

## УРОК АНГЛИЙСКОГО ЯЗЫКА В VI КЛАССЕ

### ЗДОРОВОЕ ПИТАНИЕ. ГОВОРЕНИЕ (МОНОЛОГИЧЕСКАЯ РЕЧЬ)

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**ТИП УРОКА:** комбинированный

**ИСПОЛЬЗУЕМАЯ ТЕХНОЛОГИЯ:** проектная

**Практическая цель урока:** предполагается, что к окончанию учебного занятия учащиеся в группах подготовят проекты по теме, при защите которых выскажут собственное мнение о важности здорового питания, обоснуют недостатки популярной нездоровой пищи на основе изученного материала.

**Задачи:**

**Образовательная:** актуализировать знания о здоровом и нездоровом питании;

**Развивающая:** способствовать развитию исследовательских компетенций учащихся посредством создания условий для формирования умений высказывать, аргументировать свою точку зрения;

**Воспитательная:** содействовать приобщению учащихся к культуре здорового питания, способствовать овладению учащимися навыками работы в малых группах.

**Оборудование:** аудиозапись песни, презентация, раздаточный материал.

#### **Procedure (ход урока)**

##### **1. Introduction and goal setting (организационный момент, постановка целей)**

I'm glad to see you. How are you? Today we'll continue our very interesting topic about food and healthy diet. We all want to be healthy. So to know what food we should eat is very important. Do you agree? At our lesson we'll learn more about healthy and unhealthy food, we'll listen to the results of your surveys and we'll see what food you and your classmates prefer. We'll read some more interesting facts about the food we eat. And at the end of the lesson you'll make your projects about healthy food and give your advice to those people whose diet is not healthy.

##### **2. Warming up Oral speech activities (Речевая зарядка и активизация речевой деятельности учащихся)**

Let's start with the famous saying.

a) "You are what you eat".

Do you agree with it? How do you understand it?

*(Pupils' answers)*

Now let's look at these words -- the food we sometimes eat. Let's read them altogether. (***hamburger, fried chicken, crisps, popcorn, fresh juice, fruit salad, water, strawberries***)

Some of these products are healthy and some aren't really. Put the cards with the names of healthy food on the right part of the board and junk food on the left.

**b)** Let's think about the advantages of healthy diet and the disadvantages of unhealthy food. *(Pupils' answers)*.

Find some useful phrases about healthy and unhealthy food among the cards on the table and stick them on the right place on the board (*Приложение 1*).

**c)** Now it's time to check up your homework. Your task was in groups to conduct a survey among your classmates and find out what food they and you like and to make a conclusion if your classmates prefer healthy food or junk food (*Приложение 2*).

**d)** We see that some pupils eat not very healthy food. Look at some pictures on the slides. (*Приложение 3*). What can you see in these pictures? What thoughts have you got when you look at them? What is the main idea shown in these pictures?

### **3. Reading comprehension (Ознакомительное чтение)**

Now you are going to read some more information about fast food and healthy food. There is a text for each group. The task of the group is to read and tell the information to the other group (*Pupils read the texts in groups and share the information with the pupils of the other group*). What facts do you know? Why should you choose healthy food? Why shouldn't you choose junk food?

*(Приложение 4)*

### **5. Relaxation. Song "S-M-I-L-E". (Релаксация. Песня "Улыбка")**

*(Приложение 5)*

**6. Implementation of projects by pupils in groups, the organization of the pupils' oral speech activity of in the form of project representation and protection. (Выполнение проектов учащимися в группах, организация речевой деятельности учащихся в виде представления и защиты проектов по теме).**

During our today's lesson and the previous lessons we've been leaning some information about advantages of healthy diet and harm of junk food. We've been reading texts, listening to dialogues, discussing them in class. I hope that now you have enough ideas to show them in you projects. You can see two sheets of papers (one for each group), felt-pens, glue and some pictures of different food. You can write, draw, stick pictures on your sheet of paper and your main task is to express your idea of healthy diet for everyone. What can you advise to your friends and relatives to eat, why? What shouldn't they include into their diet? Why?

*(Project representation)*

## 1. Reflexion, home assignment, marks (Рефлексия, постановка домашнего задания, выставление отметок)

Now let's meet the host from the programme "Be healthy". A pupil asks other pupils of the group to give advice to the guests about important things to stay healthy. Pupils choose one main thing (from their point of view) about healthy diet from the points discussed at the lesson.

Home assignment (W. B. p. 27 Ex. 3). Make up a healthy menu for your family for a day. Be ready to say why you choose these products. Decide how many meals you are going to have and what they are.

Thank you for your active work. Your marks are ... . The lesson is over.

## Литература

1. УМК Н. В. Юнхель, Е. Г. Наумова Английский язык: учебное пособие для 6 класса общеобразовательных учреждений с русским языком обучения. – Минск «Адукацыя і выхаванне», 2014.

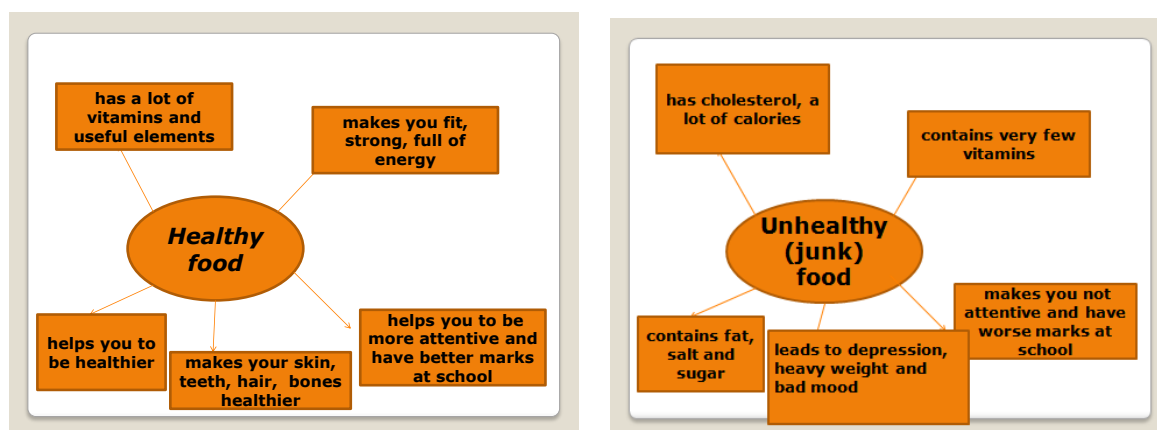
2. УМК Е. Г. Наумова, Н. В. Юнхель, Английский язык. Рабочая тетрадь -2, 6 класс – Минск «Аверсэв», 2015.

3. <http://www.healthyfoodhouse.com/facts-about-healthy-eating/>

4. <http://www.todayifoundout.com/index.php/2013/03/10-interesting-facts-about-junk-food-part-2/>

## ПРИЛОЖЕНИЯ

### Приложение 1



### Приложение 2

#### (Group 1)

We've conducted a survey. We've asked ... pupils of our class. You can see the results...

#### Questions

1. What do you prefer to eat for breakfast?
2. What do you usually eat for lunch?
3. What do you like eating for dinner?
4. What food do you prefer eating as a snack?

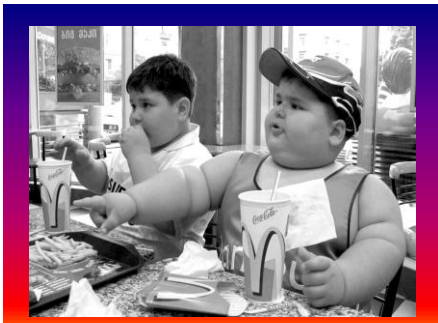
## (Group 2)

We've conducted a survey. We've asked ... pupils of our class. You can see the results...

### Questions

1. What is your favorite food?
2. Do you often eat fast food?
3. Do you eat tasty food if you know that it's unhealthy?

*Приложение 3*





#### Приложение 4

##### **Facts about unhealthy food** (Group 1)

1. A young person needs to get about 2000 calories a day. But one cheese burger contains more than 900 calories. It is almost half of the daily norm. After eating one burger from a fast food restaurant, a person has to walk more than 8 kilometers to kill the calories.
2. After producers finish the process of making fast food, all the important elements and vitamins are lost.
3. At the beginning of the 20th century many people thought that hamburger was dirty, unsafe to eat, and food for the poor. Street carts (*тележки*), not restaurants, usually served them.
4. Natural strawberries are expensive. So fast food companies like McDonald's use a combination of 50 chemicals to imitate (*имитировать*) the taste of strawberries.

##### **Facts about healthy food** (Group 2)

1. Green vegetables and fruit have the most vitamins. Apples, bananas, melons, berries, mangoes, cherries, avocados and pears are a few examples of fruit that have a lot of important elements and vitamins that people need. Many of these elements our body can't make on its own. Green vegetables and fruit contain calcium, iron (*железо*), vitamins A, B, and C and others which play a big role in our life.
2. It is an interesting fact that there are about 7000 kinds of apples in the world. Doctors recommend (*рекомендуют*) us to eat apples every day. There is also an English saying "An apple a day keeps the doctor away".
3. Water is the best to drink because it cleans our blood (*кровь*) and cells (*клетки*).
4. The top 10 healthy kinds of food include vegetables, not fat meat, yogurt, fruit, nuts, bread, brown rice, fish, and raisins (*изюм*).

#### Приложение 5

##### **"S-M-I-L-E"**

It isn't any trouble just to S-M-I-L-E!  
It isn't any trouble just to S-M-I-L-E!  
So smile when you're in trouble!

It will vanish like a bubble  
If you'll only take the trouble just to S-M-I-L-E!

[Laugh!]

It isn't any trouble just to L-A-U-G-H!  
It isn't any trouble just to L-A-U-G-H!  
So laugh when you're in trouble!  
It will vanish like a bubble  
If you'll only take the trouble just to L-A-U-G-H!

[Grin!]

It isn't any trouble just to G-R-I-N, grin!  
It isn't any trouble just to G-R-I-N, grin!  
So grin when you're in trouble!  
It will vanish like a bubble  
If you'll only take the trouble just to G-R-I-N, grin!

[Ha, ha, ha!]

It isn't any trouble just to ha, ha, ha, ha, ha!  
It isn't any trouble just to ha, ha, ha, ha, ha!  
So laugh when you're in trouble!  
It will vanish like a bubble  
If you'll only take the trouble just to ha, ha, ha, ha, ha!  
If you'll only take the trouble just to ha, ha, ha, ha, ha!