

Из истории денег: урок английского в 8 классе

Ю. Н. Дисковец,

учитель английского языка второй категории

гимназии № 2 г. Пинска,

магистр филологических наук

Тема урока: Из истории денег.

Тип урока: комбинированный.

Цель урока: совершенствование навыков изучающего чтения.

Задачи урока:

- закрепить новую лексику, изученную на первом уроке, углубить знания по страноведению; совершенствовать умения говорения;
- содействовать развитию памяти и мышления;
- воспитывать уважительное отношение к культурным ценностям стран изучаемого языка и своей страны.

Оборудование: учебник, звукозапись, записи на доске, мультимедийный проектор для демонстрации денежных купюр, копии с видами валют Беларуси, Британии и США, часы, британские, американские и белорусские бумажные монеты.

Ход урока:

Этапы урока	Оснащение этапов	Педагогическая модель
1. Организационный момент. Объявление цели урока	Greeting. Look at my watch and at the banknotes and say what the topic of the lesson is. Ex. 1 p. 89. Look at the pictures and say what all of these things have in common. (they were used as money) Today in the lesson you will see British and American money, read a text about the history of money, draw money for our republic.	T – Gr P – T T – Gr
2. Проверка домашнего задания	But before let's check your homework. What was your homework for today? (Ex. 3 p. 44 in Workbook)	P – Gr
3. Совершенствование навыков изучающего чтения	<i>а) предтекстовый этап</i> Ex. 2 p. 89. Match the words with the pictures. Look at the copies I've given to you or on the screen. What do you see on the banknotes? (famous presidents of the USA, the Queen of Britain, ancient castles on Belarusian money) What are the values of these countries? What are the countries famous for? How did you guess? What people are missing? What are the symbols of these countries? Look at the pictures pages 90–91. What is the text we are going to read about? <i>б) текстовый этап</i> Listen to the text, follow in the book. Ex. 4 a p. 90–91 and try to answer the questions in Ex. 3 Ex. 4 b p. 91 Explain the meaning of the words in	T – Gr P – Gr Ind. P – Gr. P – Gr

	<p>bold (barter, as, to carry, cash-machine, currency)</p> <p>Do the exercise “true or false” in the copies:</p> <ol style="list-style-type: none"> 1. People started using money because they needed to barter. (T) 2. Coins are the first form of money people used. (F) 3. The first city to use coins was ancient Rome. (F) 4. The first coins were very easy to carry. (F) 5. In the early 1700s, France’s government became the first in Europe to make paper money. (T) 6. Banknotes of different countries show only famous queens and presidents. (F) 7. Many countries in Europe have now the same currency. (T) 	<p>P – Gr</p> <p>P – Gr</p>
4.Физкультминутка	<p>Pupils stand in a circle and move one after another. The teacher switches on the music, then he switches it off, shows a paper coin and a pupil should name the coin and tell what country it belongs to.</p>	In circle
	<p><i>в) послетекстовый этап</i></p> <p>Now your task is to draw the national currency of the Republic Belarus and present it in pairs. Explain what you wanted to show people and what pictures helped you to do it.</p>	In pairs
5. Этап речевой практики	<p>Ex. 5 p. 92. Complete the questions with the words in bold from ex 2 and 4, interview your partner and report them to the class.</p>	<p>In pairs</p> <p>P – Gr</p>
6. Рефлексия. Подведение итогов урока. Выставление отметок с комментированием ответов. Домашнее задание	<p>What new information about money have you learnt in the lesson?</p> <p>Today the marks will be the following...</p> <p>Your homework Ex. 6 p. 92 in Student’s book in written form.</p> <p>Thank for your work, pupils, see you tomorrow. Good-bye.</p>	<p>T – Gr</p> <p>P – Gr</p> <p>T – P</p> <p>T – Gr</p>