

Урок английского языка “Глобализация” в 11 классе
Учебник К.И. Кауфман «Happy English.ru», 11 класс
Учитель: Федотова Е.Н.

Тип урока: урок общеметодологической направленности.

Цели урока:

Образовательная: формирование знания о положительных и отрицательных чертах глобализации и её влияния как на жизнь общества, так и отдельной личности;

Развивающая : развитие регуляционных, познавательных, коммуникативных УУД(см. конспект урока); умения работать с компьютером и интернет ресурсами;

Воспитательная: воспитание активной жизненной позиции гражданина, толерантности, интернационализма.

Деятельностная: формировать умения самостоятельной исследовательской деятельности, применять знание иностранного языка для решения практической задачи.

Задачи урока:

1. Актуализация и закрепление лексики по теме “Мир и общество” через тему “Глобализация”
2. Совершенствовать умения просмотрового чтения аутентичных текстов.
3. Совершенствование умения диалогической и монологической речи.
4. Совершенствование умения аудирования

Методы и приёмы: технология критического мышления с применением метода «Кейс» и ИКТ.

Оборудование для учителя: учебник под редакцией Биболевой, 11 класс, раздаточный материал (аутентичные тексты, см. конспект урока), компьютер, проектор.

Оборудование для обучающихся: учебник под редакцией Биболевой, 11 кл, набор текстов, компьютеры с выходом в Интернет.

Ход урока.

№ этапа	Деятельность обучающихся	Содержание заданий.	Деятельность учителя	время
1. Организационный момент. Само	Формируются в группы, выбираются	Организовать группу и выбрать модератора.	Помогает сформировать группы, раскладывает	3 мин

определение. Регулятивные УУД.	модераторы .		карточки разного цвета на столах, организуя группы по принципу ”Какой цвет ваш любимый ?”	
2.Этап мотивации. Целепола гание. Регулятивные УУД. Познавательны е УУД. Коммуникативн ые УУД, отражающие умения работать с текстом	Читают(просмотр овое чтение) и обсуждают в группах предложенные материалы.Готвя тся к пересказу основной идеи текста.	Прочитать тексты, пересказать аудитории основную идею, слушающие её записывают и отвечают на вопрос, записанный на доске . Тексты: “История компанииMcDona lds” “Рекламные туристические путеводители по Англии и Турции” “ВТО” “Проблемы незаконных мигрантов” “Эбола”	Вступление “Вы получите тексты, прочитаете ,изложите основную мысль своего текста для аудитории .Изложенные факты вам позволят получить ответ на поставленный вопрос .Этот ответ и будет темой нашего урока”. Раздаёт тексты ,(для каждой группы свой текст), ставит вопрос и записывает его на доске “Наша личная жизнь и жизнь общества зависит от многих мировых факторов, подчастую кардинально меняющих нашу жизнь ,дающих нам новые возможности. Вы прочитаете о фактах,которые комментируют такие возможности и явления. Вопрос: Какой процесс мирового масштаба даёт нам новые жизненные возможности , описанные в предложенных текстах ?”	7 мин
3.Этап актуализации и фиксирования индивидуально го затруднения в пробном учебном действии. Познавательны	Модератор делает краткое сообщение от группы, передавая содержание прочитанного. В процессе сообщений	Краткое содержание прочитанных текстов Регламент- 2 мин.	Записывает ответы модераторов в процессе их пересказа : -возникновение транснациональных компаний(McDonalds) -возможность путешествовать без	10 мин

е УУД. Коммуникативные УУД, отражающие умения работать с текстом	модераторов другие группы конспектируют содержание сообщений. Затем сравнивают с конспектом учителя на доске.		границ -создание мировых институтов для регуляции международных отношений -миграция населения в более развитые страны -мировые эпидемии	
4.Этап закрепления с проговариванием во внешней речи.	После прослушивания текстов обсуждают тему урока с помощью учителя фронтально. Делают вывод, что перечисленные явления характерны для процесса глобализации.		Записывает тему урока на доске. Тема “Глобализация”.	7 мин
5.-8 Этап включения в систему знаний. Коммуникативные УУД, отражающие умения работать с текстом. Познавательные УУД, формирующие умственные операции:	Читают тексты по теме урока “Глобализация” и выполняют задания к тексту.	Все группы работают с одним текстом в учебнике, выделяя положительные и отрицательные стороны глобализации.	Ставит вопрос “Что же такое глобализация? Каковы её признаки и как это явление отражается на нашей жизни?” Рекомендует прочесть текст “Глобализация” для ответа на вопрос.	7 мин
б. Познавательные УУД, отражающие методы познания окружающего мира Познавательные УУД, формирующие умственные	Обучающийся от группы озвучивает выполненные задания.(может быть модератор или кто-нибудь другой по желанию)	Положительные и отрицательные стороны глобализации.	Записывает на доске ответы обучающихся. +взаимопроникновение культур; взаимообогащение культур; распространение передовых технологий ; т.д. -подавление малых экономик экономиками более	6 мин

операции:			развитых стран; истощение ресурсов малых слаборазвитых стран, потеря ими независимости ..т.д	
7. Коммуникативные УУД, отражающие умения работать с текстом Познавательные УУД, формирующие умственные операции: Познавательные УУД, формирующие поисковую и исследовательскую деятельность	Выполняют поисковое задание в Интернете .	Найти в Интернете факты из жизни общества , подтверждающие процесс глобализации.(Ра бота с газетными аутентичными текстами - Сайты газет “Гардиан “и “Индепендент”)	Даёт задание и рекомендации по работе в Интернете, помогает при затруднении в работе с компьютером.	10-12 мин
8. Познавательные УУД, отражающие методы познания окружающего мира Познавательные УУД, формирующие поисковую и исследовательскую деятельность	Представитель группы/модератор озвучивает факты.	Случаи из бытовой и политической жизни общества, подтверждающие процесс глобализации.	Записывает примеры на доске или даёт возможность записать представителю от группы. Возможные ответы: -протесты в Великобритании, связа нные с увеличением числа мигрантов; -насаждение в исламскими экстремистами своего образа жизни в малых городах Англии(исламский патруль); - распространение новых электронных гаджетов(реклама).и т.д.	10мин
9-11.Этап рефлексии учебной деятельности. Коммуникативные УУД,	Обсуждение в группах вопроса о личном отношении к проблеме глобализации и	Личное отношение к глобализации и возможности повлиять на проблемы,	Ставит вопросы к аудитории ”Каково Ваше личное отношение к процессу глобализации? (за против)Сталкивались	5 мин

<p>отражающие умения работать с текстом</p> <p>Познавательные УУД, формирующие умственные операции:</p> <p>Познавательные УУД, формирующие поисковую и исследовательскую деятельность</p> <p>Познавательные УУД, формирующие поисковую и исследовательскую деятельность</p>	<p>возможности и необходимости решения проблемы.</p>	<p>способы влияния .</p>	<p>ли Вы когда-нибудь с проявлениями глобализации в Вашей личной жизни? Есть ли у Вас возможность решить проблемы , вызванные глобализацией и каким образом Вы можете влиять на глобализацию?”</p>	
<p>10.-11.</p> <p>Познавательные УУД, отражающие методы познания окружающего мира</p> <p>Познавательные УУД, формирующие поисковую и исследовательскую деятельность</p> <p>Познавательные УУД, формирующие поисковую и исследовательскую деятельность</p>	<p>Завершающий этап : модератор подводит итог работы (варианты решения проблемы)</p>		<p>Записывает новые идеи об участии в разрешении проблем - бойкоты покупателей - протесты против напр. строительства ИКЕИ на терр Новгорода(экология) - голосование на местном уровне(выборы)</p> <p>Даёт домашнее задание – эссе / презентация на тему “Я и глобализация”</p> <p>Повторяет требования к эссе / презентации с обучающимися.</p>	<p>10мин +</p> <p>3 мин</p>

Приложения: тексты для анализа.

ТЕКСТ

The World Trade Organization .

The World Trade Organization (WTO) is an [organization](#) that intends to supervise and [liberalize international trade](#). The organization officially commenced on 1 January 1995 under the [Marrakech Agreement](#), signed by 123 nations on 15 April 1994, replacing the [General Agreement on Tariffs and Trade](#) (GATT), which commenced in 1948. The organization deals with regulation of trade between participating countries by providing a framework for negotiating and formalizing trade agreements and a dispute resolution process aimed at enforcing participants' adherence to WTO agreements, which are signed by representatives of member governments and ratified by their parliaments.

EU donates over EUR 2 million to increase participation of developing countries in trade negotiations

The European Union has pledged an additional EUR 2 million to the WTO Doha Development Agenda Global Trust Fund (DDAGTF) and EUR 100,000 for evaluating the fund.

The contributions will support the active participation of developing and least-developed countries (LDCs) in the [Doha Round](#) negotiations. The DDAGTF finances around 280 activities per year, mostly tailor-made training delivered at regional and national level, covering all trade-related areas including trade facilitation, agriculture and services.

“With these welcome donations, the European Union has again demonstrated its longstanding commitment to helping developing and least-developed countries reap the benefits of trade and better integrate into the global economy,” declared WTO Director-General Roberto Azevêdo.

Angelos Pangratis, EU Ambassador to the WTO, stated: “The EU and its member states remain the leading donors of trade-related technical assistance, evidenced once again by our latest contribution to the DDAGTF. In total, the European Union has donated EUR 10.6 million to the DDAGTF since 2003. Trade rules can play an important role in supporting development when appropriately adapted to the needs and priorities of a country. The initiatives financed under the DDAGTF are key for the further integration of developing countries into the global trading system.”

TEKCT 2.

UK government feared terrorists would weaponise Ebola.

Ministry of Defence releases report from late last year identifying scenarios in which virus could be used for bioterrorism

British military experts were asked to draw up guidance at the height of the [Ebola](#) outbreak in west Africa late last year on the feasibility and potential impact of terrorists “weaponising” the virus.

The Ministry of Defence [has released](#) a heavily redacted report, prepared in October, that identified three scenarios involving the exploitation of Ebola for bioterrorism.

Details of the first scenario are entirely blacked out, as are most of those of the second, which is described as “logistically and technically challenging for a non-state group to undertake”.

It adds: “Clearly there are practical issues involved with such a scenario that of themselves are often not insurmountable but taken together add to the complexity of successfully undertaking this attack.”

The third scenario – details of which were also heavily redacted – was described as the “most technically challenging”.

The advice was drawn up by the MoD’s Defence Science and Technology Laboratory at a time when concern was increasing about the spread of Ebola in west Africa and plans were being put in place to carry out testing of travellers at UK airports.

It’s not clear who sought the guidance – and whether it was senior civil servant or a minister – but the report states that it was sought after a phone conversation on “the feasibility of a non-state actor exploiting the Ebola outbreak in west Africa for bioterrorism”.

The document was released by the MoD on Friday after a Freedom of Information request. The MoD cited a number of exemptions that allowed the information to be redacted, including on the grounds that disclosure would prejudice the capability and effectiveness of the armed forces and public safety.

Jennifer Cole, a senior research fellow at the Royal United Services Institute for Defence and Security Studies, said she wasn’t surprised the report had been drawn up. “The US and UK military have been carrying out research for some time into infectious diseases,” she said. “The fact that vaccines are so far along in development is because of [concerns that the US has had about the virus being weaponised](#).”

TEKCT 3.

Globalisation.

Globalisation refers to the idea that the world is developing a single economy and culture as a result of improved technology and communications and the influence of very large multinational companies. The world is seen as a global village in which all countries depend on each other and seem to be closer together.

There are many arguments surrounding the phenomenon of globalisation and they're all quite controversial. Opponents of globalisation or anti-globalists say that it exploits workers and degrades the environment. They say that, as multinational corporations become more powerful, they become less accountable for their actions. And there's increasing concern that multinational (mainly American) companies are crushing the cultures of smaller nations.

But supporters of globalisation, or globalists, argue that world trade makes everyone richer. They say that, as more countries make trade deals with one another, international understanding increases, therefore lessening conflict and improving human rights.

Anti-globalists.

The groups and individuals that represent what is known as the "anti-globalisation movement" began in the late twentieth century. Their purpose was to combat the globalisation of corporate economic activity and to prevent the free trade among nations that might result from such activity.

Members of the anti-globalisation movement have generally sought to protect the world's population and ecosystem from what they believe to be the damaging effects of globalization. Support for human rights is another cornerstone of the anti-globalisation movement's platform, they advocate for labor rights, environmentalism, feminism, freedom of migration, preservation of the cultures of indigenous peoples, biodiversity, cultural diversity, food safety, and ending of reforming capitalism. The movement itself includes diverse and sometimes opposing philosophies of the globalisation process, and incorporates alternative visions, strategies and tactics.

Generally speaking, protesters believe that the global financial institutions and agreements they make undermine local decision-making methods. Many governments and free trade institutions are seen as acting for the good only of multinational corporations (e.g. Microsoft, Monsanto, etc). These corporations are seen as having privileges that most human beings do not even have, such as moving freely across borders, extracting desired natural resources, and utilising a diversity of human resources. They are then able to move on after sometimes doing permanent damage to the environment, the culture or the economy, in a manner impossible for that nation's citizens to actually do themselves. Activists also claim that corporations impose a kind of "global monoculture". Common targets include the World Bank (WB), the International Monetary Fund (IMF), the Organisation for Economic Co-operation and Development (OECD) and the World Trade Organization (WTO). In light of the economic gap between rich and poor countries, antiglobalists claim "free trade" will actually result in strengthening the power of industrialised nations. Activists of the movement argue that, if borders

are opened to multinational corporations, they should be similarly opened to allow free and legal circulation and choice of residence for migrants and refugees. These activists tend to target organisations such as the International Organization for Migration and the Schengen Information System. In 2003, many of those involved in the movement showed wide opposition to the war in Iraq. Many participants were among those 11 million or more protesters that on the weekend of the 15th of February participated in global protests against the Iraq war and were dubbed the "world's second superpower" by an editorial in the New York Times. The economic and military issues are closely linked in the eyes of many within the movement.

TEKCT 4.

The McDonald's Corporation

The McDonald's Corporation is the world's largest chain of [hamburger fast food restaurants](#), serving around 68 million customers daily in 119 countries across 35,000 outlets. Headquartered in the [United States](#), the company began in 1940 as a barbecue restaurant operated by [Richard and Maurice McDonald](#). In 1948, they reorganized their business as a hamburger stand using production line principles.

Main article: [History of McDonald's](#)

The business began in 1940, with [a restaurant](#) opened by brothers [Richard and Maurice McDonald](#) at 1398 North E Street at West 14th Street in [San Bernardino, California](#). Their introduction of the "Speedee Service System" in 1948 furthered the principles of the modern [fast-food restaurant](#) that the [White Castle](#) hamburger chain had already put into practice more than two decades earlier. The original mascot of McDonald's was a man with a chef's hat on top of a hamburger-shaped head whose name was "Speedee". By 1967, Speedee was eventually replaced with [Ronald McDonald](#) when the company first filed a U.S. trademark on a clown-shaped man having puffed-out costume legs.

The present corporation dates its founding to the opening of a [franchised](#) restaurant by [Czech American](#) businessman [Ray Kroc](#) in [Des Plaines, Illinois](#) on April 15, 1955, the ninth McDonald's restaurant overall; this location was demolished in 1984 after many remodels. Kroc later purchased the McDonald brothers' equity in the company and led its worldwide expansion, and the company became listed on the public stock markets ten years later. [Kroc was also noted for aggressive business practices](#), compelling the McDonald brothers to leave the fast-food industry. Kroc and the McDonald brothers all feuded over control of the business, as documented in both Kroc's autobiography and in the McDonald brothers' autobiography. The San Bernardino restaurant was demolished in 1976 (1971,

according to Juan Pollo) and the site was sold to the [Juan Pollo](#) restaurant chain. This area now serves as headquarters for the Juan Pollo chain, as well as a McDonald's and Route 66 museum.^[13] With the expansion of McDonald's into many international markets, the company has become a symbol of [globalization](#) and the spread of the [American way of life](#). Its prominence has also made it a frequent topic of public debates about [obesity](#), [corporate ethics](#) and [consumer responsibility](#).

ТЕКСТ 5.

Migrants' tales: 'I feel for those who were with me. They got asylum in the sea'

Who are the people who die in the Mediterranean on an almost daily basis? And why don't we care? The Guardian has worked with a team of reporters from five other European newspapers to track a very 21st-century odyssey

[Death at sea: Syrian migrants film their perilous voyage to Europe](#)

The boat sank quickly.

One minute Fahad Abdul Kariem was wedged into the hold, legs apart so that another migrant could sit in front of him. The next, the Mediterranean swell was rolling the vessel, the motion aggravated by the scores of African and Indian migrants clinging to the roof canopy. And everyone was in the water.

"I was under the boat when my hand caught a lifebuoy that I clung to as the last resort," Kariem said of the shipwreck off Libya this summer. "I saw bodies floating on the sea. Some were wearing lifejackets. One was a child. But I could not see where my friend Ayman was."

In those desperate moments in late August, Ayman became another statistic, one of the more than 2,500 people who have died or are missing feared dead after trying to get into [Europe](#) across the Mediterranean this year. It's also a record year for arrivals – 160,000 in the first nine months of the year, already more than double the total for the previous record in 2011. More than 90,000 people have been fished out of the water by the Italian navy.

5.5m people displaced over first half of 2014, says UN refugee agency

Syria, Afghanistan and Somalia had largest numbers of those fleeing, bringing number of people under care of UNHCR to 20-year high

New and continuing conflicts in Syria, Afghanistan and Somalia contributed to the displacement of an estimated 5.5 million people over the first half of 2014, bringing the number of people under the care of the UN's refugee agency to an almost 20-year high.

A total of 13 million refugees and internally displaced people were being given shelter and assistance under the mandate of the UN's High Commissioner for Refugees (UNHCR) as of June 2014, the highest number since 1996, [the agency said on Wednesday](#).

The Syrian conflict displaced about 3 million people over the first six months of last year, while 2.7 million were forced to leave their homes in Afghanistan over the same period, according to [UNHCR's mid-year trends 2014 report](#) (pdf). In Somalia, about 1.1 million people either left the country or fled to another area, it said.

A "record high" 46 million people were now being helped by UNHCR, when including resettled people, those voluntarily returning to their countries of origin, and existing displaced populations, the agency said.

Of the 5.5 million people displaced in the first half of 2014, 1.4 million fled across international borders.

Pakistan hosts the most refugees and internally displaced people of any country, with about 1.6 million, who are mostly from Afghanistan. Lebanon hosts 1.1 million, while Iran hosts 982,000.