

# ***Урок английского языка в 10 классе по теме «Пресса Великобритании»***

***(технология case-study)***

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*Тема-проблема:* Can tabloids overtake quality papers in Great Britain?

*Цели:*

*Образовательная:* формирование социокультурной компетенции на материале британской прессы;  
развитие умений монологической и диалогической речи в рамках данной тематики;

*Воспитательная:* воспитание у учащихся коммуникативной культуры для адекватной трактовки передаваемой и принимаемой информации; воспитание уважения друг к другу во время выполнения совместной работы;

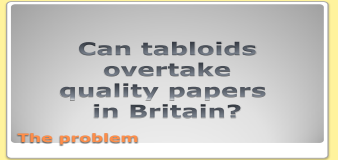
*Развивающая:* развитие лингвистического компонента гуманитарного мышления старшеклассников;

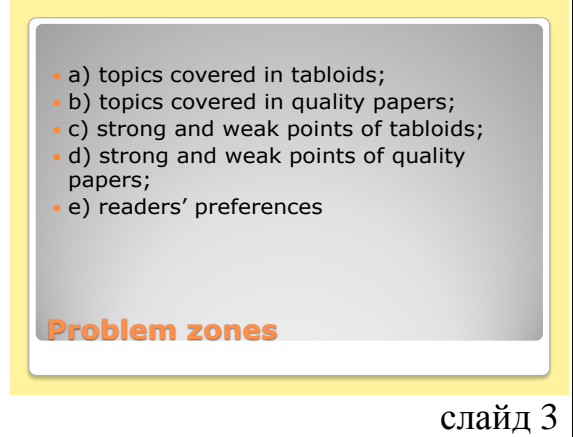
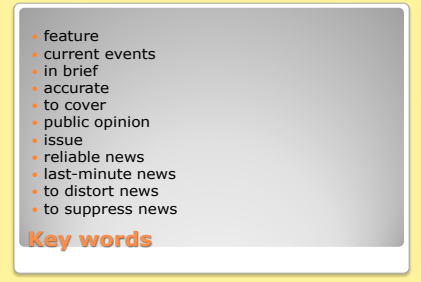
*Сопутствующие задачи:* развивать умения поискового и просмотрового чтения;  
совершенствовать грамматические навыки в формате Indirect Speech;

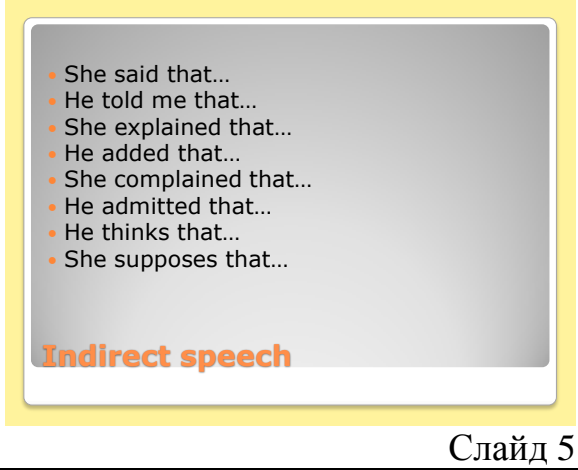
*Речевой материал:* Daily, weekly, monthly, leader, feature, current events, in brief, accurate, to cover, public opinion, issue, obituary, reliable news, last-minute news, circulation, subscriber, headline, motto, to suppress news, to distort news.


*Оснащение урока:* УМК Юхнель Н.И. «English10», 2011г.; интернет-издания британских газет (на диске); раздаточный материал (карточки-задания, статьи из аутентичных британских газет, опорные фразы для рефлексии); аудиозапись диалога; магнитофон, компьютеры, доска.

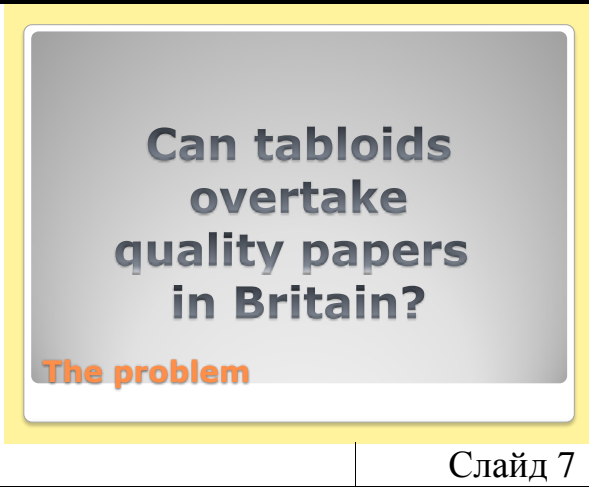
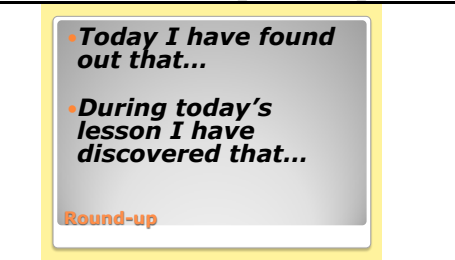
| Этапы урока                      | Задачи этапа                             | Содержание   | Режим работы | Время |
|----------------------------------|--|--|--------------|-------|
| 1. Речевая зарядка               | Введение в атмосферу иноязычного общения | <div data-bbox="607 188 1182 603" data-label="Image"> </div> <p data-bbox="1070 611 1182 643">слайд 1</p> <p data-bbox="1227 172 1888 379">Good morning! How are you today? I hope everybody is fine. The theme of today's lesson is "British press". And the main aim is to enrich your knowledge on the topic and to improve your English.</p> <p data-bbox="1227 387 1888 467">So, as far as everybody's ready, let's start.</p> <p data-bbox="1227 475 1888 555">First of all let's make a mind –map for the notion 'press'.</p> | Т            | 1 min |
| а) Приём «Карта памяти» Mind-map | Активизация изученной лексики по теме    |  | T-Class      | 2 min |

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| <p>б) Приём «Синквейн»</p>                           | <p>Активизация изученной лексики</p>   | <p>There is a belief that the notion of a word newspaper is not in the part “paper”, but in “news”. Undoubtedly, it is absolutely right. When I thought about it yesterday, a cinquain came to my mind. Here it is:</p> <p style="text-align: center;">Newspapers<br/>Popular, quality<br/>To read, to get to know, to enjoy<br/>The source of information<br/>Press</p> <p>Now compose your own cinquains with this word. Work in pairs, please.</p>  | <p>P1, P2</p>  | <p>2 min</p> |
| <p>2. Актуализация знаний<br/>Приём «Блиц опрос»</p> | <p>Совершенствование слухо-произносительных навыков на материале изученной лексики</p> | <p>Moreover, it’s difficult to imagine our life without newspapers. I think every family subscribe to a newspaper. But there are a lot of people, who like all sorts of newspapers: daily, weekly, local, national and so on. To satisfy their thirst for various information they have to subscribe not to a single paper, but to several ones. Every newspaper has different information: in some of them you can find a lot of news, both national and foreign, as well as industrial, sports and cultural news. These newspapers give reliable information and are known as quality papers. Others can tell you about famous people, about scandal features of celebrities’ and politicians’ lives, and also about some popular events. These are popular papers also known as tabloids. And what about you?</p> <p>What newspapers do you like to read? (ответы учеников)<br/>What national newspapers do you know? (ответы учеников)<br/>What is interesting for you in a newspaper? (ответы учеников)<br/>Do you like tabloids? (ответы учеников)<br/>How many newspapers are there in your house? Do you buy or subscribe to them?</p> | <p>T-Class</p> | <p>2 min</p> |
| <p>5. Работа с кейсом<br/>а) Предъявление кейса</p>  |  | <div data-bbox="562 1241 1010 1417" style="border: 1px solid black; padding: 5px;">  </div> <p>Thank you for your answers. Let’s proceed to our case. The problem we are going to solve today is “Can popular papers overtake the quality ones?”</p>  | <p>T</p>       | <p>1 min</p> |

| <p>б) Определе-<br/>ние<br/>проблем-ных<br/>зон</p> <p>Приём<br/>«МОЗГОВАЯ<br/>атака»<br/>brainstorm</p> |  |  <p>• a) topics covered in tabloids;<br/>• b) topics covered in quality papers;<br/>• c) strong and weak points of tabloids;<br/>• d) strong and weak points of quality papers;<br/>• e) readers' preferences</p> <p><b>Problem zones</b></p> <p>слайд 3</p> | <p>Well, we have already defined the problem, but to solve it we need to deal with certain problem zones. So, it's high time to brainstorm some of them.</p> <p>a) topics covered in tabloids;<br/>b) topics covered in quality papers;<br/>c) strong and weak points of tabloids;<br/>d) strong and weak points of quality papers;<br/>e) readers' preferences;</p> <p>Well, to my mind these points are worth considering. Good job. To facilitate our work let's make a chart, which we need to fill in during the lesson.</p> <table border="1" data-bbox="542 687 1901 1007"> <thead> <tr> <th>Type of papers \ Point of comparison</th> <th>Popular papers</th> <th>Quality papers</th> </tr> </thead> <tbody> <tr> <td>topics covered in papers</td> <td></td> <td></td> </tr> <tr> <td>strong points of papers</td> <td></td> <td></td> </tr> <tr> <td>weak points of papers</td> <td></td> <td></td> </tr> <tr> <td>readers' preferences</td> <td></td> <td></td> </tr> </tbody> </table> | Type of papers \ Point of comparison | Popular papers | Quality papers | topics covered in papers |  |  | strong points of papers |  |  | weak points of papers |  |  | readers' preferences |  |  | <p>T-Class<br/>Brain-<br/>storm</p> | <p>2 min</p> |
|--|--|--|--|--------------------------------------|----------------|----------------|--------------------------|--|--|-------------------------|--|--|-----------------------|--|--|----------------------|--|--|-------------------------------------|--------------|
| Type of papers \ Point of comparison   | Popular papers   | Quality papers   |  |                                      |                |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |
| topics covered in papers   |  |  |  |                                      |                |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |
| strong points of papers  |  |  |  |                                      |                |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |
| weak points of papers  |  |  |  |                                      |                |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |
| readers' preferences   |  |  |  |                                      |                |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |
| <p>в) Генера-ция<br/>идей</p> <p>(ролевая<br/>ситуация<br/>“Talking to</p>                               | <p>Развитие<br/>умений<br/>диалогическо<br/>й речи</p> |  <p>• feature<br/>• current events<br/>• in brief<br/>• accurate<br/>• to cover<br/>• public opinion<br/>• issue<br/>• reliable news<br/>• last-minute news<br/>• to distort news<br/>• to suppress news</p> <p><b>Key words</b></p> <p>слайд 4</p>        | <p>So, this is our chart, and you have quite a challenging task – to fill it in. But first, we need to make some suppositions about the possible outcome of our investigation. To do this let's split into two groups of five... not pupils but ... reporters! Each group will work independently in a circle-game manner. That</p>  | <p>Group</p>                         | <p>5 min</p>   |                |                          |  |  |                         |  |  |                       |  |  |                      |  |  |                                     |              |

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| reporters”)                              |  | <p>means the first reporter asks the opinion of the second one concerning the problem of our case. The second one gives his suppositions, followed by some arguments and then asks the third one and so on, ending up with the fifth reporter talking to the first one.</p> <p>On the display you can find some key-words, which may be very useful for your task. Pay attention to them, please.</p> <p>(Учитель, в роли завуалированного генератора идей, помогает группам учеников составить краткие диалоги (несколько реплик), содержащие их мнение о возможном ответе на вопрос-проблему данного кейса. Активно используются новые слова).</p> |   |                         |                   |
| г) Предположение об окончательном выводе | Развитие грамматических навыков на материале Indirect Speech |  <p>Слайд 5</p> <ul style="list-style-type: none"> <li>• She said that...</li> <li>• He told me that...</li> <li>• She explained that...</li> <li>• He added that...</li> <li>• She complained that...</li> <li>• He admitted that...</li> <li>• He thinks that...</li> <li>• She supposes that...</li> </ul> <p><b>Indirect speech</b></p>  | <p>Well, a huge part of work is done, your suppositions are made. So, let’s see what the possible outcome of our work with the case is. You have already tried yourselves in interviewing people, an essential part of a reporter’s job. And now it’s high time to report the information you’ve got from the interviewees. The computer will help you with some necessary phrases. Let’s start with the first group.</p> <p>(Учащиеся по очереди все трансформируют полученные ими ответы в косвенную речь. На мониторе – типичные фразы, вводящие косвенную речь.)</p> <p>What do you think, what kind of newspapers is prevailing in Great Britain now? Do you believe that tabloids can overtake quality papers in future? Why do you think so? Let’s make some generalization now and announce the opinion prevailing in each group.</p> | P1...Pn<br><br>P1<br>P2 | 5min<br><br>1 min |

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| <p>д) Анализ</p> | <p>Развитие умений поискового и просмотрового чтения</p> |  <p>Слайд 6</p>  | <p>So, the results of your work are controversial. Some of you think that tabloids will overtake quality papers in future, but some of you still trust the latter and support them. Let's see who is right and who is wrong. Just in a moment we'll start the hardest and the biggest part of our case lesson. We'll start a real investigation. As far as we have defined 6 problem zones, we need to distribute 6 tasks among you.</p> <p>And your tasks are going to be as follows: 1) Veronika, go to computer 1, please, and find out the topics covered in popular</p> | <p>T-Class</p> <p>P1</p> <p>P1</p> <p>P1-P2</p> <p>P1-P2</p> <p>P1-P2</p> | <p>2 min</p> <p>8 min</p> |
|                  | <p>Развитие умений аудирования</p>                       | <p>newspapers. (<i>The Sun, The Daily Mail</i>)</p> <p>2) Tanya, your task is to analyze the topics covered in quality papers. Use computer 2. (<i>The Times, The Guardian</i>)</p> <p>3) Masha and Lena, your task is to find out strong and weak points of quality papers, so, please, go to computer 3 and work with the online edition of <i>The Times</i>.</p> <p>4) Valya and Cristina, you'll analyze the online edition of <i>The Sun</i> and find its strong and weak points. Computer 4 is at your disposal.</p> <p>5) Olga and Natasha, here are two articles covering the same event, one of them is from a quality paper, another one is from a popular paper. You are going to present readers' preferences to us. So, your task is to read both of them, compare them and to decide which one you like better and why. (Приложения 2, 3)</p> <p>6) Katya and Sergei, you'll work with some statistics. You'll listen to a conversation of some people talking about a public poll on readers' preferences. And you need to read this text about the press in Britain too. Make sure you note down all the figures you hear and read and be ready to present some general information and the results of the poll to your classmates. (Приложения 4, 5)</p> |  |   |                           |

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| <p>е) Оформление итогов работы</p>               | <p>Развитие умений монологической речи</p> |  <p>Слайд 7</p>    | <p>Well, now let's see what we've got as an outcome of our case work. It's high time to fill in our chart. To do this, first you need to exchange the information you have found out with each other, and while doing it - to fill in the chart.</p> <p>As far as our table is done, let's analyze it and make a conclusion. So, can tabloids overtake quality papers in Britain?</p> <p>So, Natalya, announce the results of your today's team work. Answer our problem question. Can tabloids overtake quality papers in Britain?</p> <p>Pupil 1: From the table we can see, the circulation of certain tabloids is constantly rising, because this type of newspapers is very popular with common people. But still newspapers which present news stories fairly and accurately enjoy respect and have a wider circulation. So, we think that quality press won't be overtaken by popular press.</p> | <p>Group</p> <p>Class</p> <p>P1</p> | <p>7 min</p> <p>2 min</p> <p>2 min</p> |
| <p>6.Предъявление домашнего задания</p>          |  |   | <p>I see that you enjoy talking about the British press. So I am sure you want to speak about popular and quality press more. And this is why next time I'll give you a chance to express your ideas once again. In short, your home task is to get ready to speak on the topic "Press in Great Britain" and also to do ex.5 p.186, where you need to transform the sentences into reported speech.</p>   | <p>T</p>                            | <p>1 min</p>                           |
| <p>7.Оценка деятельности учащихся; Рефлексия</p> | <p>Развитие умений рефлексии</p>           |  <p>слайд 8</p> | <p>Well, it's time to end up. I should say, you have done a great job today! So you deserve the following marks. (comments...)</p> <p>I am sure you have found out something new and interesting for you during the lesson. Say what you've learned, using these cards:</p> <p>Thank you for being active. Have a good day.</p>   | <p>T-Class</p>                      | <p>1-2 min</p>                         |