

Формирование коммуникативной компетенции обучающихся посредством использования Интернет–ресурсов на уроках английского языка.

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Развитие образования в наши дни связано с повышением уровня его информационного потенциала. Одним из достижений, значительно повлиявших на образовательный процесс во всем мире, стало создание Интернет, что буквально означает “международная сеть” (англ. international net).





Интернет со всем богатством своих ресурсов реально **способствует** достижению основной цели изучения иностранного языка в школе, а именно: **формированию коммуникативной компетенции.**



Виртуальная среда Интернет позволяет выйти за временные и пространственные рамки, предоставляя возможность аутентичного общения с реальными собеседниками на актуальные темы. Общаясь в истинной языковой среде, школьники учатся спонтанно и адекватно реагировать на различные значимые, реалистичные, интересующие и достижимые задачи, что стимулирует создание оригинальных высказываний, а не шаблонную манипуляцию языковыми формулами.



Грамотно интегрируя информационные ресурсы сети Интернет в учебный процесс, можно:

- **формировать и совершенствовать речевые умения, используя современные аутентичные материалы;**
- **пополнять словарный запас лексики современного английского языка;**
- **знакомиться с особенностями речевого поведения, культурой и традициями различных народов в условиях общения;**
- **формировать устойчивую мотивацию иноязычной речевой деятельности учащихся на основе систематического использования «живых» материалов и обсуждения актуальных проблем.**

<http://learnenglishkids.britishcouncil.org/ru>

The screenshot shows the Russian version of the Learn English Kids website. At the top, there are navigation buttons for 'Songs', 'Kids Talk', 'Practice Listening', 'Word Of Week', and 'Your Turn'. A search bar is located on the right side. Below the navigation, there is a 'Вход в систему' (Login) section with fields for 'Имя или e-mail' and 'Пароль'. The main content area is divided into two columns. The left column is titled 'Добро пожаловать' (Welcome) and contains a message in Russian, a small illustration of a girl, and a group of colorful cartoon characters at the bottom. The right column is titled 'Popular now' and features a grid of small images representing various topics. On the far right, there is a 'Навигация' (Navigation) section and a 'Тема' (Topic) section with a list of subjects: Animals, Body, Clothes, Computers, Dinosaurs, Environment, Family, Food, Football, Games, Homes, Human body, and Holidays.



Ученики 5 «А» класса представляют
песню “People work” на празднике
«Рождественская сказка»

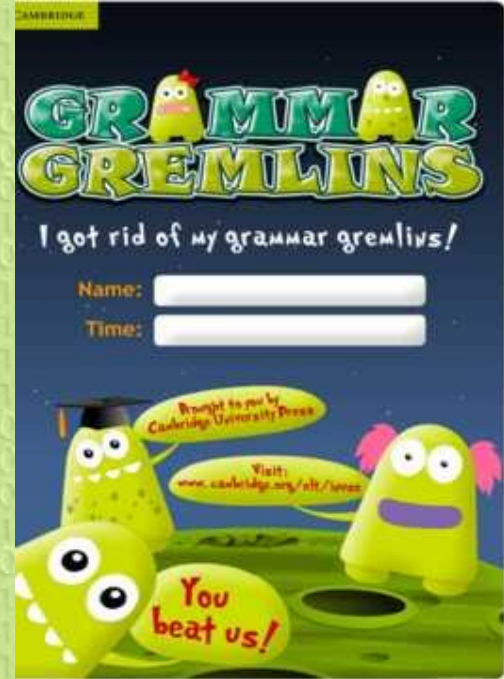


GRAMMAR GREMLINS

Get rid of the gremlins in your grammar!



Developed by Cambridge English Online Ltd.



<http://cdextras.cambridge.org/grammargremlins/index.html>



Look at the picture. Can you find the adjective for the picture?
Click the letters and find the adjective.



1 of 10

SKIP

FUN
for Movers

00:03

00:40

 CAMBRIDGE
UNIVERSITY PRESS

http://cdextras.cambridge.org/funfor/movers/popup.html?dir=word_jumble/movers_adjectives



Cambridge English Readers Level Test

Welcome to the placement test for the Cambridge English Readers.
This test will help you to find your reading level.

Starter/Beginner

Level 1 – Beginner/Elementary

Level 2 – Elementary/Lower Intermediate

Level 3 – Lower Intermediate

Level 4 – Intermediate

Level 5 – Upper-Intermediate

Level 6 – Advanced

How to use the placement tests:

1. Look at the table on the left and guess your level.
2. Click on the level to start the test.
3. Follow the instructions.

Click the Help button for more information.

Each time you take a test for levels three to six, it will be different – so you can take the tests as many times as you want. When you finish reading one of the Cambridge English Readers, why not do the same test again to see if you are learning the words that are in the books?

Written by Norbert and Diane Schmitt



http://cdextras.cambridge.org/Readers/RPT_last.swf





<http://www.meetengland.com/Destinations.aspx>



<http://www.language-link.ru/services/english/onlinetest/main.html>

Тест по английскому языку online

Ваш уровень:

- Upper-Intermediate
- Intermediate
- Pre-Intermediate
- Elementary
- Beginner

Language Link

в начало теста >>

Ваше время:
00:06

1. I ... a student.
 is am are be

Next

27 898
2 3 47
800

© 2000-2010 LANGUAGE LINK



English Vocabulary in Use Upper-intermediate Level Test



Take the *English Vocabulary in Use Upper-intermediate* test to see if this level is right for you.

When you finish you can check your answers. If you want to find out why an answer is right or wrong the relevant unit is shown with the results.



English Vocabulary in Use Upper-intermediate Level Test

- A pejorative word
 A is very formal
 C is used mainly in conversation
 B has a negative association
 D is informal
- The prefix means 'before'.
 A tri- B bi- C tri- D pre-
- can have any of these suffixes: -hood, -ship, -ity, -ment.
 A Verbs B Nouns C Adjectives D Pre-
- does not form a noun with the suffix -ness.
 A Tender B Kind C Weak D Easy
- The compound adjective does not exist.
 A worn-out B hard-up C well-up D all-out

Next

Your score: 26/50

English Vocabulary in Use Upper-intermediate Level Test

Your answer	Correct answer	For more help see:
22 ✓	Sweet is the opposite of 'bitter'.	Unit 48
23 ✓	I've got arthritis; my joints are painful and swollen and I can't walk very well.	Unit 53
24 ✓	When you go to Los Angeles, don't forget to visit the legendary Sunset Boulevard.	Unit 55
25 ✓	A modem sends information between computers.	Unit 57
26 ✗	The word spreadsheet is not associated with the internet.	Unit 58
27 ✓	The United Kingdom is a monarchy.	Unit 60

Replay



Elementary

http://www.cambridge.org/other_files/Flash_apps/inuse/EVUElementaryTest/EVUElementaryIndex.htm

Upper Intermediate

http://www.cambridge.org/other_files/Flash_apps/inuse/EVUUpperintTest/EVUUpperintIndex.htm

Advanced

http://www.cambridge.org/other_files/Flash_apps/inuse/EVUAdvTest/EVUAdvIndex.htm





Компьютер лоялен к разнообразию ученических ответов: он не сопровождает работу учащихся хвалебными или порицательными комментариями, что развивает их самостоятельность и создает благоприятную социально-психологическую атмосферу на уроке, придавая им уверенность в себе, что является немаловажным фактором для развития их индивидуальности.

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SPOTLIGHT


About

The IEARN Collaboration Centre enables youth to learn with, rather than simply about, the world. Find project partners quickly. Read 200+ project descriptions and browse student-produced media.

My School, Your School

Students are made aware of the similarities and differences in school life around the world for them to be able to evaluate their own educational system in a critical way and for them to see how they can help to improve it from their role as students. Students produce comparative paragraphs about the different schools which will be exhibited along with photos on a web page designed for the purpose by the project facilitators. Español: Mi Escuela, Tu Escuela <http://media.learn.org/projects/miescuela> See more...

[Check out the full list of iEARN projects!](#)



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PROJECTS

FIND A PROJECT

By Title
By Keyword
By Subject
By Age Level
By Language

[View All Projects](#)

RESOURCES

For more information about getting started in iEARN projects [Click Here](#)

PROJECTS

IEARN projects are designed and facilitated by educators and students worldwide, and result in a range of collaborative final "products." Below are four examples -- use the search block to the left to view all of the currently active iEARN projects!

Connecting Math to Our Lives

In this project students are invited to a) explore how math is used in their families and communities; and b) use math skills to investigate community or social concerns and then take action to promote greater equity in the world around them.

Electronic School Magazine

Students around the world are encouraged to share new or existing school magazines and publications in a global forum.

Friends, Hook! Lets go... Together!

Participants draw and exchange the pictures of themselves and their life, discuss their drawings, and create one French Book, which will help each participant to find new friends and overcome life barriers.



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ALPHABETICAL PROJECT LIST

A

- [A Vision](#)
- [Act 2000 Mutual Project](#)
- [Asia for Educators - in collaboration with NCTE \(National Council for Teaching about Asia\)](#)

B

- [Beauty Of The Beasts](#)
- [Breakers the Silence: The Trans Atlantic Slave Project](#)
- [Brooks of Generations](#)
- [Bubbles Project](#)

C

- [Collaborative Arts](#)
- [CIVIC: Youth Volunteerism and Service](#)
- [Connections Math to Our Lives](#)

D

- [Dahlia and Tulip Project](#)
- [Delaware Streetview](#)
- [Della for Computers](#)

E

- [Early Peoples Symbols](#)
- [Eco Smart](#)



Благодарю за внимание

и желаю успехов!

