

ДОСВІД НАВЧАННЯ ІНОЗЕМНИХ МОВ У ВИЩІЙ ШКОЛІ

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З ДОСВІДУ НАВЧАННЯ АНГЛІЙСЬКОЇ ЛЕКСИКИ СТУДЕНТІВ-ФІЛОЛОГІВ:
РОЗРОБКА НАВЧАЛЬНОГО ЗАНЯТТЯ НА ТЕМУ «POWER AND MONEY»
ДЛЯ СТУДЕНТІВ І КУРСУ СПЕЦІАЛЬНОСТІ «СХІДНА ФІЛОЛОГІЯ»**Анотація**

Ця публікація представляє розгорнутий план конспект заняття для студентів першого року навчання, які спеціалізуються на вивченні східних мов. Метою заняття є ефективно опанування студентами лексичного матеріалу до теми "Влада та гроші", поряд з розвитком навичок мовленнєвої діяльності та логічного мислення. Сплановане заняття повністю відповідає сучасним вимогам до студентоорієнтованого навчання у закладах вищої освіти.

Key words: навчання іноземних мов, план заняття, навчання лексики.

Тема заняття: POWER AND MONEY

Тип заняття: практичне, комбіноване

Цілі заняття:

Практичні:

- активізувати вживання лексики з теми заняття;
- розвивати вміння розуміти на слух основний зміст аутентичних висловлювань;
- розвивати вміння усного монологічного мовлення;
- розвивати вміння письмово передавати власну думку.

Освітні:

- розширити знання студентів про елементи фінансової грамотності;
- розширити знання студентів про сприйняття грошей представниками інших культур.

Розвиваючі:

- розвивати вміння логічного викладення думок;
- розвивати пізнавальні здібності студентів.

Виховні:

- виховувати культуру користування грошима;
- виховувати ціннісні орієнтації;
- формувати інтерес і позитивну мотивацію до навчання.

Хід заняття

1. Організаційний момент (2 хв.): повідомлення теми та мети заняття.

2. Актуалізація теми. Мовленнєва зарядка. (3хв.)

3. Подача і засвоєння тематичного лексичного матеріалу. (20хв.)

4. Аудіювання коротких автентичних висловлювань англомовних мовців про те, як їхні батьки навчали поведженню з грошима. (15 хв.)

5. Робота над текстом "Ten facts about lotteries". (25хв.)

6. Письмо. (12 хв.)

7. Підведення підсумків заняття. Пояснення домашнього завдання. Оцінювання знань студентів та рівня сформованості англомовної комунікативної компетентності. (3 хв.)

Методичне забезпечення

1. Global Upper-Intermediate Coursebook / ed. by Lindsay Clandfield and Rebecca Robb Benne. – Macmillan, 2014. – 158p.

2. A Way to Success: English for University Students. Year 1 (Student's Book): 2-re вид., випр. та доп. / Н. В. Тучина, І. В. Жарковська, Н. О. Зайцева та ін.; худож.-оформлювач Г. В. Кісель. – Харків: Фоліо, 2015. – 336 с.: іл.

Оснащення

1. Комп'ютер / програвач.
2. Аудіозапис.
3. Роздатковий матеріал.

Розгорнутий план-конспект заняття

1. Організаційний момент: повідомлення теми та мети заняття.

Teacher: Hello! Hope everyone is doing well today and ready to participate in today's discus-

sion relevant to the topic of the unit, i.e. money and some of its aspects, like ways of treating and using money.

2. Актуалізація теми. Мовленнєва зарядка.

Teacher: Read the poem by Richard Armour (Handout 1) and guess what the title of it is. Suggest other ways one can possibly use it.

...
Workers earn it,
Spendthrifts burn it,
Bankers lend it,
Women spend it,
Forgers fake it,
Taxes take it,
Dying leave it,
Heirs receive it,
Thrifty save it,
Misers crave it,
Robbers seize it,
Rich increase it,
Gamblers lose it,
I could use it.



Режим роботи: Т – S1, S2, S3 і т.д.

Suggested answers:

Money. One may make money or borrow it.

3. Подача і закріплення тематичного лексичного матеріалу.

Task 1 The following words are often used when we are speaking about money. Suggest a noun to fill in the gap (choose the one from the box) and explain what each word means (Handout 2).

Cash	currency	change	wealth
fine	fee	fare	tax

- 1) May I pay by cheque, I have no on me?
- 2) What is the bus to London?
- 3) Can you give me for a five-pound note?
- 4) Their profitable business brought them great but not happiness.
- 5) The judge imposed a heavy on him for drunk driving.
- 6) If you want to join our club, there's an entrance of £20.
- 7) Each working person must pay their income from 20 % to 40% to the government.
- 8) The European Community countries introduced the single the euro in 2002.

Режим роботи: Т – S1, Т – S2, Т – S3 і т.д.

Suggested answers:

1. Cash
2. Fare
3. Change
4. Wealth
5. Fine
6. Fee
7. Tax
8. Currency

Task 2. Fill in the gaps in the sentences with a suitable word combination from the box (Handout 3).

- 1) The collection box at the entrance to the British Museum is usually full of coins and
- 2) There is in prestigious kinds of sports, such as golf and tennis for the top players.
- 3) Do you think introducing a new police department, which will help people to find their lost dogs and cats, is a good way of spending ?
- 4) Did your parents give you enough when you were a schoolgirl?
- 5) Mark didn't really know what to spend his on – he had never before had so much money at a time.
- 6) How much do you think I should take on holiday? – It depends on where you are going.
- 7) He started selling stolen goods as a way of making

big money
easy money
taxpayers' money
pocket money
spending money
prize money
paper money

Режим роботи: Т – S1, Т – S2, Т – S3 і т.д.

Suggested answers:

1. Paper money
2. Prize money
3. Taxpayers' money
4. Pocket money
5. Big money
6. Spending money
7. Easy money.

Task 3. Fill in the gaps in the sentences (Handout 4) with suitable prepositions.

- 1) Prices vary so widely that it's desirable to shop _____ before you buy for the best deal.
- 2) It's cheaper to buy directly _____ the manufacturer or to buy _____ bulk, that is in large quantities.
- 3) I couldn't buy it because I didn't have any money _____ me.
- 4) Have you got change _____ a 50-cent piece?
- 5) They wanted to be paid _____ euros.
- 6) Dad paid for my English lessons _____ cash and for my driving lessons _____ credit card.
- 7) Before Christmas you can buy a lot of goods _____ a discount.

Режим роботи: Т – S1, Т – S2, Т – S3 і т.д.

Suggested answers:

1. around
2. from in
3. on
4. for
5. in
6. in by
7. at

Task 4. Fill in the gaps in the sentences (Handout 5) with suitable verbs:

refund exchange lend borrow cost
pay back sell spend buy waste

- 1) The dress must have _____ a fortune – where does she get the money?
- 2) Oh, no! I've left my money at home! Could you _____ me £15? I'll _____ you _____ tomorrow.
- 3) I wouldn't give Tom any money. He _____ £100 from me last month. The month has passed and he hasn't returned any of it!
- 4) I had a certain amount of money in dollars and I had to _____ it for pounds.
- 5) The shop will _____ you the full cost of your purchase if you don't like our goods.
- 6) Each last Wednesday of the month they _____ their goods at a great discount. If you visit the shop and buy something, it'll be a good bargain.
- 7) Each month I _____ 2 or 3 books and I _____ about \$10 on them, but I don't think I _____ my money. I enjoy reading.

Режим роботи: Т – S1, Т – S2, Т – S3 і т.д.

Suggested answers:

1. cost
2. lend pay back
3. borrowed
4. exchange
5. refund
6. sell
7. buy spend waste

Task 5. Suggest an English equivalent for the following Ukrainian word or expression (Handout 6) and make up a sentence illustrating its use: готівка; розплатитися чеком; вартість проїзду; значний штраф; ввести єдину валюту; податок на прибуток; позичати гроші; "легкі" гроші; мати гроші при собі; купувати товари зі знижкою; коштувати ціле багатство; повернути повну вартість покупки; марно тратити гроші.

Режим роботи: Т – S1, Т – S2, Т – S3 і т.д.

Suggested answers:

*Готівка – cash (In the kidnapping racket, only **cash** is acceptable.)*

4. Аудіювання

а) Презентація аудіозапису (Global Upper-Intermediate coursebook p.75).

Teacher: Listen to people describing how their parents taught them about money.

Audioscript:

Track 2.15.

Ahmet, Turkey

Um... to talk about how my parents they taught me about money. I can't say they directly taught me how to, how I should spend my money. When I was 13 I, I left my house and I went on a boarding school and I had to learn by myself how to spend my time, how to allocate the, my money to different, to different hobbies, that sort of thing.

Track 2.16.

Eamon, Ireland

My mom and dad always told me, in actual fact never borrow money off of anyone, in actual fact you should never do or you're going to make enemies if you borrow the money off them and that's what I learnt from them.

Track 2.17.

Mieke, Belgium

Um, how did my parents teach me about money, well they gave me pocket money and I had to buy the things I wanted with my pocket money and I didn't have enough, I had to get a holiday job or whatever, so um ... I think that's a good way, you know. They were people who were great on saving money, so they taught me that.

Track 2.18.

Magdi, Sudan

And er my parents and I think they, they taught me a very, very useful wisdom about, about how to save money. Er, we have wisdoms there in our culture I can translate it in English also because it, I think in England there is the same wisdom er ... they taught me er ... white penny for a black day, white penny for a black day here, if you take care of pennies, pounds, pound will take care of themselves. This is, this is my thought about, about saving money.

Track 2.19.

Isidora, Greece

My parents taught me er that er money isn't the important thing in our life. You must use the money er to, to have a good life but it isn't a goal for a, of life.

Track 2.20.

Douglas, Scotland

Money, and learning about money. Yes, well, of course, when I was growing up in the 1950s there weren't supermarkets er so, what it meant was that you had to do shopping every day and also at that time it was relatively unusual for mothers to work. So my mother didn't work. She was at home and we didn't have a car. So, from a very early age, I mean probably from the age

of about four or five, uhm she used to give me money, send me to the local shops and I would buy meat or bread or whatever it happened to be er for that day. And then of course, er travelling to school on the bus, you had to pay the bus fares.

b) Контроль розуміння прослуханого.

Answer the questions:

1. Who talks about saving money? (spending money?/ borrowing money?/ the importance of money?)

2. Which speakers learnt indirectly about money, through actions rather than words? How?

c) Створення власного висловлювання.

Teacher: Tell how you learnt about money.

What did your parents tell you about money? What advice did they give you? What habits or experiences as a child helped you deal with money?

Режим роботи: S1, S2, S3, S4, S5.

5. Робота над текстом “Ten facts about lotteries”.

a) ЧИТАННЯ ТЕСТУ:

Task: Read *Ten facts about lotteries*.

Text (Global Upper-Intermediate coursebook p.70):

1. The concept of a lottery goes back to ancient times, There were recorded examples of lotteries in ancient China, Greece and Roman societies. In Ancient Rome, lotteries were organised to raise money for city repairs and were used quite often as entertainment at dinner parties.

2. The English word *lottery* comes from the Dutch word *loterij* which is derived from the Dutch word *lot* meaning *fate*. The *staatsloterij*, the lottery of the Dutch state, is the oldest lottery still running.

3. The majority of modern lotteries are run by governments who use the money for various projects. They are a form of voluntary tax.



4. The national lottery of Britain has created quite a number of millionaires (some say over 1,500), and on average three people win a prize almost every second.

5. Contrary to what most people believe, many very large lottery prizes are not given in one big payment. This is especially the case in the United States, where winners have the choice of an annual payment or a lump sum. The lump sum can often be quite low, or at least lower than the advertised jackpot.

6. Lotteries exploit poor people. Families with very low incomes often spend quite a lot more on the lottery than those with high incomes. Sales of lottery tickets also go up in difficult economic times.

7. It is generally believed that Spain's *El Gordo* Christmas lottery is the world's largest lottery. The winning number is printed on multiple tickets, which are then sold in fractions, meaning that El Gordo prizes are usually split between the multiple winners.



8. The chances of winning a lottery are very small. A lottery ticket buyer (in the US) is five times more likely to be eaten by a shark, 6,000 times more likely to be hit by a car and 500,000 times more likely to die in an airline crash.

9. Lottery projects have been quite valuable as a source of funds for many government projects. In Britain the first decade of the modern national lottery showed many positive results. It funded major projects in the arts, and money from lotteries was used to help various health and education projects.

10. A lottery is a form of gambling. All experts agree that gambling is addictive, so lotteries are also addictive.

b) виконання післятекстового завдання:

Task: Read the questions and discuss the questions in pairs. Tell the rest of the class what kind of conclusion you have arrived at.

Questions:

What is a lottery? What do you think about lotteries? Would you ever spend money on a lottery? Do you think lotteries are a good or a bad thing?

Режим роботи: S1- S2, S3 – S4, S5 – S6 і т.д.

6. Письмо.

Consider the following sayings about money (Global Upper-Intermediate coursebook p.75):

- 1) Time is money.
- 2) Money is the root of the evil.
- 3) A fool and his money are soon parted.
- 4) Money talks.

What do you think they mean? Do you agree with them? Choose one and write a paragraph (7-10 sentences) dwelling on its meaning.

7. Підведення підсумків заняття.

Today we've discussed what people can do with money, specified different ways to call money depending on the situation, get to know how people from different countries teach their children about money.

Пояснення домашнього завдання.

Do some research to find ten interesting facts about money from the country the language of which you are studying (e.g. China, Korea, Japan, etc.) and get ready to report them during the class.

Оцінювання знань студентів.

Your points for today's class are ... Thank you for participating today. See you next class. Bye-bye!

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A Way to Success: English for University Students. Year 1 (Student's Book) (2015): 2-ге вид., випр. та доп. / Н. В. Тучина, І. В. Жарковська, Н. О. Зайцева та ін.; худож.-оформлювач Г. В. Кісель. Харків: Фоліо.

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TEACHING ENGLISH VOCABULARY TO THE FIRST-YEAR STUDENTS MAJORING IN ORIENTAL PHILOLOGY

Olha Draginda

Abstract

This publication is a detailed lesson plan on the topic "Power and Money" within the course of the English language taught as the second foreign language to the first-year-students majoring in the oriental languages. The lesson focuses on enhancing topical vocabulary through practicing speaking, listening, reading and writing skills. It also aims at developing students' skills of reasoning and evaluative judgement. The tasks are introduced in the plan in accordance with the principles of the contemporary communicative student-oriented approach to teaching foreign languages.

Key words: foreign language teaching, lesson plan, vocabulary enhancement, language skills.

BIOS

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