

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»  
(САМАРСКИЙ УНИВЕРСИТЕТ)

*Н.А. КАРЕЛИНА, Н.В. ИЛЬИЧЕВА*

## ЛЕКСИКА АНГЛИЙСКОГО ЯЗЫКА. РАЗВИТИЕ МЫСЛИТЕЛЬНЫХ НАВЫКОВ СТУДЕНТОВ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебно-методического пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 38.03.01 Экономика, 38.03.03 Управление персоналом, 38.03.04 Государственное и муниципальное управление, 37.03.01 Психология, 44.03.01 Педагогическое образование, 44.03.02 Психолого-педагогическое образование, 39.03.01 Социология

САМАРА  
Издательство Самарского университета  
2023

УДК 811.1111(075)  
ББК 81.2Англ я7  
К 220

Рецензенты: канд. пед. наук, доц. Н.В. Иванушкина,  
д-р пед. наук, доц. Э.С. Савицкая

*Карелина, Наталья Андреевна*

К220 **Лексика английского языка. Развитие мыслительных навыков студентов:** учебно-методическое пособие / *Н.А. Карелина, Н.В. Ильичева.* – Самара: Издательство Самарского университета, 2023. – 68 с.

**ISBN 978-5-7883-1886-8**

Данное пособие предназначено для студентов бакалавриата и магистратуры всех направлений подготовки, изучающих английский язык в неязыковом вузе.

Целью пособия является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования и овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной, научной, культурной и бытовой сфер деятельности, при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Подготовлено на кафедре иностранных языков и профессиональной коммуникации.

УДК 811.1111(075)  
ББК 81.2Англ я7

ISBN 978-5-7883-1886-8

© Самарский университет, 2023

## ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ .....	4
РАЗДЕЛ № 1	
Теория: Vocabulary building as a part of a foreign language competence .....	6
Практика: задания для увеличения лексического запаса.....	8
Методические рекомендации для преподавателя.....	27
Методические рекомендации для студентов по организации самостоятельной работы .....	29
РАЗДЕЛ № 2	
Теория: Why critical thinking? .....	31
Практика: задания для развития критического мышления.....	33
Методические рекомендации для преподавателя: Teacher’s note - the Socratic method .....	38
РАЗДЕЛ № 3	
Теория: Vocabulary building & cognitive skills development .....	39
Практика: vocabulary, grammar & cognitive skills activities.....	41
Методические рекомендации для преподавателя.....	58
Методические рекомендации для студентов по организации самостоятельной работы: Quizlet.....	59
Методические рекомендации для преподавателя: шкала и критерии оценивания.....	62
СПИСОК ЛИТЕРАТУРЫ.....	63

## ВВЕДЕНИЕ

В условиях расширяющихся международных связей в различных областях практическое владение иностранным языком приобретает все большее значение. Практическое владение означает использование ранее полученных и приобретенных на занятиях знаний для эффективной профессиональной деятельности – письменного и устного делового общения, чтения материалов по специальности, извлечения и использования полученной информации.

Однако, существует неоспоримый факт, что преподавателю иностранного языка в неязыковом вузе часто приходится сталкиваться с определенными сложностями, а именно: дефицитом учебных часов, нехваткой современных учебных пособий, работой в группах с разным уровнем языка, низким уровнем знаний, навыков и умений у студентов в целом. В настоящий момент стандартом для описания уровней владения иностранным языком являются CEFR, признанные во всём мире. CEFR лежат в основе УМК по иностранному языку, кодификаторов и спецификаций для языковых тестов и экзаменов (например, ЕГЭ, IELTS и т.д.) для выявления соотношения прогресса с целью. Также CEFR используются для составления документов, регламентирующих стандарты образования (например, ФГОСы). Таким образом, CEFR устанавливают цели обучения иностранному языку не только в европейских странах, но и на территории РФ. Именно поэтому нашей целью является поиск средств, делающих реальным достижение учащимися уровня, приближающегося к общеевропейскому пороговому уровню (B1-B2) подготовки по английскому языку и соответствующему лексическому запасу (ЛЗ)-2750-3250 тысячи слов.

И совершенно очевидно, что изучение иностранного языка призвано обеспечить развитие комплекса общекультурных и профессиональных компетенций, включая: владение иностранным языком на уровне, обеспечивающем эффективную профессиональную деятельность; способность осуществлять деловое общение: публичные выступления, переговоры, проведение совещаний, деловая переписка и т.д.; знакомство с основами кросскультурных отношений и способность эффективно выполнять свои функции в кросскультурной среде.

В курсе используются текстовые и аудио материалы из открытых источников:

<http://webhome.auburn.edu/>

<https://www.researchgate.net>

<https://www.academia.edu>

<https://www.criticalthinking.org>

<https://blog.futurefocusedlearning.net/10-great-critical-thinking-activities-that-engage-your-students>

<https://www.cambridge.org/us/cambridgeenglish/authors/penny-ur>

<https://www.livelib.ru/author/644615/top-penni-ur>

<https://quizlet.com/ru>

## РАЗДЕЛ № 1

In order to determine the level of a student foreign language competence at the employment or at bachelor's program admission the Common European Framework of References (CEFR) should be used. And that fact makes us think about the correspondence between the requirement for the language competences that graduates should have and their capabilities. However, there are a number of differences in the initial level of teaching students foreign languages, it happens because of the secondary and higher education systems disconnection.

Based on the foreign scientists researches, there was found out the one of the factors that negatively affects the psychological and pedagogical process of teaching foreign languages is the students' lack of vocabulary knowledge [6]. It should be mentioned that a great attention is paid to the quantitative analysis of vocabulary at the present stage of psychology and pedagogy of teaching foreign languages development. The students' vocabulary level is one of the most important parameters that reflect the language proficiency level.

Vocabulary qualitative and quantitative characteristics correlate with the level of language competence, and also show a lot about the intelligence, psychological profile, type of activity and even habits of a person.

The study of these characteristics is significant for the tasks of pedagogy (for instance, to determine the language proficiency level and the quality of subject vocabulary assimilation). Hence, in that case many questions have risen, such as: what number of the vocabulary unit (VU) should be corresponding to a certain language level; how to memorize these VU; the language native speakers' vocabulary features (L), and the foreign language learners vocabulary features (L2).

A number of scientists: Nation P., Schmitt N., Schmitt D., Meara P., Buxton B. and others formulated a new, scientifically-based

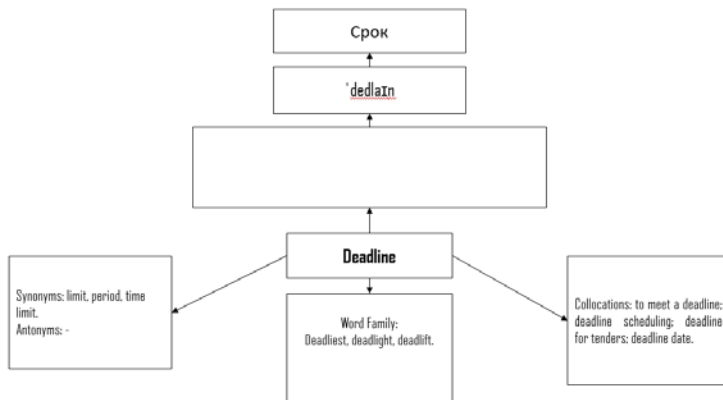
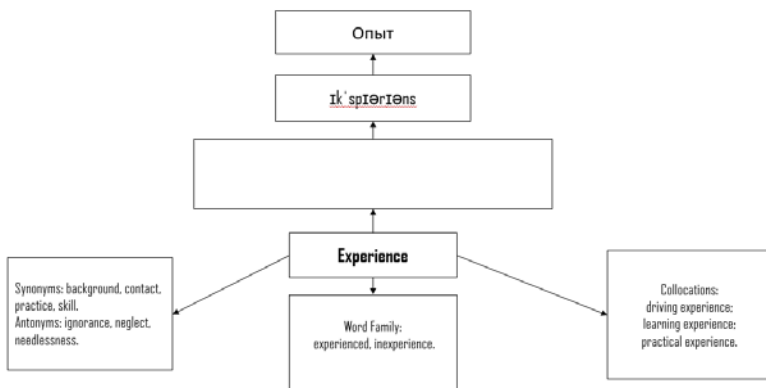
approach to the study of second language vocabulary, focused primarily on adult learners. The Russian State Educational Standard expects that students' level of foreign (English) language after completion the basic level of high school education will reach B1 level that correlates with the Common European Framework of References. This level corresponds to a vocabulary of 3000-3200 thousand words.

The following activity (lexical mapping) was developed with the help of graphical material organization into a cluster for expanding students' vocabulary. That cluster makes possible to visualize thinking process that happen when a person learns a new topic.

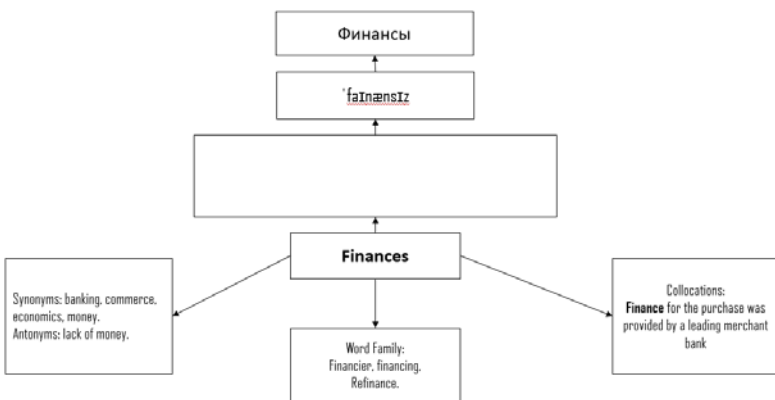
# ЗАДАНИЯ ДЛЯ УВЕЛИЧЕНИЯ ЛЕКСИЧЕСКОГО ЗАПАСА

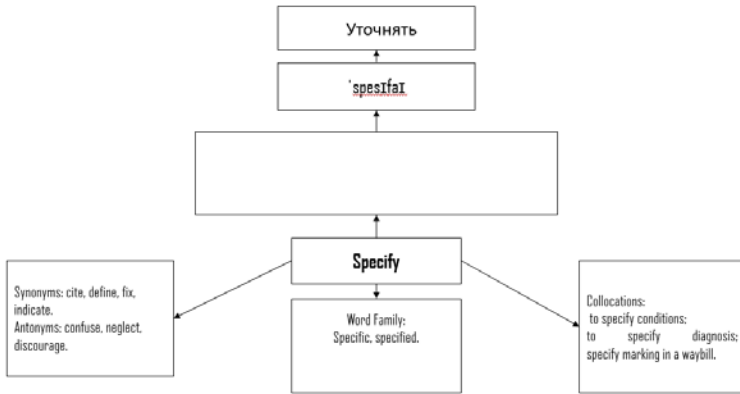
## *Vocabulary building activities*

1. Complete the empty table with the **Definition** of the word in **bold**.

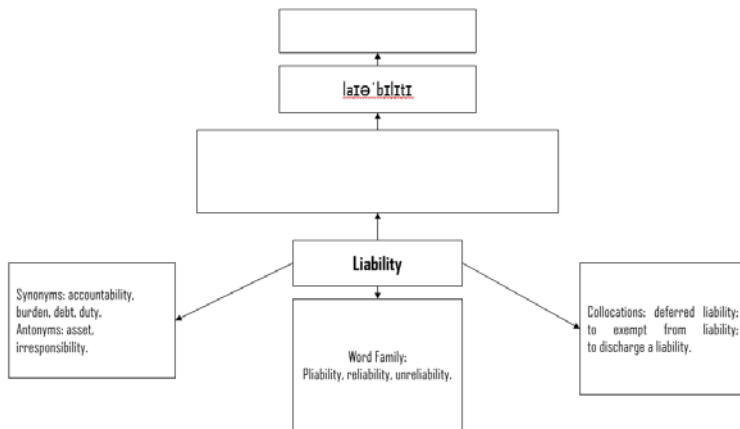


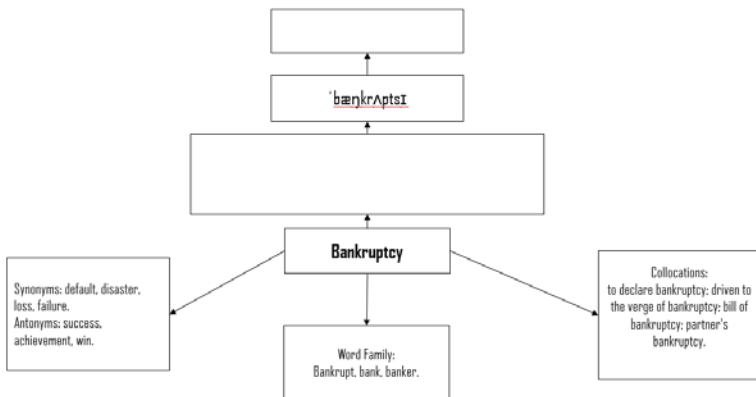
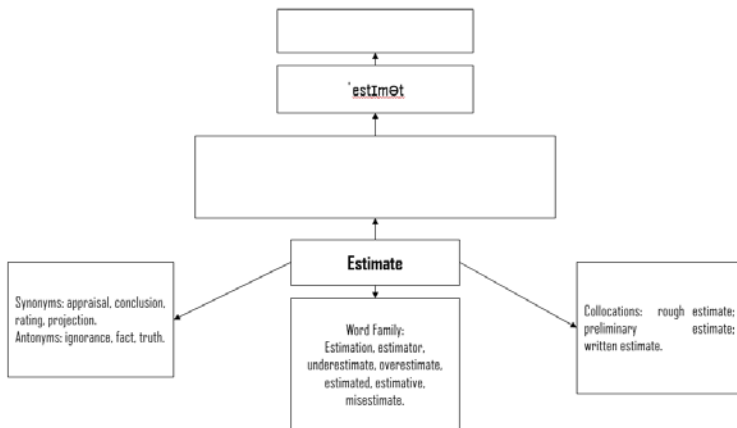


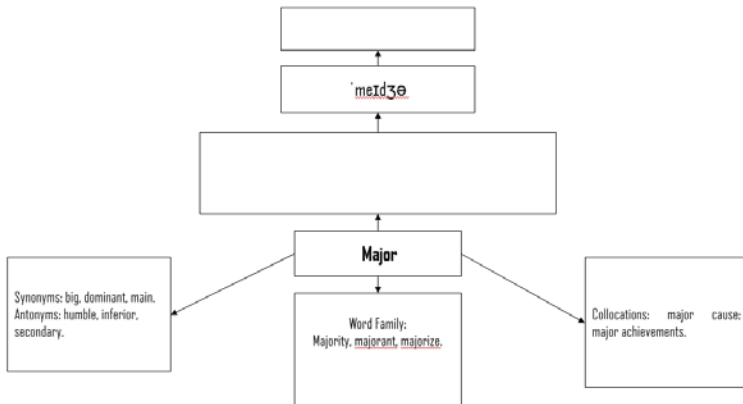
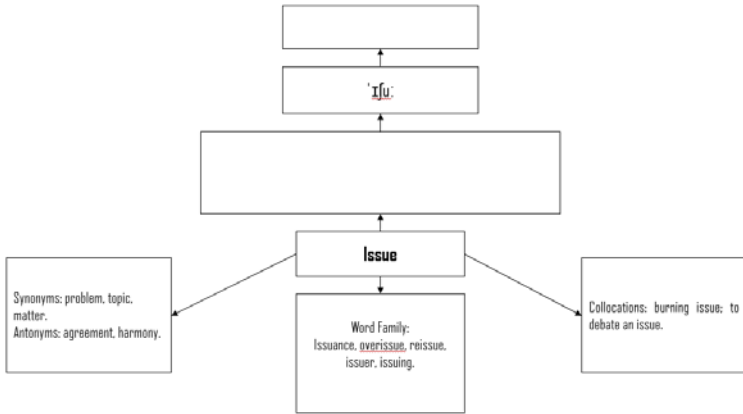




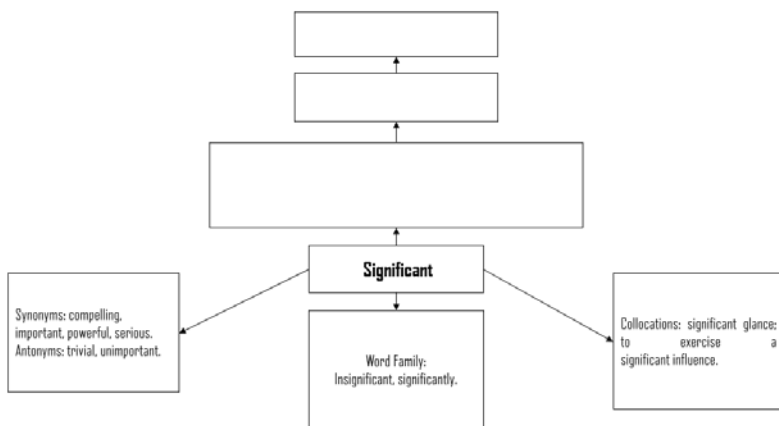
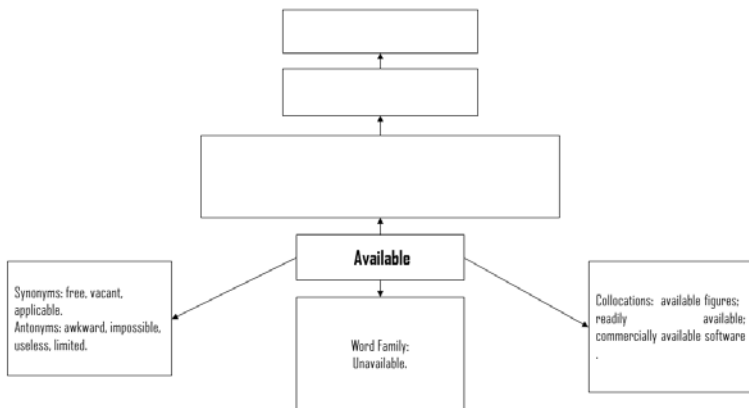
2. Complete the empty tables with the **Definition** and **Translation** of the word in **bold**.

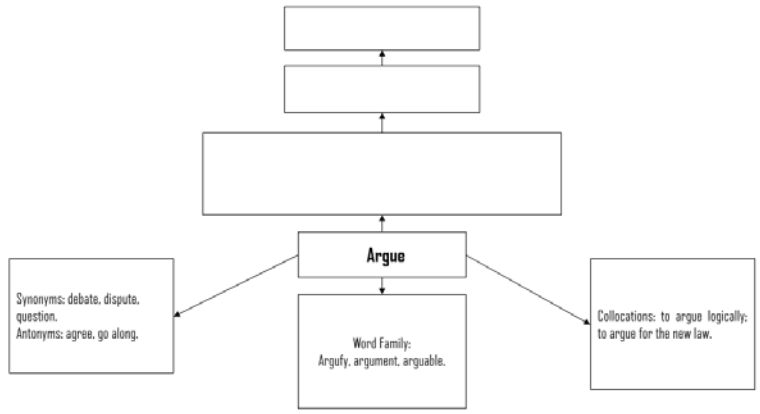
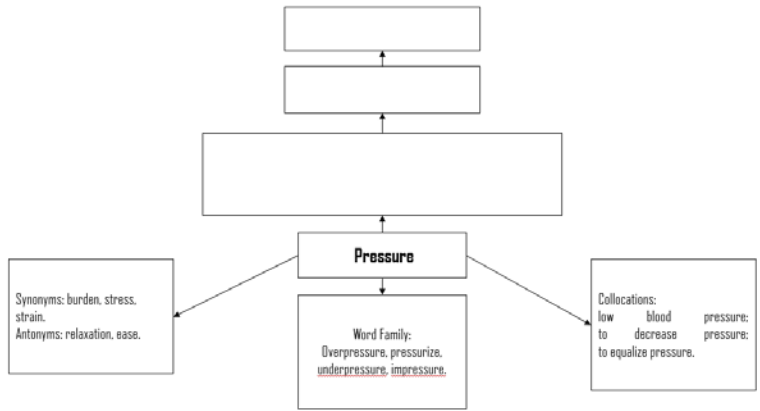


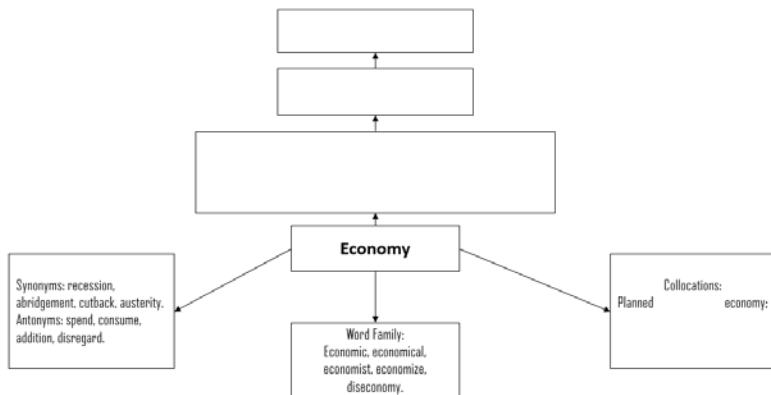




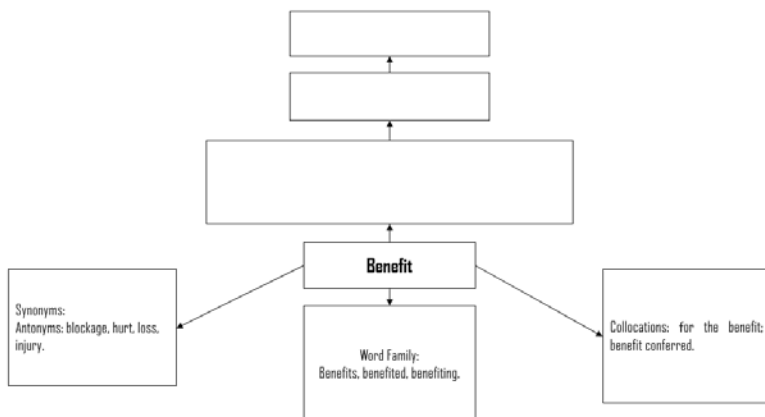
3. Complete the empty tables with the *Definition*, *Translation* and *Transcription* of the world in **bold**.

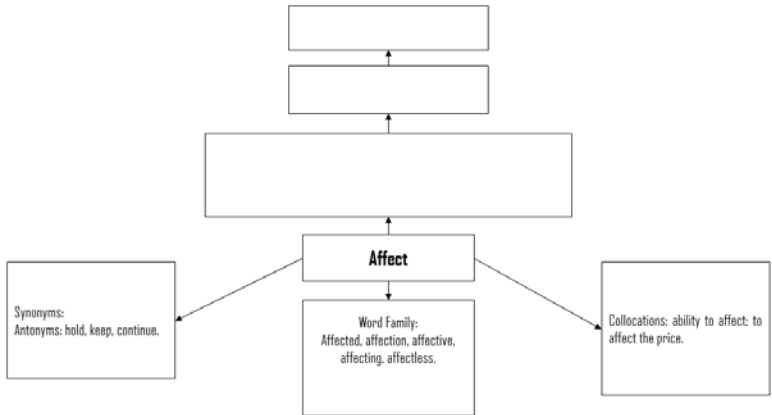
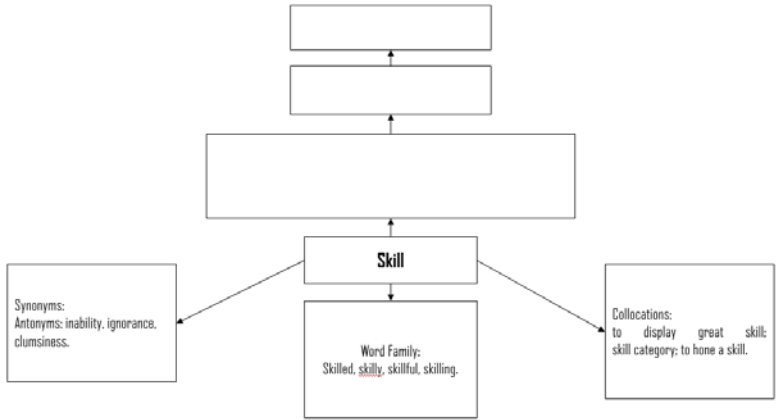




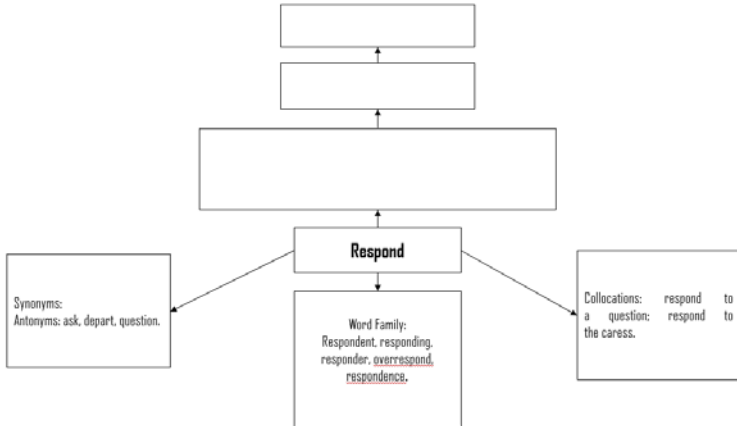
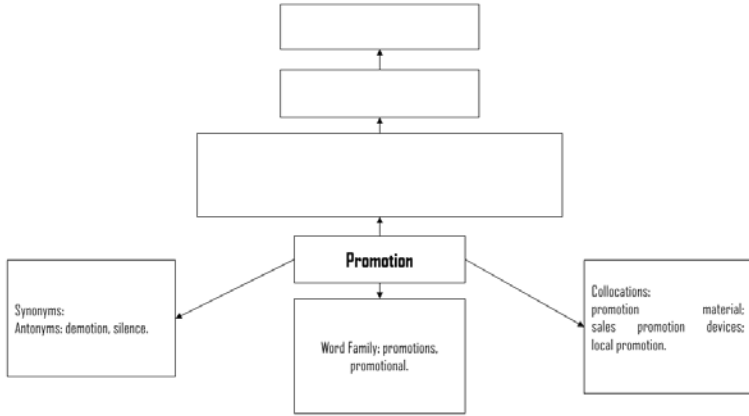


4. Complete the empty tables with the *Definition*, *Translation*, *Transcription* and *Synonyms* (minimum 3) of the world in **bold**.

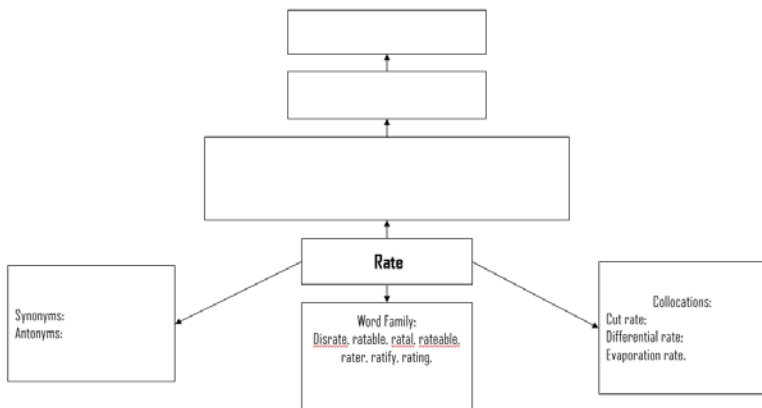
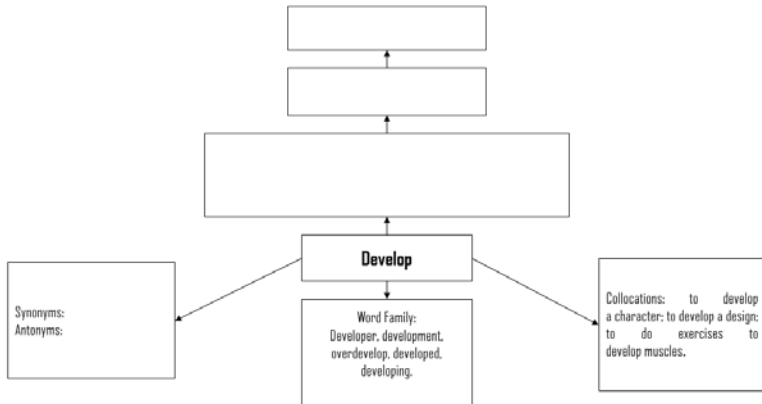


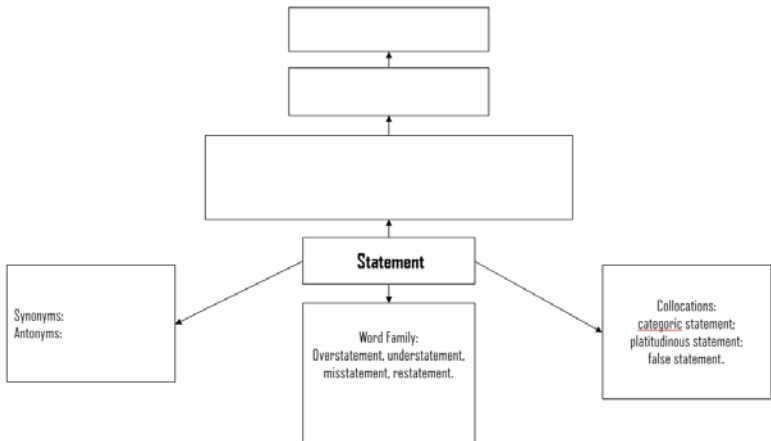
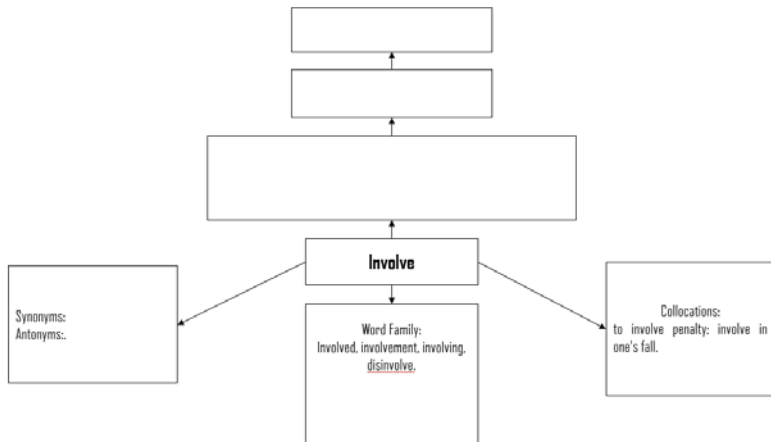


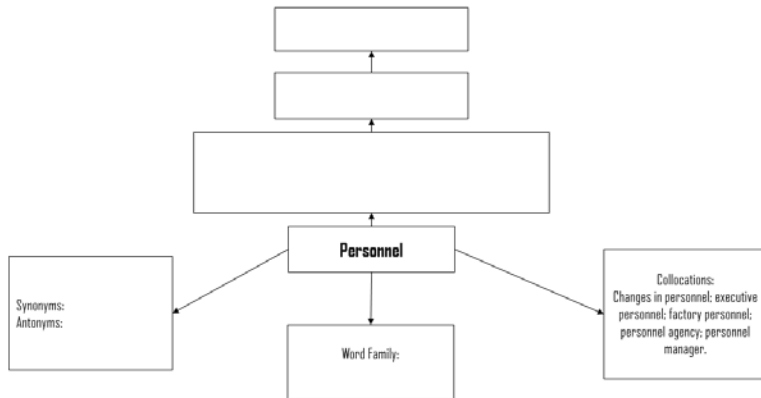




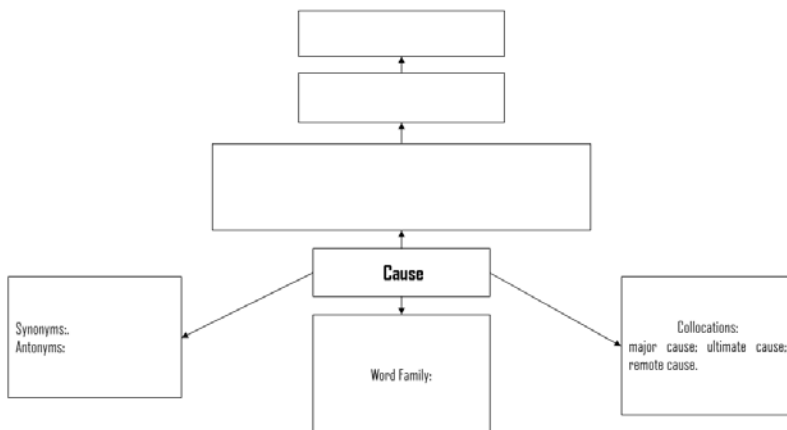
5. Complete the empty tables with the *Definition*, *Translation*, *Transcription*, *Synonyms* and *Antonyms* (minimum 3) of the word in **bold**.

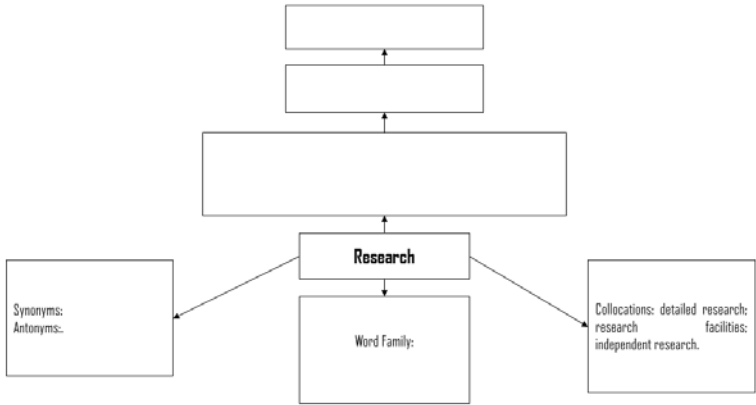
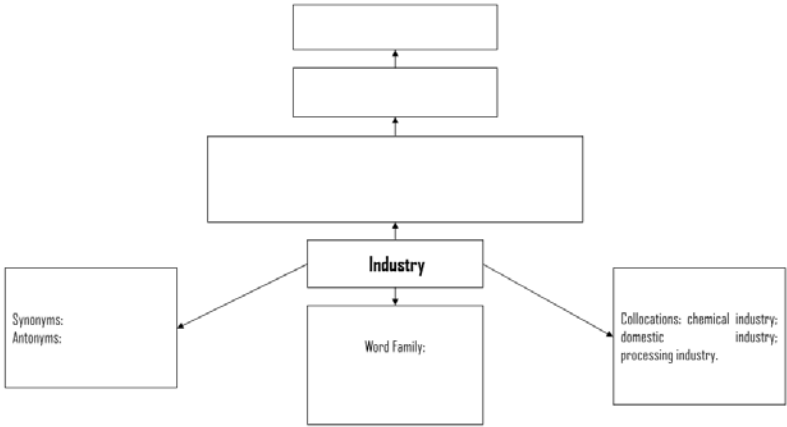


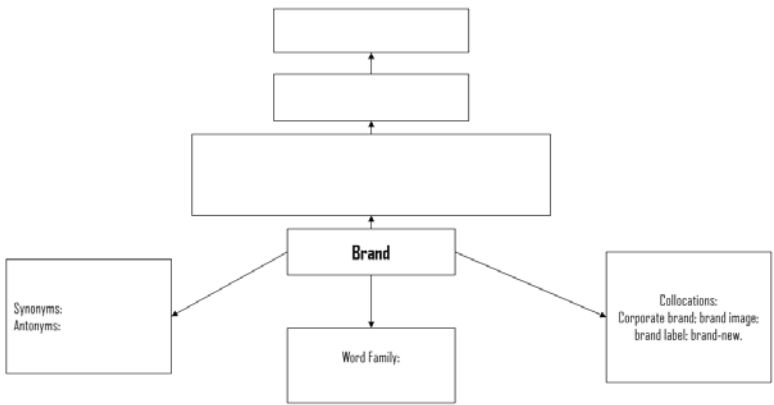
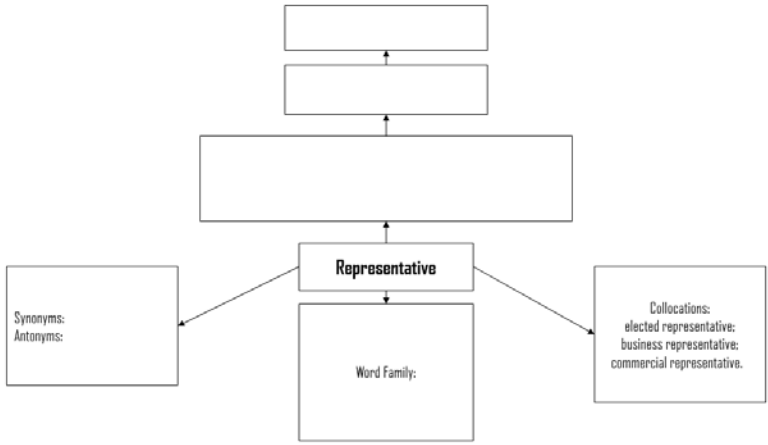




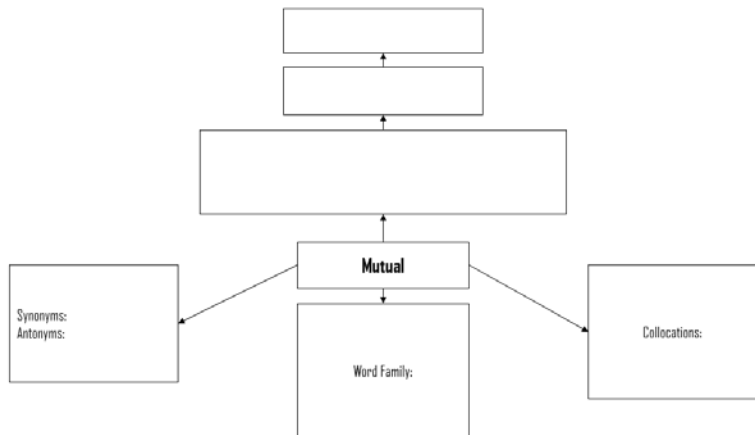
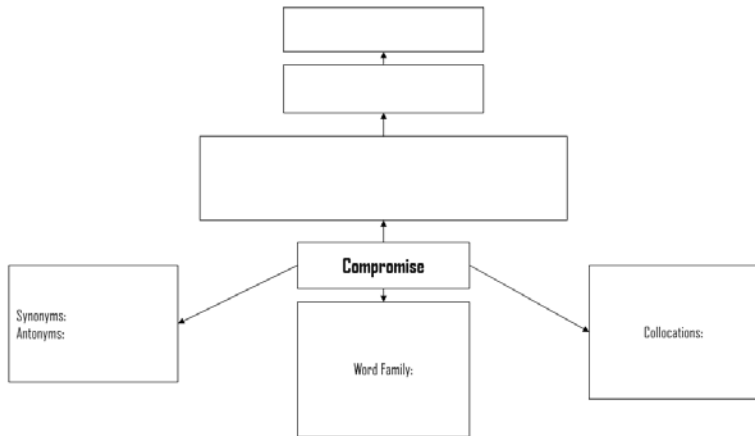
6. Complete the empty tables with the *Definition, Translation, Transcription, Synonyms and Antonyms* (minimum 3), *Word Family*-words with the same root (as much as possible) of the word in **bold**.

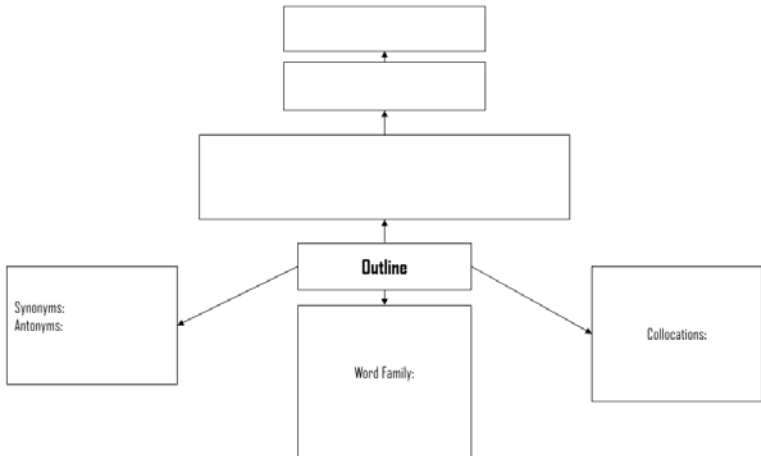
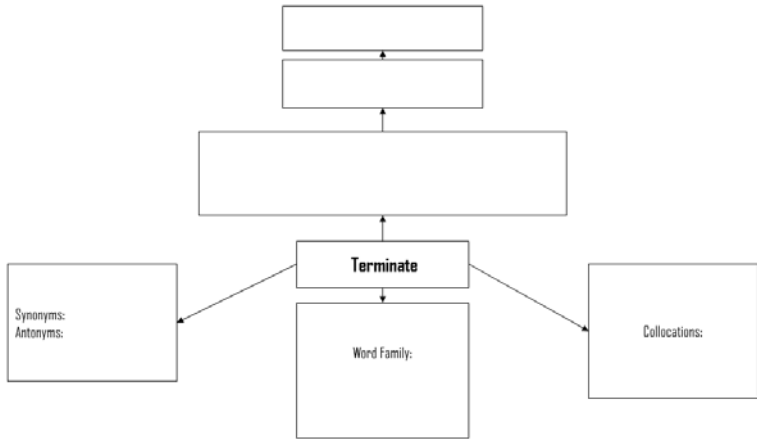




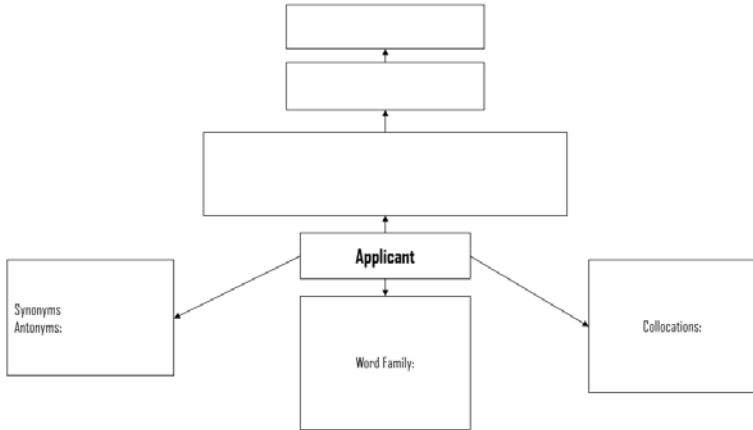
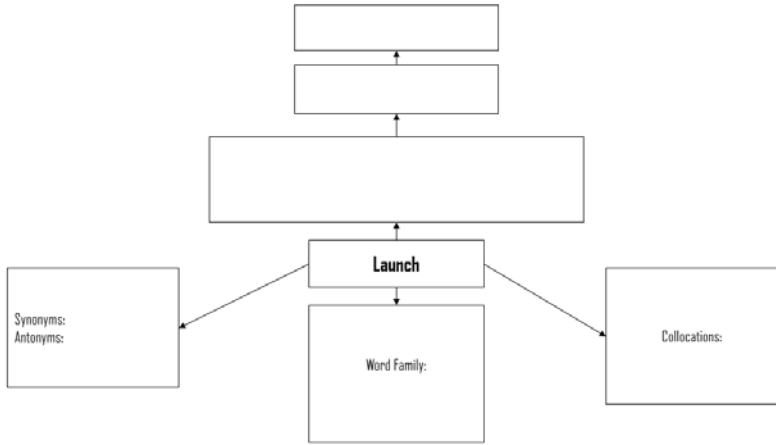


7. Complete the empty tables with the **Definition**, **Translation**, **Transcription**, **Synonyms** and **Antonyms** (minimum 3), **Word Family**-words with the same root (as much as possible) and **Collocations** (minimum 3), of the world in **bold**.

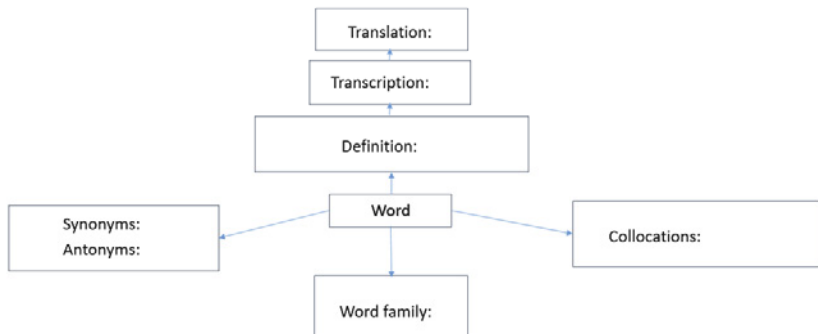








8. Chose a word from the University Word List <http://webhome.auburn.edu/> and complete the empty tables with the Definition, Translation, Transcription, Synonyms and Antonyms (minimum 3), Word Family-words with the same root (as much as possible) and Collocations (minimum 3).



## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ TEACHER'S NOTE

It is needed to be mentioned that the activity of filling out the lexical card is universal, because they can be used as a form of independent work, as an educational project, or as a form of a test. Each student filled out the lexical card using the Microsoft Word application or Power Point, after filling out those cards, saved them for making his/her own set of lexical cards. At the process of lexical cards filling out the students are high motivated. However, some difficulties in the process of performing that task were identified, such as: working with terminology, because a great number of scientific terms do not have synonyms and antonyms, and it makes the work with lexical card more complicated. For this activity we recommend to use **The General Service List (GSL)** for A1-A2 level students. The **GSL** is a list of roughly 2,000 words published by [Michael West](#) in 1953. The words were selected to represent the most frequent words of English and were taken from a [corpus](#) of written English. The target audience was English language learners and [ESL](#) teachers. To maximize the utility of the list, some frequent words that overlapped broadly in meaning with words already on the list were omitted. In the original publication the relative frequencies of various senses of the words were also included. The list is important because a person who knows all the words on the list and their related families would understand approximately 90-95 percent of colloquial speech and 80-85 percent of common written texts. The list consists only of headwords, which means that the word "be" is high on the list, but assumes that the person is fluent in all forms of the word, e.g. am, is, are, was, were, being, and been.

For the B1-B2 level students we recommend to work with the he University Word List (UWL) first constructed by Xue and Nation (1984) is a list of 836 words that are not included in the 2,000 words of

the GSL but are common in academic texts. The list is presented here at 11 levels, with Level 1 containing the words of the most frequency and Level 11 the least frequency. According to Nation (1990, p.19), the words on this list account for 8% of the words in a typical academic text.

A teacher should provide students with the following instructions:

1. In the central part of the table you write the word that you need to remember;
2. Define the meaning of the word by using some of the resources\*;
3. Repeat the pronunciation(loudly) and write a transcription of the word;
4. Label a translation of the word;
5. Select and write the synonyms and antonyms of the word;
6. Recognize and write the central word “family words” (words with the same root);
7. Give examples of the word usage (collocations or sentences).

Please, ask your students to use only proper materials:

- <https://www.collinsdictionary.com/dictionary/English>
- <https://www.thesaurus.com/>
- <https://www.english-corpora.org>
- <https://dictionary.cambridge.org/>
- <https://www.macmillandictionary.com/>

## **МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

Лексические карты зарекомендовали себя как один из эффективных методов обучения лексике на иностранном языке, так как развивают у учащихся способность систематически и логически усваивать новые слова. Поэтому они способствуют развитию лексической компетенции студентов. Кроме того, это помогает запоминать больше слов и сохранять их в памяти. Лексические карты улучшают все виды памяти, развивают критическое мышление и облегчают овладение иностранным словарным запасом. Данное средство было разработано с применением графической организации материала «кластер» – (от англ. – cluster – гроздь).

В ходе самостоятельной работы с лексическими картами важно соблюдать определенные инструкции:

1. Разбирайте абсолютно незнакомые вам слова, из следующих источников: основного учебника, книг для индивидуального чтения; GSL, UWL.

2. Заполняйте лексическую карту в точно установленном порядке:

2.1. В центральную часть таблицы вписать слово, которое необходимо запомнить;

2.2. Определите значение данного слова с использованием данного источника;

2.3. Впишите транскрипцию и произнесите слово вслух;

2.4. Подберите и запишите варианты перевода с английского на русский;

2.5. Определить и записать синонимы и антонимы центрального слова;

2.6. Отберите и запишите однокоренные слова (family words) центрального слова;

2.7. Составьте и запишите примеры использования центрального слова словосочетания (collocations) или предложения.

3. Лексическая карта должна быть заполнена, с использованием следующих источников:

3.1. <https://www.collinsdictionary.com/dictionary/english>

3.2. <https://www.thesaurus.com/>

3.3. <https://www.english-corpora.org>

3.4. <http://dictionary.cambridge.org/>

3.5. <https://www.macmillandictionary.com/>

Лексические карты заполняются при помощи интернет ресурса MicrosoftWord или Power Point, с сохранением и формированием индивидуального набора лексических карт у каждого студента. Обращаем ваше внимание на то, что при работе с узконаправленной терминологией, часть таблицы не может быть заполнена, так как многие научные термины не имеют синонимов и антонимов.

## РАЗДЕЛ № 2

### Why Critical Thinking?

#### **The Problem**

Everyone thinks. It is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced. Yet, the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

**A Definition** Critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and sociocentrism.

**To Analyze Thinking** Identify its purpose, and question at issue, as well as its information, inferences(s), assumptions, implications, main concept(s), and point of view.

**To Assess Thinking** Check it for clarity, accuracy, precision, relevance, depth, breadth, significance, logic, and fairness.

#### **The Result**

##### **A well-cultivated critical thinker:**

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively

- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems



# ЗАДАНИЯ ДЛЯ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

## *Critical Thinking Activities*

### **№ 1 Defining the Problem**

Albert Einstein once said that if given an hour to solve a problem, he would spend five minutes on the solution and the rest of that hour defining the problem. So it is with Solution Fluency, the first stage of which is—you guessed it—defining the problem!

Critical thinking in problem-solving means knowing exactly what it is you are trying to solve, and that means clearly defining the problem. Begin this exercise with pinpointing a problem and then asking these kinds of crucial questions.

1. What are the details of the challenge we face?
2. What do we want to overcome specifically?
3. What do we know about this problem?
4. Why is it important to address?
5. Is this a time-sensitive problem?
6. How does it affect me, the community, or the world?
7. Where do we begin?

### **№ 2 Asking the "3 Cs"**

Achieving transformational learning begins the way all other learning does—with a question. That means encouraging critical thinking, introspection, and personal interest in the questions we ask our learners.

These questions are the ones we ask learners most often, and we've seen them used by teachers as the provocations for achieving

transformational learning all over the world. They can work the same way for your own learners.

1. What are you **CURIOUS** about? What subjects and topics are exciting to learners? What do they want to learn about? Asking these things is empowering to them. It indicates that their ideas and opinions have value and that we cherish their potential for independent thought and action.

2. What are you **CONCERNED** about? It is surprising to realize just how deeply connected kids are to the issues of the world, and their awareness of the fact that many of these issues are quite serious. We'll never know what they're worried about, or how much they want to help, until we ask them.

3. What do you want to **CREATE** in the world? How we hand responsibility for learning to students involves giving them space to do what they do naturally. Our learners' inherent abilities and desires to create and collaborate are fuelled by the right processes for critical thinking and problem-solving.

### **№ 3 Fact vs. Opinion**

This exercise is about differentiating between fact and opinion. A fact can be proven either true or false. An opinion is an expression of feeling or point-of-view and cannot be proven true or false.

Place statements on paper or on a whiteboard that are either fact or opinion. If it's a fact, learners mark the statement with an F and explain how it can be proven. If it's an opinion, they use an O and briefly explain why they feel it can't be proven. Have them work in groups and use the guiding questions below, and also come up with others.

1. How can this statement be proven beyond a doubt?

2. Does the statement have a bias?

3. Is the statement based on verified information or assumption?

How can we tell?

4. Does the statement make use of descriptive language to appeal to our emotions?
5. Is there anything misleading about this statement?
6. Are the facts reliable?
7. Are the opinions based on facts?
8. If we all agree on something, does that make it a fact?
9. How else can we verify something?

### **№ 4 Feeling the Fear (and Doing it Anyway)**

*Anticipatory thinking* is an effective critical thinking and emotional management exercise for coping with fear and anxiety. It's all about projecting the mind into the future and analyzing many possible outcomes instead of just imagining the worst one.

Think of something that you are afraid of doing—it could be anything at all. Now, explore this internal line of questioning and jot down your answers:

- What's the worst possible thing that could happen?
- What is the best thing that could happen?
- How does my preferred outcome look to me?
- Do I have any control over the outcome? To what degree?
- Can I ask anyone for help or advice?
- If the worst happens, will I still be all right?
- What is my plan for facing the worst?
- After I face the situation and move past it, what are my next steps? How will I apply what I've learned?

### **№ 5 Who is My Hero?**

What is the definition of a hero? What does it mean to be truly heroic in our time? Everybody needs a hero, and it's time to write about yours.

Think of someone in your own life that you consider to be heroic, and who you feel embodies your own ideals and values in action. As you explore this, jot down answers to the questions below.

- What is my definition of a “hero”?
- Who is a true hero to me?
- Why do I see this person as heroic?
- What have they done specifically that caused me to feel this way about them?
- How do they personify my own dreams and ideals to be a better and stronger person?
- Am I a hero to anyone? If so, why?
- Why do we need heroes and mentors in life?
- What do I want to be remembered for most of all?
- How will I achieve this in my life?

## **№ 6 The Circles of Possibility**

The Circles of Possibility are a powerful critical thinking exercise for understanding ourselves and the world around us, and also visualizing meaningful solutions to the issues, challenges, and questions that affect us all.

These steps are a useful collaborative problem-solving exercise that also develops meaningful lifelong learning skills like creative thinking, information literacy, cultural empathy, self-awareness, global citizenship, world view, and many more.

Begin with a problem, and ask: *What does this mean ...*

- ... to ME?
- ... to my FAMILY?
- ... to my COMMUNITY?
- ... to my COUNTRY?
- ... to the WORLD?

Take this exercise one step farther by asking learners to map out what they can do to change any negative impact both in the short and long term.

## **№ 7 A Grand Solution**

Our world will always have problems that need critically considered and brilliantly designed solutions – so it’s a good thing you’re here! What do you think is the biggest problem in the world today?

Write it down, and think about how you’d solve it if you had everything you needed and anything was possible. Consider the questions that follow as you dream without limits about a solution.

- What is the most urgent problem in the world today?
- What is the background of this problem?
  - How did it originate?
  - Has a solution been attempted before?
  - Why has the problem gotten worse?
- What do I feel is the best solution for this problem?
- Why do I feel my solution will work?
- What would it take to make my solution a reality?
- What can I do about the problem RIGHT NOW?

## **TEACHER'S NOTE**

### *The Socratic Seminar*

The Socratic Method is an engaging and challenging way to get students exploring questions that matter while developing sharp critical thinking skills. In the Socratic Method, a mediator leads a discussion by asking questions, and each question is based upon the response given to the previous question.

In addition to honing critical thinking skills, the Socratic Method offers a great example of how to use essential and herding questions in class. Students can prepare well beforehand by reading the appropriate text and formulating questions as though they were entering a formal debate. Work with students to also come up with a clear list of guidelines and expectations for the seminar.

On the day the seminar begins, the teacher will be best prepared to lead the discussion in the beginning. At first, students will be merely getting their feet wet with the whole process, but ultimately you want them to be taking the proceedings over and leading the discussions themselves. Since the learners' thought processes and inquiry are the focal points of the Socratic Seminar, it makes sense to involve students in these structural decisions.

The guidelines you'll agree to follow are necessary, such as when to turn discussion – a sharing of ideas – into a debate, which is characterized by persuasion and challenging of opinions. Throughout the process, your role will be one of mediator and guide for the discussion, steering it back to the right trajectory if it should happen to go off the rails.

As always, do a debrief with students and work together to assess the seminar's effectiveness on your learning goals.

Many of the techniques introduced in our book are more suitable for the intermediate and upper-level students. Some of them, however, can be adapted and used with the elementary and pre-intermediate learners as well.

## РАЗДЕЛ № 3

### VOCABULARY BUILDING & COGNITIVE SKILLS DEVELOPMENT

Vocabulary acquisition in both native and second languages is a lifelong cognitive process, and acquiring a sufficient amount of vocabulary is a central issue in language development. Word learning is a critically important task in development and a necessary step in language acquisition. Furthermore, it is often argued that language affects cognition. The reported effects range from imposing category boundaries on sensory continua to affecting the range of concepts that people acquire. For example, exposure to words may affect the way people track individual objects, learn and use categories and make inductive inferences.

Vocabulary being one of the core points of a language requires lots of practice. The following activities are based on Penny Ur's ideas on how to introduce, expand and practice vocabulary.

Our book also contains vocabulary lists for students studying different subjects. Here, you can find activities that will help your students to practise some particular aspects of the language, such as word order, vocabulary, listening, use of the tense forms, etc. The activities are designed to bring motivation and interest into the classroom. Most of the activities introduced in the book can be adapted (simplified or extended) to suit different levels.

- |                          |                             |
|--------------------------|-----------------------------|
| <b>The Present</b>       | 1) Piling up a sentence     |
| <b>Indefinite Tense:</b> | 2) Changing sentences       |
|                          | 3) Controversial statements |
| <b>The Past</b>          | 4) Chain story              |
| <b>Indefinite Tense:</b> | 5) Damaged property         |
|                          | 6) Three-picture story      |

- The Future**            7) Interrupting the story
- Indefinite Tense:**    8) Jumbled sentences
- 9) Delphic dictionary
- The Present**            10) What has just happened?
- Perfect Tense:**        11) Find someone who...
- Correction:**            12) Correcting mistakes
- 13) Hearing mistakes
- Vocabulary:**            14) Jumbled words
- 15) How many things can you think of that ...?
- 16) Categories



# VOCABULARY, GRAMMAR & COGNITIVE SKILLS ACTIVITIES

## № 1 Piling up a sentence

Present Simple (or another tense); vocabulary review.

Procedure: Start by telling the students something you like, for example: *I like pop music*. Then ask a student to recall what you like, and add a 'like' of his or her own: *(The teacher) likes pop music, I like watching television*. Another student adds a further item: *(The teacher) likes pop music, Alex likes watching television, I like ice cream*. ...and so on, with each student adding something, until the chain becomes too long to remember.

Variation: Instead of 'I like...' the basic sentence might be 'I hate...' or 'I want to buy...' or 'Yesterday I...', or 'When we are all millionaires, I will...', or 'If we were given a single wish, I would...'. By choosing the appropriate basic sentence, this activity can be used to practice a tense or structure that has been learnt recently.

**Economics & management** students' variation:

In the office I...

In the office I make telephone calls...

In the office I write reports, Alex makes telephone calls...

In the office I meet with accountants, Alex makes telephone calls, Jane writes reports...

**Psychology** students' variation:

Special branches of psychological science include general psychology...

Special branches of psychological science include general psychology, age psychology...

Special branches of psychological science include general psychology, age psychology, neuropsychology...

(...pathological, pedagogical, labour, social, zoo psychology...)

**Your** students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

## № 2 Changing sentences

Practice of sentence patterns.

**Procedure:** Choose a simple sentence pattern, which can be based on a grammatical structure you have recently learnt. For example, if you have been studying indirect objects, take a sentence like: *She wrote a letter to her sister*. Then students invent variations, either by changing one element at a time: *She wrote a letter to her husband*. Or by changing as much as they like, provided they maintain the original pattern: *The pilot sent a signal to the airport*. See how many variations they can make in two or three minutes.

**Variations:** You may have pattern tables to guide students in the composition of correct sentences. They look something like this:

We	Often		the floor.
People	never	eat	meat.
Children	sometimes	sit on	chairs.
Dogs	always	play with	dolls.
	usually		chocolate.
	seldom		balloons.

Students are usually expected to make sensible sentences like: *Children sometimes play with dolls.* For a quick, entertaining variation, tell the students to make ridiculous combinations: *Dogs often sit on chocolate.* Or, more seriously, to substitute elements of their own to make true sentences: *I never eat meat.*

**Economics & management** students' variation:

	A limited liability company	has	for managing a company's affairs.
As a rule	Directors	is	the board of directors.
	a private company	are	only one director.
Usually	The company secretary	are responsible	the chief administrative officer of the company.
	private secretaries	is headed by	personal assistants of executives.

**Sociology** students' variation:

The most	Sociology	contributes	is foster greater cultural awareness.
	way is that sociology	is	to policy-making and social reform.
Obviously	way in which sociology	has	through providing clearer understanding of a social situation.
And the most important	direct way	aids in practical policy-making	increased self-understanding to groups in society.
Another	sociological research	provides	many practical implications in our lives.

**Your** students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

### **№ 3 Controversial statements**

Discussion of controversial topics.

**Procedure:** Write up two or three controversial statements, or proverbs, on the board (there are some examples in the BOX). Each student writes down 'agree' or 'disagree' or 'don't know' for each item. Invite them to compare their answers in pairs or threes. Then find out what the majority opinion on each is, by vote. If you have time, discuss them.

BOX: Controversial statements

Beauty is only a matter of taste.

Punishment never does any good.

People work better if they are paid more.

A woman's place is in the home.

Boys and girls should have the same education.

A country gets the government it deserves.

Teaching is basically a matter of explaining things properly.

Married people are happier than unmarried people.

Love means never saying you're sorry.

Everyone is basically selfish.

**Biology** students' variation:

Drinking a lot of water flushes out the important nutrients the body needs.

HIV and AIDS patients can reproduce children without putting them at risk.

The nutrients in vegetables are better retained uncooked.

Stem cell treatment is extremely effective for energizing the cells.

Over-the-counter medication can be considered drug abuse.

**Your** students variation:  
.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

#### **№ 4 Chain story**

**Narration:** use of the past tense.

**Procedure:** Begin telling a story. This can be the first few lines of a story from your coursebook, or improvised, or you can invite a student to start. Then, going round the class, each student has to add another brief ‘installment’ to the story.

**Variation:** Before you start, ask each student to choose a word. It can be an item of vocabulary recently learnt, a verb in the past tense, or freely chosen. Then each ‘installment’ has to include the word the student has chosen.

#### **№ 5 Damaged property**

**Guessing;** using the past tense and passives.

**Procedure:** Present a brief description of a piece of property that is damaged: a watch that has stopped, for example, or a suitcase with the handle missing. You need to have in your mind the reason for the damage; the students try to guess what it is. Allow ‘narrowing-down’ questions (“Did it happen because of carelessness?”) and give hints (“It

happened while I was cooking...”) to maintain pace and ensure the students’ ultimate success in guessing. The successful guesser can suggest the next damaged item. It is best if the items can be genuine, with genuine histories - yours or the students’. Or use the examples in the box.

**BOX: Damaged property**

1A watch that has stopped (dropped into the soup while I was cooking).

2A suitcase with the handle missing (a thief tried to steal it, I pulled it back and he got away with the handle).

3An umbrella with the hole in it (someone’s lighted cigarette fell on it).

4A book with some pages torn out (took it camping and urgently needed paper to light a fire).

5Jeans that are torn and faded (done on purpose to be more fashionable).

6A squashed cake (the youngest member of the family sat on it at a picnic).

7A broken window (a tree fell onto it during a storm).

8A hole in the roof (a small meteor fell through it).

## **№ 6 Three-picture story**

Oral fluency and imagination.

Preparation: Select three magazine pictures which are large enough to be seen by the whole class. The first one should show one or two people in a setting. The second and third ones should be of an object, a situation or an event. The second and third ones do not need to show the people in the first picture.

Procedure: Display the first picture. Ask the students to call out anything they want to say about it. Your role is to stimulate observation

and invention and then to gather the suggestions and to put them into story form. As the students offer more ideas, you add them to the story, continually retelling it from the beginning. After a few moments, you can display the second picture and later the third. As you see your five minutes coming to an end, ask the students to suggest a conclusion. Try to retell the completed story before the time is up. This is an example of how the story might begin:

You: (Showing the first picture) What do you want to tell me about this picture?

Student: There are two people.

You: Yes. Anything else?

Student: It's a man and a woman. They are lovers.

You: What are their names?

Student: Walter and Samantha.

You: Good. Where are they? What time is it?

Student: It's evening. It's dark. It's perhaps in the country or a park.

You: What shall we say?

Student: The country.

You: (Assuming a story-telling style) Well, it was late in the evening. Walter and Samantha didn't know where they were; it was so dark. They thought they must be in the country. (Showing the second picture) What do you want to tell me about this picture?

Student: It's a car. It's going very quickly.

You: It was late in the evening. Walter and Samantha didn't know where they were; it was so dark. They thought they must be in the country. Suddenly they saw a car. It was travelling very quickly, etc.

## **№ 7 Interrupting the story**

Listening and asking questions.

Procedure: Tell the students that you are going to begin a story and that they should try to stop you saying more than a few words by asking questions. For example:

You: In two days...

Student A: Which day will it be?

You: It'll be Friday.

Student B: Will it be in the morning or afternoon?

You: Afternoon. Anyway, I will...

Student C: What time will it be?        etc.

## **№ 8 Jumbled sentences**

Forming grammatical sentences.

Procedure: Pick a sentence out of your coursebook, and write it on the board with the words in jumbled order:

*early the I week to during have to go sleep*

The students work out and write down the original sentence:

I have to go to sleep early during the week.    Or

During the week I have to go to sleep early.

If there is time, give a series of similar sentences, and the students do as much as they can in the time. You can use this activity to review a grammatical point, taking the sentences from a grammar exercise.

Variation: Dictate the jumbled sentences instead of writing them up; the students write them down as you dictate and then suggest the solutions orally.

**Chemistry** students' variation:

*General is of matter, the interaction between chemistry energy and the study the two.*

General chemistry is the study of matter, energy and the interaction between the two.

*The main topics acids and bases, atomic structure, the periodic table, chemical bonds include in chemistry and chemical reactions.*



The main topics in chemistry include acids and bases, atomic structure, the periodic table, chemical bonds and chemical reactions.

Your students' variation:  
.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

### № 9 Delphic dictionary

Reading and discussing.

Preparation: You need at least one copy of an English-English dictionary for this activity.

Procedure: Ask the class to list on the board, from their own experience, some typical student problems. For example:

- having enough money
- deciding what to do in the future
- managing to do all the college work and have a good social life
- relating to a 'difficult' person in the family

Show the dictionary to the class and ask a student to help you. They must put the dictionary on the desk, close their eyes, let the dictionary fall open at any page, spin their forefinger around in the air and then let it fall randomly on the open page of the dictionary. They should then read out the word and its definition to the class. Ask the class to suggest how the word and definition could be the basis of advice for a student who has the first problem.

For example, 'having enough money':

A student lets the dictionary fall open, spins her finger round and drops it on 'macaroni'. She reads out, 'Italian pasta (= food made from flour mixed with water) in the shape of thin pipes, cooked in boiling water.' Another student says, 'She's so poor that she must eat macaroni

every day.’ Another student says, ‘She works in an Italian restaurant in the evenings to make some money.’

Variation 1: If there are enough dictionaries in the classroom, let the students work in groups or pairs, first noting down their problems and then giving and discussing advice.

Variation 2: Use a dictionary of proverbs or a dictionary of idioms. Less effective but possible, ask the students to use any list of language items, for example, in their student books.

Note: You might like to tell the students about the oracle at Delphi in Greece. In Delphi there is a very old Greek temple, built around 2,500 years ago, which was very famous because the people in the temple, the priestesses, gave advice. People came from all over Greece to get advice from the priestesses. However, the advice was never clear. One king went for advice: he didn’t know whether he should begin a war or not. The priestesses told him that if he went to a war a great kingdom would be lost. He thought, ‘Good, I will go to war and win!’ He went to war and lost his own kingdom!

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

## **№ 10 What has just happened?**

Use of the present perfect to describe something that has just happened.

Procedure: Write a series of exclamations on the board - not more than ten (there is a selection to choose from in the BOX). In pairs or groups, students choose an exclamation, think of an event which might have caused someone to say it, and write down a brief description of the event, using the present perfect. For example, they might choose ‘What?’, and write:

Someone hasn’t heard clearly what was just said.

Then they choose another and do the same again. After two minutes, invite students to read out their sentences without identifying the exclamations that gave rise to them; the rest of the class guess what the exclamations were.

***BOX: What has just happened?***

Oh!	Oh?	Congratulations!	I'm sorry!		
Great!	What?	No!	Thanks!	Welcome!	Never
mind!	Hello?	Ow!	Uh...	Goodbye!	
Thank goodness!	It's a deal!	Of course!	Ha!		
Bye!	Bad luck!	Good for you!	Sure...	When?	Hi!

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

**№ 11 Find someone who...**

Questions and answers; getting to know each other.

Preparation: You need a set of cards, one card for every student in your class, looking something like this:

<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (be) to Italy</li> <li>•has (cry) in a movie theater</li> <li>•has never (be) to the dentist</li> <li>•has (eat) chicken recently</li> </ul>	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (be) to Germany</li> <li>•has never (go) to an Italian restaurant</li> <li>•has (fall) in love at first sight</li> <li>•has (ride) a horse</li> </ul>
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (be) to France</li> <li>•has (kiss) a cat</li> <li>•has (chew) gum today</li> <li>•has never (smoke) a cigarette</li> </ul>	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has never (have) a cat or a dog</li> <li>•has (study) German</li> <li>•has (kill) a bird</li> <li>•has never (meet) an American</li> </ul>
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (spend) a month in a hospital</li> <li>•has never (eat) eggplant</li> <li>•has (go) scuba-diving</li> <li>•has (be) on TV</li> </ul>	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has not (be) to the Black Sea</li> <li>•has (go) to a Chinese restaurant</li> <li>•has (send) e-mail in the last week</li> <li>•has (shoot) a gun</li> </ul>
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (play) ice hockey</li> <li>•has (be) to New York</li> <li>•has never (be) abroad</li> <li>•has never (drink) cappuccino</li> </ul>	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (read) a novel by Tolstoy</li> <li>•has (drink) Coca-Cola today</li> <li>•has (have) a cold in the last month</li> <li>•has (study) Spanish</li> </ul>
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (be) in a cave</li> <li>•has (see) somebody famous in person</li> <li>•has (have) a nightmare in the last week</li> <li>•has (see) a ghost</li> </ul>	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> <li>•has (have) a headache this week</li> <li>•has (go) skydiving</li> <li>•has not (fly) on an airplane</li> <li>•has (paint) a picture</li> </ul>

Procedure: Distribute the cards to the students and give them a moment to read the information. The object of the game is to identify all the people described in the cards. To do this, the students must move around the room asking each other questions, then pool their knowledge.

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

## № 12 Correcting mistakes

Identifying and correcting mistakes in English, to encourage monitoring by students their own mistakes.

Procedure: Write up a few sentences on the board that have deliberate mistakes in them. If you wish, tell the students in advance how many mistakes there are in each sentence. With their help, correct them. There are some examples of possible sentences in the BOX, or, better, use (anonymous!) examples taken from their own written work.

Note: It is important to stress the fact that the sentences initially presented are unacceptable, and to make corrections on the board so that the students are left with the image of the correct sentences at the end of the activity.

### ***BOX: Correcting mistakes***

- |  |                                       |
|--|---------------------------------------|
| 1. He love her very much.              | 7. Why you look at me like that?      |
| 2. They maked a cake for thier mother. | 8. You must to tell my!               |
| 3. Wich one you prefer?                | 9. They will come, isn't it?          |
| 4. I not know where to go.             | 10. This one is gooder then that one. |
| 5. Were is the girl go?                | 11. The flowers was in the garden.    |
| 6. Yesterday I am very ill.            | 12. She asked me where am I going.    |

Your students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

### № 13 Hearing mistakes

Listening comprehension with quick reactions.

Procedure: Tell or read the story that is well known to the students (it can be one they have recently worked on in class), introducing deliberate mistakes as you do so. When they hear a mistake, students put their hands up, call out the correction, or note down the mistake.

Mathematics students' variation:

Mathematics is the science of *psychology*, pattern, order, structure and relation that has continuously evolved from basic practices of *speaking*, measurements and symmetric study of shapes.

Correct: ...quantity ...counting

Your students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

### № 14 Jumbled words

Vocabulary and spelling practice.

Procedure: Write on the board words the students have recently learnt, or ones they have difficulty spelling with the letters in jumbled

order. It is best to have the words all associated with one given theme. For example, you might give an elementary class a set of words like: *gdo, sumoe, tca, ibdr* and tell them these are all animals. In the time given they work out as many as they can of the answers: *dog, mouse, cat, bird*.

**IT** students' variation:

M S A P - spam, A A T C T H E N T M - attachment, D C O L U - cloud, E C Y C A B P E S R – cyberspace

**Your** students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

### **№ 15 How many things can you think of that...?**

Vocabulary revision.

**Procedure:** In groups, students try to think of and note down as many things as they can that fit a given definition and that they know in English. For instance, you might tell them to think of as many items as they can that are small enough to fit into a matchbox. After two or three minutes, pool all the ideas on the board, or have a competition to see which group can think of the most items. See the BOX for more ideas for definitions.

***BOX: How many things can you think of that...?***

... are bigger than you are? ...are round? ...make a noise?  
...work on electricity? ...are made of paper / wood / glass?  
...have handles? ...you can use to sit on?  
...are rectangular? ...people enjoy looking at?

**Economics & management** students' variation:

...management jobs?

(sales manager, HR manager, export manager, production manager etc.)

...stages in the process of joint venture creation?

(negotiations, signing a protocol of intentions, drafting a feasibility study, preparing foundation documents, joint venture registration)

...management functions?

(planning, organizing, directing, controlling)

**Your** students' variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

## **№ 16 Categories**

Listening comprehension of isolated words.

**Procedure:** Ask the students to draw two or three columns on paper, and give them a category heading for each. For example, food and drink, sad and happy. Then dictate a series of words which can fit into one of the categories. They have to write a cross or tick in the appropriate column for each word you dictate. For ready-to-use examples, see the BOX. Note that you will need to note down the crosses yourself as you dictate the words in order to check the results.

**Variation:** For a more difficult and time-consuming exercise, students actually write out each word in its appropriate column.



***BOX: Categories***

Food, drink: tea, apple, bread, coffee, cake, water, egg, meat, beer, milk, potato, chocolate, rice, pasta, orange juice.

Animals, objects: dog, pencil, chair, elephant, door, man, lion, book, table, horse, cat, donkey, television.

Big, small: elephant, mouse, matchbox, flower, house, mountain, pencil, cigarette, CD, sea.

Round, square: sun, book, blackboard, ball, window, door, moon, television, flower, house, ring, wheel, desk.

Land, sea, air: cloud, earth, rain, fish, tree, wave, fog, sky, field, ship, road, wind, mountain, swimmer.

Sad, happy: smile, tears, laugh, miserable, tragedy, cheerful, pleasure, depressing, fortunate, celebration, weep, amusing, mourn, joke, delight.

Superior, inferior: servant, queen, master, chief, subordinate, commander, slave, assistant, captain, prince, follower, head.

**Your** students variation:

.....

► Dear students, please use the **Quizlet** application (for more information, see *Методические рекомендации для студентов*)

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ

### TEACHER'S NOTE

Which activity to use depends on your requirements, experience and learners' needs. Analyze all the facts and points and choose the one that will really help you and your students to achieve greater destinations in the classroom. Teachers can also make word lists for their students.

Please advise your students to use the Quizlet application both in class and at home (more information below).

The following words of encouragement can help build confidence in a student and motivate them to keep trying.

- ✓I'm impressed!
- ✓That's more like it.
- ✓That's much better.
- ✓You're doing well.
- ✓You're getting there.
- ✓You've just about got it.
- ✓I'm very proud of you.
- ✓You've improved a lot.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа является важным элементом в системе языковой подготовки. Она направлена на развитие у обучаемых творческого мышления, самостоятельности в поиске необходимой информации, а также в поиске самих способов ее добывания.

Ввиду наличия различных вариантов определения самостоятельной работы в педагогической литературе мы будем придерживаться следующей формулировки: *самостоятельная работа – это планируемая работа студентов, выполняемая по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.* Одной из основных задач преподавателя вуза является помочь студентам в организации их самостоятельной работы.

Самостоятельная работа по совершенствованию уровня сформированности иноязычной профессиональной коммуникативной компетенции студентов предполагает самостоятельный поиск и изучение текстового материала общенаучной, специальной проблематики, чтение художественной литературы по выбору студента, а также выполнение дополнительных заданий и тестов к ним. Поиск материалов для внеаудиторного чтения предполагает, в частности, сформированность компетенции информационных технологий (прием, переработка, выдача информации; преобразование информации (чтение, конспектирование), мультимедийные технологии, компьютерная грамотность; владение электронной, интернет технологией).

Студенты должны уметь пользоваться различными англоязычными поисковыми системами, проводить анализ научно-

популярной и технической литературы, периодических изданий и справочных источников. В процессе работы над текстовым материалом студент выполняет задания, тематически связанные с его специальностью, предложенные преподавателем.

Главными целями самостоятельной работы в плане практического овладения иностранным языком выступают: 1) достижение соответствующего уровня иноязычной коммуникативной компетенции в период изучения иностранного языка в вузе; 2) подготовка студентов к проведению эффективной самообразовательной работы над иностранным языком после окончания вуза.

Установите и используйте бесплатные **приложения для эффективного изучения английского языка:**

**REVERSO CONTEXT** – Перевод слов и выражений с английского на русский, с русского на английский и еще более 10 языков. Примеры использования, возможность подбора лучшего варианта по контексту. Слушайте звучание слов!

**QUIZLET** Создавайте модули, заполняйте их нужными ВАМ словами. Важно – делайте *свои* модули, так вы лучше запомните слова. На более продвинутом уровне возможно использование чужих модулей, но в них могут быть ошибки. Учите слова с помощью: – работы с карточками, – тестов и пр. Слушайте звучание слов!

**Quizlet** – *при установке выбирайте полностью бесплатную версию (не пробную, не +), пройдите регистрацию.*

На главной странице внизу нажмите (+) и выберите Создать новый учебный модуль.

Введите название модуля на английском языке.

Нажмите на первую пустую строчку и под ней справа выберите язык термина – английский. Перейдите на вторую

пустую строчку и под ней справа выберите язык определения – русский. Вернитесь на первую пустую строку и введите английское слово. Перейдите на вторую строчку – приложение предложит перевод.

Нажимая на (+) добавляйте пустые карточки и вводите слова, первым идет английский термин.

Оптимальный объем модуля – 20\30 терминов.

Если это очень важный модуль, например глоссарий, по согласованию с преподавателем можно прислать ссылку на него для проверки.

В разделе «Карточки» установите параметры: аудио включить, лицевая сторона – термин (английский).

Самостоятельно нужно много раз работать с карточками: вижу английское слово, автоматически слышу его, повторяю, смотрю перевод и смахиваю направо или налево (в зависимости от того, нужно ли еще учить).

Также много раз работаем с опцией Подбор.

Когда вы выучили слова, сделайте Заучивание – количество раз ограничено. При необходимости возвращайтесь и сделайте Карточки и подбор, доучивайте слова.

Только когда вы полностью выучили слова – нажмите Тест и выберите настройки: максимальное количество вопросов включить, мгновенный показ ответов включить, письменные – по желанию.

Проходите тест (можно только один раз, и он закроется на «замок») и присылайте или показывайте преподавателю скриншот результата. Отличный результат – 95% и более.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ – ШКАЛА И КРИТЕРИИ ОЦЕНИВАНИЯ

Для заданий раздела № 1 предлагаются осуществлять индивидуальный подход к выбору форм контроля обучающихся. Предварительная проверка количественного анализа лексического запаса, обучающегося осуществляется путем тестирования (<https://my.vocabularysize.com/> <https://>). Для достижения оптимального результата необходимо установить количество лексических карт на семестр (30-50шт). В течении семестра необходимо осуществлять текущий контроль в форме опроса (письменного или устного), а также контрольных работ. Для фиксации результатов, в конце семестра рекомендуется проведение контрольного тестирования с использованием того же онлайн тест (<https://my.vocabularysize.com/> <https://>).

Согласно балльно-рейтинговой системе по данному заданию максимальная оценка 5 баллов:

- активное участие и вовлечение партнера в беседу – 1 балл;
- умение задавать и отвечать на вопросы, уточнять и отстаивать свою точку зрения – 1 балл;
- правильность использованных грамматических структур, наличие ошибок в количестве, не препятствующем пониманию – 1 балл;
- правильность использования лексики, наличие ошибок в количестве, не препятствующем пониманию –2 балла.

«Зачтено» выставляется обучающемуся, набравшему от 3 до 5 рейтинговых баллов,

«Не зачтено» выставляется обучающемуся, набравшему от 0 до 2 рейтинговых баллов.

## СПИСОК ЛИТЕРАТУРЫ

### РЕКОМЕНДУЕМАЯ В КУРСЕ ЛИТЕРАТУРА

1. Шевелева С.А., Стогов В.Е. «Основы экономики и бизнеса Elementary Economics and Business»: учебное пособие. – 3-е изд., перераб. и доп. – Москва: Юнити-дана, 2014. – 496 с.
2. Longman Dictionary of Contemporary English: The Complete Guide to Written and Spoken English, Longman Group LTD, 2011.
3. Raitskaya, L, Cochrane, S Macmillan-Guide-to-Economics-Students-book.
4. Drian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones with Rachel Godfrey and Gareth Davies  
Empower\_b1\_intermediate\_student\_s\_book

### **Учебно-методическое и информационное обеспечение дисциплины для организации самостоятельной работы студентов – программное обеспечение и Интернет-ресурсы:**

1. [www.oed.com](http://www.oed.com) – Oxford English dictionary
2. [www.oup.co.uk/elt/oald](http://www.oup.co.uk/elt/oald) - Oxford Advanced Learners dictionary
3. [cambridge.org](http://cambridge.org), [toefl.org](http://toefl.org), [ielts.org](http://ielts.org) Международные экзамены  
<http://webhome.auburn.edu/~nunnath/engl6240/wlistuni.html>
4. <https://www.collinsdictionary.com>
5. <https://www.thesaurus.com>
6. <https://www.english-corpora.org>
7. <https://dictionary.cambridge.org>
8. <https://www.macmillandictionary.com>
9. <https://www.researchgate.net>

## ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Nation, I. S. P. Learning vocabulary in another language / I. S. P. Nation. Cambridge University Press, 200 С.
2. [https://www.researchgate.net/publication/312063998\\_Vocabulary\\_size\\_and\\_the\\_common\\_European\\_framework\\_of\\_reference\\_for\\_languages](https://www.researchgate.net/publication/312063998_Vocabulary_size_and_the_common_European_framework_of_reference_for_languages).
3. Penny Ur Vocabulary activities, S Thornbury – 2012.
4. Murphy R. "English Grammar In Use" – CUP, 2012.
5. Longman Dictionary of Contemporary English: the Complete Guide to Written and Spoken English, Longman Group LTD, 2011.
6. Cambridge Business English Activities: serious fun for Business English Students. – J. Cordell, CUP, 2010.
7. Redman S. "English Vocabulary in Use" – CUP, 2012.
8. Bill Mascull, "Business Vocabulary in Use", – CUP, 2012.
9. Вагин Д.Ю., Немова О.А., Ретивина В.В. Ценностный выбор Нижегородского студенчества // Проблемы современного педагогического образования. 2018. № 61–2. С. 100–104.
10. Левченко В.В., Ильичева Н.В., Горелова А.В. Формирование коммуникативных навыков менеджеров в процессе профессиональной подготовки в вузе (монография). – Тольятти: издательство ИССТЭ, 2020. –160 с. ISBN 978-5-6042900-1-9.
11. Карелина Н.А. Количественный анализ англоязычной лексики у студентов первого курса Самарского университета неязыковых факультетов // Международная Молодежная Научная Конференция «XV Королевские чтения», посвящённая 100-летию со дня рождения Д.И. Козлова. – 2019. – Т. 2. – С. 791-792.
12. Karelina N.A., Levchenko V.V., Malceva E.Yu. Lexical card as the students' vocabulary level extending tool // International Scientific and Practical Conference "Professionalism of a Teacher: Psychological and Pedagogical Support for a Successful Career" (ICTP 2021). – 2021. – Vol. 113.



*Учебное издание*

*Карелина Наталья Андреевна,  
Ильичева Наталия Витальевна*

**ЛЕКСИКА АНГЛИЙСКОГО ЯЗЫКА.  
РАЗВИТИЕ МЫСЛИТЕЛЬНЫХ НАВЫКОВ  
СТУДЕНТОВ**

*Учебно-методическое пособие*

Редакционно-издательская обработка И. П. В е д м и д с к о й

Подписано в печать 28.04.2023. Формат 60x84 1/16.

Бумага офсетная. Печ. л. 4,25.

Тираж 120 экз. (1-й з-д 1-27). Заказ . Арт. – 4(Р1УМП)/2023.

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»  
(САМАРСКИЙ УНИВЕРСИТЕТ)  
443086, САМАРА, МОСКОВСКОЕ ШОССЕ, 34.

---

Издательство Самарского университета.  
443086, Самара, Московское шоссе, 34.