

ДОСВІД ВИКЛАДАННЯ МОВНООСВІТНІХ ДИСЦИПЛІН В УНІВЕРСИТЕТІ

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ПРАКТИЧНЕ ЗАНЯТТЯ З АНГЛІЙСЬКОЇ МОВИ З ТЕМИ "GARDENING STYLES" ДЛЯ СТУДЕНТІВ III КУРСУ ОСВІТНЬОЇ ПРОГРАМИ "САДОВО-ПАРКОВЕ ГОСПОДАРСТВО"

Ця публікація представляє розгорнутий план-конспект практичного заняття з англійської мови для спеціальних цілей зі студентами III курсу, які навчаються за освітньо-професійною програмою "Садово-паркове господарство". Формування англомовної комунікативної компетентності відбувається в інтеграції культурологічних та фахових знань у професійно орієнтованому контексті. Заняття спрямоване на вдосконалення різноманітних мовленнєвих умінь: аудіювання, читання, говоріння, письма. Розвиток когнітивних умінь студентів підтримується систематизацією мовного матеріалу та структуруванням фахових знань із застосуванням графічних органайзерів для створення мовної картини світу та засвоєння стилів садово-паркового дизайну.

Ключові слова: англомовна комунікативна компетентність, англійська мова для спеціальних цілей, план заняття, когнітивні уміння, графічні органайзери.

Тема заняття: GARDENING STYLES

Тип заняття: практичне, комбіноване

Цілі заняття:

практичні:

- активізувати лексичні навички з теми заняття;
- формувати вміння розуміти на слух основний зміст та деталі англомовного професійно орієнтованого дискурсу;
- розвивати вміння переглядового та вивчаючого читання аутентичного професійно орієнтованого тексту;
- навчати робити повідомлення на основі прослуханого, обґрунтовуючи свої думки;
- дати досвід смислових трансформацій прочитаного з формулюванням свого ставлення до інформації в тексті.

освітні:

- поглибити культурологічні та фахові знання про стилі ландшафтного дизайну;
- розширити світогляд студентів.

розвивальні:

- стимулювати мовну здогадку та мовленнєву реакцію студентів;

- формувати вміння аналізувати та систематизувати нову інформацію, встановлювати зв'язки раніше вивченого з новим;
- розвивати пізнавальні здібності студентів;
- формувати вміння критичного мислення та логічного викладення думок.

виховні:

- виховувати самостійність та активність;
- формувати інтерес і позитивну мотивацію до навчання;
- виховувати культуру спілкування.

Хід заняття

1. Організаційний момент (2 хв.): повідомлення теми та мети заняття.
2. Актуалізація теми. Мовленнєва зарядка. (3 хв.)
3. Аудіювання з розумінням деталей професійно орієнтованого дискурсу документального відеоформату. (10 хв.)
4. Переглядове читання тексту з метою пошуку інформації. (12 хв.)
5. Аудіювання з розумінням основного змісту та деталей професійно орієнтованого дискурсу. (8 хв.)

6. Бесіда за текстом. Навчання смислової переробки переглянутого і прослуханого зі співвіднесенням фактів і установленням зв'язків. (15 хв.)

7. Читання з повним розумінням професійно орієнтованого тексту, обговоренням та інтерпретацією його змісту. (12 хв.)

8. Письмо. Навчання смислової переробки прочитаного з формулюванням свого ставлення до інформації в тексті. (15 хв.)

9. Підведення підсумків заняття. Пояснення домашнього завдання.

Оцінювання знань студентів та рівня сформованості іншомовної комунікативної компетентності. (3 хв.)

Оснащення

1. Комп'ютер.
2. Відеозапис.
3. Роздатковий матеріал.



Source/Джерело:
<https://www.britannica.com/topic/Taj-Mahal#/media/1/581007/201406>

Suggested answers:

1. Gardens of Paradise take their name from the old Persian "*pairi dez*", meaning "surrounded by a wall". Transliterated into the Greek as *paradeisos* and henceforth known to us as Gardens of Paradise, they are in essence self-contained refuges for flora and fauna, with humans as their keepers and end users.

2. Aromatic flowers and fruit-bearing trees are quintessential elements. The

Розгорнутий план-конспект заняття

1. Організаційний момент: повідомлення теми та мети заняття.

Teacher: Hello everyone! Our today's class will take you through the history of landscape design. We will talk about different gardening traditions, the history of their development, the ideas each tradition is associated with and essential elements of the garden in each gardening style.

2. Мовленнєве вправління.

Teacher: To start with, I would ask you to think about how much you already know on the topic proper. Discuss the following questions in pairs.

Режим роботи: S1-S2, S3-S4 і т. д.

1. What is the origin of the word "paradise" in the term "Gardens of Paradise"?

2. What are the main elements of the paradise garden? List its typical features.

3. Can you name the gardens you see in the pictures? What do you know about them?



Source/Джерело: [https://commons.wikimedia.org/w/index.php?title=File:Patio_de_la_Acequia_\(Generalife\)_-_DSC07863_\(slightly_cropped_and_sharpened\).jpg&oldid=631251702](https://commons.wikimedia.org/w/index.php?title=File:Patio_de_la_Acequia_(Generalife)_-_DSC07863_(slightly_cropped_and_sharpened).jpg&oldid=631251702)

Shortened URL: <https://w.wiki/8orS>

ground where the flora was planted was sunken or the walkways raised so that passers-by would be able to easily pluck fresh fruit as they walked throughout the garden. Olive, fig, date and pomegranate were ubiquitous and symbolically important.

3. Taj Mahal (the most famous paradise tomb garden in India), the Alhambra (a Moorish paradise garden in Andalusia, southern Spain). Optional.

3. Аудіювання з розумінням деталей професійно орієнтованого дискурсу документального відеоформату.

Teacher: Now the class will be divided into two groups, group A and group B. Group A will watch the video about the Alhambra and group B will watch the video about Taj Mahal.

а) усунення лексичних труднощів перед аудіюванням:

Teacher to group A: You are going to watch the video about one of the typical paradise gardens of southern Europe – the Alhambra. Monty Don, a BBC journalist and a great expert in gardening culture, believes that "a really good way to understand culture is through its gardens". Before watching the video, let's have a look at some culturally marked words.

Cross-cultural awareness

the Koran – the holy book of the Islamic religion

Islam – the religion of the Muslims, having the Koran as its sacred scripture

Andalusia – the southernmost region of Spain

the Moors – a Muslim people who established a civilization in North Africa and Spain between the 8th and the 15th century A.D.

the Generalife – the summer palace in the Alhambra

Castilian – relating to Castile, a region of central Spain

Hesus Moraimo – an expert on the Alhambra

the Sultan – a sovereign of a Muslim country

the Courtyard of Myrtles and the Courtyard of Lions – parts of the Alhambra

Teacher to group A: Now look at the glossary of some key words and phrases. Please, write down your equivalents of the following words in Ukrainian.

Режим роботи: Ss-T.

Glossary:

fragrant *adj* having a pleasant or sweet smell

inextricably bound *adj* so closely linked that separation is impossible

courtyard *n* a space without a roof but enclosed by walls, esp forming part of a castle, large house, hotel, etc.

myrtle *n* a bush with shiny leaves and sweet-smelling white flowers

private dwelling *n* a place of residence belonging to one particular person, a personal house

marble *n* a hard, usually white, stone, often with dark veins, which can be highly polished

suggestive *adj (of sth)* putting particular ideas or associations into sb's mind

fringe *v sth (with sth)* to form a border around sth; to surround sth

footprint *n* a mark left by a person's or an animal's foot on a surface

Suggested answers: ароматний; нерозривно пов'язані; двір; мирт; приватне житло; мрамур; що викликає думки; обрамляти; слід.

Teacher to group B: You are going to watch the video about "the Taj Mahal". Monty Don, a BBC journalist and a great expert in gardening culture, believes that "a really good way to understand culture is through its gardens". Before watching the video, let's have a look at some culturally marked words.

Cross-cultural awareness

Mughal – of Mongol origin, of the successors of Tamerlane, which ruled much of India from the 16th to the 19th century

the Koran – the holy book of the Islamic religion

mausoleum – an ornamental building made to hold the dead body of an important person or the dead bodies of a family

Shah Jahan – the Mughal emperor (1592–1666)

Mumtaz Mahal – Shah Jahan's beloved wife

Teacher to group B: Now look at some key words and phrases. You have to match them to their definitions.

Режим роботи: Ss – T.

1	pilgrimage <i>n</i>	A	twisted or winded around sth
2	filigree <i>n</i>	B	a quarter of a circle or of its circumference
3	entwined <i>adj</i>	C	not to do what one ought to do
4	template <i>n</i>	D	done intentionally
5	quadrant <i>n</i>	E	a pattern, usually of thin board or metal
6	deliberate <i>adj</i>	F	severe and morally strict; having no pleasures or comfort
7	austere <i>adj</i>	G	green, white, blue, orange (amber), and red (magenta)
8	neglect <i>v</i>	H	fine ornamental work using gold, silver or copper wire
9	orbi colours <i>n</i>	I	a journey to a place associated with sb/sth that one respects

Suggested answers:

1-i	2-h	3-a	4-e	5-b	6-d	7-f	8-c	9-g
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б) презентація відеоматеріалу:

Teacher to group A: Watch the episode about the ALHAMBRA from the video series "Paradise Gardens" (BBC, 2018) with Monty Don, a British expert in gardening culture and landscape design.

Teacher to group B: Watch the episode about the TAJ MAHAL from the video series "Around the World in 80 Gardens" (BBC, 2008) with Monty Don, a British expert in gardening culture and landscape design.

GROUP A:

ALHAMBRA	TYPICAL OF ANY PARADISE GARDEN
1.	1.
2.	2.
3.	3.
4.	4.

Discuss your answers with other members of your group and then report the results to the class.

Teacher to group B: While watching the video you have to select (and divide) those statements which:

GROUP B:

TAJ MAHAL	TYPICAL OF ANY PARADISE GARDEN
1.	1.
2.	2.
3.	3.
4.	4.

Discuss your answers with other members of your group and then report the results to the class.

Statements

1. "Red Fort" is in fact a series of connecting palaces and gardens that have been added to over the centuries.

Режим роботи: Video presenter – Ss.

в) контроль розуміння переглянутого і прослуханого:

Teacher to group A: While watching the video you have to select (and divide) those statements which:

1) refer to the description of the Alhambra garden (column 1 of the Table);

2) can be said to be typical of any paradise garden (column 2 of the Table).

1) refer to the description of the Taj Mahal gardens (column 1 of the Table);

2) can be said to be typical of any paradise garden (column 2 of the Table).

2. It is the most spectacular example of a Mughal tomb garden.

3. The basic template for the gardens was taken from the description in the Koran of heaven which is depicted as a garden.

4. Its inner courtyard has become one of the most iconic gardens in the world.

5. In the centre of the garden there's a large marble tank from which run four broad canals in which the ghostly reflection of the tomb is held and shimmers.

6. The garden was always divided into four quadrants with water, an essential feature.

7. The galleries on both sides of the courtyard were also a main element in gardens.

8. Its construction took twenty thousand men, twenty-two years to complete, and every inch, every stone is a testament of love and sorrow.

9. The famous gardens at the front of the main building are not original having been restored during the first quarter of the 20th century following centuries of gradual neglect.

10. It is planted up really densely with trees and shrubs, with flowers and fruit, all of which are designed to enrich the senses.

11. The Koran makes those rivers magical, and one of the rivers was milk, another was honey, another was of water and another was of wine.

12. Although the Court is now floored entirely in white marble, originally each of the four quarters would have been filled with plants.

Режим роботи: S1-Ss2-3, S4-Ss 5-6 і т.д., потім S1-Cl, S4-Cl і т.д.

Suggested answers:

GROUP A:

<i>ALHAMBRA</i>	<i>TYPICAL OF ANY PARADISE GARDEN</i>
1. "Red Fort" is in fact a series of connecting palaces and gardens that have been added to over the centuries. 2. Its inner courtyard has become one of the most iconic gardens in the world. 3. The galleries on both sides of the courtyard were also a main element in gardens. 4. Although the Court is now floored entirely in white marble, originally each of the four quarters would have been filled with plants.	1. The basic template for the gardens was taken from the description in the Koran of heaven which is depicted as a garden. 2. The garden was always divided into four quadrants with water, an essential feature. 3. It is planted up really densely with trees and shrubs, with flowers and fruit, all of which are designed to enrich the senses. 4. The Koran makes those rivers magical, and one of the rivers was milk, another was honey, another was of water and another was of wine.

GROUP B:

<i>TAJ MAHAL</i>	<i>TYPICAL OF ANY PARADISE GARDEN</i>
1. It is the most spectacular example of a Mughal tomb garden. 2. In the centre of the garden there's a large marble tank from which run four broad canals in which the ghostly reflection of the tomb is held and shimmers. 3. Its construction took twenty thousand men, twenty-two years to complete, and every inch, every stone is a testament of love and sorrow. 4. The famous gardens at the front of the main building are not original having been restored during the first quarter of the 20 th century following centuries of gradual neglect.	1. The basic template for the gardens was taken from the description in the Koran of heaven which is depicted as a garden. 2. The garden was always divided into four quadrants with water, an essential feature. 3. It is planted up really densely with trees and shrubs, with flowers and fruit, all of which are designed to enrich the senses. 4. The Koran makes those rivers magical, and one of the rivers was milk, another was honey, another was of water and another was of wine.

4. Переглядове читання тексту з метою пошуку конкретної інформації (Текст 1 подано у Додатках).

а) уведення в контекст повідомлення:

Teacher: There are a lot of other gardening styles besides paradise gardens. Could you name some of them?

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answer: They are Japanese and Chinese gardens, French and Italian gardens.

б) читання тексту:

Teacher: Scan five extracts containing the descriptions of different gardening styles.

в) контроль розуміння прочитаного:

Teacher: Match these descriptions with the names of the styles listed below. There are two extra styles you don't have to use. Work in pairs.

List of gardening styles:

- a) Dutch garden
- b) Japanese garden
- c) English landscape garden
- d) Cottage garden
- e) French garden
- f) Islamic garden
- g) Baroque garden

Режим роботи: S1-S2, S3-S4 і т.д.

Suggested answers: 1 f; 2 c; 3 e; 4 b; 5 a.

г) вікторина

Teacher: Now take part in a quiz. The class will be divided into two groups, group A and group B. Discuss your answers with other members of your group and then report the results to the class.

Teacher to group A: Look at the pictures and define the gardening styles in them. Give reasons for your decision.

A



B



C



D



Picture A: Source/Джерело: <https://www.brightwaterholidays.com/tours/garden-tours/dutch-bulbfields-by-eurostar>

Picture B: Source/Джерело: https://en.wikipedia.org/wiki/Stowe_Gardens

Picture C: Source/Джерело: <https://www.japan-guide.com/e/e2099.html>

Picture D: Source/Джерело: https://en.wikipedia.org/wiki/Ch%C3%A2teau_de_Villandry

Режим роботи: S1-Ss, S2-Ss і т.д., потім S1-CI.

Suggested answers: A – Dutch Garden (tulips, flowers of bright colours; intense use of space); B – English Landscape Garden (rolling slopes with woodland trees; recreation of a bridge and picturesque architecture; a lake); C – Japanese Garden (low evergreen conifers, aged materials in the construction); D – French Garden (geometric regularity, the palace is the central point, the trees are trimmed at a set height).

Teacher to group B: Define the garden styles according to the sets of plants characterizing them. What other plants can you see in these gardens? If there are some words that you don't know you may look them up in a dictionary.

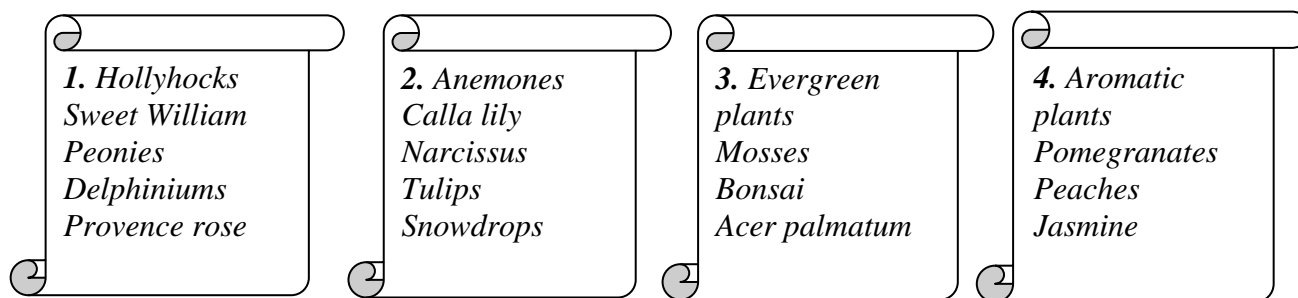


Рисунок 1. Відображення концепту "Planting Styles".

Режим роботи: S1-Ss, S2-Ss і т.д., потім S1-CI.

Suggested answers: 1 – Cottage Garden; 2 – Dutch Garden; 3 – Japanese Garden; 4 – Islamic Garden.

5. Аудіювання з розумінням основного змісту та деталей професійно орієнтованого дискурсу.

а) уведення в контекст повідомлення:

Teacher: You are going to watch the video "History of ideas" (The School of Life, 2016) dedicated to the two main styles of gardening in Europe. What are they? Before watching I would like you to comment on the differences between them.

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answer: They are the French and the English garden. The French garden style, developed from the Italian Renaissance traditions, is characterized by regular forms and strict geometric and symmetric layouts. Whereas the creators of the English garden were influenced by the Romantic movement and advocated for a more "natural" look.

Cross-cultural awareness

"Jardin 'a la francaise" – formal French garden

"Jardin a l'anglaise" – English garden

chateau – a large French country house or castle

Versailles – a palace built for Louis XIV near the town of Versailles, southwest of Paris. It was built around a chateau belonging to Louis XIII

Louis XIII – the name of the king of France (1601–1643)

chateau Vaux-le-Vicomte and the gardens of Versailles – examples of the French gardening style

Andre le Notre – a French landscape gardener (1613–1700) who evolved the French gardening style

Hercules – a hero of superhuman strength and courage in Greek and Roman mythology

Capability Brown – an English landscape gardener (1716-1783) who evolved the English gardening style

Petworth in West Sussex, Chatsworth in Derbyshire, Bowood in Wiltshire and Blenheim Palace in Oxfordshire – examples of the English gardening style

Sissinghurst Garden in Kent – an example of the integration of French and English traditions

б) перша презентація відеоматеріалу:

Teacher: Watch the part of the video "History of Ideas" about the two fundamental European styles of gardening.

Режим роботи: Video presenter – Ss.

в) контроль розуміння основного змісту професійно орієнтованого дискурсу:

Teacher: Define if the following statements are TRUE or FALSE marking them with letters "T" or "F". After watching we will correct the false statements in the class discussion.

Statements

1. The French style originated in the 17th century.

2. Andre le Notre, who was the son of Louis XIII, was the most prominent figure in the history of the French Gardening.

3. The best manifestation of le Notre's gardening style was Versailles.

4. The French tradition was dominant in Europe for 2 centuries at least.

5. Capability Brown created more than 150 gardens up and down the UK.

6. The English tradition suppressed the impulses of nature to make everything look more natural.

7. French and English traditions are a battlefield of ideas between rationalism and willpower on the one hand and the beauty of nature on the other hand.

8. There are some gardens in Britain that combine two gardening traditions.

Режим роботи: Ss-T, потім T-Ss.

Suggested answers: 1-T, 2-F (He was the son of the gardener of Louis XIII.), 3-F (The best manifestation was the chateau of Vaux-le-Vicomte), 4-F (The French tradition was dominant in Europe for a century), 5-F (Capability Brown created 170 gardens), 6-F (The English tradition was working with nature), 7-T, 8-T.

г) друга презентація відеоматеріалу:

Teacher: Watch the part of the video "History of Ideas" about the fundamental European styles of gardening for the second time.

Режим роботи: Video presenter – Ss.

д) контроль розуміння деталей професійно орієнтованого дискурсу:

Teacher: While watching the video fill in the corresponding lines of the table with suitable terms and phrases from the box that refer to the particular features of the two garden styles. Then compare your answers working in pairs.

wilderness of nature; long perspective up to the end point; groves of trees; fountains; lake; rolling lawns; symmetry; accommodation in nature; flattening of the landscape; sculptured topiaries

<i>The Italian/French garden</i>	
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<i>The English garden</i>	
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Режим роботи: S1-S2, S3-S4 і т.д.

Suggested answers:

<i>The Italian/French garden</i>	long perspective up to the end point; fountains; symmetry; flattening of the landscape; sculptured topiaries
<i>The English garden</i>	wilderness of nature; groves of trees; lake; rolling lawns; accommodation in nature

6. Бесіда за текстом. Навчання смислової переробки переглянутого і прослуханого зі співвіднесенням фактів і установленим зв'язків:

Teacher: Now you will work in small groups summarizing the contents of the

episode. You have to fill in the patterns with the key information completing the following thematic clouds. After finishing, present the results of your semantic mapping to the class.



Рисунок 2. Відображення концепту "The Main European Park Styles".

Режим роботи: S1-Ss2-3, S4-Ss 5-6 і т.д., потім S1-CI, S4-CI і т.д.

7. Читання з повним розумінням професійно орієнтованого тексту та обговоренням його змісту.

Teacher: You were given the task to read the text "Formal Landscape Design versus Cottage Gardens" (Beaulieu, 2021) as your home assignment (Текст 2 подано у Додатках). But first let's have a look at some proper names you came across in the text.

Cross-cultural awareness

Euclid – a Greek mathematician (c. 300 B.C.)

Pythagoras – a Greek philosopher (c. 580 – 500 B.C.)

Pliny the Younger – a Roman senator and writer (c. 61–112)

Tuscany – a region of west central Italy

Renaissance – the period of European history marking the waning of the Middle Ages and the rise of the modern world

Louis XIV – the name of the king of France (1638–1715)

Claude Monet – a French painter (1840–1926)

Контроль розуміння прочитаного в усній формі:

Task 1.

Teacher: Now we will check your Reading Comprehension. Twelve sentences or phrases have been removed from the text. Choose from A-L the one that fits each gap in 1–12.

a) regardless of proportion or other design considerations

b) sculpted into topiaries depicting animals

c) being not only an artist who painted landscapes

d) into an emphasis on using plants to inspire us emotionally rather

e) known for their love of Mathematics and Philosophy

f) arranged and maintained boxwood hedges

g) of the knot-garden style used in the medieval monastery gardens

h) had planted and maintained cottage gardens

i) disciplined by Mathematics and in love with geometric patterns

j) as their use in the overall composition

k) the plants play merely supporting roles

l) be sullied by the realities of daily life

Read aloud only the sentences containing your insertions.

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answers: 1 e; 2 l; 3 i; 4 a; 5 k; 6 f; 7 b; 8 g; 9 d; 10 i; 11 c; 12 j.

Task 2.

Teacher: Match a word or a phrase from the text to its definition.

a) to exert control over (nature) (*phr*);

b) whether desired or not (*adv*);

c) to comply with standards (*v*);

d) a woody plant, smaller than a tree, with several main stems arising at or near the ground (*n*);

e) a boundary formed by closely grown bushes (*n*);

f) the highest point or level; the culmination (*n*);

g) an informal garden stocked typically with colourful flowering plants (*n*);

h) very fashionable or up to date (*adj*);

i) a plant whose leaves are used in cooking to add flavour to food, or as a medicine (*n*);

j) (of a plant) living for several years (*adj*).

Режим роботи: Ss-T.

Suggested answers: a) to impose one's will upon; b) willy-nilly; c) to conform; d) shrub; e) hedge; f) pinnacle; g) cottage garden; h) trendy; i) herb; j) perennial.

8. Письмо. Навчання смислової переробки прочитаного у письмовій формі з формулюванням свого ставлення до інформації в тексті:

Teacher: Summarize the main points we discussed today by writing a paragraph (8-10 sentences) about the type of the design which is more to your liking, formal or informal, and give the grounds for your personal preference. Then work in pairs reading your answers to your partners.

Режим роботи: T-Ss, потім S1-S2, S3-S4 і т.д.

9. Підведення підсумків заняття.

Teacher: Today we have thrown light on some amazing facts from the history of landscape design focusing on the milestones of garden styles development. We have specified typical features of paradise gardens and discussed the fundamentals of European park traditions.

Пояснення домашнього завдання.

Surf the Internet to find some interesting information about the most outstanding representatives of formal or informal landscape design and make a three-minute presentation on the results of your research at our next meeting.

Оцінювання знань студентів.

As for your marks today they are... Thank you for the great work done. See you next week.

ДОДАТКИ

ТЕХТ 1

Gardening Styles

Extract 1

This garden is generally an expressive estate of land that includes themes of water and shade. Its most identifiable architectural design reflects quadrilateral layout with four smaller gardens divided by walkways or flowing water. Unlike English garden, which is often designed for walking, this type of

garden is intended for rest, reflection, and contemplation. A major focus of it was to provide a sensory experience, which was accomplished through the use of water and aromatic plants. This garden was traditionally enclosed by walls.

Extract 2

This garden presented an idealized view of nature. It usually included a lake, sweeps of gently rolling lawns set against groves of trees, and recreations of classical temples, Gothic ruins, bridges, and other picturesque architecture, designed to recreate an idyllic pastoral landscape.

Extract 3

The form of this garden was largely fixed in the 17th century. Some typical elements of this garden are: a geometric plan, a terrace overlooking the garden, allowing the visitor to see all at once the entire garden, all vegetation is constrained and directed to demonstrate the mastery of man over nature. Trees are planted in straight lines and carefully trimmed, and their tops are trimmed at a set height. The residence serves as the central point of the garden and its central ornament. No trees are planted close to the house.

Extract 4

The design of this garden is accompanied by the national aesthetics and philosophical ideas, avoids artificial ornamentation, and highlights the natural landscape. Plants and worn, aged materials are generally used by garden designers to suggest a natural landscape, and to express the fragility of existence as well as time's unstoppable advance. Water is an important feature of many gardens, as are rocks and often gravel. Despite there being many attractive local flowering plants, herbaceous flowers generally play much less of a role. Evergreen plants are "the bones of the garden". Though a natural-seeming appearance is the aim, gardeners often shape their plants, including trees, with great rigour.

Extract 5

This garden relies upon the efficient use of space and light to create a garden ruled

by rectangular shapes, symmetry and many ponds or waterways. This garden style was created to accommodate the small space available for a garden and the minimal amount of light present because of shading from neighbouring houses. Unlike other garden styles, it divided the garden into rectangular plots and created intersecting walkways instead of winding paths. Grass and other filler plants are rarely used in this style, and because of space constraints, larger trees with overhanging branches are not planted. Instead, short manicured shrubs or low walls intersect the garden and create the geometrical patterns. Any garden with large numbers of tulips is also easily labelled as this type of garden.

(Source: Wikipedia. *History of gardening*)

TEXT 2

Formal Landscape Design versus Cottage Gardens

Understanding how landscape designs have evolved can clarify for you exactly what it is that you expect from your landscape. Perhaps, without even knowing it, you fall into one of the two major schools of thought:

- **Formal design** with its geometric patterns;
- Or **informal design**, which shuns geometric patterns and strives for a more natural look.

Ancient Greeks, Geometry and Formal Design

The ancient Greeks are (1) _____ (between which there was a close link). You have heard of two of their mathematical legacies: Euclidean Geometry and the Pythagorean Theorem. Euclid and Pythagoras were both ancient Greeks.

In Mathematics and, particularly, in Geometry, the Greeks discovered the world of perfection, purity and beauty that couldn't (2) _____. It was a refuge from the imperfect world around them, a refuge in which perfection could be summoned at a moment's notice. Straight lines, level planes, perfect circles. They're so clean, crisp, orderly, and definite. Armed with an

orderly mindset (3) _____, we can even sometimes impose our will upon nature, which is a central theme in Western history, including formal landscape design history.

Formal Landscape Design

One way to impose your will upon nature is by constraining in your landscape design to conform to a geometric layout. The natural landscape, by contrast, is chaotic, from an artistic standpoint. Nothing is even, there are lots of rough edges, and one type of plant grows willy-nilly right next to another, (4) _____.

By the very definition of landscaping, we work to improve upon this arrangement when we engage in landscaping work. But the formal design goes beyond mere improvement. It's improvement "with an attitude".

In formal landscape design, content becomes subservient to form. Nature supplies the plants (the content), but we apply such rigid guidelines in their arrangement (the form) that most of the attention is drawn to the form. Our own handiwork becomes the star of the show, while (5) _____. The plants chosen to support such a composition traditionally have been the ones that are easiest to work with.

One plant that conforms well to geometric patterns is boxwood. Boxwood shrubs can easily be molded into well-behaved hedges that conform to whatever form we wish to impose upon them, be it a circle, straight line, etc. In formal gardens, a series of carefully (6) _____ can be the whole garden. It's not a style much given to variety, nor do flowers assume a central role.

The Romans, those practical pupils of the Greeks, left us, in their literature, an example of this use of boxwood hedges to impose unity on the chaotic natural landscape. The example is provided by Pliny the Younger, describing the garden design of his own estate in Tuscany. Pliny speaks of trimmed boxwood hedges expertly deployed to divvy up the landscape in a precise manner. In addition, boxwood was (7) _____, a further assertion of mastery over nature.

As Europe transitioned from Roman rule to the medieval period, the wealth, technical expertise and culture that were needed for an estate such as Pliny's were sadly wanting. But the tight structure of formal design was at least passed on in the form (8) _____. Renaissance Italy brought back formal landscape design on the grand scale, and the reign of Louis XIV witnessed the emergence of the classical French garden at Versailles, which is the pinnacle of this style.

English Cottage Gardens

But, in its own way, the landscape garden movement, too had a rigidity about it. The biggest blow in the English revolt against formal design came with the evolution of English cottage gardens. This revolt got help later from the Romantic movement in literature and art. This was a movement against Classicism and its appreciation for order, discipline, and moderation. In garden design, the influence of Romanticism translated (9) _____ than intellectually. With its mystical charm and romantic aura, this style reflects its historical roots.

Romanticism not only focused on the emotional but also placed the peasantry, despised in the past, upon a pedestal. And it was originally the peasantry that (10) _____. They had done so before it became trendy with more affluent groups. The true cottage garden of the peasantry was practical, as well as aesthetically pleasing. Thus culinary and medicinal herbs were common components. Fruit trees, too were often among the typical plants used in cottage gardens.

But after English cottage gardens caught on outside of peasant circles (and outside of England too), their aesthetic properties received most of the attention. One of the most famous cottage gardens was designed by Claude Monet (1840-1926), the French

Impressionist painter. No discipline exerted a stronger influence on garden design than did landscape painting. It was a case of "life imitating art". Monet is a particularly interesting case, (11) _____ but also someone who was active in garden design. With Monet, the influence went both ways.

English cottage gardens with their wild abundance of rose bushes, perennial flowers, vine-covered garden arbors, and plants tumbling over stone walkways, are popular in the U.S. This is an informal style meant to evoke a mood of lighthearted gaiety. The eye feasts on a jumble of flowers, distributed in a seemingly haphazard manner, evoking thoughts of a "natural landscape". The plants themselves are just as important (12) _____, and the wildness of the arrangement suggests a closer communing with nature.

(Source: Beaulieu, 2021)

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GARDENING STYLES: A DETAILED LESSON PLAN IN ENGLISH FOR THIRD-YEAR MAJORS IN GARDENING AND LANDSCAPE DEVELOPMENT

This publication is a detailed lesson plan on the topic "Gardening Styles" designed for the third-year majors in Gardening and Landscape Development. The integrated approach to the formation of linguistic and specialism-related competence is manifested in the development of language skills alongside with gaining cultural knowledge and job-related skills in a professionally oriented context. The lesson is aimed at improving various communicative language skills. The development of students' cognitive thinking is supported through systematizing language material and structuring professional knowledge by employing graphic organizers for semantic mapping within the concept "Main styles of garden and park design".

Keywords: English communicative competence, ESP, lesson plan, cognitive skills, graphic organizers.

BIOS

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