**Методическая разработка**

**по английскому языку на тему**

**«Обучение аудированию с полным пониманием в 5 классе»**

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**Задание предложено на основе заданий со с.94-95 учебника «English 5»**

**под редакцией. В. П. Кузовлева и др, 2012 г.**

**Цель:** к концу урока учащиеся смогут понять короткую историю, основанную на личном опыте, **детально (полностью)**

**Aims** of the listening materials: at the end of the lesson the students should be able to listen a short story about travelling based on personal experience for detail

Students’ age, level, interests: 5 form,

**Выбранный текст**: короткая история о путешествии, основанная на личном опыте

**Text chosen** (title, type, authenticity, topic, content): a short story about travelling based on personal experience

**Listening subskills developed** : intensive listening

**Вид аудирования:** аудирование с полным пониманием (детальное аудирование)

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| **Phase** | **Procedure and instructions** | **Aims** | **Личностные результаты** | **Метапредметные результаты** |
| Pre-listening | Today I want to show you some pictures. (Приложение 1) What are there on them? Yes, you can see some sights of London. What is London? What do you know about the city? Would you like to visit London and England? OK, today we’ll talk about the group of French children who had a nice time in London. Let’s read how they spent their time. Open your textbooks at page 94, please and read what Marie is talking about their trip. How did the French children spend their time during the trip? What verb forms does Marie use to talk about repeated past actions?OK, but there is a little portion of information about their trip. Look at the timetable of the French children’s stay in England. What did the children do each day? Don’t forget about the Past Simple Tence | To motivate the studentsTo prepare the students for writingTo activate the background knowledge | Воспитание интереса к стране изучаемого языка,Воспитание уважения к культурному наследию Англии | Регулятивные (целеполагание, волевая саморегуляция)Познавательные (смысловое чтение, анализ, синтез, обобщение)Коммуникативные (планирование учебного сотрудничества) |
| While-listening | And now you will listen another opinion about French children’s stay in England. Polly is talking. Listen to her story, please and match the statements with the information you have known about French children’s trip and with a new one. Some of the statements are extra.Springfield school was big and lightSpringfield school was big and niceThey didn’t win the game.They won the game.They travelled to Cadbury World. They tasted a lot of chocolate there.They tasted a lot of marmalade there.They had English lessons every dayOn Wednesday we went to Alton Towers Park.On Monday the boys watched a car raceThey travelled to WalesOn Monday boys played footballOn Monday boys played basketball OK, What information have we already known about the French children’s trip?What new information have we known about the French children’s trip? |  To teach the students to listen a short story about travelling based on personal experience for detail |  | Познавательные (Извлечение необходимой информации из прослушанных текстов различных жанров)Регулятивные (волевая саморегуляция) |
| Post-listening | Now imagine, that you were the guide of the French children group. Make up a story about the French children’s trip to England and tell about it. | To combine both listening, and speaking skillsTo use information from reading and listening in speaking | Воспитание интереса к стране изучаемого языка,Воспитание уважения к культурному наследию Англии | Познавательные (осознанное построение речевого высказывания в устной форме)Коммуникативные (умение с достаточной полнотой и точностью выражать свои мысли в соответствиями с задачей и условиями коммкникации) |

Приложение 1. Изображения Лондона



 