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English vocabulary games in the adaptive environment of high school; monograph, Tomsk, TPU, 2013, 168 p.

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The monograph contains an investigation of interactive vocabulary games at the English lessons as an efficient means of improving the students' skills in oral monologue speech. The research is based on the experimental data received in the course of a pedagogical experiment held in the second-year student groups of TPU. The book includes a part of methodical development containing gaming techniques which can be used at the English lessons in a non-linguistic high school.

The monograph is intended for specialists in methodic and for teachers of foreign languages in high schools and non-linguistic universities.

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Introduction

Recent years show a significant increase of the interest to the English language. It is recognized as the language of professional communication in various fields. The main task of the teacher is to improve the high school students' motivation to learn English and to create favourable psychological and pedagogical conditions for maintaining their mental health. In recent time the problems of learning foreign languages as means of communication became prominent due to the rapid development and expansion of international, business, economic and personal contacts between citizens of Russia and other countries, spread of the World Wide Web, the orientation of higher education at the international educational standards. In this regard, there is a need for a more thorough linguistic preparation of students in linguistic and non-linguistic universities.

A modern non-linguistic university graduate should have the developed skills of foreign language communication in the professional activity, where there is a need to express opinions on the questions under study, to justify it, to comment on the information from foreign language sources. Thus, more and more attention is paid to the questions how to develop effective methods of teaching oral monologue speech for students of non-linguistic universities. One of the ways is the use of interactive vocabulary games. The problem of oral speech learning is particularly important not only for senior students, but also for younger undergraduates, because here the basis of the language learning is laid.

The problem of oral speech teaching based on the use of interactive vocabulary games was investigated in the methodology of foreign language teaching. It is confirmed by works on the study of passive vocabulary expansion in the course of text reading and playing games [Larina, 1998; Kuimova, 2005], the role of visualization in teaching of speaking [Litvinko, 1995; Ovsyannikova, 1998], interconnected teaching of reading and speaking [Klycheva 1994; Lyogochkina, 2000], the use of reading as a means of teaching of speaking [Bereshvili, 1983; Boldyreva, 1987; Matceovich, 1975; Novozhilova, 1978], possibilities of text retelling as a means of monologue speech skills development [Bobyleva, 1994], idiomatization of speech based on reading [Nevueva, 1971], correlation of reading and oral skills while working with newspaper texts [Dubinina, 1993], identifying of objective indicators of the level of speech skills formation in text telling and interpretation [Nakhabina, 1974], implementation of communicative orientation in

teaching English as a foreign language in various textbooks [Kiselevskaya, 1995].

Thus, in the methods of teaching foreign languages in non-linguistic high school much has been done for teaching of speaking. Meanwhile, the problem of teaching with the use of interactive vocabulary games was solved mainly with regard to the school, but not to the university environment [Bagdasaryan, 1990; Bogatyreva, 1998; Gaysina, 1997; Garaschenko, 1974; Goryunova, 1994; Krapivnik, 1993; Syromyasov, 2000 and others]. Nevertheless, games at the lessons in high school play a great role not only for vocabulary learning but also for the development of student's personality and maintaining of good mental condition of young people which is of a great importance in the university environment.

The expediency of speech skills development through the use of interactive vocabulary games is connected to the fact that nowadays there is a great quantity of authentic literature dealing with education in a non-linguistic university, and the contacts between students from different countries are developed. So, there is a need to give one's point of view on different questions, justify it, to speak at the international conferences. In other words, students should not only be able to read, translate, write, but to tell about the basic facts, events of a text or situation, explain any fact, argue their point of view, i.e. to communicate freely. However, in practice, not all the students possess these skills, which show reasons to use game technologies.

Taking into account the fact that the period of learning foreign languages in Russian higher schools lasts for five years we consider the first and second years to be the initial stage of training. Starting from the second year of learning foreign languages in a non-linguistic high school there is a gradual transition from general topics to the professional ones.

The question of the content that should be taught is still controversial. Some researchers prefer authentic interactive games written by native speakers for native speakers which are not aimed at the educational process. Others consider these interactive games too complicated, because they believe that they will irritate students by the complexity of grammar and lots of unfamiliar vocabulary [Vasilyevykh, 1979; Nosonovich, Millrood, 1999 and others].

Considering the initial stage of training in non-linguistic university we share the opinion of those researchers who offer a compromise decision: a compilation of interactive vocabulary games by authors of textbooks taking into account all the

parameters of authentic texts and methodical requirements in the same time [Kiselevskaya, 1995; Nosonovich, Millrood, 1999 and others]. In other words, we believe that interactive vocabulary games created by native speakers must be adapted especially for training purposes or simplified considering the requirements of the learning task suitable in modern conditions.

Thus, the relevance of the topic and research problem is determined, on the one hand, by the increased requirements for improving the quality of language training of future professionals in non-linguistic schools, which is connected with the orientation of modern education to the international standards — and consequently, with the need to find new ways of educational improvement. From the other hand – by lack of elaboration of training oral monologue speech with the use of interactive vocabulary game — both in theory and in practical terms. The solution to this problem is intended to improve students' practical skills of oral communication in a foreign language at non-linguistic high school.

All the said above has determined the topic of the research which is read as: “Interactive vocabulary games at the lessons of English as a means of oral monologue speech skills development in the adaptive environment of a non-linguistic high school”.

The object of the research is the process of learning a foreign monologue speech (in a non-linguistic high school) basing on the use of interactive vocabulary games.

The subject of the study is methods of training second year students of a non-linguistic high school in monologue speech basing on the use of interactive vocabulary games.

The purpose of the study is the theoretical foundation, practical development and experimental verification of the technique of teaching foreign spoken monologue speech to students of non-linguistic high school through the use of interactive vocabulary games.

The analysis of linguistic and psychological bases of oral monologue speech and the study of methodological literature on the selected topic has highlighted the following hypothesis: students of non-linguistic high school will better learn the oral monologue speech with the use of interactive vocabulary games developing their communication skills.

According to the hypothesis put forward the following problems were determined:

- ✦ to study the linguistic, psycholinguistic, psychological and methodological background of training oral monologue speech basing on the use of interactive vocabulary games;
- ✦ to analyse the possibility of using interactive vocabulary games in learning foreign languages, to determine the criteria for their selection and to offer methodological guidelines for their use;
- ✦ to develop science-based exercises for oral monologue speech training;
- ✦ to test the efficiency of the developed methodology and of the proposed exercises for learning oral monologue speech with the use of interactive vocabulary games through pilot training.

Solving of these problems required the application of the following research methods.

1. Study and critical analysis of the linguistic, psycholinguistic, psychological, educational and methodological literature on the research topic.
2. Analysis of textbooks and manuals on teaching speech at the initial stage of training in non-linguistic university.
3. Observing the learning process at the second year groups of non-linguistic high school and the analysis of teacher's own experience.
4. Questioning and testing of students.
5. Qualitative and quantitative analysis and evaluation of experimental data.

The theoretical and methodological basis of the study is the following: the typology of monologue speech forms in functional and semantic aspects [Matsevich, Nechaeva, Novozhilova, Solganik and others], phase model of utterance generation [Zimnyaya, Itelson, Leontyev, Moskalskaya, Rubinshtein and others], communicative and proactive approach to the teaching of foreign languages [Baryshnikov, Batashov, Gavrillov, Gurvich, Minyar-Beloruchev, Passov, Skalkin, Solovyova, Shatilov and others], student-centered approach to the education [Bim, Komarova, Millrood, Serikov, Skalchinskaya and others].

The scientific novelty of the study is determined by the fact that it is for the first time that the criteria of the interactive vocabulary games selection are defined

taking into account the linguistic, psychological and topical features as a support for learning oral monologue speech at the initial stage of education in non-linguistic high school, and the training technique for teaching English monologue speech basing on the use of interactive vocabulary games is worked out.

The theoretical value of the work consists in clarifying the modern theory of oral monologue speech generation mechanism in a foreign language relying on interactive vocabulary games and in working out a technique to teach skills of oral communication in the form of monologue-argument and also the grammatical speech skills at the second year of studying in a non-linguistic high school.

The practical value of this study is to develop and test during the pilot training methods of teaching a foreign (English) oral monologue speech through the use of interactive vocabulary games at the initial stages of a non-linguistic high school.

The developed methodological issues and the series of proposed interactive vocabulary games can be used in the compilation of textbooks and manuals on the English oral practice in non-linguistic universities at the initial years of studying and also in linguistic high schools or in schools with an intensive study of the English language.

According to the results of the study the following positions are claimed:

- 1) it is expedient to construct a technique of teaching monologue speech using interactive vocabulary games;
- 2) interactive vocabulary games not only facilitate the intensification of the learning process and improve the training of students at a non-linguistic high school but also reduce the level of students' anxiety and increase their resistance to stress;
- 3) at the initial stage of foreign speech learning we should also take into consideration the training of speech grammar skills. The most efficient means of its formation is functional and communicative organization and situation-communicative training of the studied material;
- 4) development of oral monologue speech skills is achieved in the course of realisation of a whole complex of interactive vocabulary games built considering the linguistic characteristics of speech producing in a foreign language relevant to the gaming technology.

The solution of the mentioned tasks was made possible thanks to the analysis of linguistic, psycholinguistic, psychological, educational and methodological literature.

The reliability of the study is confirmed by the results obtained during the pilot study.

A series of methodical seminars on the research topic was carried out for teachers of foreign languages in Tomsk Polytechnic University (2002-2012).

The efficiency of the proposed methods of teaching foreign oral monologue speech has been experimentally verified during two years at the Faculty of Automation and Computer Engineering of the 2nd year of studies at Tomsk Polytechnic University.

The contents of the investigation is reflected in the structure of this monograph, which consists of an introduction, two chapters, conclusion, bibliography, which includes 198 sources, including 34 names in foreign languages, and appendixes.

In the introduction the actuality of the research topic is stated, the object, subject, purpose, hypothesis and objectives are defined, the methods, theoretical and methodological basis of research are identified, the scientific novelty is revealed, the theoretical and practical importance of the work are defined.

The first chapter is devoted to the theoretical (linguistic and psychological) basics of the foreign oral monologue speech learning. It describes the linguistic features of a monologue utterance, determines the specific monologue form to be developed, analyses the process of foreign oral monologue utterance generation, considers skills most relevant to this type of speech activity, without which the teaching material of interactive vocabulary games will not work.

In the second chapter the basics methods of teaching foreign oral monologue speech through the use of interactive vocabulary games as a support for an utterance are defined, the requirements for the selection of lexical units are specified, a set of interactive games to develop vocabulary skills of oral monologue speech is described, the psycho-pedagogical conditions most favourable to the maintaining of students' mental health of are specified, the results of the experimental verification of the proposed method are discussed.

In the conclusion the theoretical and experimental data received in the course of the scientific research are summarized and the prospects of further investigations are determined.

CHAPTER 1.

PSYCHO-LINGUISTIC BASIS OF ORAL SPEECH TRAINING WITH THE USE OF INTERACTIVE VOCABULARY GAMES

The aim of our research is to create an effective method of training of oral monologue speech in a foreign (English) language in a non-linguistic university. This chapter is devoted to the study of psycho-linguistic basis of teaching methods of oral monologue speech with the help of interactive vocabulary games: the linguistic features of monologue forms of communication are considered, then its psychological and psycholinguistic characteristics are revealed, the models of speech generation are described, the skills and competencies necessary for the formation and development of the oral monologue speech through the use of interactive vocabulary game are allocated.

§ 1.1. The linguistic description of foreign oral speech with the use of interactive vocabulary games

In the history of human society games were a particularly important part of everyday life. They were intertwined with magic, cult behavior. Back in the ancient world, the game was used as a form of teaching. However in the Middle Ages the autocratic system of education was born, and it relied exclusively on the rational didactics. It was gradually confirmed that learning is an unpleasant hard work, involving coercion. Game in such a school was a rare exception.

The term "didactic game", which refers to a game specially created for teaching, for the first time was introduced by F. Froebel and M. Montessori. The offered games that were intended to be used with preschool children.

Gradually the educational games began to penetrate into high school, taking the form of gaming techniques in learning.

In Russia it is only in the 1960s, during a period of liberalization in the social life, when the formula of "teaching with enthusiasm" promoted by S. Soloveichik began to spread. It revealed the other side of learning, which is also a labor, but this labor is joyful in its essence.

But the burst of interest to the learning with entertaining quickly dried. The

ideologization of education ousted games from the work of school teachers, except for a few enthusiasts and innovators – Sh. Amonashvili, S. Lysenkova.

From the middle of the twentieth century until the 1970s the grammar-transfer method of teaching foreign languages dominated at the lessons. Its purpose was to study grammar in order to learn to read and understand texts in a foreign language through it. Only with the come of the communicative method game exercises began to replace the mechanically reproducing ones.

Psychological and educational foundation of game methods of learning is the playing activity. Z. Manuleyko believes that the activity motivation is an important part of the psychological mechanism in the game. Game training technique includes different aspects of motivation:

1. Communicative motives. The joint solution of game problems encourages interpersonal communication and strengthens the relationship between students.

2. Moral motives. In the game, students can stand up for themselves, defend their views, knowledge, express their attitude to work.

3. Cognitive motives. Each game has a close result (the end of the game). It encourages students to achieve the goal (or victory) and increases their interest to find ways to achieve the goal. In the game the students are initially equal, and the result depends on the player himself, on his personal qualities. The depersonalized process of learning in the game gets a personal significance. The situation of success creates a favorable emotional background for the development of cognitive interest. In each game there is a mystery - a lack of reply that activates the mental activity of students and pushes them to find the answer.

The aims of the game forms and techniques used in the language class are outside of the game situations, and the results can be represented as external objects (projects), products of artistic creation and representation of new knowledge. In games there is a replacement of motives: Students act out of a desire to have fun but the result can be constructive. Games which are in the basis of gaming techniques are a means of education, though the source of its activity are the tasks voluntarily taken by an individual. In games, the students achieve the aims at different levels:

On the first level there is a satisfaction from the game process. This aim includes the willingness to any activity, if it brings joy.

On the second level the functional purpose of the game related to the

implementation of the rules, acting out stories and playing roles is achieved.

At the third level students reach the educational purpose, solving game problems. It is at this level that they learn new words of a foreign language and use them in speech.

Solving game problems, students reach the educational aim which they often do not realize. Playing in a linguistic game, students concentrate on specific tasks of it, but the result of their work will be the assimilation of new vocabulary, communication in a foreign language.

The use of gaming techniques in a language class also justifies a huge value of the game for the mental development of students of any age.

D. Elkonin treats the game as an activity that occurs at a certain stage (for example, in the childhood), as one of the leading forms of mental functions development and a way of meeting the adult world. Children repeat in their games repeated in games the situations which are treated with full attention by them, to make it available to their understanding and control ("pictures" of the real world are reflected in the plots and contents of games).

The formation of human cognitive processes is also performed in the course of a game. The transition from practical thinking to the figurative one is performed, the capacity for abstraction and generalization is worked out, the voluntary memorization is developed.

Nevertheless, the game training cannot be the only method in the educational process. It does not create the ability to learn itself, but it develops the cognitive activity of students.

Game techniques of teaching foreign languages is also relevant and at the senior levels of higher education, as they are dictated by the special needs and world views of students. Conscious and positive attitude of students to the learning process occurs when the education meets their cognitive needs.

It is important for students to have such an educational material which is related to the life and practice and has a problematic and emotional character of exposition. It gives students the possibility to experience the joy of independent discovered during the learning activity.

Cognitive processes of the future specialist are very contradictory. From one hand, the attention and memory are characterized by stability and increase of the

arbitrariness. From the other hand, they are highly situational. Students are interested and remember well only the information that touches their emotional world, has a personally meaning for them. The teacher must organize training activities so that cognitive processes of students could be activated.

On the senior level education reading, monologue speech and writing are being actively developed, the vocabulary is being enlarged. The leading human activity in this period is the personal communication. Gaming methods provide the opportunity to learn new lexical material in everyday situations, increasing the motivation to study a foreign language. Consequently, a teacher using a game organizes the learning activity based on the natural needs of the students.

The investigations in the psychology and methodology have shown that the success of a foreign language mastering depends not only on the human cognitive processes but also on the emotional sphere of an individual. The humanistic concept of Rogers in teaching foreign languages is reflected in the writings of Charles Curran and other researchers. They regard a person as an emotional creature first of all, and among the most relevant qualities of a person they point out the motivation, the level of anxiety and self-esteem, rigidity (relaxedness), and risk appetite. The motivation is the trigger for any activity. The success in an activity increases the motivation. A low self-esteem leads to rigidity, inferiority complex and is connected with the fear of making a fault. It has a bad influence on the language learning. The level of anxiety is closely related to the self-esteem, inferiority complex and rigidity. In connection with two types of anxiety are distinguished: the personal and the situative ones. The personal anxiety exhausts the body, it is an obstacle to learning. The situative one creates an intellectual tension and passion in learning.

Game methods have a rich training and psychotherapeutic potential. The intellectual tension produced by the game is a necessary condition for an active learning in a high school. Game is feasible for almost every student, even for those who has no stable knowledge in the language. Competence in dealing with gambling problems increases the motivation to learn the language. The sense of equality, the atmosphere of enthusiasm, the sense of the affordability of the tasks — all this allows a student to overcome shyness which prevents him from using words of a foreign language in speech. It gradually decreases anxiety and stiffness, and a positive self-image appears.

The mastering of the vocabulary demands students of multiple repetition of it, which tires them by its monotony, and the expended efforts do not bring quick

satisfaction. The application of gaming methods in education contributes to the important tasks of foreign vocabulary learning:

- 1) creating psychological readiness of students for speech communication;
- 2) providing a natural necessity to repeat the lexical material;
- 3) training of students in choosing the right version of the utterance, which is a preparation for the spontaneous speech.

Learning vocabulary skills is performed in accordance with the three stages:

- 1) introduction of a new word and its primary repeating;
- 2) situative training and creating of the lexical links in similar speech situations;
- 3) creating of the dynamic speech situations, so to say – training to combine the well-known lexical units in different speech situations.

The central part of all the work on the vocabulary learning is making strong and flexible lexical links in speech. One of the most important conditions of vocabulary skills formation is performing of the exercises with a limited number of difficulties. Such exercises can be presented in a form of a game or situations which make the learning process an interesting occupation. Besides, a game gives a possibility to use the new material in communicative situations, close to the natural ones. In all the games there is an element of unexpectedness – it means, that the speech will be spontaneous. A game includes a series of varitype-situational exercises which create a possibility to a multiple repetition of a speech pattern in conditions close to a real communication with all its features – emotionality, spontaneity and purposeful actions.

The efficient development of monologue speech in English needs a clear understanding of its content on the linguistic level taking into consideration the aims and objectives of the education on the studied stage of learning.

The decision of this problem in a non-linguistic high school includes several aspects:

- a) the study of the linguistic peculiarities of monologue speech and defining of concrete monologue forms to be developed;
- b) the specifying of the linguistic and structural features of these forms.

The speech activity, and in particular — the monologue speech — is not usually performed in isolated words or sentences but in larger units consisting of several

sentences. It forms a structural and semantic unit supported by rhythmic and intonational factors. This point of view is shared by the majority of researchers [Moskalskaya, 1978; Nechaeva, 1998; Serkova, 1968 and others], who consider that a real speech communication is always not one but several sentences.

Thus the unit of oral monologue speech at the initial stage of learning must be available to students from one hand, and from the other hand — have more or less concrete structure. Besides, it must be not very large. This unit, in our opinion, is a supra-phrasal unity.

The supra-phrasal unity is understood in this study as a terminated chain of sentences organized in such a special way that it forms a unite utterance (after O.Moskalskaya [Moskalskaya, 1978]). So these larger units (in comparison with a separate word or sentence) are an object of linguistic investigation [Vinogradov, 1963; Galperin, 1982; Zarubina, 1977; Nechayeva, 1998].

Studying the problem of learning language with the use of interactive vocabulary games it is necessary to point out the form of monologue which is more productive when working with the studied material. So it is necessary to investigate the classifications of monologue speech forms.

The monologue was an object of research in linguistics [Alpatov, 2001; Veyse, 1985; Solganik, 2000 and others], psychology [Zimnyaya, 2000; Leontyev, 1997; Luriya, 1998; Rubinshteyn, 1999 and others], psycho-linguistics [Belyanin, 2000; Zalevskaya, 1996; Krasnykh, 2001; Frumkina, 2001 and others], methotics [Galskova, Gues, 2004; Minyar-Beloruhev. 1996; Shatilov, 1986 and others] both in domestic science, as well as abroad.

The analysis of the modern linguistic and methodology literature has shown that the question about the classification of monologue forms has no final decision nowadays. The main cause of it is the absence of common criteria and unite approach to the problem decision.

For our research the typology of monologue speech in its functional-semantic aspect is of a great interest. In our opinion this aspect of monologue speech is the most relevant concerning monologue speech training because it gives a possibility to identify the smallest unit of training which would have all the necessary and sufficient attributes of a complete utterance: semantic and topical unity, structural completeness, lexico-grammatical integrity, logics.

So the variety of monologue speech forms in its functional and semantic aspects

will be considered later. The basic work in this field is the book of V. Vinogradov. Investigating the monologue speech the scientist identifies its four functional-semantic types: monologue-conviction, lyric, dramatic and informing type. Within the last one the author distinguishes the following: a narrative monologue and monologue-argument (as a form of scientific speech) [Vinogradov, 1963].

In linguistic literature there is an appeal to the functional-semantic types of speech in terms of categories of information content and modality.

In the first case the functional-semantic types of speech [Galperin, 1982] were seen as forms of content-factual information (which tells about facts, actions, events, persons) and content-conceptual (which tells about the author's world outlook). Thus, the describing context is bound to the circumstances, person and conditions of an action, the narrative context is bound to time and space, and the context of reasoning transfers the author's attitude to the reality. The interesting thing about this treatment of functional-semantic types of speech is the consideration of reasoning as a form of content-conceptual information.

In the second case the description, narration and reasoning are regarded as different ways to express the objective modality – the attitude of the given information to the reality [Zarubina, 1977].

The logical unit which is defined as a structural unit of thought which is spread in thought and speech and represents a close association of several propositions is the basis for the classification of functional-semantic types of speech by V. Odintsov. [Odintsov, 1980]. The necessity to allocate the logical unity as a unit of thought is connected to the fact that in logics there is only one type of communication judgments - conclusion. It occurs very rarely in its full form in the communication, that is why one must admit the necessity of existence of logical unit as a form of linking judgements with conclusions [Solganik, 1973].

Keeping in mind the variety of texts, the scientists distinguish among them, from the point of view of logical means representation, the following functional-semantic types:

- 1) types of speech with a logical dominant: definition, conclusion, characteristics, message;
- 2) appropriate types of speech complication with a logical dominant: the explanation, reasoning, description, narration [Kozhin, Krylova, Odintsov, 1980, 1982].

Foreign linguists distinguish four types of speech: description, narration, explanation and argument (debate). These types of speech are the most typical of the journalistic style. The most appropriate, with the respect to our study, we believe the typology of speech in the functional aspect of meaning developed by O. Nechayeva [Nechaeva, 1975]. The main task of typology here is “to establish the interrelations between human mental ability to allocate the interconnected events of the reality and the ability to express these events in the appropriate language constructions” [Nechaeva, 1975: 40].

Thus, following this typology, we can consider the types of monologue speech, their language form and choose the most relevant form of monologue which is the most typical for the spoken language of the second year students of a non-linguistic university.

O. Nechayeva distinguishes the following types of monologue speech: description, narration and reasoning. For our research we take from this typology the logical and semantic characteristics of the types of speech.

Each of these types of speech has its extralinguistic goal which determines the method of transmitting information through interactive vocabulary games.

The purpose of the description is to enable the student to see, hear or feel what the organizer of the game have seen, heard or felt. In other words, it is to create the illusion of “immediate presence”. The description can be of two types: objective and subjective. The first type of description is a "photographic" transfer of visual, auditory, or emotional experience; the second one provides a significant emotional component.

Considering the description, E. Maslyko, P. Babinskaya, A. Budko and S. Petrova say that it is the deployment of the main idea, the main thesis. In the description "the phrases are united together by the general theme and follow one another in the manner of structural relationships between the elements reflected in the speech” [Maslyko, Babinskaya, Budko, Petrova, 1998: 309].

G. Solganik allocates a static description, which interrupts the action, and the dynamic one, usually small in size that does not stop the action, being included in the event [Solganik, 2000].

Creating a descriptive text the author tries to convey a certain image of the subject (object) of speech by means of transferring distinctive features, properties, qualities of described objects and phenomena.

The aim of the narration is to inform the reader about the events that took place in the concrete time. It is a message based on certain details and answering the questions: what took place, when and where, who were the participants, what was in the result. The narration can be of two kinds: in the form of a story and in the form of indirect speech.

G. Solganik says that the narration depicts events or phenomena that take place not simultaneously but one after the other, or are interdependent [Solganik, 2000].

The structural links of the narration are:

- 1) direct chronology;
- 2) reverse chronology;
- 3) direct chronology with deviations [Maslyko, Babinskaya, Budko, Petrova, 1998].

In the speech, as G. Bobyleva mentions [Bobyleva, 1994], there are monologues-narrations of two types:

- a) a narration without the central event, so to say without a climax – it is a business narration, when a person tells about what the period of time was filled with. The main characteristic of such a narration is a calm statement of facts and events. For example, it is a story about a day off – how it was organized;
- b) a narration with the central event, where the narrator tries to tell about some events or facts which had attracted his attention as expressively as possible. Such narrative can be based on the personal experience - something seen, heard or read.

In its meaning, structure and modality the narration with its dynamics is opposed to a static description.

In other words the aim of the narration is the creation of a dynamic picture of the development of a situation in the recipient's mind.

The aim of the reasoning is a logical production of the necessary conclusion (from the author's point of view). The informing in the reasoning is not one of the main goals but a means to substantiate or refute the main approval.

The syntactic form of the reasoning has two or more simple sentences or a complex sentence with a causal or conditional bond. But it is not any of such syntactic structures with the cause-effect relationships that can be called the reasoning. In the reasoning the inferential judgment has a sense that needs to be

proved.

The reasoning in different cases is held with different aims:

- to give a rationale for an action or condition;
- to assess a subject depending on its features;
- to identify the causal relationship of conditioned phenomena, prescribe any action as necessary or substantiate the possibility or desirability of action;
- finally, to justify anything, to confirm it or deny categorically.

The essence of the reasoning is that the the views expressed about any events, actions, regulations and so on are compared with each other and grouped together in a logical sequence, which is a basis for certain findings and conclusions The compositional form of a reasoning has three components [Nozhin, 1976]:

- 1) the initial thesis (any claim);
- 2) argumentation;
- 3) conclusion.

Each compositional part has its own function. The initial thesis in the reasoning starts the topic, being a beginning of the utterance. The second component of the reasoning has the biggest volume because the main argumentation of the reasoning is represented in this part. "It is here that the logic of speech must be the force that leads the thought and attention of the audience" [Nozhin, 1976: 69]. The conclusion (the third component in the reasoning composition) contains, after E. Nozhin, the same information (or thought) as in the initial thesis. So to say, the main thought of the beginning which is expressed in one or several sentences is repeated in the end.

Other researches [Maslyko, Babinskaya, Budko, Petrova, 1998] allocate the following structural elements of the reasoning:

- 1) proof or disproof:
 - a) from premises and facts to the conclusion,
 - b) from the thesis to the arguments and from those - to the conclusion;
- 2) cognitive movement:
 - a) from the phenomenon to its essence,
 - b) from the change to the analysis of its causes,

- c) from the consideration of qualitative characteristics of an object or phenomenon to the study of its quantitative parameters,
 - d) from the elements to their bonds,
 - f) from the establishment of a law and its contents to the disclosure of its forms in different conditions;
- 3) movement from concrete to abstract and vice versa.

In other words, the aim of the reasoning is form in recipient's mind a series of new notions, knowledge about facts of the life by means of argumentative presentation. The general aim of the reasoning is specified in its subtypes:

- a) reasoning-conclusion (it is a process of getting a new knowledge on the basis of something already known, and reporting it in the form of logical inference);
- b) reasoning-proof (it is intended to realize the author's intention to justify the truth or falsehood of the expressed statements thus persuading the recipient for consistency and reliability of the conclusion) [Kirillov, Starchenko, 2003; Solodukhin, 2000].

In addition to the extra-linguistic goals, "each type of speech expresses its own particular situation, associated with the perception of reality and the nature of the speech: the focus on actions developing in a certain period of time in the narration, on simultaneity of attributes in the description and on the cause-effect relationships in the reasoning" [Nechaeva, 1998: 27].

All the said above shows that extra-linguistic factors (the main of which are the final aim of the information sharing and the nature of the discussed object [Motina, 1988]) determine the way of sharing the information in the vocabulary game. In the framework of a certain mode of presentation (selection, which is linked to the nature of the object of speech), the author may use various types of organizational structures. The most common lexical structures of the interactive vocabulary games organization are: chronological order (narration), spatial order (description), logical development of ideas from the general to the particular and from the particular to the general, the culminating thought development, comparing and contrasting, analysis and classification, definition, cause-and-effect relationship, the rationale of the thesis with the details and examples and others (reasoning). Typically, these organizational structures occur in interactive vocabulary games not in isolation, but in a variety of combinations [Bobileva, 1994; Kaplich, 1996; Nechaeva, 1998; Solganik, 2000].

The main functions of the monological speech (information, impact, evaluation) are implemented in the relevant forms. Thus, the informative function is realized in the description or narration. The function of an impact — in the reasoning, the evaluation — in all the three types.

After reviewing the above types of speech, we limit our study with one type of speech – monologue-reasoning. The selection of this type is done due to the fact that it contains not only a factual information but also an evaluation of this information by the speaker, a personal interpretation of the material in order to attach a listener to this evaluation or to influence his mind and senses in order to convince him of the expediency of a particular action.

By the second year of studies students are already able to objectively inform the listener about an event in its causal development (monologue-narration, monologue-description). The need for a focused training of “monologue-reasoning” on the basis on an authentic text is due to the fact that this type is the most efficient for solving problems set in the written text, because a student has not only to retell the information from the text but also to give his opinion, to comment on the content of the text, give his own examples to prove or disapprove the information presented in it. Besides, one of the tasks of the foreign language teaching at this stage is to develop the argumentation skills of students - due to the fact that, beginning from the third year of studies, the education is built on the basis of professionally oriented material, and it is necessary not only to retell an information but also to substantiate one's opinion, prove and justify the opinions, assess one's own and other people's point of view.

Thus, having allocated the form of monologue speech subject to our study we can turn our attention directly to its structure.

Summarizing the structural features of monologue studied above it can be noted that the message type “monologue-reasoning” has the following structure:

- 1) beginning (introduces the topic, names the participants, the place where the action takes place, enumerates facts or events to be discussed);
- 2) main part (it gives answers to the questions “how”, “what for”, here the arguments are given, and the facts are interpreted, which helps to analyse the events and come to a conclusion) — it has the biggest volume;
- 3) conclusion (it contains a conclusion about the described facts and events, the information is summarised, the personal assessment is given).

The expression of one's opinion usually consists of telling a certain thesis and its argumentation. Here the argumentation can represent an enumeration of facts or a chain of arguments, where each next argument comes from the previous one. The reasoning is the process of justification of the propositions put forward. To ensure the success of the argument one should define the reasons of the opponents and explain their opinions [Bocharov, Markin, 2000; Guetmanova, 1994, Kirillov, Starchenko, 2003; Solodukhin, 2000 and others]. An equally important task is the determination of the causes underlying our own judgments.

There are two main types of reasons to explain why a person adheres to a certain point of view. Answering the question “Why do you think so?” one can give an explanation or add an argument. In connection to this, there are two types of causes: cause-explanation (it takes place when a person answering the question “why?” gives causes why he began to stick to this opinion) and cause-argument (argumentation is a series of connected reasonings, where one reasoning is used to support the others). Cause-argument justifies the statement that expresses a certain point of view.

The efficient use of a foreign written text is that the speaker can take advantage of both the structure of the perceived text and of the linguistic means of the expression of content. Thus, this work contributes to the development of skills and abilities of students to express themselves in a foreign language [Bobyleva, 1994].

When considering the grammatical phenomena we must remember that in the communication process the functional load of different morphological categories is not the same. Some categories are active carriers of meaning, because they reflect various properties, connections and relationships of the extralinguistic reality. Such categories are called nominative or syntagmatically unconditional. Other categories have practically no information and realize their value only in syntactic relationships. They are called syntax or syntagmatically conditioned [Rafienko, 1993]. The misuse of nominative grammatical phenomena (such as Present Perfect, Past Continuous and others) in contrast to the syntax grammatical phenomena (for example, the coordination of the verb with the noun in number) in many cases leads to misrepresentation of the information. Therefore, it is nominative grammatical phenomena that are considered in the methods of teaching proposed in our research. It is also necessary to bear in mind the fact that the efficiency of oral speech learning depends on dosing and selection of the linguistic minimum, because difficulties inhibit student and are fraught with loss of interest to language [Borisova, 2001].

Apart from the structural peculiarities, monologue-argument has a certain language design. As for the design of this type of monologue speech, the materials of the constative control indicate that third-year students of non-linguistic high school experience the greatest difficulties in the use of speech forms of the subjunctive conditional sentences. Thus, the results of the performed control allow to claim that the main object of development (speaking about grammar speech skills of the second year students) is the formation of skills of using the conditional tense.

Based on the above we determined that for students of a non-linguistic university learning oral monologue speech the main communicative unit and a product of speech is the monologue-reasoning which represents a linguistic unit of the text level and supposes a handling of the connected text. Supra-phrasal unity is a part of a text. We can say that any long text consists of supra-phrasal unities.

Due to the complexity and multidimensionality of the phenomenon of "text" researchers still have not offered a single definition of this term. Any text refers to multifunctional systems, so it performs a variety of functions. It is a means of communication, a way to store and transmit information, a reflection of the mental life of the individual, a product of a particular historical epoch, a form of the existence of culture, and a reflection of certain social and cultural traditions, etc. [Krasnykh, 1998: 196].

In the linguistics the text is considered as a super syntactic unit built of lower-level units according to certain rules [Alpatov, 2001; Reformatskiy, 2001; Solganik, 2000]. Psycholinguists define the text as a product and the subject of communicative and cognitive activity aimed at the performance of the strategic and tactical communicative tasks, a phenomenon of the reality and a means of reflecting the situation in its integrity [Gorelov, Sedov, 2001; Zalevskaya, 1996, 2000; Leontyev, 1999; Frumkina, 2001]. In pragmalinguistics the text is considered as a sign [Meshkova, 2000; Fomichenko, 1995].

In this study we proceed from the communicative-functional approach to the study of the text and share the opinion of those scholars who believe that "from the communicative-functional point of view, the problems of the language units system description are not so actual as the language itself in the reality of its usage ... and the problem of building and transferring of its informative units – texts – and their interpretation" [Kozhina, 1987: 15]. In other words, the speech activity is a text activity first of all. In the course of it the whole integral communicative-cognitive units (texts) are created and interpreted" [Ippolitova, 1998: 24]. So speaking can be

regarded as a process of texts creation [Kazartseva, 1999; Potrikeeveva, 2000; Nuttall, 2000; Wadensjö, 1998].

Nowadays the teachers of high schools review the ways of influence on the students' minds, will and emotions in order to bring them into the rich world of culture and traditions of the country of interest. The ways to form all the speech skills (reading, writing, speaking, listening) are also reviewed. The activation of the learning and cognitive processes is also stimulated by game technologies, inserted into the education along with traditional occupations.

The cause of such a great attention and interest to various games in the present time – it is first of all a departure from the traditional forms and methods. It is also necessary to note that now there is a decrease of cognitive interest to the study of foreign languages speaking about students of technical specialities in a non-linguistic high school — even if their motivation is high enough. This phenomenon occurs due to the fact that the future engineers studying a foreign language face some difficulties, which seem to be insurmountable for them. Gaming activity, being one of the techniques which stimulates the educational-cognitive activity, lets them use all the levels of knowledge assimilation. Therefore, the interest for using the gaming technology at the foreign language lessons is not accidental.

The problems of language learning motivation with the help of entertaining materials and game technologies are represented in the investigations of several Russian scientists [Bim, Polat, Passov, Filatov and others]. Numerous textbooks and methodical materials for the various games are used in the practice of foreign language teaching.

Game technologies as a condition of creation of the motivation basis for learning can improve efficiency in the classroom, reduce anxiety, overcome feelings of uncertainty, develop students' creative abilities.

One of the actual questions of didactics is to increase the motivation to the educational activity. A real way to maintain students' cognitive motives is to include an activity which has a certain personal meaning for students (game, communication, labour, cognition) into the process of language learning.

The motivation determines the significance of what is learned and assimilated by students, and their attitude to the learning activities and its results.

The peculiarity of a foreign language as an educational subject is that it supposes a foreign speech activity, so to say — a communicative one, in the process of which the necessary speech skills are formed along with the knowledge.

The cognitive motives of students included into the educational activity itself give a personal significance to it. The source of the cognitive motives is a conscious cognitive need of future engineers. Real needs of language learners are associated with the desire to communicate in this language, express their opinion, to use the language orally and in writing, to master it. The last fact leads to the necessity of thoughtful selection of tools and techniques for teaching a foreign language speech activities in order to maintain the motivation. In this regard, the use of gaming techniques of training of foreign language communication is of a particular importance.

The attraction of game as a training technique is an effective tool for managing learning activity (that is a work on the mastery of foreign language communication) which activates the students' mental activity and makes the educational process more exciting and attractive.

The interactive teaching is first of all a dialogue teaching in which an interaction between the teacher and students is performed. It supposes quite concrete and predictable aims. One of these aims is to create comfortable conditions for learning in order to help the student to feel his success and intellectual competence, which makes the educational process itself more productive. Within the framework of this approach an interactive vocabulary game can be relevant in particular, because with the help of it one can master the huge amount of foreign vocabulary at different levels of complexity.

So, game technologies facilitate the disclosure, maintaining and development of personal qualities of students.

The main function of an interactive vocabulary game is a communicative (pragmatic) one which comprises the sharing of information in order to produce a certain impact on the listeners. The communication is understood as a process of the interaction of two or more persons for the purpose of transferring / getting / sharing the information and an impact on the interlocutor necessary to perform a common activity [Krasnykh, 1998: 168].

Through the interactive vocabulary the verbal communication is performed, so a person must have the ability to create and accept statements in speech

communication.

From the psycholinguistic point of view, a monologue text is a “one-way” communication: one person transfers the information — the others are informed. A monological text is a linear chain of sentences [Kazartseva, C. 237].

Thus, studying the oral monological speech one can say that the integrity is revealed first of all in the semantic unity of the monologue utterance and of the topical information which constitutes a meaningful basis, and as a special extra-linguistic factor, organizes the monological utterance and “glues” it as a unite semantic structure [Belyanin, 2000; Kazartseva, 1999; Litvinko, 1995].

The connection is a condition of the monologic utterance integrity [Kazartseva, 1999; Krapivnik, 1993; Litvinko, 1995]. The connection of the oral monological utterance is provided by a series of thoughts, factors, connected inside by its sense and contents [Mets, Mitrofanova, Odintsova, 1981: 20]. It is manifested in the ability of the speaker to keep the subject matter, regarding its different sides, which lets a smooth transition from one subject matter to another.

The sequence of the oral monologue utterance is manifested in the substantiated development of its meaning and a definite order of its main compositional units conditioned by a “logical core” uniting monologue utterance — the dominant organizing the text [Motina, 1988]. This sequence can be of different nature.

The structural model of the monologue utterance can be organized by a logical sequence of the thought and a time sequence which reflects a chronological order of events and actions [Litvinko, 1995], or by a functional sequence where the text organizing dominant the attribution of properties, qualities, consistent selection and detailed description of each of them [Mets, Mitrofanova, Odintsova, 1981].

Form the point of view of the communicative linguistics, an interactive vocabulary game as a unit of communication is characterised by such a feature as relative completeness of the communicative act. The communicative completeness of a game is not only its semantic finality and structural end. Being first of all a meant of sharing the information with a certain aim (an impact and an interaction) an interactive game should have lexical sufficiency in order to achieve communicative goals. Completeness is associated with the meaningful content. An interactive game is perceived as a completed one only if its conclusions are necessary and sufficient for an activity [Agapitova, 2003].

The completeness of an oral monologue utterance is associated with a targeted speech that is with solving of a particular speech problem [Litvinko, 1995; Passov, 1988] and is expressed in the exhaustion of meaningful and thematic plans of the monologue utterance.

To test the abilities of speech formation (reproductive, productive, dialogue, monologue) one can use:

- ♣ question-answer work;
- ♣ recoding of information;
- ♣ ranking of information;
- ♣ oral presentation;
- ♣ interview;
- ♣ oral communication;
- ♣ techniques of dramatization (role plays, scripts, etc.);
- ♣ discussion;
- ♣ solution of problem tasks;
- ♣ brief retelling;
- ♣ detailed retelling;
- ♣ oral comments.

The said above methods of control are implemented in individual, pair and group mode.

Thus teaching foreign oral monologue speech with a support of interactive vocabulary game one must remember that the speech must meet certain communicative aim (authorial intention) have an orientation on a target, coherence, integrity, information, communication completeness. This allows us to conclude that the oral monologue-reasoning has the properties presented in the following table.

Table 1

Type of supra-phrasal unit	monologue-reasoning
Communicative function	information, assessment and impact
Communicative intention	to inform of current events, to express their idea of an object (action), the attitude, opinions
Structural features	the introductory sentence (thesis / antithesis) + arguments + output
Linguistic constituting features	communicative purpose, coherence, unity, rich content, communicative completeness
Substantive content	development of some ideas, themes and issues

Based on the fact that the main means of communication is the spoken word, we are of the opinion that the most efficient way to test the general knowledge of a foreign language of students is a test of their communicative competence in speech. For this reason, the tests have to be communicative. In the next chapter we move on to the direct application of the interactive vocabulary games in teaching English in a non-linguistic university.

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§ 1.2. The use of the gaming technology at the English lessons

Today teachers are reviewing ways of producing an impact on the minds, will and emotions of students in order to bring them into the rich world of culture and traditions of the country of the studied language. The ways and means of forming all the types of speech skills (reading, speaking, listening and writing) are also reviewed. Gaming technology in addition to the traditional lessons produces an activation of the learning process and stimulating of the cognitive interest.

The main cause of such an increased interest to games of different kinds – it is first of all a departure from traditional forms and methods of teaching. It is also necessary to note a certain decline of cognitive interest in learning foreign languages, which is connected to the fact that students face some difficulties, which they consider as insurmountable. Gaming technologies can be an excellent decision in this situation — it is a method which lets use all the levels of knowledge. So, the interest to use gaming technologies at the lessons is not accidental. These problems are represented in the works of Russian scientists [Bim, Zanko, Polat, Passov, Filatov and others].

One of the most urgent questions of didactics is to increase the motivation of students to the educational activity. A real way to maintain cognitive motives of students is to provide them with an activity which has a personal meaning for them. It can be a communication, a labour, cognition or a game.

A specific feature of a foreign language (as an educational matter) is that the educational activity here supposes a practical speaking and a communicative activity, in the process of which all the necessary skills and knowledge are formed.

The use of games as an educational technique is an efficient instrument of managing the learning activity, stimulating the intellectual activity of students and allowing to make the learning process exciting and entertaining. D.B. Elkonin in his book “The psychology of games” [1987] gives the following notion of a game: “A game is a primary spontaneous school, apparently a chaos, which gives a child an opportunity to get acquainted with the world and traditions of people's behaviour”. The definition of a game more appropriate for our study is given by A.A. Derkach [1991]. He says that an educational game is a game which is used in the learning process as one of its tasks and contains an educational problem or a problem situation, the decision of which should provide the achievement of a specific training goal. Analysing this notion of a game one can point out several general ideas.

1. A game is an independent kind of developing activity for people of different age.
2. For adults and children a game is the freest kind of their activity, through which they can understand and study the outer world. It opens a wide scope for the personal creativity, activity, self-knowledge and self-expression.
3. A game is the first stage of person's activity, a primary school of behaviour, a regulatory activity for primary school children, adolescents, young adults, which changes its aims as they grow older.
4. A game is a practice of development. Children and adults play, because they develop, and they develop, because they play.
5. A game contains the freedom of self-discovery and self-development based on the subconscious mind and creativity.
6. A game is the principal sphere of communication of adults and children. The interpersonal problems are solved and the experience of people's relations is acquired in it.

A game is a powerful motivation to learn foreign languages and an efficient tool for a language teacher. An educational game is an organized task which requires an intense emotional and mental strength. The positive fact is that this way students speak a foreign language – so, the gaming method contains large educational potential. For students a game is first of all an entertainment. A game at the lesson contributes to the important methodological problems [Kuimova 2005]:

- it creates a psychological readiness of students for speech communication;
- it provides a natural necessity for a multirole repetition of the studied material;
- it trains students to choose the right variants of speech.

All the participants are equal in a game. It is feasible to almost every student — even to those who have not so much knowledge in the language. What's more, a weak student may become the first in the game: inventiveness and ingenuity here are more important than knowledge in the subject. The sense of equality, the atmosphere of enthusiasm and joy, a sense of affordability of jobs — all this gives the students an opportunity to overcome their shyness which interferes with the free usage of words in speech, reduces the fear of mistakes, and has a beneficial effect on the result of learning. The game is all "for fun", there is a possibility to hide oneself behind the other's mask and thus to absolve oneself of responsibility for mistakes and to represent the situation as “me – it is not me, but the character which I am playing”. In

this case, a portion of the psychological stress is removed, and the language material is learned quietly, with a feeling of satisfaction.

Gaming activity in the educational process performs the following functions.

1. The learning function comprises the development of memory, attention, perception of information, development of extra-curricular skills.
2. The upbringing function comprises learning such qualities as considerate, humanistic attitude to the partner of the game. Students learn phrases-clichés to use in speech — and it helps them to become more polite to each other.
3. The entertaining function is creating a favourable atmosphere at the lesson, transforming the lesson into an interesting and unusual event, adventure, and sometimes into a fairy world.
4. The communicative function is creating the atmosphere of a foreign communication, uniting the students' team, establishing of new emotional and communicative relationship, based on the interaction in a foreign language.
5. The relaxation function is relieving of the emotional tension caused by the stress on the nervous system with intensive foreign language instruction.
6. The psychological function is to provide students with skills to prepare their physiological state to a more efficient operation in the future.
7. The developmental function is the harmonious development of personal qualities and the activation of the individual capacities of students.

The position of the teacher in the organization of the game in every classroom is of a great importance. The teacher should be 100% sure of its usefulness, consider all the details of the training, and have enough confidence to manage it. The simplicity and complexity of the organization and conduct of the game depends on the type of the game and audience and on the nature of the relationship between a student and a teacher, that is — on many factors. It is obvious that the games in the classroom can simulate real verbal communication, which is so important for the communicative approach.

Games can be very useful in a language class. But a number of requirements must be taken into account:

- games should be economical in time and aimed at solving specific educational problems;

- they must be manageable, not to shoot down the rhythm of training in the classroom and avoid the situation where a game gets out of hand and disrupts all the lesson;
- game should relieve the tension of the lesson and stimulate the students' activity;
- the educational result must be left on the second place (it can be unconscious) and the gaming result must be obvious and clear;
- no one must be left passive or indifferent;
- the game requires each student's activity;
- the participants must get pleasure of knowing that they are able to communicate in a foreign language. In this case the game will be desirable and efficient — it will be waited for, as an entertainment after a hard work. So, it can't take the main part of the lesson.

The trouble is that games are often too wordy and uneconomical. Ease and improvisation during the game is a result of careful preparation. In order to manage a game effectively the teacher must know well himself what result he wants to get. In connection with it we consider several types of games.

- Linguistic (the studied material is worked through at the level of lexics and grammar).
- Communicative (role plays on a given topic).

There is one more classification of games:

- on the interaction;
- on the competition.

M.F. Srtonin allocates two types of games. Grammar games are lexic, phonetic and orthographic games forming speech skills. Creative games are those which facilitate the further development of language abilities.

Thus an educational game is one of the ways of organizing the educational-cognitive activity. Use of games in teaching is not simply an entertainment or an organization form at the lesson. A game has a great heuristic and persuasive potential. Being a part of the system of traditional education a game lets use all the levels of

cognition: from the repetitive activity to the creative one. So a game can be not only an entertainment but also the main technology of learning.

Now let us examine several important principles of using games at the lessons. Certain principles are in the basis of teaching of all the subjects. They determine the strategy of each educational stage.

Among the principles of teaching a foreign language the first place belongs to the principle of visibility, which is important for learning in a game. I.A. Zimnyaya allocates the following ways of using visualization when learning a foreign language:

- creating a speech pattern;
- creating a visual aid.

It is necessary to note that when teaching a foreign vocabulary one can use gaming technology at all the stages of training. Visual aid is of the paramount importance here, in contrast to the auditory and motor aids, it is applied most of all to limit the circle of events to be discussed and to create an aid which helps to construct a logical utterance. In connection to this, different visual aids, charts, schemes are widespread. There are a few examples of such aids:

1. semantic cards;
2. componential semantic analysis;
3. semantic “grids”;
4. semantic blocks;
5. illustrative and lexical tables;
6. illustrative and graphical exercises.

Further we study the example of using semantic cards at the stage of the new vocabulary somatisation. Semantic cards contribute to the implementation of the principle of integration of knowledge into learning a foreign language vocabulary. Thus, the acquaintance with the new vocabulary on a topic begins with a repetition of the words which are already known. The teacher writes the main topic (or example, “Shopping”) in the centre of the board and asks students to remember all the words of this topic and to write it into the copy-books. Then the teacher writes all the remembered words on the board. The next step is to classify the proposed words, and this way the semantic card is made. The teacher sees the knowledge of students on

this topic and depending on this, he proposes to the students to add into the card the new vocabulary on this topic and gives explanations.

As a conclusion we should note that one of the most important problems existing in the methods of foreign language teaching is the problem of organization of education with the use of games, and in the same time, it is one of the most efficient techniques. Use of games at the lessons has a great meaning for the acquisition of new ideas or the formation of new skills. A game is also very significant for the development of the emotional and intellectual sphere of students. The pedagogical potential of games is that they can arouse students' interest, stimulate their mental and verbal activity, learn the new lexical items, create an atmosphere of competition and cooperation when doing exercises. It also fosters a friendly team in the group, because every student in the game has the opportunity to look at themselves and their comrades from the side.

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§ 1.3. Psychological characteristics of the oral monologue utterance with the use of interactive vocabulary games

For the successful decision of the problem of oral monologue speech development with the use of interactive vocabulary games one should take into account not only the linguistic peculiarities of an utterance but also the psychological ones. The communication is an extremely broad and capacious concept. The communication has many faces, many forms and types.

The distinction between oral and written communication is based on the distinction between the two forms of the existence of language and its function in speech. Oral communication, as a rule, is connected with contact and immediacy, and written - with distance and mediation. Thus, as Z.S. Smelkova points out, “oral speech is being created in the time of speaking and is aimed to be heard, and written speech is aimed to be seen, it is a text which can be edited by the writer. Oral communication does not allow any processing of the text (except for clarification and reservations). Written text has more complicated language forms, and oral utterance is more simple in form” [Smelkova, 1999: 42].

The aim of our study determines the choice of oral form of communication. The principal psychological characteristics of oral speech are:

- the appeal, taking into account the feedback of the communication participants;
- situationality and its connection with the circumstances where the speech is created;
- audio form of speech and its pronunciation and rhythmico-intonation form;
- speech automatisms, allowing to express ideas by means of the language at a normal pace and in the correct form (grammar and vocabulary) [Rubinstein, 1999].

In connection to this, characterising the oral speech, T.A. Ladyzhenskaya notes that:

- 1) the speaker and the listener often not only hear but also see each other;
- 2) oral speech in many cases depends on the listeners' reaction and it can change depending on it;
- 3) oral expression is designed for auditory;
- 4) the speaker says without corrections, correcting in the course of the presentation

only the facts that he can see in the process of speech [Ladyzhenskaya, 1988].

Oral speech, in its turn, exists in two principal forms: dialogue and monologue. In connection to the aim of our study we turn our attention to a more detailed consideration of the monologue form of communication.

Oral monologue form of communication is an active and arbitrary kind of speech. For its realization “the speaker must be able to construct his message or a sequence of messages on the basis of non-situative and non-verbal content” [Zhluktenko, Leontyev, 1979: 131].

In the psychological literature it is noted that the main psychological features of monological speech are its organization, arbitrariness, connection, expression, persuasiveness [Artemov, 1969; Zimnyaya, 2000; Leontyev, 1997; Luria, 1998; Rubinstein, 1999]. As it became obvious from our monitoring of the learning process, these features are differently expressed in the prepared and unprepared oral monologue speech of students. The prepared speech is mostly characterized by organization, connection and persuasiveness. The unprepared speech is more arbitrary and expressful.

The organization of monologue speech is that the student plans the statement in advance, using the teacher's verbal and non-verbal support.

The arbitrariness arises from the fact that the speaker can selectively use the language material the most appropriate for a given utterance.

Connectivity means logical order and clarity of speech for listening.

The expressiveness and persuasiveness of monologue speech should be achieved through the development of students' abilities to use not only linguistic but also some non-linguistic means of expression, meaningful from the psychological point of view— as for example facial expression and gestures.

Thus speaking about the first stages of education in a non-linguistic high school we think that such psychological features of monologue speech production as organization, connection and arbitrariness are basic for the development of the monologue speech skills.

The study of the literature on the question about the unprepared speech showed that this term is treated differently in the psychological, psycho-linguistic and methodical literature. There are different parameters standing to define it. The ones

[Gurvich, Shlamberg, 1965] defining the unprepared speech allocate the following criteria:

a) lack of preparation time;

b) the lack of direct incentives.

The others [Artemov, 1969; Luria, 1998] focus their attention on the relationship between the ready and creative (new) in the speech. Even V.V. Vinogradov said that in everyday speech "the majority of people speak and write with ready-made formulas, cliches" [Vinogradov, 1938: 121].

So, the term "unprepared speech" must be correctly treated only in connection with the term "prepared speech".

Summarising these facts we can say that the oral monologue-reasoning with the use of interactive vocabulary games is a monologue utterance characterized by quite a free choice of the language material and content and an independence and creativity in building logical schemes of speaking.

To work out the gaming technique of teaching oral monologue speech it is necessary to examine a few questions concerning the psychological features of the interactive games. From the psychological point of view the language material represented in a game is characterised by the following two peculiarities.

a) The lexical material can serve as a motivation for an oral utterance. On the basis of a studied text the teacher can create problem situations which significantly improve the intellectual and speech activity of students.

In this connection the novelty of the received information plays a special role in the formation of motivation which is (after N.A. Salanovich) "the result of the inner human needs, interests and emotions, aims and objectives directed at the activation of the person's activity" [Salanovich, 1998: 15].

b) The lexical material is an important tool for the development of context-situational language, which is the psychological basis of internal imagery and linguistic clarity.

In other words, the use of gaming technology has a positive effect on learning spoken language.

Teaching to speak, one should remember that the subject of the study is the thought, and the product is the text – oral message [Zimnyaya, 1978: 59]. Speech and language are the means and the way of formulating the individual's thought [Bereshvili, 1983]. The thought is often a result of productive thinking, and more

exactly — a result of the personal activity of the speaker. [Zimnyaya, 2001].

The activation of the intellectual activity of students in the process of oral monological speech development can be stimulated by the content of the vocabulary games and by a special set of exercises.

The psychological scheme of the semantic text perception is represented by I.A. Zimnyaya as a system of 3 levels. The motivating level combines the situational-contextual signal (the stimulus) information and the motivational sphere. The formative level contains 4 interconnected phases:

- 1) semantic prediction;
- 2) verbal comparison;
- 3) establishment of semantic relationships:
 - a) between words;
 - b) between semantic parts;
- 4) sense formation.

The implementing level formates the thought of the response on the basis of the perception of the previous text [Zimnyaya, 1985: 31-33].

As our study is based on the investigation of foreign utterances, we turn our attention to the speech production scheme proposed by I.A. Zimnyaya. This model takes into account the functional structure of the speech activity and the peculiarities of speaking in a foreign language.

I.A. Zimnyaya points out the following phases of the utterance generation: causative-motivation, analytic-synthetic and performing. In accordance with these phases there are three levels of the utterance generation:

- 1) motivational-inducing;
- 2) formating;
- 3) implementing.

The motivational-inducing level of speech generation is implemented in a complex interaction of needs, motives and goals as a future result of an action. It is needs and motivations that make people engage in an activity.

The motivation in speaking as one of the most important factors of speech intension can influence the whole utterance organization and also the choice of

words. A more intense motivation accompanied by an emotional stress can lead to the use of more expressive means of language.

The first level of speech production is an “alloy” of motives and communicative intensions. Here the motive is the fact which explains the character of the speech act, and the communicative intension expresses the aim of the speaker [Zimnyaya, 1978: 71].

It is the communicative intension that defines the role of the speaker as a participant of the communication and signifies a concrete aim of his utterance: whether he gives advice or demands approves or disapproves, asks or affimates.

All the said above lets us say that the motivational-inducing part of speaking is characterised by the presence of motives and by the formation of the future concept of oral utterance.

The second level is formatting. It supposes the formation of thoughts by the language means. I.A. Zimnyaya represents it as two phases: sense generation and formation.

At the phase of sense generation the general idea of the speaker is produced [Zimnyaya, 1978: 74]. It is the initial moment of the speaking “program”. The idea determined by the purpose is laid down in the motive of speech. During the deployment, the idea creates a "program". The program reveals the "idea", it combines the answer to the questions “what to say, in what order and how to say it”.

In other words, at the sense generating phase all the linguistic experience of the speaker is manifested.

The choice of the necessary elements for the semantic complex is performed at the next phase – the formulating one. It includes all the lexical, grammatical and articulatory forms of the utterance.

In a normal situation, as I.A. Zimnyaya underlines, these phases are united, and it is connected with the unity of thinking, language, words and notions.

Studying the question of the utterance generation one must also touch the role of memory in the investigated processes.

In the psychology two kinds of memory are distinguished: long-term (permanent) and short-term (operational). The first kind of memory stores the language skills acquired in the process of learning and at the right time they can be extracted by the speaker. The other kind of memory is directly connected with the

outer world (through the momentary sensory memory) as well as with the long-term memory. The short-term memory is responsible for the operation with the language material extracted from the long-term memory, for the storage and processing of the information and its usage in the current communicative act [Mechkovskaya, 2001].

Studying the problem of long- and short-term memory R.L. Solso notes that the long-term memory has a huge, practically unlimited volume, and can work for an unlimited period of time, whereas in the short-term memory the information is kept (without a recurrence) only about 12 seconds, and its volume is limited to the “magic number” of 7 ± 2 (elements of information) [Solso, 1996: 153-154].

Besides, the information kept in the long-term memory allows to assess the novelty of the messages received in the course of the reading, and to structure the content of the utterance [Kolker, Ustinova, Enalieva, 2000].

It is known that a great importance in the process of speech generation is assigned to the short-term memory, also called the program memory.

The work of the short-term memory depends on a concrete speech activity itself, it is determined by its aims and develops together with the speech abilities. The efficient work of the short-term memory is in the same time the condition and the result of the communicative tasks accomplishing [Kolker, Ustinova, Enalieva, 2000].

According to psychologists [Zimnyaya, 2001; Leontyev, 1997; Luria, 1975; 1979], the main link in the formation of logical expanded utterance is the translation of thought into the external speech at the internal phase. Here all the program is built which at the beginning exists as a subjectively collapsed code of the idea. Thus, the main qualities of the monologue speech (connection, expansion, logic) are formed and prepared in the inner speech. In the time of the utterance the central event is anticipated in the internal speech and held in the short-term memory. In the same way the other facts and events of the coming utterance are anticipated and held, and it gives a possibility to build a connected monologue utterance which is united and logical. It means that for a successful realisation of an idea the speaker must have a developed short-term memory, because only under this condition he is able to hold in his memory the aim of speaking, its concrete tasks and the means of their realisation [Luria, 1979].

So, at the stage of “formation and formulating” [Zimnyaya] when generating a monologue utterance the determining factor is the development of the short-term memory, because it directly influences the result of achieving the concept of the

utterance. The speaker must hold in the memory not only the sense of speech but also the foreign lexico-grammatical means which are intended to express it. It mostly depends not only on the individual psychological features of students but also on the grade of their ability to form a foreign utterance.

To reduce the load on the short-term memory, especially at the first stage of learning the psychologists recommend to specify the program from the outside [Artemov, 1969; Bozhovich, 1995; Zimnyaya, 2001; Itelson, 1972 and others]. In our opinion such a program can be done by an authentic text which is the base for a monologue utterance formation.

The study of memory problems [Luria, 1998; Nevuev, 1970; Smirnov, 1966; Solso, 1996 and others] show that a purposeful work with written texts can partially solve the problem of text material transmission from the short-term memory to the long-term one, and it means, to the monologue speech of students.

The third level of speech generation is the implementing one. It is no less important for the process of speech production. It can be externally expressed or not [Zimnyaya, 1978; Leontyev, 1977]. In the process of speaking this level is apparently pronounced, because here the articulation and intonation take place. In the process of reading this level is not pronounced and is determined by the perception and understanding of information.

Thus it is necessary to note that the implementing level of the speaking process with the reliance on the read text represents a thought formation mechanism based on the information from the text and has an apparently external character.

In the summary we can say that the appeal to the psychological side of the oral monologue speech let reveal the peculiarities of the foreign speech production with the reliance on the lexical material represented in an interactive vocabulary game which is mostly manifested at the motivational-incentive and analytic-synthetic phases of speech generation.

As it was established, the presence of a motive is obligatory to provide the motivation of oral speech based on the lexical material. The motive in this case can be represented by the cognitive interest to the significant information of the lexical material represented in an interactive vocabulary game. It positively influences the awakening and stimulating of motivation for games and the desire to express one's views on the content of reading.

All this indicates that when teaching the oral monologue speech on the basis of

the lexical material represented in an interactive vocabulary game it is necessary, from one hand, to have an inner motivation, and from the other hand – to possess the mechanisms of the foreign utterance formation. For this purpose it is necessary to study the skills and abilities required to build a monologue utterance on the basis of the lexical material represented in an interactive vocabulary game. The next section of the book is devoted to this problem.

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§ 1.4. Skills and abilities which ensure the functioning of foreign oral monologue speech with the use of interactive vocabulary games

According to classical views, represented in the theory speech activity, oral speech is determined as “an oral way of forming and formulating thought by means of language in process of speaking” [Zimnyaya, 2000: 67]. And it is necessary to have means appropriate this way: skills and abilities for formulating one’s thought for other people to realize inner intention.

Creating an utterance with the help of lexical material on the basis of interactive vocabulary games is a chain of actions on realizing contents, that is, “what to say”, and using for it language means: (skills and abilities), which determine “how to say”.

It is necessary to dwell on the interactive vocabulary games that help to teach oral monologue speech, such as:

- 1) “Match the items ”;
- 2) “Explain by your own words the meaning of the term”;
- 3) “ Hangman”;
- 4) “Finish a phrase”;
- 5) “Find antonyms ”;
- 6) “Think up the end of the story”;
- 7) “Describe a picture” ;
- 8) “Who is who?”;
- 9) “Crosses and noughts”;
- 10) Rebuses;
- 11) Puzzles;
- 12) Mini composition;
- 13) “Find a mistake”;
- 14) “Identify a word by two letters”;
- 15) “Find the beginning and the end of the word”;
- 16) Chineword;
- 17) “Make up sentences upon the table”;

- 18) “Fill in the gaps”;
- 19) Crosswords;
- 20) “How to become a millionaire”;
- 21) “The best newspaper”;
- 22) “The best video tape”;
- 23) “Crimes detection”;
- 24) Session of jury;
- 25) Interview;
- 26) Scenario;
- 27) Role and business games.

A.A. Leontyev mentions that “if a person can communicate appropriately he must have the whole chain of skills. Firstly, he must orientate himself quickly and rightly in the conditions of communication. Secondly, he must be able to plan his speech, to choose contents of communication act correctly. Thirdly, he must be able to find appropriate means for transfer of this content. Fourthly, he must be able to provide a feedback. If something of this chain of communication act is broken, the communication will not be effective” [Leontyev, 1999: 56].

Due to this theory it is necessary to mention that the formation of such skills will promote an effective studying of oral monologue speech.

Let’s clear out what implementations and abilities are necessary and what is the main difference between them? We cannot find any clarity in the question what is the main difference between skills and abilities in psychological and methodical literature.

According to O.M. Kazartszeva's point of view, “an ability is a preparation to implementation of actions, but a skill is an automated part of this activity” [Kasartseva, 1999: 30].

A skill cannot be created without repeated exercises, in other words, reiteration of actions. But a skill can be created without a great number of exercises. It is important to understand what is required, that is the knowledge of the way of action implementation.

“Communicative abilities are more or less perfect ways of the implementation

of some speech actions based on knowledge and skills, acquired by a person in the process of activity” [Kazarchzeva, 1999: 34].

A.A. Leontiev points out that speech skill corresponds to speech operation which is carried out on optimum parameters, including the unconsciousness, full automaticity, stability, etc.; the speech ability is characteristic not for speech operation and for speech action which is also made on optimum parameters, including arbitrariness, sensibleness, correctness, etc. An ability is the capacity to carry out an action on optimum parameters, so the implementation of this action answers to the purpose and to the conditions of its course. A skill is defined as an ability to carry out optimally this or that operation.

From this it follows that abilities to build super-phrasal unities (a product of an action as a part of the communicative activity which results in the text, the whole speech work) of certain types are connected with the ability to carry out action on optimum parameters”. As for the use of various means of language for creation of a coherent statement, it not actions, and operations — components of action which in the course of speech should not demand understanding as the attention of the speaking person should be directed on the contents. It is necessary to define them as skills operating by a language material [Leontyev, 1997: 47].

Besides, language and speech skills are distinguished in psychological and methodical literature. I.A. Zimnyaya understands the automated component of an activity as a skill. It can be “a language, if it is automated by means of thought formations by means of language, and a speech, if it is automated by way formations and thought formulations” [Zimnyaya, 2000: 139].

S.F. Shatilov, unlike I.A. Zimniya’s point of view, considers that language skill cannot be automated, and that it is under consciousness control. We agree with the opinion of S.F. Shatilov, and under the language skill we understand “skills of operating the language material outside the conditions of the speech communication, leaning on the corresponding language knowledge — rules. Skills of forms building belong to such skills (for example, formation of personal endings of verbs) structure formation skills (skills of designing of sentences)” [Shatilov, 1986: 13].

Under a speech skill, we, after S.F. Shatilov, understand “a skill of using language means in speech” [Shatilov, 1986: 12].

Among the speech skills we can distinguish lexical and grammatical skills. A lexical speech skill is understood as “a skill of the correct word usage and word-

formation “on feeling”, on the basis of the speech automated connections” [Shatilov, 1986: 13].

In this research we are interested in speech grammatical skills, as we consider them as one of criteria of an assessment of the oral monological utterance. The process of making oral statements by students is connected with the greatest number of mistakes in the use of the grammatical phenomena that, doubtlessly, negatively affects the quality of speech.

S. Thornbury notes that the use of lexical material (offered in interactive vocabulary games) in the process of grammatical skills formation has certain advantages:

- lexical material provides the contextual information allowing a student to guess the meaning of unfamiliar grammatical phenomena;
- lexical material represents a good illustration of the use of any grammatical phenomenon in real communication;
- work with lexical material provides storing of the studied grammatical phenomena;
- lexical material can be used for an independent students' work [Thornbury, 1999: 49].

Formation of skills is impossible without dividing this process to a number of stages. Lack of formation on this or that quality of skill testifies the need of its repeated formation.

Analyzing the process of skill formation, I.A. Zimnyaya notes that a teacher should consider the following regularities:

- ♣ purposefulness;
- ♣ internal motivation and external instruction, creating attitude;
- ♣ correct distribution of exercises in training time;
- ♣ inclusion of the trained phenomenon in an educational situation;
- ♣ a constant need for being trained, the knowledge of results of action performance;
- ♣ understanding of general principles and action schemes in which the trained action is included;

- △ taking into account by a teacher the influence of transfer and interference of the skills developed earlier [Zimnyaya, 2000: 21].

In the research we take into account the scheme of stage-by-stage formation of the speech grammatical skills, considering their main qualities (automatic performance and consciousness, durability and the flexibility (liability) providing stable and correct performance of speech operations) which has been developed by S.F. Shatilov.

According to S.F. Shatilov, the main stages are:

1. preparatory stage;
2. situational stage in stereotype situations;
3. situational stage in variants [Shatilov, 1976: 56].

According to this scheme at the first stage of speech grammatical skills development there is “an acquaintance being trained with the new language phenomenon and performance of primary speech or language operations on a sample, with a support of a rule or without a rule” [Shatilov, 1976: 29].

The second stage represents “an automation of the trained language phenomenon in identical or similar situations in which the trained language phenomena remain constant, repeated without essential changes” [Shatilov, 1976: 30]. At this stage there is a formation of a grammatical stereotype by the repetition of the studied grammatical phenomena in the oral speech. This process takes place at the third stage.

The purpose of the third stage is “the further automation of speech operations and formation of “the plastic, labile” properties of skill, its flexibility, ability to transfer by action performance in variable speech situations” [Shatilov, 1976: 30]. The problem of this stage is an improvement of speech grammatical skills at the same time with the development of abilities that assumes an automation of skills in varied conditions of speech training in connection with an imaginary situation.

Thus, we consider that the basis of oral monologue speech abilities development with the use of the interactive vocabulary games includes the following speech skills:

- to choose models of sentences;
- to express semantic relations between sentences in super-phrasal unities by means of lexical and grammatical means (parenthesizes, conjunctions etc.);

- to make out grammatically correct sentences.

As objective indicators of the created skill I.A. Zimnyaya sees the following:

- correctness and quality of skills (absence of mistakes);
 - speed of separate operations performance or their sequence (external criteria);
- absence of orientation of consciousness to the form of action performance;
- absence of tension and fast fatigue;
- loss of intermediate operations (internal criteria) [Zimnyaya, 2000: 27].

In the course of oral monologue speech teaching on the basis of lexical material in the interactive vocabulary games it is necessary not only to form the speech skills, but also to develop the speech abilities.

From S.F. Shatilov's point of view, a speech ability is “the ability to use creative speech activity (or possession of speech activity), i.e. ability to express thought by means of the language, based on knowledge of the program of action, language means and ways of formation and a thought formulation, on skills of their use and their free combination in the course of speech communication” [Shatilov, 1976: 25].

There are various points of view about the development of abilities to produce utterances. We adhere to that point of view according to which the abilities should be developed not at the beginning of skills formation, but to lean on its certain level of formation (Voronin V.G., Bogdanova I.I., Bourlakov Yu.A., Shatilov S.F. and other scientists).

For the purpose of rational training of oral monological speech with a support on the lexical material presented in interactive vocabulary games it is expedient to point out the abilities necessary for a given form of communication.

The classification of abilities is represented by E.I. Popova. Having assumed as a basis the criterion of functionality, the scientist allocates the following abilities, including two types:

I) communicative:

- a) the ability to be orientated to a communicative task and conditions of its decision;

b) the ability to define a statement subject according to tasks and communication conditions;

II) composite and semantic abilities:

a) the ability to formulate a subject of an utterance according to the tasks and communication conditions;

b) the ability to combine and transform the acquired samples of foreign utterances in sentence-text volume for the disclosure of an utterance subject;

c) the ability to compare grammatical structures taken from the long-term memory with the corresponding lexical content and a statement plan;

d) the ability to compare results of structuring the whole coherent utterance with its plan;

e) the ability to include in a statement program an additional material for the complete and creative disclosure of a subject of the statement subject [Popova, 1990: 64].

E.I. Popova has paid attention to an urgency of abilities is positive to combine and transform the acquired language and speech material, and also abilities to compare grammatical structures taken from long-term memory with the corresponding lexical filling and a statement plan. However, from M.V. Kuimova's point of view it would be expedient to complete this classification by the ability to finish the statement [Kuimova 2005].

Considering the improvement of oral monologue speech on the basis of the systemic-functional organization of an educational and speech material, N.A. Batashov allocates the following abilities:

♣ ability to define communicative intention of the statement according to tasks and communication conditions;

♣ ability to predict composite structure of the statement for realization of communicative intention of a speaking person;

♣ ability to predict the main communicative receptions for realization of communicative intention of a speaking person;

♣ ability is to state the thoughts clearly, demonstratively, to adequately communicative intention that consists in ability to point a reason, a purpose, a

contradiction, conditions, to refer to previous events etc.;

▲ ability to develop spontaneously the operational program of the statement (it means that speech, is generally planned according to the contents and it is spontaneous at operational level) [Batashov, 1988: 88].

It is also very important for a student to predict the composite structure of a statement and the main communicative techniques for the realization of communicative intention of the speaker.

Thus, there are many available interesting researches devoted to the development of communicative competence on the basis of application of interactive vocabulary games in the methodology of teaching foreign languages.

Thus, having allocated the abilities of a monologue creation, it is expedient to consider a technique of training of oral monologue speech on the basis of vocabulary material, presented in interactive vocabulary games in the second part of our work.

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CHAPTER 2.

METHODS OF ORAL MONOLOGUE SPEECH TRAINING WITH THE USE OF INTERACTIVE VOCABULARY GAMES

Our time is characterised by the search for new forms, methods and techniques of teaching. Modern high school needs such methods which could not only help to get a good education but first of all to develop the student's personal abilities. Modern education is aimed not only to train students to adapt to the environment but also to learn to behave actively in changing social situations.

That is why at the foreign language lessons the first place belongs to the tasks which give each student the possibility to participate, enhance speech communication and form the interest and wish to study a foreign language.

This task can be solved with the help of gaming techniques. In a game the individual abilities of any person and especially of the future specialist are manifested in their full volume. A game is a specially organized lesson which demands a tension of intellectual and emotional forces. It supposes taking a decision — what to do, what to say, how to win? The desire to solve these questions increase the intellectual activity of students. And if they speak a foreign language in this moment, the game opens rich educational possibilities to them.

Being an entertainment, a game can grow into education, creation and a model of human relations.

The aims of the teaching experiment taken by us and described in this chapter were:

- ✓ To prove theoretically the significance of using gaming techniques for the vocabulary training and to check their efficiency in practice.
- ✓ To prove theoretically the possibilities of using these techniques and to check it in practice.

During the experiment the following tasks were solved:

1. The psychological and pedagogical foundation of the gaming methods were studied.
2. The principles of foreign language vocabulary teaching were allocated.

3. New gaming forms and techniques for each stage of vocabulary training were worked out.
4. Different forms and methods of vocabulary training were shown.
5. The appropriateness of using gaming techniques was experimentally revealed.

§ 2.1. Game methods of the English vocabulary training

The content of concept “an interactive vocabulary game” has been revealed, the classification of interactive vocabulary games has been presented, the purposes and functions of application of interactive vocabulary games have been defined in the work. Unlike other methods of teaching oral speech to students of higher education institutions, the technique based on using of interactive vocabulary games provides many new possibilities, namely strengthens the motivation of students to learning a foreign language, improves the level of mental balance and self-confidence of students, develops their socio-cultural competence.

The urgency of the research problem is the adaptation of students to learning a foreign language within an application of interactive vocabulary games. It is defined by the social order for preparation of the modern expert as the active subject of educational and informative activity possessing such qualities as a resistance to stress, free foreign language skills and competitiveness on a modern labor market.

Interactive vocabulary games promote a creation of specific psychological climate, i.e. favorable conditions in collective, as their purpose an interaction. M.F.Stronin, Haydarov Zh.S., Pidkasisty P.I., Solovova E.V., Stepanova E.L. etc. note that a game is a powerful incentive to mastering by a foreign language and effective reception in an arsenal of the teacher of a foreign language. Use of interactive vocabulary games and ability to create speech situations cause in students' readiness, desire to play, cooperate and communicate. From our point of view, interactive lexical game — is the purposeful organization of communication foreign with the purpose of the solution of a communicative task or a problem consisting in exchange of information in the course of joint speech activity between her participants, activation of lexical units and speech skills, creating an enabling environment for development of a language guess, memory, attention, communicative competence foreign and abilities of independent work. Interactive game promotes emergence at the identity of the student of additional, social and

psychological incentives to the doctrine, supports such psychological atmosphere in which there are possibilities for satisfaction of very important social and psychological requirements of an individual in recognition, respect, authority, etc. in educational collective. All this in addition stimulates informative activity and motivation to learning of foreign language at students. Continuously communicating with the teacher and other participants of game, the student has in addition an opportunity to acquire knowledge, to adopt skills which they have. Thus game activity promotes decrease in level of fear, uncertainty and uneasiness at students as game promotes unity of collective and possesses equal conditions and the rights for all her participants.

The purposes of application of interactive vocabulary games can also vary depending on the put educational tasks:

- a) introduction and activation of a lexical material;
- b) training to all types of speech activity with application of new lexical units foreign;
- c) development of socio-cultural competence of process of mastering by lexical units;
- d) decrease in level of uneasiness, uncertainty, fear of a public statement;
- e) control of level of possession by lexical units, formation of lexical skills.

Stepanova E.L. [2004, p. 56] offers the following main functions of interactive vocabulary games which we added with independent and independent functions:

1. Training function consists in development of memory, attention, perception of information, development out of educational skills.
2. Educational function consists in education of such quality as the attentive, humane relation to the partner in game; phrases clichés of speech etiquette for improvisation of speech communication to each other in a foreign language that helps education of such quality, as politeness are offered students.
3. Entertaining function consists in creation of the favorable atmosphere at a lesson, transformation of a lesson into an interesting and unusual event, a fascinating adventure, and at times and in the unreal fantastic world.
4. Communicative function consists in creation of the atmosphere of communication foreign, collective association, establishment of the new emotional and communicative relations based on interaction on a foreign language.

5. Relaxation function — removal of the emotional pressure caused by load of nervous system at intensive training to a foreign language.
6. Psychological function — consists in the formation of skills of preparation of the physiological condition for more effective activity.
7. Developing function is directed on harmonious development of personal qualities for activation of reserve possibilities of the personality.
8. Social function — is directed on establishment of the friendly relations in collective, on formation of skills of work in group.
9. Independent function consists in development of abilities of independent work of students, adoption of independent decisions.

Gaming situations.

Description: the gaming situation consists of two stages. At the first stage the teacher gives cards with the active vocabulary (product names) to each pair of students. The task of students is to ask questions to the other group-mates and to know who has the necessary cards and to exchange them.

The analysis: with the help of this game a realistic communicative situation was created. It included questions and answers. The communication between the game participants was quite spontaneous, but the utterances were tied to the studied vocabulary. This gaming situation is an excellent training to use the studied vocabulary in speech. Many students manifested a successful creative development.

The description of the second stage: the task of the students is to play out dialogues using the active vocabulary in speech.

The analysis: in this case the students were trained to use the vocabulary in the situation of a dialogue communication which includes a question, an answer and a following reaction in the form of a question or an affirmation. The students told dialogues in accordance with their roles. The phrases were previously thought, and there was no spontaneity in the communication. But this form of work let the teacher see the students' speech mistakes and explain them.

At the initial part of the lesson the students worked with the active foreign vocabulary in a gaming form. They revised the spelling, pronunciation and translation of the active vocabulary and also analysed the word meanings. This part of the lesson can be characterised as “warming-up activity”. It is not correct to begin the work with the vocabulary just after role plays or communicative situations. It is

better to begin with preparing the students to the communication to actualize their knowledge.

At the main part of the lesson the students communicated in English using the active vocabulary. The gaming situations helped to create some alternative reality in the context of which the communication was performed. Under the teacher's control students trained to use the new vocabulary in the communication.

As it is seen from the methodological design, gaming exercises are often very simple in their organization and do not demand any special equipment. But the gaming forms add to the lesson many new advantages helping the teacher to achieve aims and solve the set tasks. The task of the game which is solved by the students often hides a pedagogical aim which is not noticed by them.

A place for gaming techniques can be found at each lesson. Gaming methods are very diverse. They can be represented in the form of small gaming exercises, gaming situations, role plays. The main thing is that the game should be appropriate at the lesson and feasible for students, and it must correspond to the pedagogical aims and tasks. A game for a game itself is a waste of time.

Due to the wide variety and communicative orientation games can be included in the educational process at all the stages of vocabulary learning. At the initial stage of vocabulary learning they are represented as gaming exercises which facilitate remembering of new words. At the final stage the role plays and gaming situations are more appropriate, they lead the students to the main aim of the vocabulary learning — to the communication.

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§ 2.2. Forms and methods of using games for vocabulary training in high school

There are several groups of games, and each of them serves a certain aim and has its own specific features. Some of these groups can be used at the English lessons.

Group 1: subject games — like manipulation with schemes and objects.

Group 2: creative games, role plays.

All the games from Group 2 are used at the lessons of English. They are divided into role plays and stimulations. The first are considered to be of the low level of this educational activity and the second – of the high one. In a role play each role is described and a certain role position is determined. At the initial stage a task is given and it is necessary to solve it, and it reminds of the real life experience. The situation can be not absolutely real, but through these roles a personal attitude to the problem is expressed by the students. This kind of the gaming activity is especially effective at the advanced stages of language training because it supposes spontaneous utterances in the frame of an imaginary situation.

Group 3: intellectual games. They activate a cognitive activity of the students and have a problematic character of tasks solving. They can be used at the lessons of foreign languages.

Group 4: technical games.

Group 5: didactic games.

The games from group 5 have ready rules and they serve to solve the educational tasks. The linguistic games are included into this group. They are divided into individual, pair and group ones. Crosswords and anagrams are related to the individual ones, and games like bingo (combination of similar images and their finding with the help of questions, filling the apartment plan, dictation “in pictures”) — to the pair ones.

At the lessons of foreign languages the teacher can use the gaming elements (as a “warming-up activity”) through the creation of imaginary problem situations, work with gaming exercises to revise the topical vocabulary and others). All the lesson can be represented as a game (a role play, an intellectual game on the studied topic, a game on natural studies and others).

The majority of authors consider appropriate to include games into the final stage of work with the topical vocabulary, because games give the possibility to use the new material in communicative situations. But there is a number of games which can be used at the initial stages of vocabulary training, and they can make the learning process an interesting occupation.

Here we describe a few games appropriate at the stage of introducing the new vocabulary:

1) The game-crossword on the topic “Money”.

Description: the game is played at a field of grid 14 to 14 cells, each with a written letter of the alphabet. Among the letters words on the topic are encrypted. Before the game begins, the students read and translate words from the active vocabulary with the teacher. The task of the students is to find the words among the letters independently but with the help of the list of words in the bottom of the page. The aim: to acquaint students with the vocabulary on the topic “Money”, remembering of the graphical image of words.

The students can play individually or in pairs (in this case an excitement is brought into the game).

2) The game-relaxation (warming-up activity).

Description: the teacher stands on the free place and says: “I like yoghurt but I don’t like cheese” and he shows by the hand to the right saying “like” and to the left saying “don’t like”. The task of students is to join the teacher from the right and from the left and propose their variants. For example, “I don’t like cottage cheese either, but I like margarine”.

This game is suitable for all topics. The aim: introducing new vocabulary, pronouncing new words in typical situations, emotional and psychological relaxation.

3) The game-exercise “Insert a letter”.

Description: the teacher writes on the board the words from the active vocabulary and misses one or more letters. The task of students is to insert the missed letters. The aim: to revise the graphical image of words.

There are also several games for the class work at the stage of vocabulary skills training under the teacher's control:

1) The game “Noughts and crosses”.

Description: the teacher draws a grid as for the game “Noughts and crosses” and fills it with the vocabulary items to be discussed. The task of students is to select a cell and explain the word or a notion. If the players do this correctly they are allowed to put there a “cross” (or a nought) and continue the game. The game can be played in groups or in pairs. The aim: to use the new vocabulary in speech under the teacher's control.

2) The game “Competition“.

Description: the game consists of two stages. Students play in pairs. At the first stage they write as much words on the studied topic as possible. At the second stage they make up dialogues with these words. The aim: to use the new words in dialogue speech.

3) The game “Groups”.

Description: the game is played standing up, in motion. The teacher-led group is divided into two groups according to various criteria. The task of students is to tell about the advantages of being in this or that group. The aim: small monologue utterances with the active vocabulary under the teacher's control.

4) The game-crossword “Adjectives describing people”.

Description: the students are divided onto two groups — A and B. The teacher offers them the forms with the crossword puzzle on the studied topic, which is filled only by half. The words of groups A and B do not correspond but are a continuation of the crossword. The task of the students is to fill their crossword by the new words to the end and explain to the other team the meanings of the missing words. The aim: to use the new words in speech under the teacher's control.

In the end we add a few games to be used by the students independently in communicative situations:

1) Game - project "cooking recipes".

Description: the students are divided into groups. Each group makes their own “recipe” and presents it. “Independent experts on healthy eating” evaluate "recipes" and speak out. Each presentation takes 7 minutes. The task of students is to prepare a monologue utterance on the topic and speak out spontaneously. The aim is to produce a monologue utterance with the active vocabulary, a spontaneous utterance in the communicative situations.

2) Game “Healthy Eating”.

Description: there is a picture in the form of the playing field with tasks. The task of the students is to pass the playing field by completing the tasks. Rolling the dice, the participants speak without interruption during 30 seconds. The aim is to improve vocabulary speech skills in oral communication situations.

3) Role-play “In the supermarket”.

Description: the teacher prepares “goods for sale” in the form of cards with subscriptions. The task of the students is to make up dialogues from the part of the buyer and seller using the words from the cards. The aim is to develop vocabulary speech skills in the dialogue communication.

The forms and techniques of using games were represented in this chapter in such a way to express their diversity. The gaming techniques were selected in accordance with the stages of studying vocabulary, where different techniques can be applied.

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2.3. The analysis of the results of using interactive vocabulary games technique of oral monologue speech training for the 2nd year students groups of TPU

The comparative analysis of the results of post-experimental and pre-experimental control cuts revealed qualitative and quantitative changes in students' oral monologue speech building skills. This analysis showed better results for a number of indicators, testifying the level of oral monologue speech skills, which suggests the effectiveness of the proposed method of using interactive vocabulary games as a support for an oral monologue utterance of students.

After the teaching experiment a delayed control cut was performed in EG and CG in December 2012 in order to test the stability of oral monologue speech skills and of the correct usage of grammar.

The data presented below were obtained during the pre-experimental, post-experimental and delayed control cuts.

As it is seen from the table some indicators of oral monologue speech skills development have been changed during the delayed control cut of students from EG. The quantity of hesitation pauses, the average number of sentences per minute, the number of lexical and grammatical mistakes has decreased. It is explained by the increased volume of utterances characterised by a more correct use of grammatical structures and a more correct composition comparing to the utterances of students from CG.

A detailed description of the results of analysis of questionnaire, and delayed post-pilot cuts in the control and experimental groups are presented in Table 1 below.

Assessing the results of the teaching experiment it is necessary to note that there was a significant improvement in the main indicators of oral monologue speech (the length of utterance, in some cases – the rate of speech, linguistic correctness, proper use of the subjunctive mood, achieving the correct composite structure).

In the course of the study it was proved that interactive vocabulary games are an important means of oral monologue speech teaching for the second year students in a non-linguistic university. They represent a logical and semantic standard of monologue speech and contain not only lexical material but also grammar, included in the compulsory training program for students of non-linguistic universities in Russia.

Thus, the purpose of the experiment in teaching oral monologue speech in English for students of the 1st stage of language learning (in non-linguistic university) using interactive vocabulary games can be considered to be achieved. In this regard, we can say that the hypothesis of the investigation has been proved in the course of the experimental teaching. Therefore, the relevance of the study is proved. Being used for entertainment and recreation, vocabulary game can grow into learning, creativity and a new model of human relations.

2.4. Psycho-pedagogical conditions for maintaining mental health of students through interactive vocabulary games

Interactive games are characterised by an active usage of psychological and socio-psychological possibilities of personality and group. The system of relations in the school team, and updated to reveal the identity of its best side, promotes training and development of the personality. The system of good relations in the student team can identify and reveal the best sides of the personality and provokes successful training and personal. It also happens due to the specific psychological climate of the students' team – it is a favourable environment.

Thus, the effectiveness of the studied activity is closely connected with the increased use of psychological and personal opportunities of students and teacher, and also with the social-psychological possibilities which are incorporated into the system characterised by the developed educational staff, correct interactions and relationships.

Interactive game in a student team provokes revealing of additional social and psychological incentives to learning, supports such a psychological atmosphere where the most important social and psychological possibilities of personality find their realisation: the need to be estimated by the others, to be a leader, to be heard to and so on. All this additionally increases the cognitive activity of students. Besides, in the course of continuous communication with the teacher and fellow group a student can in the same time acquire and learn their skills and abilities.

What psychological principles are basic for the interactive games?

The leading one is the principle of collective interaction. The second principle important for the organization of interactive games is that of a student-cantered communication. This can be defined as a way of teaching process organization which has certain features:

- 1) students actively communicate with each other enlarging their knowledge and developing their abilities;
- 2) there is an optimal interaction between the participants of communication. It forms an interaction characteristic for the team, which is a necessary condition and means to improve education;
- 3) the success of each student depends on the success of the others. The specifics of this principle implementation is to use the opportunities that are opening up in the

consideration of educational groups as temporary teams, which performs a unite educational activity.

The task is to suggest to a student team such a collaborative educational activity that could be personally meaningful, would have a social value, would unite the team, providing a positive impact of the team on the personality, so to say actively would promote a personal development.

The actuality of the problem is defined by the social request – a need to prepare a modern specialist (of non-linguistic profile) who can be an active subject of learning, cognitive and future professional activity. He must possess many-functional abilities, professional mobility and be able to compete at the current and future labour market.

The influence of games on neuroendocrine function of human body (at the level of hormones in the blood in particular) is also of a great importance. It plays a crucial role in all emotional reactions. According to modern ideas, the formation of integrated behavioural reactions to various external stimuli is performed with the help of a very complicated functional system, in particular it is based on the specific neurochemical mechanisms of subcortical, which, due to the chemical affinity selectively mobilize appropriate parts of the brain in order to perform some purposeful activity.

The following psychological mechanisms of correction effects of games are indicated:

- a) catharsis (emotional discharge, the regulation of emotional states);
- b) facilitating awareness of one's own experiences;
- c) facing life problems;
- d) increase of the social activity;
- f) getting new means of emotional expression;
- g) facilitate the formation of new relationships and attitudes.

The analysis of psychic-pedagogical conditions of maintaining students' mental health using the interactive vocabulary games suggests that they can help to:

- a) teach analysis and algorithms for solving real-life situations, develop the ability to distinguish important things from the secondary ones, to formulate problems;
- b) impart to the participants skills of interaction with each other;

c) model particularly difficult situations, when the most skilled specialist is not able to solve the problem alone – and when only the group decisions can show the best way out of the situation;

d) demonstrate a series of possible solutions characteristic for most of the problems.

All this shows that games are not only one of the best teaching techniques but also a strong tool of student's personal development through the educational process.

To test our hypothesis of this study on the expediency of using interactive games we used a series of psychological tests determining the level of students' anxiety before and after the experiment.

Anxiety is an individual psychological characteristics, consisting in an increased tendency to experience anxiety in different life situations, including such where social characteristics are not predisposed to it. The problem of anxiety is very relevant when speaking about the students mental condition in the educational process. Students, like all learners, tend to experience anxiety in the learning process. Thus, one of the main tasks of the teacher is to reduce student's anxiety in order to improve the educational quality.

There are two types of anxiety — situational or reactive and personal. Reactive anxiety is an indicator of the intensity of the person's feelings that arise in relation to the typical events. Reactive or situational anxiety is characterised by emotional tension, anxiety, nervousness.

Based on available data, we can conclude that most of the students are subject to frequent stress. And as a recommendation to reduce the level of anxiety and to increase stress resistance we advise using of game technology at the language lessons. The most notable level of anxiety occurs among students in higher education schools and in vocational education, as well as high among school graduates. Increased anxiety is common among them.

Professional or student life of young people is also a source of stress. According to the magazine "The Specialist," "excessive stress reduces the effectiveness of the educational process and well-being of the individual.

Frequent causes of students' stress include:

1. “Adaptation syndrome” of applicants – it occurs in the course of transition from school education system to the university one (or to the vocational training system). Many former pupils can hardly set themselves to a new rhythm of activity

and cannot establish control over their learning (because sessions are only 2 times a year).

2. Overload or too low workload. Overloading is characterised by feeling of anxiety, frustration and hopelessness. However, low workload can cause exactly the same feelings. Students without sufficient academic load corresponding to their capabilities tend to feel dissatisfied.

3. Role conflict. It occurs in case of contradictions between two teachers of the same group. It means that two teachers demand contradictory requirements in the group of students which leads to a stressful situation.

Thus, the use of interactive games in the classroom during the practice of oral speech allows, first of all, to reveal the personal potential of students, to develop their positive personal qualities and to eliminate the mentioned above reasons that increase or cause stress. Second, in a game students develop speech skills. Third, the game helps to enhance the socio-cultural competence. Fourth, a game unites students with different levels and different abilities – so it helps them to exchange their experience and build a good friendly team which also gives a rise of interest to the lessons.

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Conclusion

1. Game technologies are among the most effective methods of foreign language teaching, because they are based on the playing activity which makes a great contribution to the psychic development of the personality. The use of game methods at the foreign language lessons in high school corresponds to the cognitive needs of students. The game activates thinking processes and increases the motivation to learn foreign languages.

2. Teaching of the foreign language vocabulary is a process which includes several stages. At the first stage a new lexical unit is introduced. At the second stage students learn to make vocabulary connections in speech situations of the same type. The result of teaching is student's ability to create dynamic vocabulary connections in speech that is to use new lexical units in free communication.

3. Game forms and techniques are very diverse. They can be used at each stage of vocabulary training. On the first stage it is better to use simple game exercises that will make the process of vocabulary memorizing an interesting occupation. Gaming methods allow to create realistic communicative situations between the participants of the game. That is why games are particularly relevant at the final stages of new vocabulary training where the words are used in specific game situations.

4. There are several groups of games depending on the pedagogical aims, ways of organization, levels of language proficiency. Plot-role and intellectual games, for example, demand high knowledge of vocabulary because they imply spontaneous utterances of players. Games can be represented as game elements, situations and be directed at other aims. Game methods can also differ depending on the quantity of participants, time and so on.

5. Game methods are usually very simple concerning their organization and do not demand any special equipment. They can be used at all the English lessons, as long as they comply with the goals and objectives of training. Our methodological material represents game exercises actualising knowledge of topical vocabulary, and game situations which help to produce communicative situations at the lesson. These game techniques were successfully performed in practice.

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Appendix

The textbook “*Interactive vocabulary games*”

INTRODUCTION

The textbook “*Interactive vocabulary games*” is a communicative course, especially designed to motivate and involve students in effective cooperative learning. It provides students with the necessary skills to successfully communicate in both oral and written forms of the language.

The textbook “*Interactive vocabulary games*” has been designed to meet the needs of both learners and teachers. It consists of two units and each unit ensures coverage of a subject-matter core of useful language. Each unit includes crosswords, vocabulary practice section, reading section, talking points section, listening task and speaking task sections, writing section, self-assessment section.

The Course

The main emphasis throughout the textbook “*Interactive vocabulary games*” is on developing the following communicative language principles:

- foreign language proficiency;
- diversity of creative work;
- independence at decision of problem-solving tasks;
- student-centered classroom;
- focus on meaning and use rather than form and usage;
- extensive use of pair and group work;
- cooperative learning;
- integration of four language skills;
- teacher’s role as a facilitator.

This course is designed for those learners who have achieved the pre-intermediate or intermediate level.

Unit 1. Physical appearance, character, ages & stages, relationships



GLOSSARY

Adjectives that Describe Personality

Here is a list of English words that are used to describe someone's personality

brave - someone who isn't afraid of danger.

Example sentences: Mario is a coastguard. He is very brave. His job is to rescue people.

chatty - someone who talks a lot.

Example sentences: Maria is a very chatty person. She is always on the phone to friends.

clever - good at learning things.

Example sentences: Gerard is very clever. He always gets top marks in class.

cowardly - (mildly negative) someone who is afraid of things. (often described as "a bit of a coward")

Example sentences: Sylvia is a bit of a coward. She really hates going to the dentist!

easy-going - someone who is easy to get along with.

Example sentences: My husband is very easy-going.

friendly - someone who is nice to other people.

Example sentences: The people in my office are really friendly! I love working there!

funny - used to describe someone who is amusing.

Example sentences: Salem is really funny! He's always entertaining us with jokes and stories.

generous - someone who shares their time or things with others.

Example sentences: My parents are very generous. They bought me a car for my birthday!

grumpy - bad-tempered.

Example sentences: My boss is really grumpy. He isn't an easy person to get along with.

hard-working - someone who works very hard.

Example sentences: My brother is very hard-working. He hardly ever takes a day off.

honest - someone who is truthful and who doesn't cheat or steal.

Example sentences: Amina is a very honest. She always tells the truth.

kind - someone who behaves in a caring way towards other people.

Example sentence: Most of the people I've met here have been kind.

lazy - an inactive person who avoids work.

Example sentences: Pete is very lazy. He rarely gets out of bed before mid-afternoon.

loud - someone who talks really loudly.

Example sentences: Rosita is really loud! When she talks, she drowns everybody else out.

lucky - someone who often has good fortune.

Example sentences: My brother is very lucky. He's always winning prizes in competitions.

mean - 1) Someone who is a nasty person. 2) Someone who doesn't like spending money.

Example sentences: Phillip is very mean. He never pays for his share of things.

moody - adjective used to describe someone who behaves differently every time you meet them.

Example sentences: Nina is very moody. Yesterday she said hello; today she just ignored me.

nasty - a mean, unpleasant person. (the opposite of nice)

Example sentences: I don't really know any nasty people. Most people I know are very nice.

neat - a person who is very tidy.

Example sentences: My flatmate Jorge is very neat and well organized. His room is always tidy.

nervous - someone who is easily startled by things.

Example sentences: Anna is a very nervous person. She gets scared easily.

nice - someone who is friendly and kind. (the opposite of nasty)

Example sentences: My best friend Lin is a really nice person. She is always there for me.

polite - someone who has good manners.

Example sentences: Abdullah is a very polite boy. He always says please and thank you.

popular - somebody who is liked by many people.

Example sentences: My cousin Ali is very popular. He has a lot of friends.

quiet - used to describe someone who doesn't talk very much.

Example sentences: Helen is a quiet person. She isn't very talkative.

rude - bad mannered, impolite.

Example sentences: James is a very rude person. He always pushes in front of people in queues.

selfish - used to describe someone who only thinks about themselves.

Example sentences: Jeremy is very selfish. He never helps out with the housework.

serious - someone who is always very sensible (the opposite of silly).

Example sentences: Eric is very serious person. He never joins in when we play silly games.

shy - quiet and a little bit nervous around other people.

Example sentences: Claire is very shy. She doesn't speak much in class.

silly - someone who is a bit foolish, or who doesn't behave in a serious way.

Example sentences: Gina is a bit silly. She messes about in class when she should be working.

smart - 1) someone who takes a lot of care over their appearance 2) someone who is very clever

Example sentences: (1) Anna is very smart. She is always neatly dressed.

stupid - (very negative and very impolite - sometimes used as an insult) someone who is not clever.

Be careful when using this word! Using neutral adjectives to describe people is much safer.

tidy - someone who is very neat and well organized.

Example sentences: My sister is a very tidy person. I'm the opposite; I'm really untidy!

unlucky - someone who often suffers from bad fortune.

Example sentences: Sabrina is very unlucky. Things always seem to go wrong for her.

untidy - someone who is very messy.

Example sentences: I'm a very messy person. I always forget to put things away!

vain - (negative) someone who is a bit too fond of their looks.

Example sentences: Paulina is really vain. She spends far too much time looking in the mirror!

wise - someone with a lot of common sense and knowledge.

Example sentences: My grandfather was a very wise man. He taught me many things.

Can you describe yourself in one word? If not, study positive adjectives relate to human character and find antonyms for them. Then use as many adjectives as possible to describe yourself. Be sincere and reasonable.

Positive adjectives	Negative adjectives
<i>alert</i> <i>alluring</i> <i>ambitious</i> <i>amused</i> <i>boundless</i> <i>brave</i> <i>bright</i> <i>calm</i> <i>capable</i> <i>charming</i> <i>cheerful</i> <i>coherent</i>	

comfortable
confident
cooperative
courageous
credible
cultured
dashing
dazzling
debonair
decisive
decorous
delightful
detailed
determined
diligent
discreet
dynamic
eager
efficient
elated
eminent
enchanting
encouraging
endurable
energetic
entertaining
enthusiastic
excellent
excited
exclusive
exuberant
fabulous
fair
faithful
fantastic
fearless
fine
frank
friendly
funny
generous
gentle
glorious
good
happy

harmonious
helpful
hilarious
honorable
impartial
industrious
instinctive
jolly
joyous
kind
kind-hearted
knowledgeable
level
likeable
lively
lovely
loving
lucky
mature
modern
nice
obedient
painstaking
peaceful
perfect
placid
plausible
pleasant
plucky
productive
protective
proud
punctual
quiet
receptive
reflective
relieved
resolute
responsible
rhetorical
righteous
romantic
sedate
seemly
selective

<p><i>self-assured</i> <i>sensitive</i> <i>shrewd</i> <i>silly</i> <i>sincere</i> <i>skillful</i> <i>smiling</i> <i>splendid</i> <i>steadfast</i> <i>stimulating</i> <i>successful</i> <i>succinct</i> <i>talented</i> <i>thoughtful</i> <i>thrifty</i> <i>tough</i> <i>trustworthy</i> <i>unbiased</i> <i>unusual</i> <i>upbeat</i> <i>vigorous</i> <i>vivacious</i> <i>warm</i> <i>willing</i> <i>wise</i> <i>witty</i> <i>wonderful</i></p>	
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Look at the circle about features of a character that describe your personality, choose your favourite colour and read about yourself. Then ask your groupmate all possible questions about his personality traits and guess what colour he / she likes most of all.

What is your favourite colour?



Odd one word out in the kegs. Then compare your answers with your group-mates.

ambitious
fabulous
skillful
hard-working
energetic

clever
intelligent
sensible
smart
placid

cooperative
friendly
selfish
unquarrelsome
sensitive

Find idioms describing people. Then compare your answers with your group-mates.

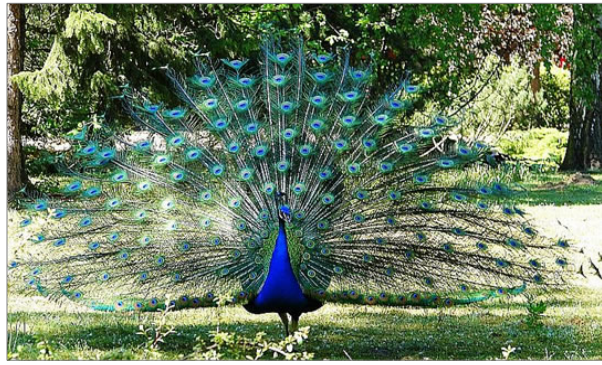
to have	good as gold	a bit slow of the mark	a cold fish
to be	quick off the mark	a fast worker	hard as nails
to be rather	a pain in the neck	round the bend	everyone's nerves
your boss is as	a slow-coach	over the top	a lazy-bones
she is as	a heart of gold	middle-of-the-road	a bit of a big-head
to get on	an awkward customer	a bit of an odd-ball	gold hands

Choose one of the idioms as the title for a story. Prepare to tell your story to the class. Your group-mates will try to guess which idiom you choose as your title.

What character qualities are these animals associated with? Look at the pictures and complete the idioms.

1. as brave as a(n) ...
2. as wise as a(n) ...
3. as stubborn as a(n) ...
4. as cunning as a(n) ...
5. as quiet as a(n) ...
6. as sick as a(n) ...
7. as proud as a(n) ...
8. as slow as a(n) ...
9. as pompous as a(n) ...
10. as importunate as a(n) ...
11. as awkward as a(n) ...
12. as ugly as a(n) ...





How would you describe the people below using the idioms? Then compare your answers with your group-mates.

Someone who...

- takes a long time to do something ...
- is intelligent and well informed ...
- has no fear and is ready to help ...
- does things behind people's backs ...
- is very arrogant ...
- tries always to wriggle ...
- meddles in other people's business ...
- is very obstinate ...
- is sure to be right in everything ...
- is not very smart or pretty ...

Answer the questions in the questionnaire about your honesty. Compare your answers to the questionnaire with a partner.



How honest are you?

1. If you found some money what would you do?
 - a) I'd keep it.
 - b) I'd take it to a police station.
 - c) I'd give it to charity.

2. If somebody tried to sell you a TV set cheaply, and you thought it was stolen, would you
 - a) refuse to buy it?
 - b) buy it if you wanted it?
 - c) inform the police?

3. If you saw your friend trying to steal something from a shop, would you
 - a) do nothing?
 - b) tell your friend to put it back?
 - c) tell a shop assistant?

4. If you couldn't afford your car insurance, what would you do?
 - a) the car would stay in the garage until I had enough money.
 - b) I'd drive the car anyway.
 - c) I wouldn't drive it except in an emergency.

5. If a shop assistant gave you too much change, what would you do?
 - a) I'd say nothing and take the money.
 - b) I'd tell the shop assistant if I thought that he/she would get into trouble.
 - c) I'd give it back to the shop assistant.

This is what our psychologist says about the answers. Then discuss your results with your group-mates.

Question 1: Give yourself **two points** for **b** and **one point** for **c**.

Question 2: Give yourself **two points** for **c** and **one point** for **a**.

Question 3: Give yourself **two points** for **c** and **one point** for **b**.

Question 4: Give yourself **two points** for **a** and **one point** for **c**.

Question 5: Give yourself **two points** for **c** and **one point** for **b**.

How did you score?

Seven to nine points shows a very honest person.

Four to six points is OK — you are about average.

Less than four points — well, you're not very honest, are you?

And you've scored ten points — you must be joking. You obviously don't answer this quiz honestly!

Seriously, though, for most people a lot would depend on the circumstances. For example, a lot of people would keep money that they found in the street if it wasn't very much. But if they found a lot of money in a wallet, they would take it to the police station.

And some people would buy stolen goods if they came from a shop or factory, but they wouldn't buy them if they knew they were stolen from someone's house. What do you think about it?

Horoscopes Affect Human Character?



Zodiac Sign Indicator	
Zodiac Sign	Birth Date Range
Aries	Mar 21 - Apr 20
Taurus	Apr 21 - May 20
Gemini	May 21 - Jun 21
Cancer	Jun 22 - Jul 22
Leo	Jul 23 - Aug 23
Virgo	Aug 24 - Sep 23
Libra	Sep 24 - Oct 23
Scorpio	Oct 24 - Nov 22
Sagittarius	Nov 23 - Dec 21
Capricorn	Dec 22 - Jan 20
Aquarius	Jan 21 - Feb 18
Pisces	Feb 19 - Mar 20

Personality Traits for the Twelve Signs of the Zodiac

Choose your zodiac sign and read about yourself. Then ask your groupmate all possible questions about his personality traits and guess what zodiac sign he / she belongs to.

Aries (Mar 21- April 19) - is the cardinal/fire sign. Aries people need to keep physically busy. They accomplish many things simply because of their restless energy. They need to learn how to make constructive use of their energetic efforts. The typical Aries urge is to take on more than can be done reasonably well. Though others may find it difficult to keep pace with an Aries, they are attracted to their animation and spirited personality.

Taurus (Apr 20 - May 20) - is the fixed/earth sign. Taureans stubbornly cling to their own ideas and habits and may fail to take advantage of new ideas or situations, because they cannot see their practical use. They have to understand that while tenacity and a stable temperament yield reward in many endeavors, tolerance and flexibility are the best assets when it comes to personal relationships.

Gemini (May 21 - Jun 20) - is the mutable/air sign. Using their communicative skills, Geminis adapt to any situation they encounter. However, they must learn to speak with candor instead of simply repeating what others want to hear. Geminis

have clever tongues and develop an amazing ability to obscure the facts with stimulating and imaginative chatter.

Cancer (Jun 21 - July 22) - is the cardinal/water sign. Cancerians get things done through the power of their emotional commitment. Not only do they aggressively work to accomplish the goals inspired by their own feelings, they also know how to appeal to the emotions of others. By making other people feel like family members, Cancerians effectively motivate others to get things done. They have to learn how to reach an emotional balance since they tend to be overly sensitive and moody.

Leo (Jul 23 - Aug 22) - is the fixed/fire sign. Leos stubbornly cling to their pride. They do not readily alter their opinions or behavior at the request of others. Their stubborn nature makes it hard for them to accept that there is no virtue in giving what they want to give, rather virtue means giving what may be wanted or needed. Neither is there reward in giving misguided loyalty to those who are not worthy of it, which is another possibility with a Leo Sun sign.

Virgo (Aug 23 - September 22) - is the mutable/earth sign. Virgos adapt to different people and situations by finding ways to make themselves useful. To hide their vulnerability, they focus attention on what they're doing rather than who they are. To deflect attention away from themselves, Virgos will also focus on other people by praising their talents and virtues, or by criticizing faulty behavior or personal imperfection.

Libra (September 23 - October 22) - is the cardinal/air sign. Librans accomplish things because they intellectually evaluate what needs to be done, then they charm others into cooperating to achieve the goal. By unselfishly sharing the success of accomplishment with those who have assisted them, Librans nurture the cooperative efforts of others. They have to learn how to deal with confrontation. Their fear of hurting others and also of hostile situations can keep them from reaching their goals.

Scorpio (October 23 - November 21) - is the fixed/water sign. Scorpios stubbornly cling to emotional attachments. They rarely forget or forgive emotional rejection. They have to learn that jealousy and possessiveness are self-defeating. Rechanneling negative feelings and experiences into constructive activity benefits others, as well as themselves. No other sign has the emotional strength of Scorpio.

Sagittarius (November 22 - December 21) - is the mutable/fire sign. Restless energy and the need for personal independence keep a Sagittarian moving in many

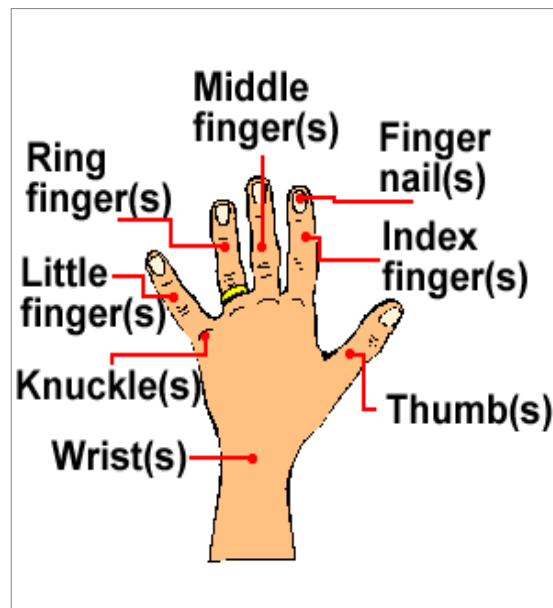
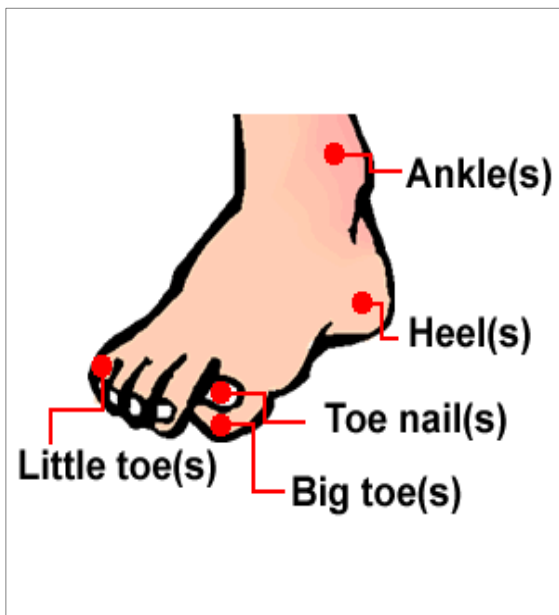
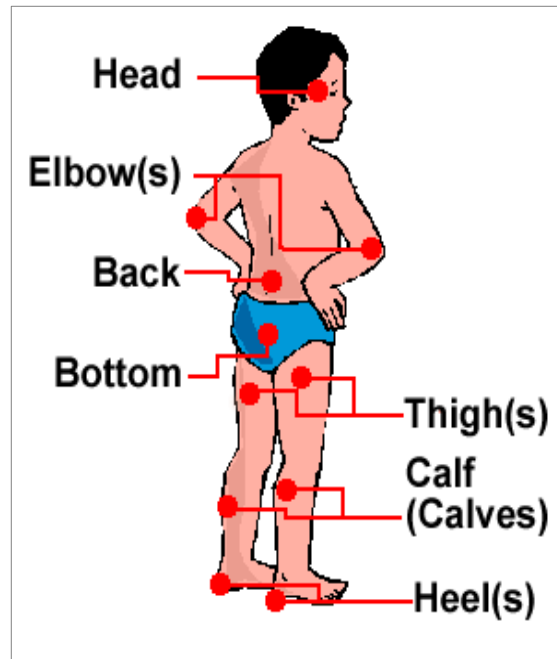
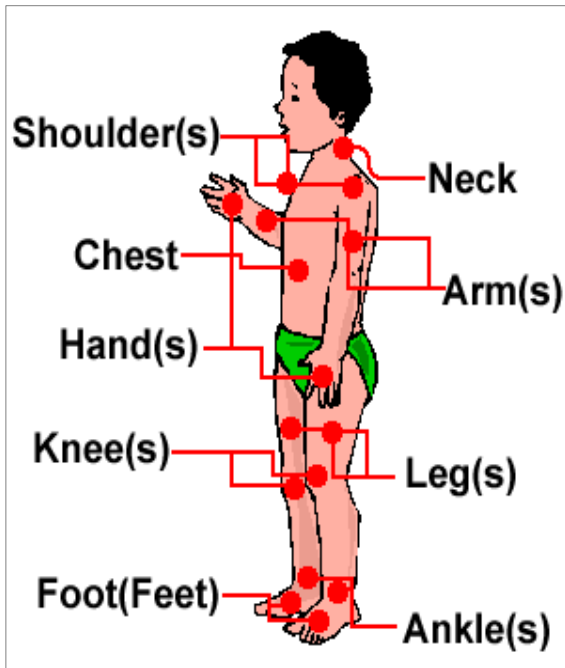
directions. They become experts at adapting to the culture or climate of their immediate environment. Always ready to travel for business or pleasure (and sometimes because of an overwhelming urge to escape) Sagittarians are all too willing to break free of the confinements of responsibility and work.

Capricorn (December 22 - January 19) - is the cardinal/earth sign. Capricorns are natural goal setters. They willingly handle many tasks when it helps them get what they want. Many things are accomplished, because Capricorns always strive to reach higher goals. They need definitive guidelines. Rules and regulations provide the structure they need to establish their own behavioral patterns. They must learn, however, that the end never justifies the means.

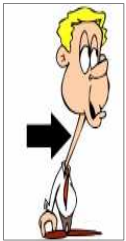
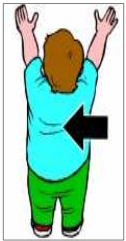
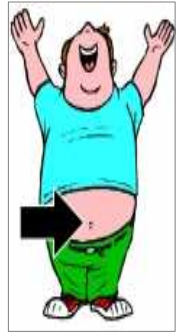
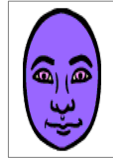
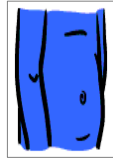
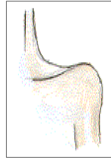
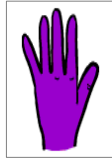
Aquarius (January 20 - February 18) - is the fixed/air sign. Aquarians are born looking for ideologies to which they can stubbornly cling. They refuse to budge whenever an issue involves what they believe to be a matter of principle. As in the case of the Aquarian Abraham Lincoln, society greatly benefits when these principles are noble.

Pisces (February 19 - March 20) - is the mutable/water sign. Pisceans adapt emotionally to their environment. Often painfully shy, they are adept at imitating the mannerisms of other people in order to hide their own personalities. A Piscean can too easily become a victim by identifying with the personality and problems of other people, because this severely restricts the development of their own personality and talent.

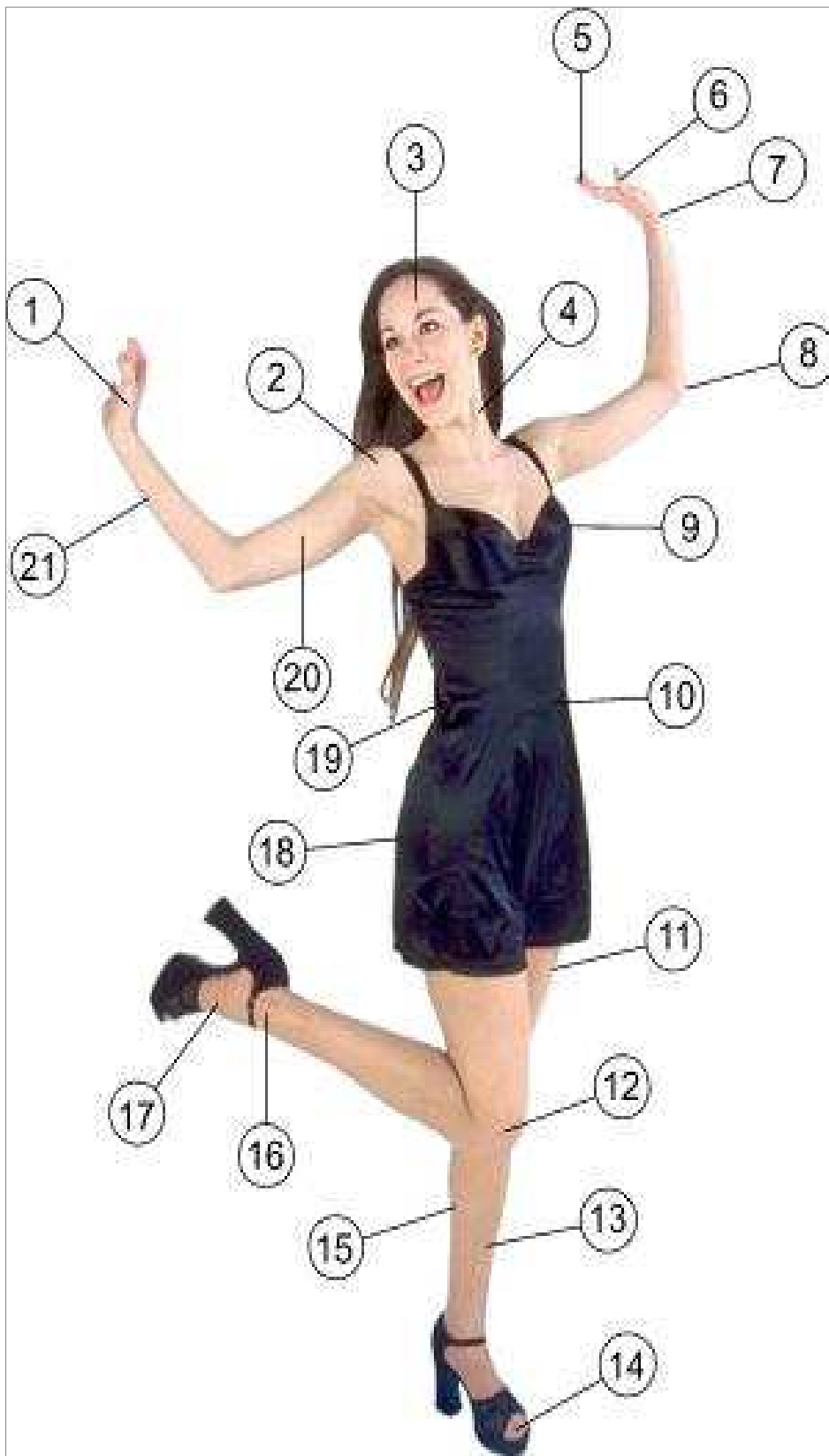
Look at the pictures and translate the words, label parts of the body that were not mentioned.



Name parts of a human body.



Write words describing parts of the body. Then compare your answers with your group-mates.



Write words describing parts of the body and answer the questions under the picture. Then compare your answers with your group-mates.

PARTS OF THE BODY



COMPLETE USING THESE WORDS:

HEAD - EAR - EYE - NOSE - LEG - FOOT
ARM - HAND - NECK - MOUTH



WRITE TRUE OR FALSE

- 1 - THE BOY HAS GOT LONG HAIR.
- 2 - HE'S GOT SEVEN FEET.
- 3 - HE'S GOT ONE NOSE.
- 4 - HE'S GOT FOUR HANDS.
- 5 - HE'S GOT TWO LEGS.

NOW WRITE FIVE MORE SENTENCES ABOUT HIM

Find the words connected with human body, which have been hidden in the grid. Then compare your answers with your group-mates.



Word ladder

Change one letter each time.

1	F	O	O	T
2				
3				
4				
5				
6				
7	H	E	E	L

1. the lowest part of the leg;
2. a heavy shoe;
3. a thing you sail in;
4. the rhythm of a song;
5. noun from “hot”;
6. make someone healthy again;
7. back part of the foot.

Act your age!

Find ten more words describing people's ages. The words are horizontal, vertical or diagonal. Then compare your answers with your group-mates.

A	T	M	T	G	R	O	W	N	U	P	E	N
F	G	I	R	E	P	A	A	A	F	A	R	V
V	A	D	O	L	E	S	C	E	N	T	S	O
Y	E	D	T	S	N	N	I	N	F	T	N	T
A	F	L	G	D	S	A	A	E	E	S	S	E
D	B	E	O	K	I	V	C	G	L	H	C	S
U	P	A	S	O	O	O	L	D	E	O	H	H
L	O	G	B	E	N	R	Y	J	R	R	I	E
T	M	E	I	Y	E	E	E	T	T	G	L	L
T	Y	D	T	S	R	E	T	I	R	E	D	P

Find idioms which relate to family life and relationships. Then compare your answers with your group-mates.

be as like as	two peas in a pod	be your mother's	daughter
be as different as	chalk and cheese	blood is	thicker than water
be the apple of	your father's eye	follow in	your father's footsteps
be the black sheep	of the family	twist someone round	your little finger
be tied to	your mother's apron strings	while the cat's away	the mice will play

Choose one of the idioms as the title for a story. Prepare to tell your story to the class. Your group-mates will try to guess which idiom you choose as your title.

Parts of Body -1 <http://www.learn-english-today.com/wordgames.html>

Find the words below in the grid.

Words can go horizontally, vertically and diagonally, backwards or forwards.

S	K	P	H	F	F	P	C	T	W	K	S	K
P	W	J	J	G	G	J	H	R	K	R	R	P
I	Z	M	J	E	P	M	I	L	E	N	G	J
L	J	Z	L	K	O	S	N	D	K	R	E	P
P	H	M	B	U	T	T	L	J	M	C	N	E
L	M	T	T	N	T	U	T	R	R	Z	E	N
S	D	H	R	Y	O	S	W	T	L	H	F	N
E	A	T	H	H	I	S	E	Y	E	L	I	M
O	E	K	S	A	K	S	G	Z	B	T	N	F
T	H	L	W	R	N	F	R	W	Q	K	G	X
E	L	K	N	A	V	D	N	A	R	M	E	M
P	J	K	N	L	P	T	R	F	E	L	R	D
R	M	H	R	G	B	E	L	B	O	W	S	M

© 2004 - www.learn-english-today.com - software 1-2-3 Word Search Maker™

Study the words connected with parts of human body and put down the words associated with them. Then make sentences using them.

ankle	
arm	
chin	
ears	
elbow	
eyes	
fingers	
hand	
head	
knee	
leg	
lips	
mouth	
neck	
shoulder	
toes	
waist	
wrist	

Study these idiomatic phrases connected with parts of the body. Then make sentences using them. Then compare your answers with your group-mates.

Three idiomatic phrases connected with hair

1. I let my hair down
2. Keep your hair on
3. I'm tearing my hair out



Three idiomatic phrases connected with legs

1. I'm pulling your leg
2. It cost an arm and a leg
3. You haven't got a leg to stand on



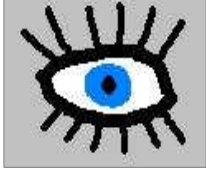
Three idiomatic phrases connected with head

1. It's like banging your head against a brick wall
2. He's got his head in the clouds
3. An old head on young shoulders



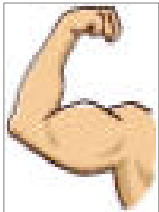
Three idiomatic phrases connected with eye

1. To keep an eye on something
2. To have eyes in the back of your head
3. His eyes are bigger than his stomach



Three idiomatic phrases connected with arm

1. They're up in arms
2. I'd give my right arm to do it
3. He's twisting my arm



Three idiomatic phrases connected with feet

1. I've got itchy feet
2. I got cold feet
3. I shot myself in the foot



What do you think about these quotations? Do you agree or disagree with the authors (why or why not)?

- ❖ Take care of your body. It's the only place you have to live. (Jim Rohn)
- ❖ Your body is a temple, but only if you treat it as one. (Astrid Alauda)
- ❖ Man has made many machines, complex and cunning, but which of them indeed rivals the workings of his heart? (Pablo Casals)
- ❖ Sometimes your body is smarter than you are. (Michael Nabokov)
- ❖ Body and mind, like man and wife, do not always agree to die together. (Charles Caleb Colton)

The words below are some of the most important used when talking about human appearance. Look at them and translate from Russian into English.



“Eyes are the mirror of soul.”

Facial features

a thin face
an oval face
a round face
clean-shaven
a bloated face
a cherubic face
a chubby face
chubby-cheeked
a chubby/podgy face
a weather-beaten face
a face lift
freckles
spots/pimples

blackheads
moles
warts
wrinkles
rosy cheeks
acne
a birthmark
a double chin
hollow cheeks
a dimple
smooth-cheeked/smooth-faced
a deadpan face
a doleful face
a sad face
a serious face
a smiling face
a happy face
smooth-cheeked/smooth-faced
to go red in the face (with anger/heat)
to go red/to blush (with embarrassment)
he looks worried
frightened
surprised
a smile
a smirk
a frown

Nose

a bulbous nose
a hooked nose
a big nose
a turned-up/snub nose
a pointed nose
a flat nose/a pug nose
a lopsided nose
a hooter/conk (colloquial Br. Eng.)
a schnozzle (colloquial Am. Eng.)
to flare your nostrils/to snort

Eyes

she has brown eyes
hazel color
he has beady eyes
a black eye
red eyes

bloodshot eyes
to wink
to blink
she is cross-eyed
a squint
she's blind
he's blind in one eye
to go blind
crow's feet
sunken eyes
piggy eyes
bulging eyes
slit/slanting eyes
shifty eyes

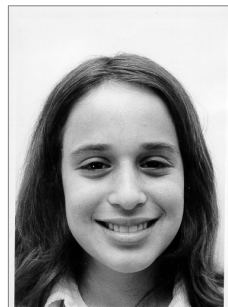
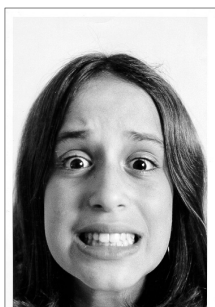
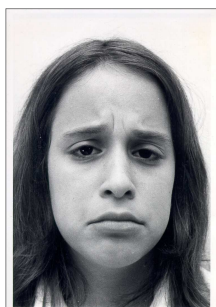
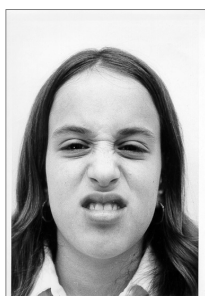
Eyebrows

arched eyebrows
bushy eyebrows
thick eyebrows
to raise your eyebrows

Eyelashes

false eyelashes
mouth
harelip
chapped lips
buckteeth
false teeth
front teeth
wisdom teeth
to chatter (teeth)
my teeth are chattering me

Look at the following photos and recognize emotional facial expressions. Comment on physical actions of the face.



Read and translate the famous quotations. What do you think about these quotations? Do you agree or disagree with the authors (why or why not)?

“I have looked into your eyes with my eyes. I have put my heart near your heart.”
(Pope John XXIII)

“There is a road from the eye to heart that does not go through the intellect.” (G. K. Chesterton)

“The eyes like sentinel occupy the highest place in the body.” (Marcus Tullius Cicero)

“The eyes are not responsible when the mind does the seeing.” (Publilius Syrus)

“The eyes indicate the antiquity of the soul.” (Ralph Waldo Emerson)

“No eyes that have seen beauty ever lose their sight.” (Jean Toomer)

“Weak eyes are fondest of glittering objects.” (Thomas Carlyle)

“The eyes have one language everywhere.” (George Herbert)

“The eye is the jewel of the body.” (Henry David Thoreau)

“Never trust appearances” (English proverb)

“First impressions are the most lasting” (English proverb)

“All that glitters is not gold” (English proverb)

What is different between them? Find as many different features as possible.



1.
2.
3.
4.
5.
6.
7.
8.
9.

What is different between them? Find as many different features as possible.



-

Match the idioms with their definitions. Then compare your answers with your group-mates.



Idioms	Definitions
1. to see eye to eye with someone.	a. to ignore something.
2. to keep an eye to on someone or something.	b. to attract someone's attention.
3. to catch someone's eye.	c. to agree with someone.
4. to look someone (straight) in the eye.	d. to watch carefully.
5. to give someone the eye.	e. to be the favourite.

6. to be someone's blue-eyed boy/girl.	f. to show that you are interested in someone.
7. to turn a blind eye to something.	g. to be direct with someone.

Choose one of the idioms as the title for a story. Prepare to tell your story to the class. Your group-mates will try to guess which idiom you choose as your title.



Read and translate the statements. Write true or false next to each statement. Then compare your answers with your group-mates.

Would you believe it?

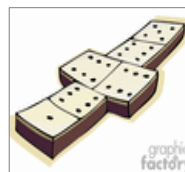
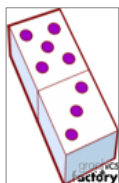
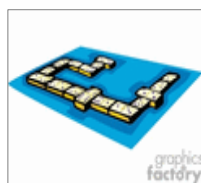
- ❖ An ostrich's eye is bigger than its brain.
- ❖ If you shouted for eight years, seven months and six days, you would produce enough sound energy to heat one cup of coffee.
- ❖ Only one person in two billion will live to be 116 or older.
- ❖ The strongest muscle in the body is the tongue.
- ❖ It's impossible to sneeze with your eyes open.
- ❖ You can't kill yourself by holding your breath.

Change one letter each time. Then compare your answers with your group-mates.

Word ladder

F	O	O	T	lowest part of the leg
				a heavy shoe
				a thing you sail in
				the rhythm of a song
				noun from "hot"
				make someone healthy again
H	E	E	L	back part of the foot

Match parts of compound adjectives in the domino. Then compare your answers with your group-mates.

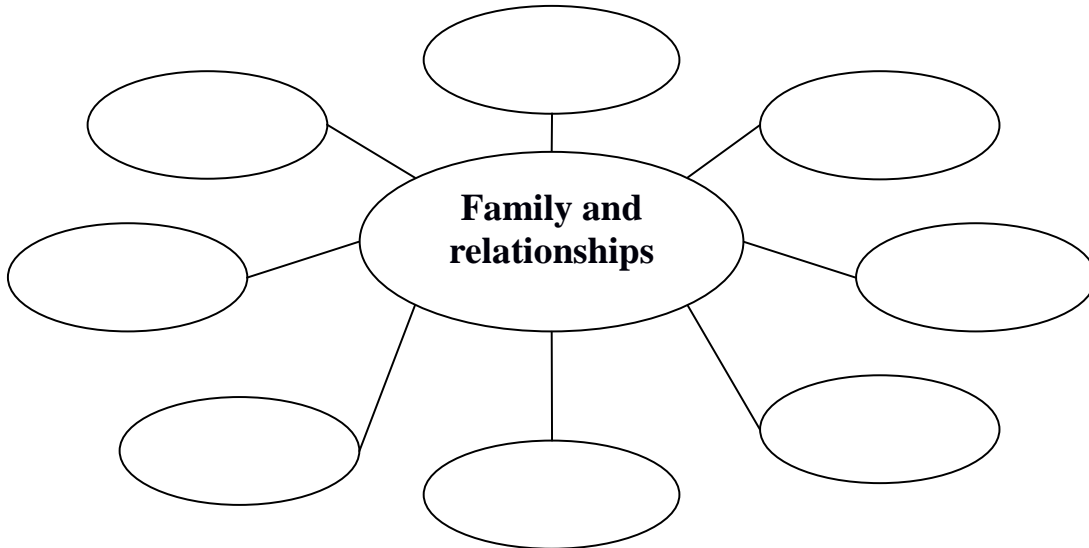


Compound adjective domino

- backed	big	- backed	light	- haired	big
- backed	dark	- headed	narrow	- handed	blue
- handed	broad	- hearted	brown	- eyed	curly
- haired	open	- haired	dark	- skinned	short
- eyed	light	- eyed	light	- faced	fair
- eyed	fair	- haired	long	- shouldered	straight
- hearted	straight	- hearted	single	- haired	open
- haired	dark	- haired	dark	- haired	blue
- haired	broad	- handed	pig	- handed	hard
- eyed	fair	- headed	long	- headed	open
- skinned	hard	- hearted	short	- hearted	hard
- minded	short	- eyed	light	- shouldered	single
- headed	long	- necked	long	- headed	round
- hearted	fair	- skinned	short	- minded	round
- minded	big	- minded	short	- headed	narrow
- minded	blue	- skinned	fair	- minded	long

Choose as many compound adjectives as possible for describing one of your group-mates. Describe him and her using words about appearance and character. Your group-mates should guess the person you mean asking you additional questions.

Fill in the spidergram with the words associated with family and relationships.



The words below are some of the most important used when talking about Family and Relationships. Look at them and translate from Russian into English.

Family and relationships

brother elder / older brother

cousin

daughter

father

grandchild

granddaughter / son

grandfather / mother

grandparent (s)

great-grandchild

husband

ex-husband

in-laws

son-in law, etc.

mother

niece

nephew

parents

sister
son
step-father
step-daughter, etc.
twin
twin-sister/ brother
uncle
widow (woman)
widower (man)
wife
ex-wife

Family and relationships - marital relationships, divorce

engaged
married / unmarried
separated
single
widowed

Family and relationships and verbs connected with them

get divorced (from)
get engaged (to)
get married (to)
get on (well) with someone
marry someone
start / end a relationship with someone

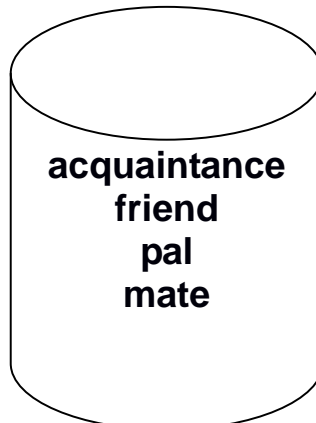
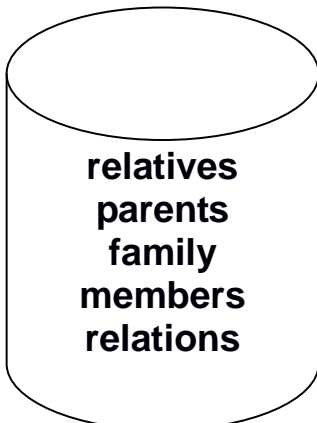
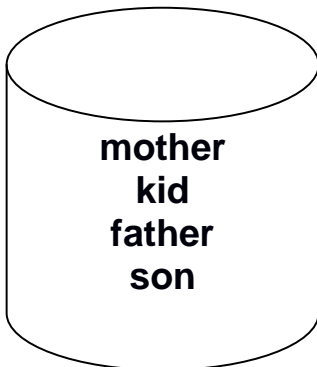
Family and relationships - other related words connected with acquaintance

fiancé
fiancée
friend
best friend
neighbor
partner
boss
colleague
employee
employer

Look at the picture and tell about these people's relationship. Then describe them.



Odd one word out in the kegs. Then compare your answers with your group-mates.



Help the police investigate weddings. Look at word combinations and translate them from Russian into English. Then compare your answers with your group-mates.

- To propose to somebody
- To get engaged to somebody
- Fiancé / fiancée; bride / bridegroom
- To get married to somebody
- Wedding ceremony
- Wedding rings
- Registry office
- Reception
- Wedding bunch of flowers
- Best man / bridesmaid
- Make a speech
- To drink a toast to somebody
- Honeymoon
- Wedding night
- Wedding anniversary

Look at the picture and tell about these people's relationship. Then describe the picture.



Find the answers to the clues by moving horizontally or vertically, backwards or forwards. The answers are all phrases. The first word of each phrase is in bold. Then compare your answers with your group-mates.

How do you get on?

go	out	with	on	well	get
fall	be	sb	get	with	married
in	pregnant	have	♥	sb	get
love	with	a	sb	know	to
♥	sb	good	time	with	sb
get	engaged	with	sb	♥	sb
♥	to	row	a	have	with
♥	sb	go	on	a	date

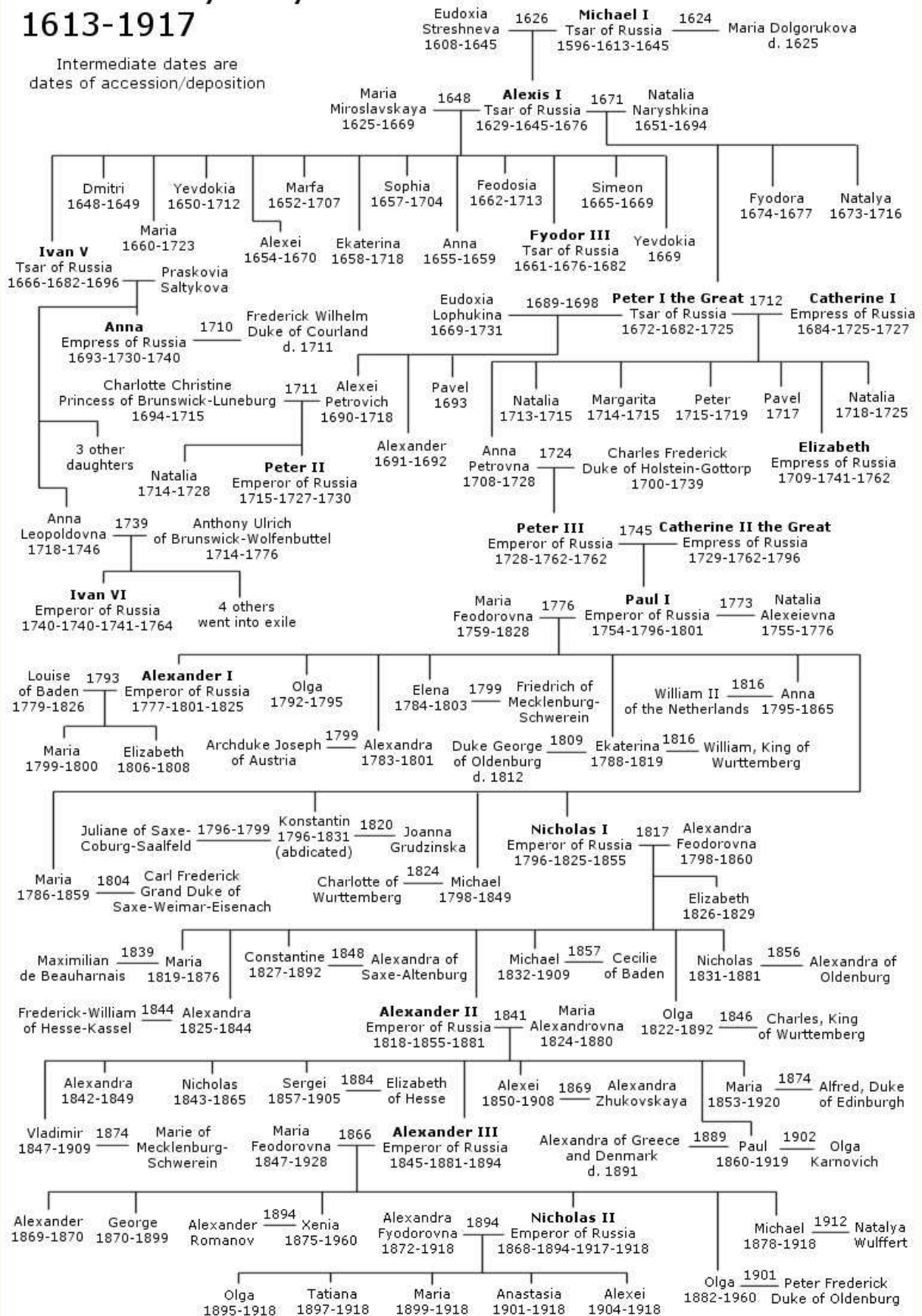
2. have a romantic relationship with somebody
3. become husband and wife
4. have a romantic meeting with somebody
5. argue with somebody
6. enjoy yourself with somebody
7. have a good relationships with somebody
8. promise to marry somebody
9. develop strong feelings of affection towards somebody
10. going to have a baby (many babies)
11. find out more about somebody

Look at the family tree of Russian tsars from Romanov dynasty and talk about their relatives, relationships.

Romanov dynasty

1613-1917

Intermediate dates are dates of accession/deposition



(http://en.wikipedia.org/wiki/Rulers_of_Russia_family_tree)

Build your family tree using words about family and relationships. Then represent your family tree for your group-mates. You can also use photos of your relatives.

paternal great grandfather

paternal great grandmother

paternal great grandfather

paternal great grandmother

maternal great grandfather

maternal great grandmother

maternal great grandfather

maternal great grandmother

paternal grandfather

paternal grandmother

maternal grandfather

maternal grandmother

father

mother

name

notes

wikitree.com

People, physical characteristics and age

baby

toddler

child

teenager

young man / woman

youth

middle-aged (man / woman)

elderly (man / woman)

teens

early mid late

about twenty

thirty

Read about 10 stages of teenagers, and then recollect your life experience and write true or false next to each statement. Then compare your answers with your group-mates.

1. Being bored with everything.

2. Giving up breakfast.



3. Staying in bed until midday.

4. Keeping a diary.

5. Looking at your reflection in every shop window.

6. Going vegetarian.

7. Pretending not to be with the family when they're on holiday.

8. Communicating in words of one syllable.

9. Wearing black.

10. Showing an extraordinary talent for secrecy.

People and physical characteristics

build
height
fat
overweight
slim
thin
skinny
plump
stocky
well built

People and physical characteristics

complexion
fair
dark
olive
pale
tanned
clear
good
spotty
pimpled
freckles
spots
pimples

People and physical characteristics - facial features on men

moustache
clean-shaven
beard

People and physical characteristics on hair

long
short
medium length
shoulder length
black
fair
dark
red
gray
going gray

light brown
blond
white
curly
spiky
straight
wavy
bald
receding hairline

People and physical characteristics on height

average height
above average
below average
petite
short
tall

The Body - arms and hands

elbow
finger
index finger / middle / little / ring
finger nail
fist
forearm
hand / left and right
palm
thumb
wrist

The Body - heads and shoulders

chin
cheek
ear
eye
eyebrow
eyelash
forehead
hair
head
lip
mouth
neck
nose

nostril
jaw
shoulder
tooth (teeth)
tongue
throat

The Body - legs and feet

ankle
calf
foot (feet)
heel
hips
knee
leg
shin
thigh
toe
big toe little toe
toenail

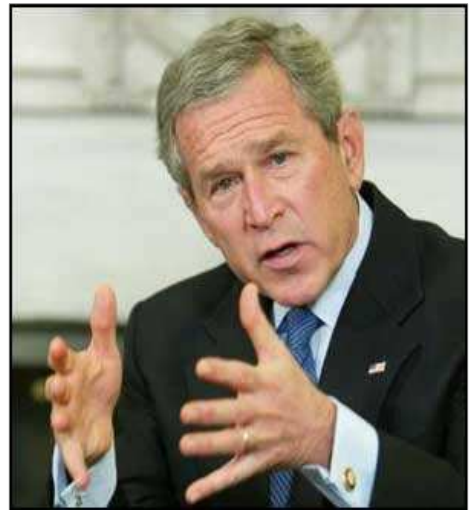
The Body

torso
bottom
chest
back
stomach
waist

Words related to all parts of the body

blood
bone
hair
muscle
skin

Look at the pictures and choose one of the people. Describe him and her using words about appearance and character. Your group-mates should guess the person



you mean asking you additional questions.





Look at the table and use the notes to describe yourself and your friend.

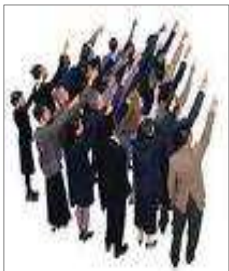
Person	Height/build/age	Facial features	Hair	Special features	Character
My friend	in her/his face ... nose, ... lips, ... eyes	...-length	tattoo,	polite,
I					

From these jumbled words, find combinations for describing people.

The Body - verbs used with different parts of the body

blink	eyes
glance	eyes
stare	eyes
wink	eye
point	finger
scratch	finger
kick	foot
clap	hands
punch	hands
shake	hands
slap	hands
smack	hands
nod	head
shake	head
kiss	lips
whistle	lips / mouth
eat	mouth
mutter	mouth
talk	mouth
taste	mouth
whisper	mouth
breathe	mouth / nose
smell	nose
sniff	nose
shrug	shoulders
bite	mouth
chew	mouth
stub	toe
lick	tongue
swallow	throat

Look at the pictures and say what these people are doing. Then make your own sentences using verbs used with different parts of the body.



Complete each of the quotations with one of the words in the box. Then compare your answers with your group-mates.

imitation advice injustice kingdom darkness

1. “Better to light a candle than to curse the ...”
2. “Do not ask ... of the ignorant”
3. “Better to suffer ... than to commit it.”
4. “... is the sincerest form of flattery”.
5. “It’s easy to govern a ... but difficult to rule one’s family”.

Find the missing word in every phrase. Write a poem about yourself or someone in your family Then compare your answers with your group-mates.



Puzzle poem about yourself or someone in your family

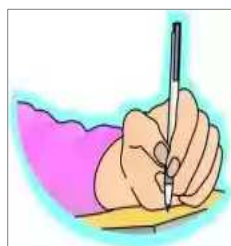
<p>1. ___ afraid of nothing ___ ice and kind ___ nterested everything ___ alks a lot ___ lways fun</p>	<p>2. ___ ovely ___ riginal ___ nderstanding ___ ntelligent ___ weet ___ nthusiastic</p>	<p>3. ___ olly ___ pen-hearted ___ onest ___ ever nasty</p>
---	---	---

Here are some phrases that might help you write some puzzle poems

___akes you feel good	___nselfish and untidy
___an sing really well	___oesn't get cross
___appy to help you	___ometimes sad
___arty animal	___oves football
___eads all the time	___reat to be with
___estfull	___riendly
___ery good at art	___s always with me
___est friend	___ylophone player
___ever angry	___uick to help you
___hinks of others	___nergetic and enthusiastic
___ill always be there for you	___ind and friendly
___lways smiling	___okes a lot
___ne of the best	___oung at heart

Progress Update

How do you rate your progress?

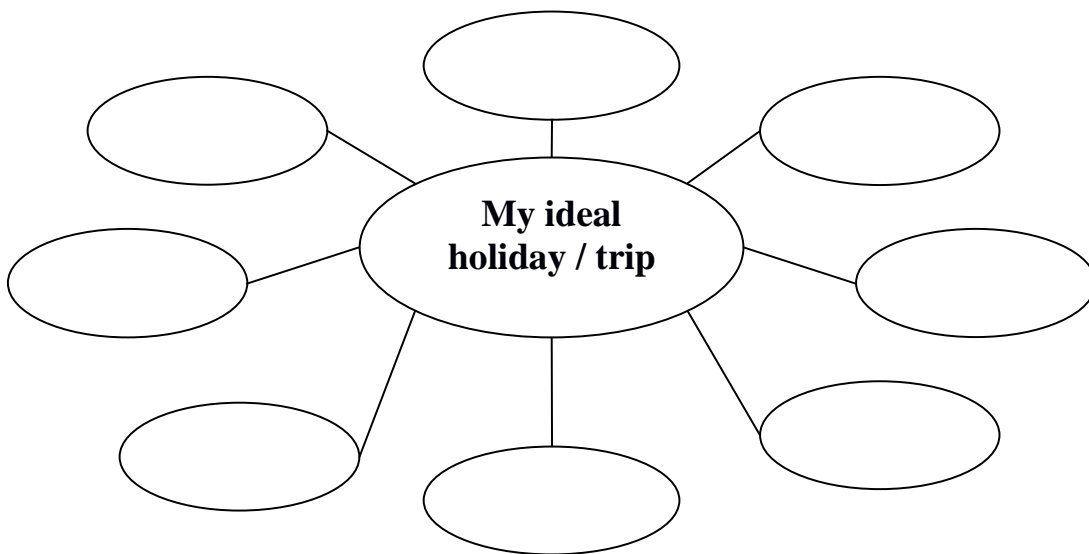


Language part	Excellent ****	Good ***	Ok **	Could be better *
Vocabulary & grammar				
Listening				
Speaking				
Writing				
Communication				

Unit 2. *Travel, tourism, sights & etc*

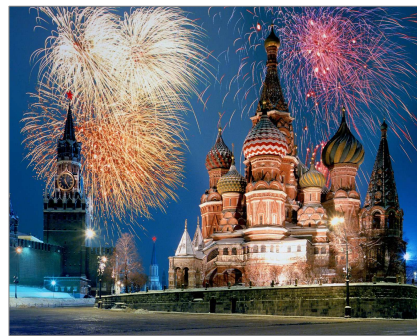
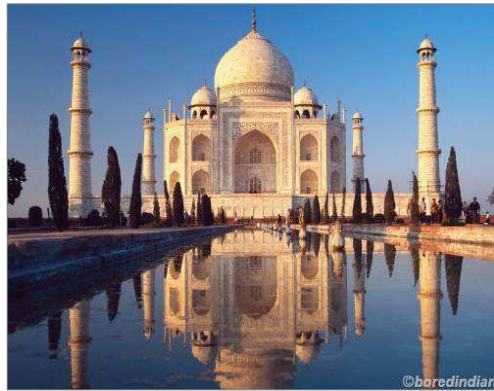


Fill in the spidergram with the words associated with traveling.



Look at the pictures of various landmarks of the world. How many of these landmarks do you recognize? Describe one of the pictures. Your group-mates should guess the landmark you mean asking you additional questions.





Find the words in the grid using the given words. Then compare your answers with your group-mates.



Word Find Puzzle

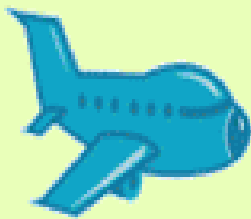
Automobile	Freeway	One way	Talk
Are we there yet	Front seat	Parking	Travel
Avenue	Fun	Playground	Trip
Back seat	Gas station	Restaurant	Truck
Big rig	Hotel	Road	Vacation
Camping	Lane	Seatbelts	Van
Car	License plate	Semi	Visit
City	Lost	Sit	Wheel
Dog	Mile	Street	Yield
Far	National park	SUV	Zoo

N S T E Y E R E H T E W E R A X
O N A T I O N A L P A R K V U S
I O D A E N D K S S T R E E T F
T I N L L E O C B F U N P A O S
A T U P D W G U A R U E L I M T
C A O E N A L R C E N K Z O O L
A T R C D Y L T A E S K C A B E
V S G N A V E L M W G I R G I B
I S Y E O T V E P A N E M M L T
S A A C R U A T I Y T I C E E A
I G L I E F R O N T S E A T S E
T Y P L O S T H G N I K R A P S
G R E S T A U R A N T L E E H W

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Find the words in the grid using the given pictures. Then compare your answers with your group-mates.

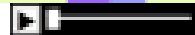
I	A	I	R	P	L	A	N	E	R	B	A
Q	U	K	H	D	M	B	B	F	D	W	Y
S	W	R	Z	P	E	I	E	V	S	E	A
V	I	B	I	C	Y	C	L	E	B	F	A
P	F	L	W	I	V	F	W	T	G	K	D
O	G	T	R	U	C	K	R	R	T	F	X
P	W	K	T	N	P	N	K	K	A	P	G
X	I	I	Y	D	R	T	R	A	I	N	O
Q	S	B	V	N	A	D	T	R	Q	L	W
N	C	U	B	A	Y	C	A	R	A	G	L
A	L	W	S	M	U	Z	E	P	M	Y	G
I	F	J	B	O	V	F	K	B	U	S	T
F	F	P	H	A	M	X	K	F	W	I	C
K	N	X	I	G	F	U	T	U	B	Q	D



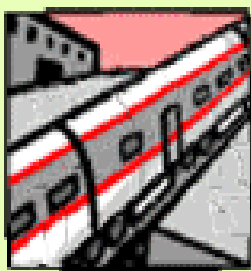
?



?



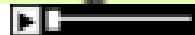
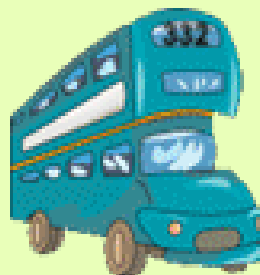
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Travel



Words can go horizontally, vertically and diagonally.

When you have finished, some of the unused letters in the grid will form a proverb.

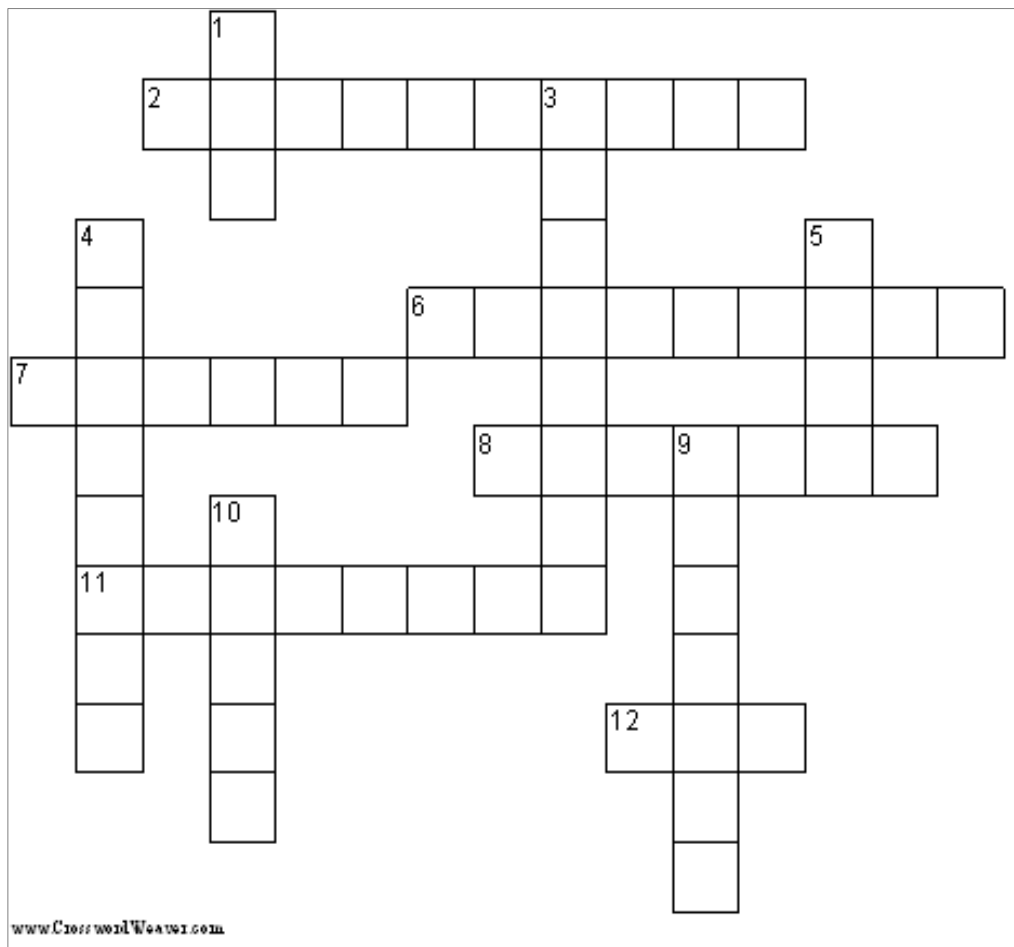
Pick them out from left to right, top line to bottom line. (Solution at end of page)

E	R	E	S	E	R	V	A	T	I	O	N	A
G	L	T	R	O	P	S	S	A	P	C	L	S
A	R	O	A	O	D	S	C	L	H	E	M	A
G	B	D	F	T	N	A	O	E	R	O	O	M
G	O	G	E	L	R	E	C	M	T	L	N	T
U	A	Z	A	L	I	K	W	S	M	H	L	H
L	R	T	F	L	I	G	U	A	C	T	N	G
D	D	E	S	N	T	C	H	L	Y	R	P	I
J	I	K	N	U	K	E	E	T	U	A	T	N
M	N	C	T	C	B	T	J	T	T	I	H	R
D	G	I	H	W	O	K	E	Z	M	N	W	E
T	M	T	D	H	P	R	H	C	A	O	C	V
W	V	F	H	K	H	W	V	I	S	A	P	O

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boarding	flight	passport
bus	hotel	reservation
car	jetlag	return
checking	luggage	ticket
coach	oneway train	
customs	overnight	

Look at the questions and guess the words in the crossword. Then compare your answers with your group-mates.



N.B. There are no spaces between words.

Across

2. protect your eyes
6. special seat for the sun
7. two-piece swimsuit
8. along the sea
11. eaten a lot in summer
12. your skin goes brown

Down

1. it shines a lot in summer
3. protects your skin
4. popular summer sport
5. children make castles with this
9. open shoes
10. place for swimming and water sports



Travel

The words below are some of the most important used when talking about travel.

Travel - airport

check-in
fly
land
landing
plane
take off

Travel - general related words destination

journey
passenger
route
travel
travel agent
trip

Travel – holidays camp

go camping
charter flight
cruise
excursion
(youth) hostel
hotel
luggage
motel
package holiday
self-catering holiday
sightseeing
go sightseeing
suitcase
tour
tourism
tourist
vacation

Travel - bicycle

bike

bus

bus station

car

coach

coach station

lane

motorbike

motorway

rail

go by rail

railway

railway station

road

main road

minor road

taxi

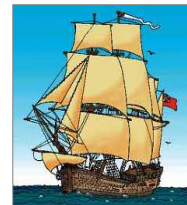
traffic

train

tube

underground

subway



Travel – seaboat

crossing

ferry

port

sail

sea

set sail

ship

voyage

Travel – verbs

go by

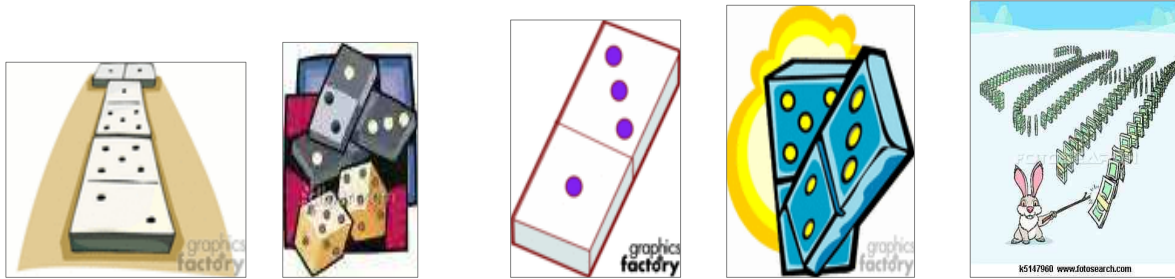
go on board

get on board

hitch-hike

set off

Match parts of compound nouns in the domino. Then compare your answers with your group-mates.



Compound nouns - domino

travel	ticket	cabin	collector	crew	agent
changer	duty-free	overhead	shop	locker	flight
youth	departure	flight	lounge	number	hostel
package	passenger	check-in	train	reclaim	holiday
self-catering	petrol	baggage	station	desk	station
bus	service	terminal	station	building	holiday
railway	ticket	half	office	board	station
main	customs	historic	shed	travel	road
minor	freight	air	train	monuments	station
coach	air traffic	full	apartment	board	road
arrival	time-shared	sleeping	controller	car	time
departure	express	sports	train	staff	desk
information	holiday	waiting	site	boat	time
direct	camp	rowing	camp	room	train
transfer	local	ground	train	car	insurance
car	supersonic	fishing	aircraft	boat	train

Look at the questions and guess the words in the crossword. Then compare your answers with your group-mates.



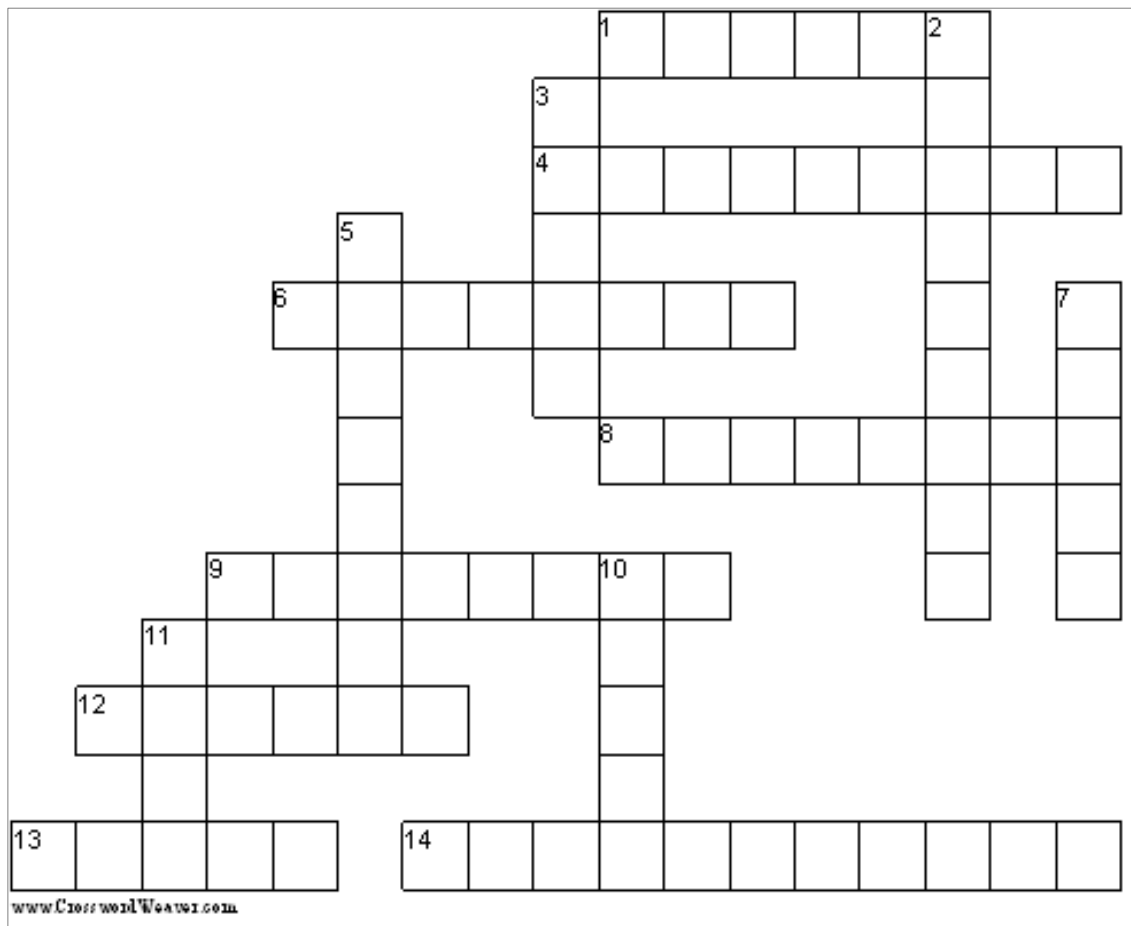
N.B. There are no spaces between words.

Across

1. a long flight causes this
4. short trip for tourists
6. used for transporting clothes
8. form of identification
9. money used in a country
12. proof of payment when traveling
14. visiting places of interest

Down

2. useful reading for tourists
3. a place to sunbathe
5. without taxes
7. place to stay when traveling
10. bus for tourists
11. necessary to enter some countries



Are you a real good traveler? Do this test and compare your answers with your group-mates.

1 - We should ____ our flight before it sells out.

booked

book

reservation

reserving

2 - You can ___ some euros for dollars in this bank.

trade
refund
exchange
transfer

3 - I thought we would arrive a 6, but the pilot said we should ___ in Barcelona at 7am.

reaching
arriving
stay
land

4 - The train was quiet. There were not many other ___ on it.

passengers
customers
clients
patients

5 - There was no time to go ___ on my business trip to Berlin.

hotspotting
sightseeing
sightwatching
sightlooking

6 - On my last day I bought some ___ for my family and friends back home from the market.

souvenirs
packages
present
gift

7 - My favourite ___ was Montmartre, but there are plenty of other great places to visit.

spot
dash
blot
mark

8 - She arrived with 10kg of ___ baggage and was charged for carrying more weight than is permitted.

except
excess
accept
access

9 - Jet ___ is the feeling of tiredness after taking a very long flight.

mag
fag
bag
lag

10 - I usually travel ___ because I don't like taking heavy bags with me.

smooth
soft
gentle
light

http://www.myenglishpages.com/site_php_files/vocabulary-lesson-travel.php

This is a list of vocabulary items related to traveling. Read, translate and then make sentences. Then compare your answers with your group-mates.

I go by bus/car/train

I go on foot or I walk

I go by plane or I fly

I drive

I go by ship or sail

I ride horse/bicycle/bike

Motorcycle/motorbike

Useful travel expressions

General travel vocabulary

Public transportation (British public transport) is a system of vehicles such as buses and trains which operate at regular times on fixed routes and are used by the public.

Means of transport

The road / the highway / the port / the airport

Arrival / departure time

Where's the information desk, please?

To commute is to make the same journey regularly between work and home.

It's exhausting commuting from Brighton to London every day.

A journey is traveling from one place to another, especially in a vehicle.

I love going on long journeys.

To journey (verb - usually used with adverb or preposition) = to travel somewhere.

We journeyed south.

At the airport

Show me your passport, please!

I'm here on business / vacation

I'm traveling alone / with my family

Customs is the place at a port, airport or border where travelers' bags are looked at to find out if any goods are being carried illegally

Customs officer is a person whose job is to look inside travelers' bags to make certain they are not taking goods into a country without paying taxes

Anything to declare?

No, there's nothing to declare / Nothing to declare

You've got a lot of baggage! Why don't you use the baggage cart

How much is a one-way ticket (British usually single) to New York?

If you make a round trip, you go on a journey and return to where you started from.

A journey in an aircraft is a flight. Flight also means an aircraft that is making a particular journey

I'll never forget my first flight.

Flight 474 to Buenos Aires is now boarding at gate 9

First class / Business class / Economy class

What time does the plane for.... take off / land?

Check-in is the place at an airport where you show your ticket so that you can be told where you will be sitting.

A representative from the tour company will meet you at the check-in.

At the train station

How much is a ticket to...?

Direct / transfer train

Is there a reduced fare for children / large families? Where is the station?

Where can we buy tickets?

What time will the train to...leave?

Where is platform number ...?

By ship / boat

A ferry (boat) is a boat or ship for taking passengers and often vehicles across an area of water, especially as a regular service.

We're going across to France by/on the ferry.

A cruise is a journey on a large ship for pleasure, during which you visit several places

By bus / coach

Where is the bus station, please?

When does the bus leave for...?

How many stops before...?

A bus with/without air-conditioner

By car

Where is the parking lot, please?

Where can I park my car?

Can I park my car here?

Where can I rent a car?

I would like to rent a car for.... days / weeks.

The car costs £30 a day to rent, but you get unlimited mileage (= no charge for the miles traveled)

A car breakdown

I had a breakdown (= my car stopped working) in the middle of the road

A garage is a place where cars are repaired.

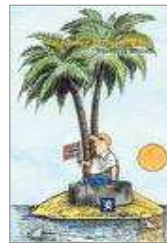
The car's still at the garage getting fixed.

Where can I find a garage to repair my car?

Insurance

I'll need to take out extra car insurance for another driver.

Match the idioms with their definitions. Then compare your answers with your group-mates.



Idioms	Definitions
1. It's a small world.	a. One can run into somebody they know almost anywhere.
2. An Englishman's home is his castle.	b. When visiting a place always respect its customs and traditions.
3. There is no place like home.	c. Whatever methods you use will have the same result.
4. All roads lead to Rome.	d. You can know much while traveling.
5. When in Rome do as the Romans do.	e. He has lost any interest to life.
6. When a man is tired of London, he is tired of life.	f. One's home is the best place to be.
7. Travel broadens the mind.	g. An Englishman feels safest and does as he wishes in his home.

Choose one of the idioms as the title for a story. Prepare to tell your story to the class. Your group-mates will try to guess which idiom you choose as your title.

First number the points below in order that the matters should be dealt with.



- ✓ Make sure your passport is valid.
- ✓ Finalize plans with your travel agent. Check date of departure, time of travel etc.

- ✓ Visit your doctor to find out if any vaccinations are needed for the region you are visiting.
- ✓ Pack suitable clothes and other necessities.
- ✓ Change some money into appropriate foreign currency and buy traveler's cheques.
- ✓ Label your luggage.
- ✓ Install the alarm at home while you are out.

Put down advantages and disadvantages of each type of holiday. Think of the best type of holiday for you. Then compare your answers with your group-mates.



TYPES OF HOLIDAY	ADVANTAGES	DISADVANTAGES
Package holiday on the Costa Bravo		
Cruise in the Mediterranean		
Tour of famous monuments in Moscow		
Camping in Scotland		
Skiing in the Pyrenees		
Safari in Kenya		

Match the problem you might face on holiday with its solution. Then tell how the problems should be tackled.



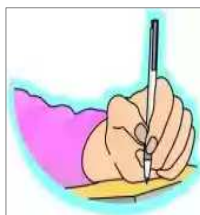
PROBLEM	SOLUTION
If	You should ...
1. you are robbed	a) take some pills before you leave
2. you get sunburnt	b) complain to the hotel manager
3. you get travelsick	c) inform the airport immediately
4. you lose your luggage on the flight	d) stay indoors and drink plenty of water
5. you have poor accommodation	e) contact the police
6. there is bad weather	f) return home to fetch them
7. you forget your travel documents	g) learn a few useful phrases
8. your airplane is delayed	h) inform your relatives and boss
9. you have language problems	i) visit indoors attractions

Look at the pictures and types of holidays. Describe the pictures. Then tell where you would like to go. The rest of the group should guess your place of visit asking you all possible questions. Compare your answers with your group-mates.



Progress Assessment

How do you rate your progress?



Language part	Excellent ****	Good ***	Ok **	Could be better *
Vocabulary & grammar				
Listening				
Speaking				
Writing				
Communication				

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INTERNET RESOURCES

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2. www.myenglishpages.com/site_php_files/vocabulary-lesson-travel.php
3. www.learn-english-today.com