

Урок в 8 классе 25 ноября 2013
на тему
«Развитие навыков диалогической речи по теме: CLOTHES AND FASHION»

Цель:

способствовать формированию навыка монологической и диалогической речи по теме

Задачи:

- *образовательные:* развивать навыки говорения по теме, тренировать в чтении и аудировании с целью извлечения информации, способствовать расширению словарного запаса;
- *развивающие:* развивать умение работать в парах и группе, способствовать развитию умения выражать мысли, формировать вкус;
- *воспитательные:* воспитывать уважительное отношение к культуре и стилям одежды других людей, воспитывать инициативность, активную жизненную позицию.

Используемые технологии:

- технология сотрудничества
- технология проблемного обучения
- технология здоровьесбережения

Тип урока: комбинированный

Методы и приемы работы:

1. Методы организации и осуществления учебно-познавательной деятельности учащихся
2. Методы стимулирования и мотивации
3. Методы контроля и самоконтроля

Формы работы:

- фронтальная
- парная
- индивидуальная

Оборудование: мультимедийное средство, презентация по теме урока, таблички с глаголами.

ПЛАН УРОКА:

1. Организационный момент.
2. Речевая зарядка.
3. Активизация лексических единиц.
4. Монологические высказывания учащихся.

5. Вопросно-ответная работа.
6. Физминутка.
7. Активизация глаголов.
8. Диалогические высказывания учащихся.
9. Аудирование текста.
10. Работа с текстом.
11. Заключительный этап. Подведение итогов. Домашнее задание.

Ход урока.

1. Организационный момент.

T- Good morning, boys and girls! Nice to see you. I was so in a hurry, I wanted to buy this magazine, that I forgot to look at the mirror and I don't know how do I look like. I put on shoes, dress, took white bag. Is it good outfit for school?

SS-NO (you look a little bit strange, your things are not good together)

T- Why do you think so?

SS_

T- thank you for your tips.

Ok, tell me please, what do know about clothes and fashion. You have special charts on your desks, which we fill during the lesson. They help us understand our theme better. So the 1st point is the concept, tell me guys what concept do we have today?

SS- clothes and fashion

T- Right, the 2nd point is what do we already know about it!

SS- items of clothes, shoes, labels, verbs, famous people's names

T- Well done! The 3rd point what do you want to know or wonder about or think you will learn?

SS- new words, speak about clothes and fashion.

T- Excellent, I like your ideas and last point for now. How do you might find out about our theme?

SS

1. Use books
2. Speaking with native speaker
3. Internet resources

T- Very good! Now look at the board, we have some words concerning our theme. There are 3 groups, pattern, style, material. Tell me, which of them do you know and others we try to understand together.

Презентация со словами (слова и картинки)

T – Ok and now you must describe these, pictures in your books page 60, follow the example.

SS

T- Good for you! Now take the chart № 2 and we fill it together answering the questions from № 2.

(фронтальный опрос, каждый отвечает сам про себя)

	Our answers	Abroad answers
What kind of clothes/material/ colours/patterns do you like to wear?		
What clothes do you usually wear on a cold day? at school? at home?		
What kind of clothes do you wear when you go somewhere special?		
Do you try to keep up with the latest fashions?		
Do you like getting dressed up?		

(после заполнения 1 части таблицы, загружаем скуре и беседуем с Джулией)

T- and now we speak to the girl from France and we compare our answers.

SS

T- so, when we spoke with Julia, she used some words which we call spy-verbs. Some of them have the same meaning and today we try to understand their way of using.

(девочки с табличками на груди объясняют слова мимикой жестами и словами по-английски)

Girls , come here, you should explain words, using all ways : gesture, mimic, words and you are to guess the meaning of the words and after that connect word and translation on the board.

SS

T- So, I hope you remember the meaning of the verbs, because we must do some exercises.

- -How about those trousers? They ___ you perfectly.
– Yes, but they’re too casual for the occasion.
- -What about the red shirt? It ____ your trousers.

- You're right! I haven't _____ it for ages.
- -This dress is great. Why don't you _____ it on?
 - The colour doesn't _____ me.
- -What do you think of this shirt?
 - It doesn't _____ go with the trousers.

#2

- Tracey is _____ a black silk dress.
- You should _____ the shoes to see if they fit.
- What about these two colours? Do you think they _____?
- That coat really _____ Bill.
- I like that jacket. It _____ you perfectly.
- Do you think blouse will _____ the skirt I bought?
- What a lovely dress! Why don't you _____ it on?
- This blue top doesn't _____ your trousers.

SS

T- When we were doing exercise did you notice its form?

SS - it was the dialogue

T- Yes, you are right and what phrases were used there to ask questions?

(Таблица в презентации asking/expressing approval, disapproval.)

And how can we answer them?

SS

T- ok, now imagine you are going to a school dance. You are trying on clothes to decide what to wear. Use the language in the box to act out exchanges.

SS (Диалоги)

T- Good for you! Please look at the board , there are 5 questions, you should listen a dialogue and after that answer the questions.

SS

T- During the audio we heard some phrases with too, for example too casual, too short etc.

We should understand the difference between too and enough.

Too (в значении «слишком») употребляется **перед** прилагательными и наречиями и используется для выражения чрезмерного качества чего-либо, часто придает негативный оттенок значению.

*Mr Smith is **too busy** to see you right now. He is **too serious**.*

Enough («достаточно») употребляется **после** наречий и прилагательных и используется для выражения достаточности какого-либо качества.

*Emma can speak Spanish **well enough** to have a simple conversation. Tom is **not old enough** to drive yet.*

Enough/not enough также употребляются перед существительными для выражения достаточного количества чего-либо.

*We have **enough** time before the plane leaves so there's no need to hurry.*

*There were **not enough** chairs for everyone so some people had to stand.*

(работа с таблицей, объяснение значений, выполнение упражнений)

- A: This sweater is nice! Why don't you ever wear it?
B: Well, it's _____ warm!
- A: Why didn't you buy those shoes?
B: They weren't comfortable _____.
- A: What do you think of this shirt?
B: It doesn't fit you. The sleeves are _____ long.
- A: Let's buy this coat for Jenny!
B: No, it's not warm _____ and it's _____ expensive.

Rewrite the sentences using *too* or *enough*, as in the example.

He isn't very tall. He can't become a basketball player. – He isn't tall enough to become a basketball player.

- Angela didn't swim fast. She didn't win the race.
- It's very cold. We can't play outside today.
- Wendy is very tired. She can't continue working.
- They have saved money. They can now go on holiday.

T- Well done. It was interesting, so our lesson is almost over and we must fill the last point of our KWLM chart. Tell and write what have you learnt during the lesson?

SS

1. New words
2. Asking expressing (dis)approval
3. Difference between spy-verbs
4. About fashion in France
5. Speak about fashion and cloths
6. Difference between too / enough

T- Now you can see the results of our work. And it's time for marks...

Your home work is WB p 35 № 1-4.

You worked well today, goodbye.

Match

Suit

Wear

Try

on

Go

with

Fit

K W L (Modified)

Adapted from Ogie, 1984, 1988

What is the concept?

What I know about: 1. 2. 3. 4.	What I WANT to know or WONDER about or think I WILL learn: ? ? ? ?
--------------------------------------------	--------------------------------------------------------------------------------------

How I might FIND OUT about . . . ⇒ ⇒

What have I learned? • • • • •
