

# ОБЩЕРОССИЙСКАЯ КОНФЕРЕНЦИЯ, 2012 ГОД

## Методика и педагогическая практика

*Гераева Наталья Александровна*

*ГБОУ СПО Чапаевский губернский колледж*

*г. Чапаевск, Самарская область*

КОНСПЕКТ УРОКА АНГЛИЙСКОГО ЯЗЫКА В 7 КЛАССЕ ПО ТЕМЕ:

«ЗДОРОВОЕ ПИТАНИЕ»

учебник: «Enjoy English-4», М.З. Биболетова

### Цели:

1. формирование коммуникативной и информационной компетентностей через проектную деятельность.
2. повторение названия некоторых продуктов, блюд, стран;
3. активизация и систематизация грамматического материала (активный залог, страдательный залог, модальные глаголы);
4. развитие навыков разговорной речи;
5. отработка фонетического чтения и произношения;
6. развитие языковой и контекстуальной догадки.

**Оборудование:** компьютер, мультимедиа проектор, диск с презентацией, доска, листы бумаги, фломастеры, клей, магниты, указка.

### I. Организационный момент.

1). Приветствие. Good afternoon children! I' m very glad to see you! (Good afternoon, teacher! We are glad to see you too!). You may sit down.

2). Речевая разминка, введение в тему урока.

1. Учитель задаёт вопросы учащимся.
  - What is your favourite dish?
  - What do you usually eat fir breakfast, lunch, etc?



- What food did your mother buy yesterday?
- ...

### 3). Сообщение темы и цели урока.

As you've guessed our topic is «Food and drinks».(1 слайд). And today we are starting to work at the project. Our project will consist of 2 parts. And at the end of our lesson we'll make the first part of our project and prepare for the second one. So let's start working.

## **II. Основная часть.**

### 1). Работа с первой частью проекта.

1. What can't we live without? (*Food, water*). You are right. Sometimes we eat something and we don't know how it is produced or where it is grown.

The 1<sup>st</sup> part is going to be «Information about the product».

First of all let's think about some products and countries which they are associated with. You'll see some products and you should name the country.(2 слайд).

(учащиеся определяют, с какой страной ассоциируется тот или иной продукт, говорят целыми предложениями. Например: Cheese is associated with Holland.)

- |               |                            |
|---------------|----------------------------|
| • Cheese      | • China                    |
| • Holland     | • Champaign                |
| • Coffee      | • France                   |
| • Brazil      | • Porridge                 |
| • Tea         | • England                  |
| • China       | • Pancakes                 |
| • Olives      | • Russia                   |
| • Greece      | • Spaghetti                |
| • Chocolate   | • Italy                    |
| • Switzerland | • Nut and jelly sandwiches |
| • Rice        | • America                  |



2.- So, we have remembered some food and drinks.

- It's very important to know where products are produced, but production is important either. And now we are going to read a text about chocolate. But verbs in the text are in infinitive. We should open the brackets in the correct tense.

-What voice is necessary here? (the Passive Voice). How is it formed? (to be V3).

-So here is the text (3 слайд). You have this text and you can write there. Let's start, but be careful with the verbs. (выполнение задания. Учащиеся работают с текстом о шоколаде: раскрывают скобки, употребляя глаголы в страдательном залоге. Текст составлен по тем же вопросам, по которым учащиеся будут составлять свои рассказы).

- *Chocolate (produce) from the seeds "beans" which are inside the pods of cocoa trees*
- *cocoa trees (grow) in areas of the world which have wet, tropical climates, like central Africa and parts of the Caribbean and Latin America*
- *cocoa beans (not taste) like chocolate. To make chocolate, farmers (add) water to the beans and (wrap) them in banana leaves to ferment for six days. Then they (leave) to dry in the sun. this creates the chocolate flavor. The cocoa beans then (roast) and ground into a thick brown liquid. Milk, cream, sugar and flavoring (add) and (beat) many times to create the mixture which (use) in chocolate bars.*

-Let's check if you were right. (4 слайд). (проверка задания по тексту без пропусков на слайде)

- *Chocolate is produced from the seeds (beans) which are inside the pods of cocoa trees*
- *cocoa trees are grown in areas of the world which have wet, tropical climates, like central Africa and parts of the Caribbean and Latin America*
- *cocoa beans don't taste like chocolate. To make chocolate, farmers add water to the beans and wrap them in banana leaves to ferment for six days. Then*



*they are left to dry in the sun. this creates the chocolate flavor. The cocoa beans are then roasted and ground into a thick brown liquid. Milk, cream, sugar and flavoring are added and beaten many times to create the mixture which is used in chocolate bars.*

- How many mistakes have you got? (определение и исправление ошибок).

3.-you see that the text is divided into three parts. How do you think what questions they give information to? (ответы учащихся), (5 слайд).

- *Where does the product come from?*
- *Where is it grown or produced?*
- *How is it produced?*

4.So, now you are going to write the same paragraph about the product you have found information about. But before you start working, tell me what verbs were used in this text? Find them in the text and name them. (Перечислить и перевести глаголы). (6 слайд).

5. And now start working with your project, but don't waste your time and decide who is going to write about the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> parts and decorate your project. You have 10 minutes to do this. (Выполнение проекта).

6. Are you ready? So if you are ready, let's see your project. Go to the blackboard and tell us about your product. (ответы учащихся, проекты крепятся на доску). Thank you very much.

## 2) Работа со второй частью проекта.

1. -And now we are going to work with the 2<sup>nd</sup> part. It's called «An ideal diet».

-you see Steve's diet (7 слайд).

- *breakfast: cornflakes with milk, two slices of toast and jam*
- *Lunch: a cheese and tomato ketchup sandwich*
- *Dinner: chicken and rice*
- *Snacks: chocolate*
- *Drinks: coffee*



-Let's read it (чтение диеты).

-Now let's decide if it is healthy or unhealthy. (It's not very healthy).

-Find out what is healthy and what is unhealthy. (8 слайд).

- What is healthy?
- *cornflakes with milk*
- *chicken and rice*
- What is unhealthy?
- *a cheese and tomato ketchup sandwich*
- *Chocolate*
- *coffee*

2. So we have decided that his diet isn't healthy and now we should give him some recommendation. (9 слайд).

3. What modal verb do we use to give some advice? (should)

ОТВЕТЫ УЧАЩИХСЯ:

- *He should eat fruit, because they contain vitamins.*
- *He should eat soup for his lunch, because it is good for his stomach.*
- *He shouldn't drink coffee, because it stops him from sleeping.*
- *He should drink herbal tea and juice, because they contain vitamins.*
- *He shouldn't eat chocolate, because it is bad for his teeth*
- *He should eat vegetables, because they contain vitamins and make him healthy.*

4. It was Steve's diet. And let's see what you eat and drink. You've made some research, where you've found what you prefer to eat and drink. So, let's see the results of your research.

5. Ответы учащихся. Каждая группа представляет свои результаты опросов класса. (10-14 слайды).



6. How do you think if our food and drinks healthy? (*It's not healthy, because we eat... and we drink...*).

### **III. Заключительная часть.**

1. So, the 2<sup>nd</sup> part of our project is going to be «An ideal diet» and it'll be your home task.
2. Now let's remember what we have done during our lesson. (We have made the 1<sup>st</sup> part of our project. We have prepared for making the 2<sup>nd</sup> part).
3. Our lesson is over. Do you like it? (*We like it*). I'm glad. You were very active and creative, and you all get excellent marks for this lesson. Good bye!  
**(последний слайд)**

