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***Методическая разработка
открытого урока
по теме:***



***Подготовила:
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Ход урока.

1-й этап. Организационный момент. Определение студентами темы урока. (до 5 мин.)

Warming up. (Задача этапа - Введение в атмосферу иноязычного общения, снятие напряжения. Совместное определение темы урока. Формы контроля. Фронтальный, самоконтроль – сравнение своего варианта ответа с ответами одноклассников и предложенным вариантом преподавателя.)

1.Приветствие: T: Good morning, ladies! I'm glad to see you. How are you today? Are you ready for the lesson? So, let us start. (Слайд)

2.Диалог с дежурным:

T: Who is on duty today? What date is it today? What day of the week is it today? Who is absent today? What's the weather like?

S1: Today is Tuesday, November the 16th

S2: ...

S3: The weather is ... etc.

T: Thanks. Autumn is a cool season, isn't it? Many people often get a cold in autumn. But healthy food may prevent you from getting sick. (Слайд)(на интерактивной доске)



(Прием «мозгового штурма». Преподаватель предлагает определить тему урока по изображениям на экране. Совместно формулируется тема урока)

T: Look at the screen and say. Слайд

T: What can you see on the screen? T-C1

S1: I see healthy and unhealthy products

S2: Fruits and vegetables

S3: Pizza, broccoli, burger and chips

T: What kind of food is it?

S2: It is junk and healthy (right) food

T: Well done, you are quite right, the topic of our lesson is 'Eat well, live well!'. *(Заголовок урока проявляется на доске). (Слайд)*

T: What do you think we shall do today? Do you have any ideas?

E.g. I think...

S1: we shall know about healthy products.

S2: we shall learn more about healthy food.

S3: we shall learn how to talk about healthy eating.

S4: we shall make a healthy menu.

T: That's right.

Before we start, remind me please, what we talked about at our previous lessons.

S1: -Last time we discussed food and products.

S2: -We talked about food and drinks

S3: -We spoke about things we often or never eat.

S4: -We knew about what is in food we like

S5: -We read the text about what contains in burger

S6: -We made projects about our favourite food

Речевая разминка. (Слайд) *(повторить ранее изученную лексику, настроить артикуляцию учащихся на английскую речь)*

T: Tell me what you eat, and I'll tell you what you are. I'd like to find out what food you like to eat. Get ready to answer and be attentive.

What is your favourite food? S: My favourite food is...

What do you like to eat? S: I like

What do you like to drink? S: I usually drink/I like to drink..

What is your favourite snack? S: I never have a snack in-between mealtime. I buy a package of chips/ I like buns/ a sausage roll.

What does pizza consist of? S: pizza dough, tomatoes, cheese, meat.

Have you ever looked at what's in the food you eat (on the label, on the packaging)?

S: No, I don't ever. Yes, I do. Sometimes.

Why, if you don't? S: I don't care.

T: I see what you mean, you like the taste only. It is more important to eat right.

You know, the general principles of right food can be presented by healthy plate. What do you know about it? We're going to read the text.

Основной этап урока

2-й этап. *(Прогнозирование содержания текста, умений ознакомительного чтения: умение выделять основную мысль, главные факты. Способствовать формированию навыков работы с информацией: поиск и выделение нужной информации. Формировать умение сопоставлять полученную информацию со своим жизненным опытом.)*

1a. Pre-teaching vocabulary. (Слайд) *(Снятие языковой трудности, облегчение чтения нового текста, уменьшение количества незнакомых слов, что способствует*

большому пониманию. (2) Цель – тренировать слухопроизносительные навыки, настроить артикуляцию учащихся на английскую речь)

T: Before we start reading, here are some new words on the topic «The eat well plate». Let's work them out. Please, first listen to me and then repeat after me. Now let's read the words all together.

(Студенты повторяют новую лексику за учителем с правильным произношением, узнают интересные факты о пользе продуктов, чем они полезны для организма)

Carbohydrate[n]- [kɑ:bə'haidreit] углеводы (carbs)

protein ['prəʊti:n] белок

fat [fæt] жир

balanced['bælənst] сбалансированный

dairy['deəri] молочные продукты

fiber ['faɪbə] клетчатка

vitamins ['vɪtəminz] витамины

nutrients ['nju:triənts] питательные вещества

calcium['kælsɪəm] кальций

skimmed[skimmed] обезжиренный semi-skimmed полуобезжиренный

acids ['æsɪdz] жирные кислоты

Omega ['əʊmɪgə] Омега 3

biscuits ['bɪskɪts] печенье

T: -Look at the plate. Match the food groups to the different coloured sections of the plate.

(Слайд) (Студенты повторяют новую лексику и сопоставляют слова с их значением.)



1	2	3
1. Bread, rice, potatoes, pasta	A (Carbohydrates) good carbs)	Crackers, cereal, corn, oats, pasta
2. Fruit and vegetables	E (Vitamins and fibre)	Apples, grapes, peppers, cherries, beans, pumpkin, tomatoes, mushrooms, cucumber, melon
3. Foods and drinks high in fat and/or sugar	C (bad carbs)	Cakes, cookies,
4. Meat, fish, eggs, beans	D (protein)	Chicken, fish, meat, peanuts
5. Milk, cheese, sour cream	B Dairy food	Cheese, yoghurt

1b. By the way, can you name any other food or products on the plate? Please name as many foods as you can. S1, S2, ... S5: Good carbs: Crackers, cereal, corn, oats, pasta etc.

2. Reading. (Слайд) (*Этап применения новых знаний. Развитие навыков чтения. Цель - развивать навыки чтения с использованием новой лексики*)

Let us read a text about the eatwell plate and find out if it is useful and how you use it.

T: The eatwell plate makes healthy eating easy to understand by showing the types and quantifiers (['kwɒntɪfaɪəz] количество) of foods we need to have a healthy and well-balanced diet. It shows how much of what you eat should come from each group.

The eatwell plate.

YOU SHOULD TRY TO EAT:

Plenty of fruit and vegetables

Fruit and vegetables give us many vitamins ['vɪtəmiːnz], fibre ['faɪbə] клетчатка) and energy. Most people know that they need to eat five portions of fruit and veg [vedʒ] овощи) every day, but they don't usually do it. Fruit and veg should be about 33% of what we eat in a day.

Plenty of bread, rice potatoes and pasta.

These food give us fibre and energy. Like fruit and vegetables, they should be about a third of what we eat in a day. Some people worry about eating carbohydrates because they think they make you fat. But these foods give us important nutrients ['nju:triənts] питательные вещества) and low carbohydrate diets often have a lot of fat.

Some milk and dairy products.

Milk, cheese and yoghurt are very important because they give us protein, vitamins, and calcium ['kælsɪəm] кальций). The only problem is that they can contain a lot of fat and this is bad for our hearts. So, control how much you eat or choose low fat, like skimmed [skimmed] обезжиренное) or semi-skimmed (полу-обезжиренное) milk.

Some meat, fish, eggs and beans.

These are a good source [sɔ:s] источник) of proteins, vitamins and minerals. Meat also contains fat, so try to eat meat only very little fat and prepare it without any oil or without much oil. Fish contains very important proteins, and oily fish contains omega 3 fatty acids ['æsiːdz] жирные кислоты). Omega ['əʊmɪgə] Омега 3)3 is good for your heart.

Just a small amount [ə 'taʊnt] количество) of food and drinks high in fat and/or sugar.

Fat and sugar give us energy. But eating a lot of fat and sugar makes us have more energy than we need or can use. Look for low fat alternatives [ə:l'tʒ:nətɪvz] заменители) instead and try to eat fatty food only occasionally [ə'keɪz(ə)n(ə)li] (syn.not often) изредка. Limit cakes, sweets, biscuits ['bɪskɪts]печенье) and fizzy drinks that contain a lot of sugar.

T: So, remember to use the eatwell plate. You don't need to get the balance right at every meal. But try to get right for a whole day or week. And try to choose options that are low in fat, salt and sugar when you can.

3. T: Tell me, do you agree it is good to use the eatwell plate? Now, you know that foods can be broken into groups. You can sum them up now. We call these groups food groups.

Word snake (Слайд)

vitamins/carbs/protein/fat/dairy/fiber/calcium/acids/O

A) When we eat from this food group it gives our body energy to work and study

E) this group has a lot of vitamins and minerals, it helps your body to fight sickness

B) This group gives your body an important mineral called calcium. Your bones and teeth need calcium to stay healthy

D) protein helps your body to grow, keeps your body working well.

4. Language development. (Студенты объединяются в группы, студент в роли журналиста задает вопросы. Другой заполняет таблицу и сообщает о результатах опроса, используя опорное предложение.) (Слайд)

T: Let's find out if all our students eat right food. Devide into groups, please. One of you will be a journalist. The journalist asks all questions and completes the table for each name row. Let's be tested/take the test. Think about your everyday meal. Answer the following questions (Yes/No) concerning eating habits. Complete the 'You' column in this table.

1. Do you eat five portions of fruit and vegetables?
2. Do you often eat fresh food?
3. Do you eat red meat more than twice a week?
4. Do you usually eat a large meal before you go to bed?
5. Do you eat salted snacks?
6. Do you always add salt to your food at the table?
7. Do you prefer butter to olive oil?

T: Now check your score to find out what kind of diet you have. СЛАЙД 13.

If your score is:

6-7 Yes – very unhealthy diet – be careful!

4-5 Yes – healthy diet.

3-4 Yes – quite healthy diet.

1-2 Yes – very healthy diet.

3-й этап. Аудирование. (Развитие умений понимания на слух необходимой информации. Задача - формирование навыков понимания иностранной аутентичной речи и лексики, закрепление услышанного через упражнения.(таблица-слайд на доске)) (Слайд)

1a. (Слайд) **Pre-watching task.** Work in pairs.

It's very nice that many/most of you eat healthy food, I'm glad about it.

Every day, here at college for an example you have to eat a snack in-between meal time.

What kind of snacks do you usually have? I give you 2-3 minutes to prepare. ((2-3min) на подготовку пары предложений)

S1: When I'm hungry at a snack time and time is short I like to eat.../I eat/I have

S2: When I'm a bit hungry in-between meals I make myself a/some...

S3: Usually, after college I'm hungry I buy a chocolate bar

S4: When I'm hungry I often eat ... T: Well, I see your points, thank you. Now, I want you to meet four British teenagers, Amelia, Keiran, Molly and George. We are going to watch the street interview video, and see what these teenagers usually have in-between mealtime.

(Преподаватель предлагает студентам сложную лексику перед просмотром.)

T: You'll have here some more unfamiliar words. I'd like you to pronounce and translate them with me. Let's make them out. Well done. Good job.

1b. (Студенты смотрят видео. При проверке используется фронтальная форма работы. Преподаватель предлагает студентам задания: сопоставить говорящего с его любимым видом перекуса после просмотра первого эпизода. Просмотр студентами видеозаписи. Просматривается первая часть видео и выполняются задания в письменном виде, заполняется соответствующая графа в таблице. Фронтальная проверка).

T: Here is the first half of the video. Watch and listen attentively, please. Your task is to memorise British teenager's snacks. (Слайд)

T: What products do they eat? (смотрят видео, запоминают названия снеков)

That's right

1c. T: Well, what do these students have for snack?

While watching



Amelia



Kieran



Molly



George

Amelia	a. Yoghurt
Keiran	b. fruit or milkshake
Molly	c. a cheese sandwich, yogurt and milk
George	d. a bowl of cereal or a cereal bar

T: Well done! You are quite right. You've matched them. Ok, are their snacks right food or not? СЛАЙД 17

S1: Yes, they are

S2: 50/50

Ok.

2a. Let's watch the second half and decide whether their snacks are healthy. (Слайд)

But before we start, here is a blank ПРИЛОЖЕНИЕ and there some rules. You are to watch and circle:

Yes -if it a healthy snack;

Ok - it it is not completely healthy;

No - if it is not healthy

?(question mark) –if he/she doesn't say at all. Is it clear?

NAME	SNACK	IS IT HEALTHY?
Amelia	1 _____	1 Yes / Ok / No / ?
	2 _____	2 Yes / Ok / No / ?
Keiran	3 _____	3 Yes / Ok / No / ?
	4 _____	4 Yes / Ok / No / ?
	5 _____	5 Yes / Ok / No / ?
Molly	6 bowl of _____	6 Yes / Ok / No / ?
	7 _____ bar	7 Yes / Ok / No / ?
George	8 _____	8 Yes / Ok / No / ?
	with _____	

3a. Минутка релаксации. (Слайд) *Студенты следят глазами за предметом в руках преподавателя. Выполняется зарядка для глаз. Звучит спокойная расслабляющая музыка (relaxing music)*

T: As you know, health is above wealth. Moreover, one apple a day can keep your troubles away. To eat right food is good, but I'm sure your eyes are tired too. Look at this nice apple; follow it with your eyes.

Relax a little. Sit up, close your eyes, open your eyes.

Look left, look right

Look up, look down

Look around.

Look at your nose.

Look at me.

Close your eyes.
Open. Wink and smile
Perfect!

4й этап. Осмысление и систематизация полученных знаний.

Игра «Правильная тарелка». (Слайд)

(Преподаватель предлагает студентам посмотреть на слайд и закончить предложение, чтобы жить здорово Вам следует/ не следует (you should/ you shouldn't))

T: Well, we are coming to an end. But, what about us? I wish you to stay healthy. Here is a food basket/box. Can you help me to complete the right eat well plate? There is our favourite food and products. Let's give some advice to each other what food should or shouldn't we eat at all. Don't forget to mention how often we are to eat these products. Let's check how well you can fill the eat well plate.

Food basket contents: fruits, veges, cereals, red meat, chicken, fish, fizzy drinks, coffee, white bread, butter, cakes, chocolate, milk shake, beans, honey, eggs, chips, ice-cream, dairy. (картинки с продуктами питания)

(Слайд) опорные фразы: You should eat ...(often) because it ...
You should never eat ... because it ...
You shouldn't eat ...at all because it ...

T: -Thank you a bunch.

5й этап. Подведение итогов. Этап рефлексии.

(Цель – подведение итогов изученного материала урока, установить соответствие полученного результата поставленной цели. Преподаватель спрашивает, что нового учащиеся узнали сегодня на уроке, понравился ли им урок)

T: What new information have you learnt today?

Did you like our lesson? Was it interesting for you to study today? What kind of tasks are the easiest for you? What task was the most difficult? Which of your English skills have you improved today?

(Студенты получают листы самооценки для оценивания работы по каждому заданию на уроке.) Feelings and impression (Приложение) – с помощью разноцветных «смайлов» сообщают насколько понравился урок. (преподаватель просит учащихся посчитать смайлики красного/желтого/зеленого цвета. сказать сколько их)

Зеленый – отлично.

Желтый – хорошо.

Красный – не понравился урок)

T: Let's count your smiles. How many smiles do you have?

Green is the best colour. It is associated with nature, rebirth and growth I wish you to grow healthy.

Домашнее задание.

T: Your home task is to make your ideal eatwell plate, and to speak about what you wait from it.

Преподаватель ставит оценки за урок и прощается со студентами.

T: You really worked hard today. Thanks a lot. All of you get excellent and good marks. The lesson is over. Good bye.

