

Урок английского языка по теме «Мода»

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Тема: «Мода» (9 класс)

Коммуникативная ситуация урока: «История моды».

Тип урока: комбинированный

Цель: содействие овладению коммуникативными навыками на основе текста с использованием визуальных опор.

Задачи:

образовательные:

- создать условия для отработки умений и навыков владения иностранным языком по теме урока по следующим видам речевой деятельности: чтение, восприятие и понимание речи на слух, говорение;

развивающие:

- способствовать развитию памяти, внимания, воображения, умения анализировать, сопоставлять, сравнивать, обобщать;

воспитательные:

- содействовать развитию положительного отношения к фактам иноязычной культуры, в частности, к модным тенденциям одежды в разные периоды времени.

Задачи для учащихся:

- применить знания, умения и навыки в знакомой ситуации, используя опоры.

Оборудование урока: интерактивная доска, проектор, компьютеры, интернет, презентация, раздаточный материал.

Методы: коммуникативный, интерактивный.

Формы деятельности: фронтальная, индивидуальная, групповая.

Ход урока:

1. Организационно-мотивационный этап (7 минут)

Цель этапа: активизация знаний по ранее изученному материалу, установка на восприятие нового материала, включение во взаимодействие, развитие мотивации

Задача этапа: актуализировать опорные знания и умения учащихся, определить цели и задачи на урок, создать условия для активного и успешного взаимодействия, настроить учащихся на учебную деятельность

- **Введение в тему, целеполагание**

Teacher: Look at the cloud of words and guess what we are going to speak about today. (слайд 1)



That's true. Today we are going to speak about clothes and fashion.

What nouns are associated with this topic? (adjectives, verbs)

Учащиеся вспоминают лексические единицы, связанные с данной темой.

Today at the lesson you're going to learn some new words.

- **Речевая зарядка**

Teacher: Now you have a chance to work as designers. Look at the whiteboard. There are some items of clothing. Make your outfit and make me sure that it's the best. (слайд 2, 3)

Учащиеся создают свой наряд из предложенных предметов одежды на интерактивной доске и рассказывают, почему они сделали такой выбор.



Teacher: I'd like you to answer some questions:

- What attitude do people have to fashion?
- Are clothes important to you?
- Do you agree with the saying "good clothes open all doors"?
- Do clothes make the man?
- Do you care about fashion?

- Do you go for the latest styles?
- What clothes do you prefer?
- What is the main thing about clothes in your opinion?
- Can you look well-dressed if you wear something casual?

2. Оперативно-деятельностный этап (30 минут)

Цель этапа: развитие навыков говорения на основе восприятия речи на слух и прочитанного текста.

Задачи: создать условия для отработки умений и навыков владения иностранным языком по теме урока по следующим видам речевой деятельности: чтение, восприятие и понимание речи на слух, говорение; учить приемам анализа и обобщения.

- **Развитие навыков восприятия и понимания речи на слух**

Teacher: I'd like you to listen to three opinions about clothes. Phil, Tracey and Katya are exchanging their opinions on clothes and fashion. Listen and answer the questions:

- Do they care what they wear?
- Is fashion important for all of them?

(слайд 4)

Учащиеся отвечают на вопросы.

Teacher: Listen once again to find out what clothes **Tracey** wears and what she likes about clothes.

- What clothes does Tracey wear?
- Why is fashion important for her?
- What does Tracey like about clothes?

Listen to **Phil**'s opinion to find out what he prefers to wear.

- What clothes does Phil prefer to wear?
- What Phil doesn't like about his brother and his friends?

Listen to **Katya**'s opinion and find out what clothes she prefers and why.

- What clothes does Katya prefer? Why?
- What is more important for her: looking clean and decent or looking trendy?

- Which of the teenager's opinions do you share?

Listen to the poem SNEAKERS and say whose attitude to fashion is reflected in the poem? Why do you think so?

- **Проверка домашнего задания**

As you see there are different attitudes to fashion. Your homework was to prepare some ideas why you care about fashion (1st group) and why you don't care about fashion (2d group)

Учащиеся в группах высказывают свое отношение к моде.

- **Развитие навыков чтения**

- **Предтекстовый этап**

Teacher: And today we are going to talk about... Try to guess. Look at the whiteboard. (video) <https://www.youtube.com/watch?v=lrmbwThy3Iw>

- Has fashion changed from 1950 to the present moment?
- Who dictates fashion?

Учащиеся высказывают свое мнение, основываясь на видеофрагмент.

Teacher: Today at the lesson we are going to learn new words according to this topic and read some information about youth fashion from the 1950s up to the present moment. And at the end of the lesson you are to answer the question:

- What is in and out of fashion at the present moment?

I have some photos showing fashion in different decades and lists with items of clothing. But first of all there are some new words for you. (слайд 5)

Учащиеся знакомятся с новыми лексическими единицами, обозначающими предметы одежды (bell-bottom jeans, flared jeans, A-line skirt, ripped jeans, pillbox hat, jersey knitted polo shirt)

Your task is to match the photos with the items of clothing and the decades in two groups.

Учащиеся в группах соотносят фотографии с их описаниями и декадами, к которым они относятся

- **Чтение**

Teacher: Let's read some information about the history of fashion and check your guesses.

You can see a timeline where you can find information about youth fashion from the 1950s up to the present moment. If you want information about fashion of the 1950s just click this date. Look through all the decades and check if you had any mistakes or not.

Учитель демонстрирует ленту времени на интерактивной доске, учащиеся просматривают информацию на компьютерах.

<http://www.timetoast.com/timelines/fashion-7ced9776-7dc9-42dc-924c-5b0313697439>

▪ **Послетекстовый этап**

And now read about fashion of the **1950s** more carefully and find out

- Who dictated fashion of that period?
- What was the suit designed by Dior like?
- Can you describe the suit invented by Chanel?
- What pattern was the fad that season?

the 1960s

- Who dictated fashion of that period?
- What pieces of clothing came into fashion for girls in the 1960s?
- What was characterized for the hippy movement?

the 1970s

- What did punk fashion include?
- What pieces of clothing were trendy in the 1970s?

1980s

- What did popular TV stars wear?
- What was popular with girls?

the 1990s

- What was in fashion for girls in the 1990s?
- What pieces of clothing were trendy for young men in the 1990s?

the 2000s

- What were the dominating items of clothing at that time?

3. Оценочно-рефлексивный этап (6 минут)

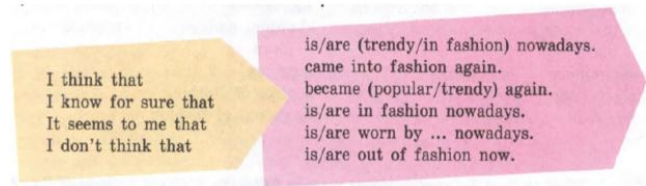
Цель этапа: осуществление контроля полученного продукта урока

Задача: создать условия для оценки учебной деятельности на уроке

- What clothes are popular now that were in fashion in the past decades?
- What is in and out of fashion at the present moment?

Учащиеся отвечают на заданные вопросы, используя опоры на интерактивной доске (слайд 6)

What is in and out of fashion at the present moment?



I think that
I know for sure that
It seems to me that
I don't think that

is/are (trendy/in fashion) nowadays.
came into fashion again.
became (popular/trendy) again.
is/are in fashion nowadays.
is/are worn by ... nowadays.
is/are out of fashion now.

4. Домашнее задание (1 минута)

Цель: успешное выполнение домашнего задания.

Задача: объяснить домашнее задание, подготовить учащихся к успешному выполнению домашнего задания.

Tell what your parents wore when they were teenagers. (слайд 7)

? What did your parents wear when they were teenagers?

When my parents *were* teenagers they *used to* wear _____.
They *liked* to wear _____.
When my parents *were* teenagers _____ *were becoming* more
and more popular because _____.
Everybody *was wearing* _____.
The most popular pattern *was* _____.
_____ *were* my mother's favourite clothes.
Nowadays people don't dress like this.

5. Рефлексия (1 минута)

Цель: определение эмоционального состояния во время работы на уроке.

Задача: содействовать развитию рефлексивных навыков учащихся.

- What have you learnt today at the lesson?
- Did you like the atmosphere of today's lesson?
- What did you like most: reading or listening or working in groups?
- Were you active today?