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**Мода и стиль: говорим по-английски
Урок английского языка в 9 классе**

Цели урока:

- совершенствование навыков, умений устной речи;
- развитие навыков монологической речи;
- дальнейшее формирование умения употребления лексики.
- развитие познавательных интересов учащихся;
- развитие навыков систематизации, обобщения, сравнения.
- воспитывать интерес к изучению иностранного языка;
- воспитывать культуру общения, эстетический вкус;
- формировать личностные качества: самостоятельность, трудолюбие, творчество.

Тип урока: обобщение и систематизация знаний.

Оборудование: интерактивная доска, компьютер, аудиозапись, карточки с лексическими упражнениями, образцы тканей для игры «Шестое чувство», силуэты людей, карандаши, фломастеры для выполнения проекта

Место проведения: лингафонный кабинет.

Ход урока

I. Beginning of the lesson.

- Good morning. Today I want to start our lesson with a funny cartoon. Look at the screen, please.

Slide 1(video)



- So, can you guess now what are we going to speak about?
- Right you are. The topic of our lesson is «Fashion and Style».

Slide 2



- And tell me, please, what your attitude to fashion is.
- Do the small test and share your results.**Slide3**



Test yourself

1. Are you interested in fashion?
 2. Do your clothes influence your mood?
 3. Do you follow the latest fashion?
- Thank you for your sharing with us.
 - To start with let's revise some words.

II. 1) Revising the lexical material.

- Let's play the game «**Rhymes**». I pronounce a word and you should say the word, means «**clothes**»

Beans – jeans
Better – sweater
Bird – shirt, skirt
Cocks – socks
Mouse – blouse
Choose – shoes
Loves – gloves
Map- cap
Rat – hat
Less – dress
Boat – coat
Fruits – boots
Sports- shorts
Candles – sandals
Kittens – mittens
Racket – jacket
Cute – suit

- Well done! And now one more challenge for you. Work in pairs.

2) Use the correct form of each word to fill in the blanks: fit, match, suit, wear, try, go (Cards)

1. A: How about those trousers? They fit you perfectly.
B: Yes, but they are too casual for the occasion.
2. A: What about the red shirt? It matches your trousers.
B: You are right! I haven't worn it for ages.
3. A: This dress is great. Why don't you try it on?
B: The colour doesn't suit me.
4. A: What do you think of this shirt?
B: It doesn't go with the trousers.
5. A: What about these two colours? Do you think they match?
B: Sure!
6. A: That coat really suits Bill.
B: I don't think so!

III. Development of listening skills.(cards)

Now, prepare to listen what different people say about their view in clothes. Take the table and match the speaker with the statement. There is one odd statement.

Speaker	1	2	3	4	5
Statement					

- A. I don't care what I wear.
- B. It's important to feel comfortable.
- C. I love spending money on nice clothes.
- D. My taste in clothing has changed.
- E. Looking smart is very important to me.
- F. Different situations need different clothes.

-Good job! But I see, you are a bit tired.

IV. Let's play a game "The sixth sense." Close your eyes and take a piece of material from the hat. Guess what it is.

V. You are good in guessing! Now let's check your homework. (A dress for the moon by Indira Krishnan)

1) Did you cope with your homework?

- Did you like the story? Why? Why not?
- Is it a fairy tale, a story or a narration?
- Who are the characters?
- Can Madan make a dress for the moon? Explain why or why not?

2) Work in pairs. Discuss the questions.

1. What parts of the story could happen in real life and what parts are make-believe?
2. Is it possible that if the moon tried the dress on another day, it would fit her?
3. What lesson did Madan learn from his experience with the moon's dress?
4. What lessons can we learn from the story?

VI. Presentation of the projects

Madan was a great tailor. And now I offer you to work like designers.

Work in groups and create a school uniform model. Present your model. (учащимся раздаётся силуэт человека из бумаги, карандаши, фломастеры)

VI. Reflection Slide 4

Plus (+)	Minus (-)	Interesting
I liked tasks, teacher, atmosphere, my work, ... at (of) the lesson. ...	I didn't like tasks, atmosphere, ...	The lesson was interesting. It was interesting to make and present the projects.

Your models were amazing. You are really talented!

And now I ask you to fill in the table "**Plus –minus - interesting**"

You should write down what you liked about the lesson in column "+";

what you didn't like -in column “-” ;
and what was interesting in column “interesting”

VII. Ending of the lesson

Thank you for your work today. You have coped with everything pretty well.

Your home task: to prepare a story about your preferences in style and clothes. Use ex. 2c, p. 102.

And I would like to finish our lesson with advice from the famous British designer Vivienne Westwood “Buy less, choose well, and do it yourself”

Slide 5



The structure of the lesson

1	Stages of the lesson	Objectives of the stage	Activities	Interac-tion	Time/minutes	Notes
1.	Beginning of the lesson	Warm-up	1)Greeting	T-C1	1-2	
2.	Main part of the lesson	Development of speaking skills	1)Introduction of theme and aims of the lesson 2)Test. What is your attitude to fashion?	P1, P2,...	4-5	Slide 1 Slide 2 Slide 3
		Revising the lexical materialIII.	1)Game “Rhymes”	T-P1 T-P2...	2	
			2)Use the correct form of each word to fill in the blanks: fit, match, suit, wear, try, go	P1-P2 P3-P4 ...	6-7	Cards
		Development of listening	3)Listen what	Ind.	5-6	Tables

3.	Active pause	skills	different people say about their view in clothes. Take the table and match the speaker with the statement. There is one odd statement.	T-CL T- P1,P2 ...	2	Hat, pieces of materials
4.	Homework check	Development of speaking skills	1)Game “The sixth sense.”	...	6-7	
5.	Making projects	Development of creativity Development of speaking skills	1)Work in pairs. Discuss the questions. 1)Work in groups and create a school uniform model.	...	8-10	Paper, pencils, felt-pens
6.	Ending of the lesson	Marks Home task	2) Present your model		1	
7.	Reflection		1)Prepare a story about your preferences in style and clothes. Use ex. 2c, p. 102. Fill in the table “Plus –minus - interesting”	P1,P2 ...	2-3	Slide 4