to do the next task – listening. Listen the text and mark the sentences 1-6 **True** or **False**.

**TASK № 5.**

***My Everyday Meals***

I usually have two or three meals a day on weekdays and four meals on my day off. I don't often have an opportunity to have a dinner when I'm at school. My meals are: breakfast, lunch, dinner and supper or tea.

Some of my friends have a snack rather than a meal in the morning. But my breakfast is a full meal and I have it at 7 o'clock. It is usually bacon and eggs. Afterwards come sandwiches with butter and cheese or sausages, or sometimes jam. Then I drink tea or coffee.

I have lunch at about 12 o'clock. It starts with fruit juice. Then I have a vegetable salad and sandwiches again or pies with tea.

Dinner is at three or four o'clock. For dinner I have soup or borsch for starter, and meat or fish with a lot of vegetables for main course. For dessert I often have stewed fruit or jelly.

And at last supper. It is at seven or eight. My mother usually cooks fried fish and mashed potatoes, beefsteak and omelette. And salads, of course. Then I prefer a glass of warm milk with biscuits. Sometimes before going to bed I drink orange juice or eat an apple.

1. The boy`s meals are: breakfast, dinner and tea.
2. His breakfast is a full meal.
3. He has lunch at about 12 o'clock.
4. He starts his lunch with fruit juice.
5. For dessert the boy often has soup or borsch.
6. Sometimes before going to bed he drinks tomato juice or eats sausage.

**Ответы:** 1. F 2. T 3. T 4. T 5. F 6. F

**7. Развивать умения работать в команде.**

**T -** I shall give you the cards with the parts of the words, you need to match their beginnings and endings. And then you can guess the meal which I have thought up.

Командам раздаются карточки с частями слов, из которых нужно собрать слова с названиями продуктов. Собрав слова, дети пытаются отгадать блюдо, задуманное учителем. на выполнение задания командам дается 5 минут. Максимальное количество баллов – **5 (3 - за слова, 2 – за отгаданное блюдо).**

**TASK № 6.**

**che ese eg gs oli ves**

**sa lt sau sage**  **mi lk**

**flo ur pep per mush room**

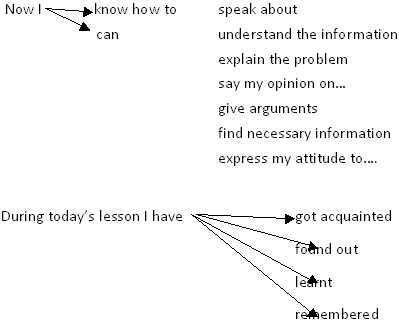
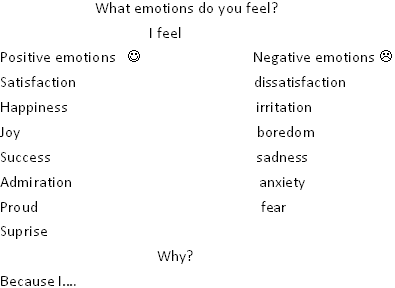
**oni on tom ato ye ast**

**mayo nnaise Ответ: pizza**

**III. Заключительная часть урока.**

**1. Домашнее задание: РТ**№ 1, с. 22 (написать упражнение).

**2. Рефлексия.**

**3. Подведение итогов урока.**

**Т:** Put the marks to yourself.

* What marks did you give yourself for your work?
* Which kind of activity is especially difficult for you?
* What skills would you like to improve?
* It brings us to the end. That’s all for today. Good-bye boys and girls.

|  |  |  |  |
| --- | --- | --- | --- |
| **TASK №**  **(задание №)** | **Максимальное количество баллов** | **Команда № 1**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Команда № 2**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1** | **8** |  |  |
| **2** | **6** |  |  |
| **3** | **6** |  |  |
| **4** | **3+2** |  |  |
| **5** | **6** |  |  |
| **6** | **3+2** |  |  |
| **Всего** | **36** |  |  |

