

# Урок английского языка по теме «В кафе»

План-конспект учебного занятия в 6 классе

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**Цель:** развитие навыков диалогической речи на основе прослушанного текста.

**Задачи:**

содействовать развитию навыков восприятия и понимания иноязычной речи на слух;

способствовать развитию умений работать индивидуально и в малых группах;  
создать условия для воспитания правильного поведения в кафе.

**Оборудование:** аудиопроигрыватель, доска, клубок ниток.

**Дидактическое оснащение:** учебник «English 6. Student's book», Н.В. Юхнель;  
рабочая тетрадь «Workbook-2,6», Е.Г. Наумова, листочки для записи.

**Ход урока**

## **I. Организационно-мотивационный этап**

Приветствие.

Речевая разминка:

- What food do you like?
- What food do you dislike?
- Do you like vegetables?
- Do you like sweets?
- Who usually cooks in your family?
- Are you good at cooking?
- What can you cook?
- Do you like cooking?
- What is the most popular meal in Belarus?
- Where do you usually have your meals?
- Where can people have their meals?

Фонетическая зарядка:

- Now we'll listen to the song about one of the most popular meals in Britain(ex. 1a).
- What do you think, what is it?
- Look at the picture in your pupils books and listen to the song.

(Listening)

- What is the most popular meal in Britain?
- Do you like fish and chips?
- What makes you lick your chips?
- Now let's listen to the song once again and pay attention to the sounds [ɪ] and [i:].

(Listening)

- Which words have sound [ɪ] and how many words have long [i:] sound?

- Now let's practice saying these words.

4 words have sound [ɪ]: fish, chips, lick, lips (pizza, crisps).

3 words have long [i:] sound: eat, tea, me (sweets, meat, cheese).

- Can you add more words to the lists?
- Would you like to have fish and chips for breakfast? For lunch?
- What food you would like to eat for breakfast?
- Listen to me, point to the books and repeat after me.

(sing the song together)

## II. Операционно-деятельный этап

### Проверка домашнего задания

Ex. 1 p. 20.

-Let's check up your home task. Open your WB. At home you had to write down your answers to the questions. Let's check up your task in pairs. Go to the blackboard and act some out dialogues. Ask and answer the questions to the each other.

### Целеполагание

Translate using a few, few, a little, little

- |     |                     |                  |
|-----|---------------------|------------------|
| 1.  | Мало сока           | Little juice     |
| 2.  | Немного сока        | a little juice   |
| 3.  | Немного пиццы       | a little pizza   |
| 4.  | Немного соли        | a little salt    |
| 5.  | Мало сыра           | little cheese    |
| 6.  | Мало яиц            | few eggs         |
| 7.  | Немного сахара      | a little sugar   |
| 8.  | Мало воды           | little water     |
| 9.  | Немного бутербродов | a few sandwiches |
| 10. | Немного конфет      | a few sweets     |

### Физкультминутка

- Today we'll continue to speak about food, and we'll learn the rules of behavior in a cafe.

Ex. 2a p. 138.

- Do you often go to the cafes?
  - What food do you usually buy there?
  - Look through the menus in the ex. 2a.
- Match them with the names of the cafes.  
Explain your choice.

- Menu A – Big Billy.
- Menu B – Green Mama.
- Which café do you prefer to visit? Why?
- Now listen to two conversations. What café are the people in?

### Conversation 1

**Mother:** Excuse me, waiter?

**Waiter:** Can I help you?

**Mother:** A vegetable soup, a green salad and a tomato juice for me, please.

**Waiter:** Anything else?

**Mother:** No thank you.

**Waiter:** And for you?

**Son:** One pizza, fruit salad, yoghurt and orange juice, please.

### Conversation 2

**Waiter:** Can I help you?

**Father:** Yes. One small pizza, two kiwi ice-creams and a hot-chocolate, please.

**Waiter:** Anything else?

**Father:** Mm... And I'd have eggs on toast with bacon, too.

**Waiter:** And for you?

**Daughter:** Fish and chips and a chocolate ice-cream, please.

-Now let's check your memory. You have 2 minutes to write down what the people order.

(Listening)

-Listen again. Check your answers. Compare in pairs. Who's got the longest list?

List 1: vegetable soup

green salad

tomato juice

a pizza

fruit salad

yoghurt

orange juice

List 2: a pizza

Two kiwi ice-creams

Hot chocolate

Eggs on toast with bacon

fish and chips

1 chocolate ice-cream

Ex. 3. What questions does the Waiter ask?(1,4,5)

- Now I'm going to put you into groups of three and you have to choose which conversation you would like to role – play. You'll listen to the conversation again and you should concentrate on one conversation while listening. You can take notes.

(Listening)

- Now you have 2-3 minutes to get ready to act out the conversation.

- answers, speaking, dialogues.

- Ex.4, speaking.

- Work in groups. Choose a café. Make up a conversation. You can use the phrases from ex. 2. Your classmates will guess what café you are in.

#### Game “Spider Web”

- Now let’s play a game “Spider Web”.

I’ll give you a ball of thread and you should answer my questions. Then you pass a thread to other pupils.

1. What is your favorite food?

2. What can you cook?

3. Where do you usually have your meals?

### **III. Рефлексивно-оценочный этап**

- Our lesson is almost over.

- Your homework for the next lesson is ex. 1,3 p. 22 – 23 WB.

In ex. 1 you should put the lines into the correct order. And you should write down the dialogue in your notebooks. Get ready to act out them.

- In ex. 3 you have to read the questions and try to choose the correct answer.

Open your record – books and write down the homework Ex. 1,2 p. 22-23WB

- Thank you for your work. Your marks are...