Альфяровіч Вольга Эдуардаўна

Прадмет: англійская мова

Клас: 7

**Тэма раздзела*: Health Is Your Greatest Wealth.***

**Тэма ўрока: *When You Are Ill.***

**Мэта ўрока:** развіцце камунікатыўных кампетэнцый вучняў па тэме «Здароў’е».

**Задачы:**

**пазнавальны аспект** – да завяршэння ўрока вучні будуць гатовы апісваць сімптомы , даваць саветы і рэкамендацыі пры розных захворваннях;

**развіваючы аспект-** развіваць здольнасці да камбінавання моўных адзінак, здольнасці ажыццяўляць прадуктыўныя моўныя дзеянні на англійскай мове; развіваць навыкі самакантролю, уменні рабіць вывады;

**выхаваўчы аспект** – фарміраваць адказныя адносіны да здароў’я і патрабаванне весці здаровы лад жыцця, развіваць уменне работаць у групе, у пары, выхоўваць пачуцце спачуцця людям;

**вучэбны аспект** - развіваць моўныя навыкі (дыялагічная і маналагічная мова), развіваць навыкі чтытання і пісьма; замацаваць лексічныя адзінкі, моўныя абразцы і граматычныя структуры по тэмам “Healthy Food”, “Body Statistics”.

**Формы здароў’езахаваўчых тэхналогій**: фізкультмінуткі, музыкатэрапія, псіхалагічная падтрымка, элементы гульні, камфортная псіхалагічная атмасфера.

**Абсталяванне ўрока:** персанальныя камп’ютары, мультымедыйны праектар і экран, магнітафон, прэзентацыя Microsoft Power Point па тэме урока, ВМК Юхнель Н.В.: Англійская мова 7 кл. (павыш. узровень).

**Ход урока**

1. **Арганізацыйны этап.** *(2хвіліны)*

**T.:** Good morning, students. Take your seats. I’m very glad to see all of you here in our computer class-room.

As the topic of our unit is “HEALTH” I’d like to know if you are fine.

* How are you, Ann? (Pupil 1 answers)

*All the students of the group are asked.*

I am glad that practically all of you are fine. And I hope that the students who do not feel well will get some useful recommendations during our today’s lesson.

1. **Матывацыйна-установачны этап***. (6 хв.)*
   1. ***Азнаямленне з тэмай і задачамі ўрока. (слайд 1)***

As you see the topic of our lesson is “When you are ill”. So can you guess what we are going to do at the lesson?

**P1**: We shall talk about different illnesses;

**P2**: We shall describe different symptoms;

**P3**: We shall speak about healthy lifestyle;

**P4**: We shall give advice to sick people.

**T:** Right you are. Look at the screen. Here you can see the aims of our lesson: **(слайд 2)**

* to review our active vocabulary;
* to develop speaking skills;
* to present our mini-projects;
* to review how to give advice and express sympathy;
* to learn what can help when the person is ill.
  1. ***Phonetic drill.***

Before we start working I want to make sure you’re ready to speak beautiful English. Let’s turn to our chant and pronounce it all together **(слайд 3):**

Ruth has a toothache,

Teddy has a cold.

Fred has a headache.

Eddie’s getting old.

Sam has a stomachache.

Frankie has the flu.

Jack has a backache.

Tony has one, too.

Ruth has a toothache,

Teddy has a cold.

Fred has a headache.

Eddie’s getting old.

* 1. **Warming up.**

**T:** Well done. Boys and girls, today we have a guest, a reporter from a famous TV programme “Health***”. (слайд 4)*** She would like you to answer some of her questions about health and health habits as she is writing an article on the topic “If you want to be healthy”. (адзін з вучняў выконвае ролю рэпарцера, у яго ў руках мікрафон).

**Reporter:**

Hello, my name is …. . I’ve got some questions for you.

* How many times a day do you brush your teeth?
* Do you do your morning exercises regularly?
* What else should we do to be healthy and energetic?
* How often do you visit a dentist?
* How often do you eat fruit and vegetables?
* What food is dangerous for our health?
* Do you sleep enough?

**Reporter:**

Thank you very much. And don’t forget to watch our programme every Sunday.

**T**: Thank you very much for your answers.

1. **Аперацыйна-пазнавальны этап.**
   1. **Checking home task.**

Vocabulary dictation.*(3-4min.)*

**T:** Nowwe are going to check how well you know your vocabulary words: the parts of the body and inner organs. Would you, please, take your places at the computers? We shall work with the “WORD” programme, so find and open “Handout” document. There you will find some exercises we are going to do. And the first one is your picture dictation. You can see ten pictures. Your task is to write a word to each picture. Don’t forget to write your names.

*The students are working with their handouts for 2-3 minutes.*

Self-checking.

**T:** Now look at the screenand check your answers ***(слайд 5)***. Have you managed to write all the words? Do you know how to correct spelling mistakes? Now put your score: the number of the points you’ve done correctly. And now correct your spelling mistakes.

Now let our eyes have a rest. Turn away from your computers, close your eyes and count to ten. Feel the warmth in your body, breath deep.

Presenting mini-projects *(developing reading skills). (4min.)*

T: Your home task for today was to write a riddle about one of the parts of our body or an organ. Are you ready with your mini-projects? Read them and let other students guess what it is.

*The students are reading their riddles one by one.*

T: Great! So tell me once again what our organs need do be healthy.

*Ss. answer (fresh air, healthy food, exercising, good rest).*

* 1. **Developing speaking skills and active vocabulary.** *(1-2min.)*

**T:** You know the parts of the body and organs well, what job they do, and what should be done to keep them healthy. But sometimes something goes wrong and we fall ill. Can you name any health problems connected with the parts of our body or organs? Begin your answer with the words: “When I’m ill I have/am…”.***(слайд 6).***

S1: …a blocked or runny nose;

S2: …a terrible headache or an earache;

S3: …a high temperature and a cough;

S4: …are sneezing all the time;

S5: …a sharp stomachache and I can’t move

S6: …a sore throat and I can’t speak;

S7: …a horrible toothache and I can’t eat or drink;

S8: …a backache and I can’t walk.

T: Well done.

* 1. **Giving advice (should/shouldn’t and vocabulary revision).** *(4 min.)*

**T:** You see it’s not very pleasant when you’re ill.So what does a sick person need?

*The students are giving their answers.*

**T**: Right, we may say that the first thing a sick person needs is consulting a doctor and a piece of good advice.

Do you remember how to give advice?

Turn to your handouts and do exercise 2.

1. You eat vegetables and fruit.
2. You drink warm milk with honey or mineral water.
3. You play on the computer too much.
4. You sleep 8 hours a day.
5. You get wet in rainy weather.
6. You do morning exercises.
7. You walk too much in cold weather.
8. You smoke and drink alcohol.
9. You air the room.
10. You consult a doctor every 3 months.

T: Now let’s check your answers. Please, print your score.

* 1. **Фізкультмінутка.** *(2 хв.)*

**T:** It’s high time to change the activity and to go fishing!

Are you surprised? Some fish in my aquarium are badly ill. So, would you please catch them, find out what the problem is and show it to your classmates without saying a word. The task of the rest is to give proper advice.

* 1. **Making mini-dialogues *(describing symptoms, expressing sympathy****). (8min.)*

T: I see you are very keen on describing symptoms and giving advice, so it won’t be very difficult for you to explain to your teacher or your friend why you can’t go to school today.

We’ll work in pairs. One of you will be a teacher/a friend, another one – a sick student. Look at the screen. Here you can see a card with the task

***(слайд 7).*** Each pair of students will get the similar task. Make pairs and take your cards. Make up a dialogue according to the situation.

|  |  |
| --- | --- |
| **Pupil card 1**  You are a teacher of music.  Your student is not in class today, so you’re making a phone call to ask what the matter is. **You begin a conversation.**  **Remember to:**   * Show interest; * Show sympathy; * Give advice; * Express hope | **Pupil card 2**  You have a terrible sore throat and your mum told you to stay at home.  **Describe your condition. Listen to your teacher.**  **Remember to:**   * Give details; * Accept advice; * Thank. |

The students are given 3-4 minutes to get ready with the dialogues. The teacher helps them if necessary. Then they present their dialogues. The task of the rest of the students is to make notes of the most useful pieces of advice.

* 1. **Group work.** *(5-6min)*

**T:** I see you are experts in solving health problems. Now we’re going to work in two groups: a group of “doctors” and a group of “parents”. Let’s turn once again to the topic of out today’s lesson and make two lists of recommendations to those people who are suffering from the flu, or a cold. The first group will work on some medical treatments; the second group will give us some home remedies.

Would you, please, divide into two groups and choose the leaders.

Each group, take your places at the tables and work upon your tasks.

There are some objects on the table that can be used either by doctors or by parents. They may help you in your work.

*The students are writing their recommendations and then the leaders read them out.*

1. **Кантрольна-ацэначны этап.**

**T:** Now it’s high time to finish our lesson and to say thank you very much for the great job you’ve done today.

I want you to turn back to the aims of our today lesson and tell me what you can do and what you can talk about after you’ve done all the tasks.

**Ss:**

- We know the names of the parts of the body and organs.

- We can describe the symptoms.

- We can talk to our teachers and friends about out illnesses.

- We can show the symptoms without saying a word.

- We can give advice to sick people.

**T:** Your home task is on the screen – Ex.1, 2 p. 58-59 (A.B.)

And your marks are ….

I’ll check your handouts and give you additional marks.

While you are leaving the class-room don’t forget to mark the lesson as:

* Informative;
* Useful and helpful;
* Funny and enjoyable;
* Ordinary;
* Boring and tiring;
* Useless.