

ORCID: 0000-0002-6267-6263

## РОЗРОБКА НАВЧАЛЬНОГО ЗАНЯТТЯ З ТЕМИ «RIGHT & WRONG» З ДИСЦИПЛІНИ «ЗАГАЛЬНИЙ КУРС ЗАХІДНОЄВРОПЕЙСЬКОЇ МОВИ» ДЛЯ СТУДЕНТІВ ІІ КУРСУ СПЕЦІАЛЬНОСТІ «СХІДНА ФІЛОЛОГІЯ»

### Анотація

У публікації представлено методичний сценарій практичного заняття з курсу англійської мови як другої іноземної для студентів другого курсу спеціальності «Східні мови» на основі студентоорієнтованого підходу. Метою заняття є збільшення запасу тематичної лексики, та мовні навички, пов'язані з поняттям часу. Заняття спрямоване на розвиток у студентів навичок аргументації та оціночних суджень. На занятті передбачено 8 етапів: формулювання мети заняття, актуалізація і повторення вивченого, вивчення тематичного лексичного матеріалу, робота з текстом, аудіювання, перегляд відео і дискусія, письмові завдання, аудіювання, підведення підсумків.

**Ключові слова:** навчання іноземної мови, мовні навички, студентоорієнтований підхід.

### Тема заняття: RIGHT & WRONG

**Тип заняття:** практичне, комбіноване

**Цілі заняття:**

#### Практичні:

- активізувати вживання лексики з теми заняття;
- розвивати вміння студентів розуміти на слух основний зміст автентичного тексту;
- розвивати вміння студентів стисло переказувати текст;
- навчити студентів виокремлювати суттєву інформацію;
- розвивати вміння студентів письмово передавати власні думки.

#### Освітні:

- розширити знання студентів про сучасні наукові теорії всесвіту;
- розширювати загальний кругозір студентів.

#### Розвиваючі:

- розвивати вміння логічного викладення думок;
- розвивати готовність до участі в іншомовному спілкуванні;
- розвивати пізнавальні здібності студентів.

#### Виховні:

- виховувати позитивне ставлення до іноземної мови і культури;
- виховувати самостійність та активність;
- прищеплювати вміння аналізувати, думати, висловлювати свою точку зору;
- формувати інтерес та позитивну мотивацію до навчання.

### Хід заняття

1. Організаційний момент (2 хв.): повідомлення теми та мети заняття.
2. Актуалізація теми заняття. Мовленнєва зарядка (8 хв.)
3. Подача і засвоєння тематичного лексичного матеріалу (8 хв.)
4. Робота над текстом *Galileo's Scientific Discoveries* (Clandfield, 2015) (20 хв.)
  - a) читання тексту (6 хв.)
  - b) виконання післятекстових завдань (8 хв.)
  - c) робота з лексичним матеріалом (6 хв.)
5. Аудіювання тексту *Getting it right* (Campbell & Tennant, 2015) (10 хв.)
  - a) підготовка до аудіювання (1 хв.)
  - b) робота над усуненням можливих лексичних труднощів під час аудіювання (2 хв.)
  - c) презентація аудіоматеріалу і контроль розуміння прослуханого (5 хв.)
  - d) виконання післятекстових завдань (4 хв.)
6. Перегляд короткого відеоролику *How These Women Changed Science Forever!* (Life Noggin, 2016)  
Дискусія. (20 хв.)
7. Письмо (10 хв.)
8. Підведення підсумків заняття. Надання методичних рекомендацій щодо виконання домашнього завдання. Оцінювання знань студентів та рівня сформованості іншомовної комунікативної компетентності (2 хв.)

### Методичне забезпечення

1. Clandfield, L., Robb Benne, R. and Jeffries, A. (Eds.). (2015). *Global upper-intermediate. Coursebook*. Macmillan Publishers Ltd.

2. Campbell, R. & Tennant, A. (Eds.). (2015). *Global upper-intermediate. Workbook*. Macmillan Publishers Ltd.

### Оснащення:

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

### Розгорнутий план-конспект заняття

#### 1. Організаційний момент: повідомлення теми та мети заняття.

*Teacher:* Hello! Nice to see all of the students again! Welcome to participate in today's discussion relevant to the topic of the unit, i.e. scientific theories, certainty and truth, right and wrong. Today we're going to warm up to the discussion. Let's think back to the different subjects you studied in school. Did you study science? Do you remember anything about it? Do you know any scientific theories? How many famous scientists, alive or dead, can you name? What are some of the challenges to modern science today? Do you think the world needs more science and scientists? Why? What kind of people would have been against science, in the past? Why?

#### Етап 2. Актуалізація теми. Мовленнєва зарядка.

*Teacher:* We know that the term *theory* is used differently in science in everyday language. A *scientific theory* is a broad explanation that is widely accepted because it is supported by a great deal of evidence.

We start with understanding of the scientific theories as: Evolution (Handout 1a), Einstein's theory of Gravity (Handout 1b), Plate Tectonics (Handout 1c), Big Bang (Handout 1d), Heliocentrism (Handout 1e), etc.

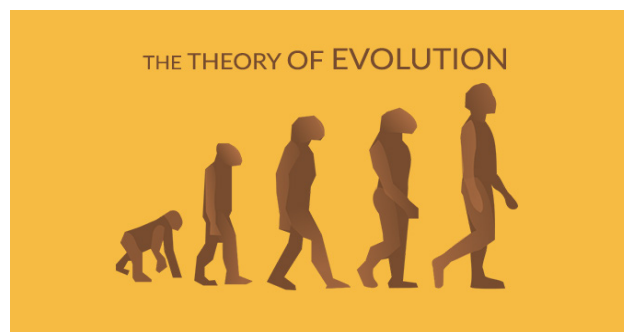
*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>, S<sub>3</sub> і т.п.

*Suggested answers.*

S<sub>1</sub>: The formation of scientific theories is generally guided by the law of parsimony. According to this law, the simplest of competing theories is most likely to be correct. Charles Darwin is commonly cited as the person who 'discovered' evolution. In biology, evolution is the characteristics of a species over several generations and relies on the process of natural selection.

### Handout 1a

#### The Theory of Evolution

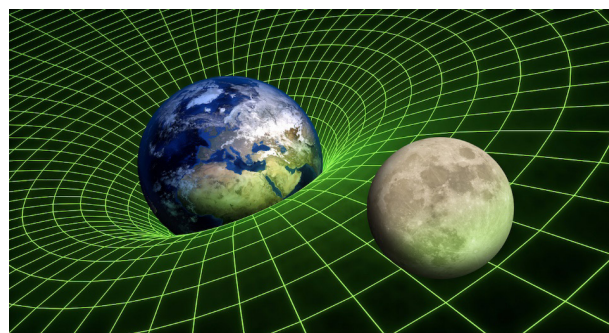


Source/Джерело: <https://www.khanacademy.org>

S<sub>2</sub>: The theory of Gravity explains why an apple always falls to the ground when dropped (Handout 1b).

### Handout 1b

#### The Theory of Gravity

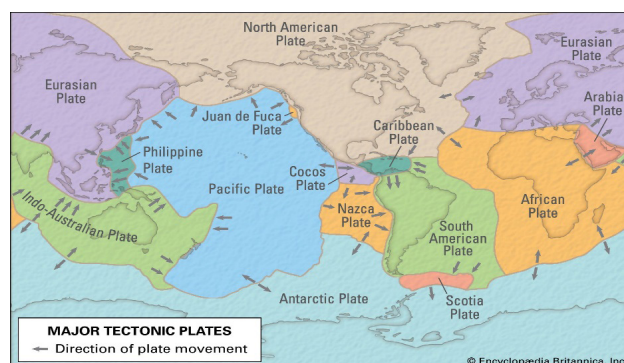


Source/Джерело: <https://www.britannica.com>

S<sub>3</sub>: The theory of Plate Tectonics explains how mountains are formed. It also explains why certain animals are found only in one small area of the world (see Handout 1c)

### Handout 1c

#### The Theory of Plate Tectonics



Source/Джерело: <http://www.nationalgeographic.org>

S<sub>4</sub>: Our universe was born 13.7 billion years ago in a massive expansion that blew space up like a gigantic balloon. That, in a nutshell, is the Big Bang theory, which virtually all cosmologists

and theoretical physicist endorse. The Big Bang is the main theory that explains the origins of the universe – how everything was made, including the stars, the planets, and everything that lives on those planets, like us! It's widely believed by most astronomers, as it came about through scientific understanding of physics and chemistry.

**Handout 1d**

*The Big Ben Theory*

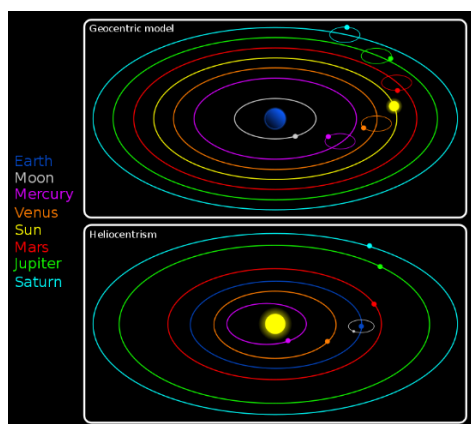


Source/Джерело: <http://twinkl.com/teaching-wiki/iniverse>

S<sub>5</sub>: Heliocentrism (also known as the Heliocentric model) is the astronomical model in which the Earth and planets move around the Sun at the center of the universe, not the other way around. Historically, heliocentrism was opposed to geocentrism, which placed the Earth at the center. In 1543, Nicolaus Copernicus detailed his radical theory of the Universe in which the Earth, along with the other planets, rotated around the Sun.

**Handout 1e**

*Models of the Universe*



Source/Джерело: <http://en.wikipedia.org>

**Етап 3. Подача і закріплення тематичного лексичного матеріалу.**

*Task 1.* Put the words into two groups (Handout 2):

*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>, S<sub>3</sub>-S<sub>4</sub> і т.п.

<b>Certain</b>	<b>Uncertain</b>
convinced, definitely, doubtless, doubtful, positive, sure, unsure, unconvinced, to have reservations, without question	

*Suggested answers.*

<b>Certain</b>	<b>Uncertain</b>
convinced, definitely, doubtless, positive, sure, without question	doubtful, unsure, unconvinced, to have reservations, without question

*Task 2. Rewrite the sentences using the correct form of the word in bold so that they mean the same (Handout 3).*

- Galileo is certainly a symbol for intellectual freedom. **QUESTION**
- Historians are unconvinced than Galileo said that famous phrase. **SURE**
- It was doubtless one of the most important events in the history of science. **DEFINITE**
- As an astronomer, there was no doubt in his mind that he was right. **CONVINCE**
- I am doubtful about this theory. **RESERVE**

*Suggested answers.*

- without question
- unsure
- definitely
- was convinced
- have reservations.

*Task 3. Write a word in each gap to complete what the people say. The first letter is given for you (Handout 4).*

- Galileo was d\_\_\_\_\_ one of the greatest minds of his time.
- Some people are still not c\_\_\_\_\_ by the Big Bang theory.
- Darwin's ideas about evolution were w\_\_\_\_\_ q\_\_\_\_\_ some of the most controversial of his time.
- I'm just not s\_\_\_\_\_ how he could arrive at his conclusions from seeing animals on his voyage on the Beagle.
- There are still probably some people in the Catholic Church who h\_\_\_\_\_ r\_\_\_\_\_ about the ideas of Darwin.

6. I think the story about Newton and the apple is rather d\_\_\_\_\_ .

*Suggested answers:*

- doubtless
- convinced
- without question
- sure
- have reservations
- doubtful.



#### Етап 4. Робота над текстом *Galileo's Scientific Discoveries* (Clandfield et al., 2015).

*Skim Reading Tasks:* Read the text about Galileo's scientific discoveries (Clandfield et al., 2015) and try to understand the key information.

*Виконання передтекстового завдання.*

*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>, S<sub>3</sub>-S<sub>4</sub> і т.п.

Answer the questions with a partner (Suggested answers).

- 1) Why was Galileo put on trial?
- 2) What is a geocentric theory of the universe?
- 3) What does *E pur si muove* mean in English? Did Galileo really say it?
- 4) What does the phrase represent nowadays?

#### **A.** Виконання післятекстових завдань.

*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>-S<sub>3</sub>-S<sub>4</sub> (робота у мікро-групах).

*Task 1. Перевірка розуміння основного змісту тексту за допомогою питань про основні факти.*

Answer the questions.

- 1) Why was Galileo put on trial?
- 2) What is a geocentric theory of the universe?
- 3) What does *E pur si muove* mean in English? Express your ideas.
- 4) Did Galileo really say it?
- 5) What does the phrase represent nowadays?

#### **B.** Виконання післятекстових завдань.

*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>-S<sub>3</sub>-S<sub>4</sub> (робота у парах).

*Task 2. Перевірка розуміння лесичного матеріалу.*

Find the words or phrases in the text with these meanings:

- 1) to completely oppose something that most people believe or accept
- 2) to talk in a low voice that is difficult to hear, especially because you are annoyed
- 3) which many people disagree with
- 4) an action or belief that opposes the official principles of religion and is considered wrong
- 5) well-known for being bad.

*Suggested answers:*

1. flew in the face 2. muttered 3. heresy 4. recant 5. infamous.

#### **C.** Виконання післятекстових завдань.

*Режим роботи:* S<sub>1</sub>-S<sub>2</sub>-S<sub>3</sub>-S<sub>4</sub> (робота у парах).

*Task 3. Work in pairs. Including the words in Task 2, retell the story of Galileo's trial in your own words.*

#### **Етап 5. Аудіювання тексту «Getting it right»**

а) Презентація аудіозапису (Campbell, & Tennant, 2015, p. 11)

*Teacher:* Listen to a radio programme attentively and get ready to express your ideas (Аудіоскрипт подано у Додатках).

в) Контроль розуміння прослуханого.

*Teacher:* Choose the correct option to complete the sentences. Circle the correct answer.

*Режим роботи:* T-Ss.

**1** The programme is about the correct use of English by *actors / politicians / television presenters.*

**2** There's often *an international / an English / a BBC* version of a city's name.

**3** The BBC Pronunciation Research Unit was originally called the Advisory Committee on *Correct English Usage / Spoken English / Speaking English.*

**4** The unit creates a list of topical names every *day week / month.*

**5** The unit has a database with more than *20,000 / 200,000 / 2,000,000* entries.

**6** When a mistake is made, it is normally spotted by *someone at the World Service / the Pronunciation Research Unit / a member of the public.*

*Suggested answers:* 1. television presenters. 2. an English 3. Spoken English 4. day 5. 200,000 6. a member of the public.

#### **Етап 6. Перегляд короткого відеоролику *How these women changed science forever!* (Life Noggin, 2016). Дискусія.**

This video honours the great women of science who have changed the world forever! How many of these famous female scientists do you know about?

*Tasks. Do the preparation task first. Then watch the video and do the exercises.*

#### **Preparation task**

*Task 1. Match the definitions (a–h) with the vocabulary (1–8).*

**Vocabulary Definition**

1. groundbreaking
2. to make a contribution to
3. to bombard
4. tremendous
5. chromosome
6. pigmentatio
7. a primatologist
8. to be an advocate for
  - a. someone who studies primates (e.g. chimpanzees, apes, etc.)
  - b. extremely great, important or strong
  - c. using new methods, or achieving new results
  - d. the natural colour of something, e.g. someone's skin
  - e. to publicly support
  - f. a string of DNA, important for the development and functioning of living things
  - g. to attack by hitting repeatedly
  - h. to help achieve sth. or make it successful

*Task 2. Write the name of the scientist who made the discovery or achievement.*

Marie Curie Rosalind Franklin Jane Goodall Barbara McClintock Lisa Meitner

1. Discovered protactinium \_\_\_\_\_.
2. Discovered polonium and radium \_\_\_\_\_.
3. Discovered that chimpanzees could make and use tools \_\_\_\_\_.
4. Won the Nobel Prize in Medicine \_\_\_\_\_.
5. Founded a non-profit organisation \_\_\_\_\_.
6. Awarded the Nobel Prize in Physics \_\_\_\_\_.
7. Discovered nuclear fission, which led to the development of the atomic bomb \_\_\_\_\_.
8. Discovered that genetic information is not stationary \_\_\_\_\_.
9. Discovered the double-helix structure of DNA \_\_\_\_\_.
10. Became an advocate for conservation \_\_\_\_\_.

*Task 3. Are the sentences true or false?*

1. Lisa Meitner worked alone. True / False
2. Some people were worried about Lisa Meitner's findings'. True / False

3. Barbara McClintock's achievement was recognised immediately. True / False
4. Rosalind Franklin showed her important findings to Watson and Crick. True / False
5. Rosalind Franklin was recognised for her contribution to science during her lifetime. True / False
6. Jane Goodall's findings showed that chimpanzee and human behaviour is often similar. True / False

**Discussion**

Which of the scientists in the video do you think is most important? Which finding do you think is the most interesting?

*Режим роботи: S<sub>1</sub>-S<sub>2</sub>-S<sub>3</sub>-S<sub>4</sub> (робота у мікро-групах).*

*Suggested answers:*

*Preparation task*

*Task 1.*

1. c 2. h 3. g 4. b 5. f 6. d 7. a 8. e

*Task 2*

1. Lisa Meitner
2. Marie Curie
3. Jane Goodall
4. Barbara McClintock
5. Jane Goodall
6. Marie Curie
7. Lisa Meitner
8. Barbara McClintock
9. Rosalind Franklin
10. Jane Goodall

*Task 2*

1. False 2. True 3. False 4. False 5. False 6. True

**Етап 7. Письмо.**

*Task:* Consider the following topic «Reflections on women in science – diversity and discomfort». Write a paragraph (8-10 sentences) to cover the topic. Use the vocabulary we have covered. Submit your paragraphs in Google classroom.

**Етап 8. Підведення підсумків заняття. Пояснення домашнього завдання.**

Today we've discussed the most important facts about the world's well-known scientists, their role in science, their contribution, and their findings. We distinguished the most revolutionary theories. We also looked at how this question is viewed upon at different times.

Do some research to find interesting facts about other scientific theories from the country the language of which you are studying (e.g. China, Korea, Japan, India, Turkey, Hindi, Indonesia, etc.) and get ready to report them during the class.

### Оцінювання знань студентів.

You will be allotted the points for the class when your submitted paragraphs are graded. Thank you for joining the session today and participating. Keep safe! Bye-bye!

## ДОДАТКИ

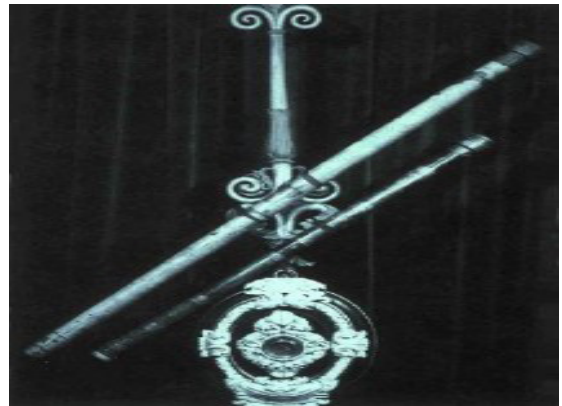
### Text 1

#### Galileo's Scientific Discoveries

In 1583, Galileo made his first scientific discovery. He was attending Cathedral of Pisa when he noticed the swinging lamp overhead. He got curious to find out how long it took the lamp to swing back and forth. For this, he used his pulse to time large and small swings. That is when Galileo discovered something that no one else had ever realized: the period of each swing either larger or shorter was exactly the same. We call Galileo's discovery as the law of isochronism of the pendulum or the law of harmonic motion. He was the one who discovered the motion of uniformly accelerated objects that the objects of different masses fall at the same time.

On August 21, 1609, Galileo introduced his first scientific discovery of the telescope that amazed the whole world. It was sold to the Venetian Senate who was very much impressed and could see the possibility of its usage in military for protecting from sea attacks. Soon after that, Galileo turned his telescope towards sky and explored several discoveries in Cosmology. He discovered that moon was not a smooth sphere, as previously maintained by Aristotelians. It was uneven and rough, like the Earth. He discovered

the moons of Jupiter, rings of Saturn, and that the Milky Way is made of many stars. It was when Galileo had directly dared to disprove Aristotelians.



Джерело/Source: <https://bit.ly/44fMhcN>

Galileo discovered one of the greatest discoveries of the world that Earth was not the center of universe. He claimed that Earth is not static but it moves around the sun. He introduced Copernican theory. The concept was unbelievable and against the church Scripture and Aristotalian philosophy. He returned to Florence from Padua and with the support of his friend, Pope Urban VIII in Florence, continued his research about the Heliocentric theory. Despite the powerful enemies who could have approach to the greatest force of Europe: the Inquisition, he thought that the Church would accept his discoveries favorably.



Джерело/Source: <https://bit.ly/3PpCuwM>

In 1629, Galileo published his book, *Dialogue Concerning the Two Chief World Systems*, about the Heliocentric theory that is considered his masterpiece ever. Many of these discoveries and claims flew in the face of current beliefs about the universe, beliefs that had been held since ancient times in the West. The enemies then took the advantage of the opportunity and provoked the pope that Galileo had mocked the pope. In 1633

Galileo Galilei was ordered to Rome to face the Church on charges of heresy.

Most important among these controversial new ideas was that of heliocentrism. Heliocentrism is the astronomical theory that the sun is the centre of the universe and that the other planets revolve around it. This is in contrast to geocentric theory, which claims the Earth is the centre of the universe and that other objects revolve around it.

Galileo was brought before the Inquisition and found guilty of heresy, of holding the opinion that Earth turned around the sun and not the other way around. He was forced to recant his views on the matter. His book was banned and he was placed under house arrest for the rest of his life. It was then, apparently, at the end of his trial, that Galileo muttered the phrase: 'E pur si muove!' ('And yet, it turns!'). Many historians now believe he did not actually say anything like this at all at the trial, but the phrase entered into legend.

Galileo died in 1642. His work survived him, and his discoveries proved right by other scientists. Mistakes that many observers were sure included the infamous trial. Galileo was proved right in the end, and is today considered a symbol of intellectual freedom (Source: Clandfield et al., 2015)

## Text 2

### Audioscript

People often complain about radio and television presenters' misuse of English. They become angry when they hear people talking about *less* people instead of *fewer* people. Mispronouncing names, especially names in other languages, is another problem area especially for newsreaders.

Of course, many city names have English versions. You won't hear a newsreader call Florence *Firenze* or Paris *Par-ee*. But how does the newsreader know how to pronounce the name of a small town in a distant country that is suddenly the focus of a news story or the name of a politician who has just won an election?

The BBC Pronunciation Research Unit aims to ensure that pronunciation used on BBC radio and television is accurate and consistent. The unit

was created in 1926 as the Advisory Committee on Spoken English.

News presenters can phone the unit, send an email or check pronunciation online. The unit adds about 100 new pronunciations each week and tries to anticipate what names will be in the news. There's a daily list of topical names and, if a story breaks during the day, the unit can add names to the list almost instantly.

The unit's database contains more than 200,000 entries, which have been added over the years. And if the unit needs to check the pronunciation of a word, it can always contact the BBC World Service, which employs people from around the world, providing instant access to hundreds of different languages. Of course, there's still the chance that someone will mispronounce something. When they do, a member of the public is certain to spot the mistake (Source: Campbell, & Tennant, 2015, p. 11)

### Список використаних джерел

1. Clandfield, L., Robb Benne, R. and Jeffries, A. (Eds.). (2015). *Global upper-intermediate. Coursebook*. Macmillan Publishers Ltd.
2. Campbell, R. & Tennant, A. (Eds.). (2015). *Global upper-intermediate. Workbook*. Macmillan Publishers Ltd.
3. Life Noggin. (2016, August 8). *How these women changed science forever!* [Video]. Youtube. [https://youtu.be/gg\\_cDmCOBm8](https://youtu.be/gg_cDmCOBm8)

## TEACHING ENGLISH SPEAKING AND WRITING TO THE SECOND-YEAR MAJORS IN ORIENTAL PHILOLOGY

**Tetiana Kolodko (Ukraine)**

### **Abstract**

*This publication is a detailed lesson plan on the topic «Right and Wrong» within the course of the English language taught as a second foreign language to the second-year students majoring in the oriental languages. The lesson focuses on enhancing topical vocabulary related to the concept of time. It also aims at developing students' skills of reasoning and evaluative judgments. 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, language skills, student-oriented approach.*

### **BIO**

**Tetiana Kolodko**, PhD in Pedagogical Studies, Associate Professor, Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Ukraine. UALTA member. Her areas of research interests include teaching ESP and interactive technologies.

**Email:** [tnkolodko@gmail.com](mailto:tnkolodko@gmail.com)