

# УРОК АНГЛИЙСКОГО ЯЗЫКА В V КЛАССЕ ПО ТЕМЕ "EAT-WELL PLATE"

(повышенный уровень)

**А. Е. Глушакова,**  
учитель английского языка  
высшей категории  
Речицкой районной гимназии

**Тип урока:** комбинированный.

**Вид урока:** традиционный.

**Формы работы:** индивидуальная, коллективная.

**Используемые технологии:** коммуникативные, игровые.

**Цель (прогнозируемый результат):** предполагается, что к окончанию урока учащиеся смогут дать совет, какую пищу (здоровую/нездоровую) следует употреблять.

**Задачи:**

- 1) активизировать лексический и грамматический материал по теме;
- 2) способствовать развитию речевых умений;
- 3) развивать умение поиска информации в тексте;
- 4) формировать потребность в здоровом образе жизни.

**Дидактическое оснащение урока:** УМК «Английский язык 5 класс» Н.В.Демченко, МРЗ, мультимедийная презентация, раздаточный материал, наглядности.

## Ход урока

### I. Организационно-мотивационный этап

#### 1) приветствие

**Teacher:** "Hello! Glad to see you. Guys, today I have overslept. I didn't have time to eat. But my children gave me something. Let me see what it is. (Учи-

тель достает из сумки) Oh, there is a banana and crisps. I like bananas. It is yummy and healthy food. But I don't like crisps. It is unhealthy."

## 2) речевая зарядка

**Teacher:** "What do you like to eat? What do you have for breakfast? What do you usually have for lunch? What do you have for dinner?" (Ss` answers).

## 3) определение темы урока

**Teacher:** "Do you have any ideas about the topic of the lesson? Look at the screen. Pay attention to the pictures and try to guess. (Ss` answers).

**Слайд 1** - картинки по теме еда

**Teacher:** "The topic of the lesson is Eat-well plate. It is about food which you should eat and shouldn't eat."

**Слайд 2** – тема урока – Eat-well plate

## 4) формулирование задач урока

**Teacher:** "Look at the screen and choose the aims of the lesson today."

**Слайд 3** -To get information about healthy and unhealthy food;

-To learn about food groups;

-To make a project about food;

-To write a poem about food;

-To learn new words.

**Teacher:** "Look at the screen and read the aims."

**Слайд 4** - To get information about healthy and unhealthy food;

- To learn about food groups;

- To learn new words.

## II. Операционно-познавательный этап.

### 1) введение лексических единиц

**Teacher:** "Let's start talking about healthy diet. Look at the screen. You see a table. Healthy food means good food. Unhealthy food means bad food. Do you understand the meaning of these words *healthy* and *unhealthy*? (Ss` answers) Your task is to tell me what food is healthy and unhealthy. (Ss` answers)"

**Слайд 5** – таблица

**Teacher:** "Look at the screen. Pay attention to new words. Read and translate them. And group these words into healthy and unhealthy food. For example: Healthy food is rice. Unhealthy food is crisps." (Ss` answers)

**Слайд 6** – новые лексические единицы

### 2) восприятие и понимание речи на слух

**Teacher:** "There are a lot of food groups. Look at the screen. Your task is to choose 4 important groups which are good for your health." (Ss` answers)

**Слайд 7** - Butter group, cheese group, milk group, fish group, meat group, cake group, sweet group, bread group, tomato group, fruit and vegetables group, banana group.

**Teacher:** “Now check your ideas up. Listen to the song about food groups. What are they? What foods belong to each group?”

Просмотр видеоролика. Потом учащиеся определяют 4 основные группы по еде.

### **3) работа с текстом**

**Teacher:** “The task is to complete the table with the words, dividing them into the food groups. After that read the words and say what food groups they denote to.” (*Приложение 1* - учащиеся заполняют таблицу словами, распределяя их по группам и обозначая эту группу – fruit and vegetable group, meat group, milk group, bread group).

**Teacher:** “As you see one column is empty. Do you have any ideas about the fifth food group?” (Ss` answers)

**Teacher:** “Now open your books on page 131, read the text about food groups and check your ideas up. Then fill in the fifth column.”

**Teacher:** “Now present the information about the fifth group. Try to express your opinion if it is healthy or unhealthy. How often do you eat fatty or sugary food?” (Ss` answers)

### **4) введение грамматического материала**

**Teacher:** “Look at the screen and pay attention to the table. What do these verbs mean? (Ss` answers) Now give me advice what I should or shouldn`t eat. Make up true sentences using the phrases of exercise 4c on page 133.”

**Слайд 8** – таблица с модальным глаголом should/shouldn`т

**Teacher:** “Read the sentences and complete them with should or shouldn`t.” (*Приложение 2* – учащиеся дополняют предложения модальными глаголами should или shouldn`t)

### **5) физкультминутка**

**Teacher:** “It`s time to have a rest. Let`s play a game. I will tell you some words. If you hear a word which denotes healthy food, you should say “healthy” and raise your hands. If you hear a word which denotes unhealthy food, you should say “unhealthy” and put the hands on your cheeks.”

Pizza, milk, apple, sweets, tomato, bread, crisps, cakes, fish, meat, cheese, rice, sugar, chocolate, sweets, juice.

### **6) выполнение тренировочного упражнения по теме**

**Teacher:** “What is your favourite food? Why? How often do you eat soup for lunch? Do you eat soup with bread? How often do you eat porridge for break-

fast? How often do you drink water? How often do you eat fruit and vegetables?”  
(Ss` answers)

**Teacher:** “Pay attention to exercise 6 on page 133. Ask me questions and I will give you answers. After that make a conclusion about my healthy diet and give me advice. For example: You should eat more... You shouldn` t eat many ... because...” (Ss` answers)

**Слайд 9** – You should eat more...

You shouldn` t eat many ... because ....

### III. Рефлексивно-оценочный этап.

#### 1) подведение итогов

**Teacher:** “Look at the screen and pay attention to the aims of our lesson. Did we achieve them?” (Ss` answers).

**Слайд 10** – задачи урока.

#### 2) объяснение домашнего задания

**Teacher:** “Your home task is ex.7, p.134. Write a short story about your healthy diet.”

#### 3) выставление отметок

**Teacher:** “Thank you for the lesson. Your marks are ... .”

**Teacher:** “You may be free. Good bye.”

Приложение 1

### Fruit and vegetables group, meat group, milk group, bread group

? group	? group	? group	? group	? group
---------	---------	---------	---------	---------

Banana, fish, cheese, milk, meat, bread, pasta, cucumber, chicken, yoghurt, cereals, eggs, nut, mushroom, rice

Приложение 2

- 1) You .....eat foods from different groups.
- 2) You .....drink a lot of water.
- 3) You .....eat many sugary foods.
- 4) You .....have breakfast.
- 5) You .....swim after lunch.
- 6) You .....drink cola.
- 7) You .....eat milk group foods.