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# **BUILDING VOCABULARY CONFIDENCE: FROM DRILL TO SKILL**

## **PART I**

**Учебное пособие**

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Учебное пособие предназначено для расширения словарного запаса пользователя английского языка и развития иноязычной коммуникативной компетенции на уровне В2–С1, пороговом продвинутом и продвинутом уровнях владения. Пять юнитов актуальной проблематики содержат списки лексических единиц с коллокациями, примерами употребления, лингвистическим и социокультурным комментарием, обширный комплекс авторских упражнений на их отработку и дальнейшее использование в устной и письменной коммуникативной практике, а также задания на развитие умений чтения и аудирования аутентичных текстов.

Соответствует ФГОС ВО последнего поколения.

*Для студентов бакалавриата и магистратуры, обучающихся по гуманитарным направлениям, и всех желающих повысить уровень владения английским языком самостоятельно.*

**Ключевые слова:** английский язык; лексический навык; коммуникативные умения; гуманитарные направления; межкультурная коммуникация.

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# FOREWORD TO THE LEARNER

*Viam supervadet vadens.  
The road will rise to meet the one who walks it.*

## Who is this book for?

Vocabulary is the body of words that make up a language and the foundation (not an end) for comprehension in all four language skills: reading, listening, writing, and speaking. For an English learner, vocabulary expansion may seem challenging as there are so many words out there that it can be difficult to know where to start. In addition, it is a long-term activity that depends a lot on good study habits and sensible practice. *Building Vocabulary Confidence: from Drill to Skill* will teach you over 300 words that will enable you to read and understand original magazines, blog posts, and novels, watch films without subtitles, express yourself easily in written and oral forms, share information, and have everyday conversations with your peers and colleagues on the most acute topics. You will also acquire skills that will help you learn new vocabulary easily such as using a dictionary, seeing a word in context, finding synonyms and antonyms, drawing word-family charts, and more.

The book has been written for B1–B2 level learners who aim to enhance their English language skills and reach B2–C1 level. The structured approach, comprehensive answer key, and guidelines for speaking and writing have been designed so that you can use the materials to study on your own. The book can also be used as a supplementary tool for ELT classes.

## Content

*Building Vocabulary Confidence: from Drill to Skill Part I* is divided into five units to help you build up a bank of vocabulary and ideas related to a variety of topics: Learning and Intelligence, Education Around the Globe, In Medicine We Trust, Sport, Fitness, and Nutrition, Changing Cities. Each unit focuses on questions and issues relevant for our today's world and seeks to make you a more culturally aware citizen of the world and representative of your own country. Units can be studied progressively or independently depending on your learning purpose.

Additionally, the book provides answer key including recommended answers, guidelines for speaking and writing practice describing the task types, their structure and sharing with you valuable tips on how to give a talk, hold a formal conversation, write a paragraph, and more. Apart from that the book contains a list of useful resources that not only can facilitate your vocabulary acquisition, but also develop all four of your language skills.

## Unit structure

Each unit comprises six parts. VOCABULARY LIST introduces vocabulary related to the topic in a comprehensive manner including the words' definitions, contextual use (collocations and example sentences), translation, and commentary (synonyms, antonyms, etc.). Most of the information is to be researched independently by learners, which will increase your ability to retain new words and develop your vocabulary study habit. Extensive answer key is provided for self-check. LEAD-IN (as the name itself implies) is meant to lead you into the topic, set the mood for what is to come next, arouse your curiosity, and motivate you to learn more. VOCABULARY BUILDING provides step-by-step drilling exercises that are aimed to help you gain confidence in spelling, understand the minute shades of the words' meanings, compare synonyms, feel the register, build words using prefixes and suffixes, recognise common collocations, use the words in context, and try your hand at translation. In addition, each unit contains exercises based on authentic materials that will immerse you into the topic, allow you to expand your knowledge about the world and broaden your horizons. SPEAKING PRACTICE and WRITING PRACTICE encourage you to apply what you have learnt in different oral and written formats which are consistent with most international and Russian English proficiency exams. EXTENDING THE LEARNING is optional for those who want to gain a deeper insight into the topic area and learn more for their own pleasure.

## List of symbols

[C] – a countable noun that has a plural

[U] – an uncountable or singular noun that has no plural

[S] – a singular noun

noun [plural] – a noun that can only be used in the plural

[usually plural / singular] – a noun usually used in the plural / singular

[+ singular / plural verb] – a noun that refers to a group of people acting collectively

[T] – a transitive verb that has an object

[I] – an intransitive verb that has no object

[idiom] – a group of words in a fixed order that has a particular meaning

(formal) – a word usually used in a formal register

(informal) – a word usually used in an informal register

(UK) – the United Kingdom: spelling

(US) – the United States (of America): spelling

syn. – synonym

## UNIT 1. LEARNING AND INTELLIGENCE

Vocabulary Item	Definition	Contextual Use	Translation	Commentary
<b>Successful Students</b>				
dos and don'ts [idiom]		You need to mind the dos and don'ts of academic life.		
conscientious		He was the most conscientious student of his year.		
meticulous		The weeks of meticulous preparation have gone into the project.		syn. 'painstaking'
efficient		What is the most efficient way of learning vocabulary?		compare to 'effective'
crucial		His idea was crucial in developing the project.		syn. 'instrumental', 'paramount'
to come on time		I always come on time for my lessons.		compare to 'to come in time'
to meet deadlines		Do you think that you will be able to meet this tight deadline?		compare to 'to miss deadlines'

to make a to-do list		I want to make a to-do list to be able to mark off the completed tasks.		
to identify your strengths and weaknesses		Being able to identify your strengths and weaknesses helps you better understand yourself.		
priority [C or U]		to take priority over / to sort out your priorities / to set your priorities  To be able to meet the deadlines, you need to sort out your priorities.		
to contribute to / toward / towards sth		to contribute to discussion  During our seminars students eagerly contribute to all the discussions.		
assignment [C]		end-of-semester assignments  We have a lot of end-of-semester assignments to hand in.		



to submit [T]		Students must submit their essays before the end of the semester.		
to be late with sth		to be late with assignments  If students are late with assignments, they will get an unsatisfactory grade.		
to delay starting work		If you continue to delay starting work, you'll end up failing the course.		syn. 'to put off starting work'
to request an extension		Students hoped to request an extension of up to one week to finish the task.		
to leave sth to the last minute		It's no good to leave your homework to the last minute.		
to conduct / undertake research		They are conducting research into / on some fascinating language phenomena.		compare to 'to carry out research'  compare 're-search' [U] to 'research' [C]

to have access to sth		to have access to information / resources  It's important that students have access to all the necessary resources.		
query [C]		a query about sth  If you have queries about the course, you may ask your tutor.		compare to 'question' [C]
to baffle [T]		We were baffled by the task in the test.		compare to 'to flummox' [T]
plagiarism [U]		One of the examples of academic norms violation is plagiarism.		
note-taking [U] / to take notes		to take notes in lectures / while studying  There are many techniques of taking notes in lectures.		
rough notes / scrappy notes		Taking rough notes in lectures may help to structure the information.		

finals [plural]		I'm taking my finals at the end of this academic year.		
daunting		Rereading all the lectures turned out to be a daunting task.		
to revise [T]		There is a lot of material to revise before the test.		compare to 'to rehearse' [T or I] and 'to repeat' [T or I]
to cram [I]		I think that cramming before an exam is not a good study habit.		compare to 'to memorise' [T]
rote learning [U]		Analytical thinking rather than rote learning is emphasised in the course.		
mnemonic [C usually plural]		He sometimes uses mnemonics to memorise words.		
to grasp [T]		It's sometimes difficult to grasp the main points of the lecture.		
mind goes blank		I could not remember the word – my mind went blank!		

mind starts to wander		When I'm too tired, my mind starts to wander.		compare to 'to wonder' [I]
incentive [C or U]		external / internal incentive  Rewards provide an incentive to work harder.		compare to 'motivation' [U]
to have a positive outlook on life		There are a lot of tips on how to have a positive outlook on life.		
extracurricular activity [C usually plural]		to engage in extracurricular activities  Extracurricular activities build a sense of belonging to a community.		
alert		to stay alert  You need to be able to stay alert during lectures.		
to bury yourself in your books (informal)		Before an upcoming exam week, students usually bury themselves in their books.		

to bombard with sth		to bombard with questions / to bombard with information  Students usually bombard their teachers with questions before an exam.		
to have a genius for (doing) sth		She really has a genius for languages.		
to know the subject inside out		We are well-prepared for a test – we know the subject inside out!		
academic performance [C or U]		Academic performance is measured through classroom participation and standardised tests.		
with flying colours		I passed all the exams with flying colours!		
to excel in / at sth		She is so enthusiastic about learning languages, I'm sure she will excel in her second foreign language.		

to be a straight 'A' student		There is an interesting book with tips on how to become a straight 'A' student.		
to assess [T]		Tests are used to assess what you've learned.		
to drop out		He dropped out of college after two years of studies.		
intelligent / to measure intelligence		Different IQ tests are used to measure intelligence.		compare to 'intellectual', 'knowledgeable', and 'ingenious'
multiple intelligences: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalistic / natural		The theory of multiple intelligences states that each person has eight intelligences at varying degrees of proficiency.		
ignorant		I don't want to remain ignorant of new developments in the field.		

plausible		He provided a plausible explanation for his absence.		
dubious		to be dubious about sth  I'm dubious about the possibility of passing any exam without thorough preparation.		

### Interesting to know!

#### Mnemonic devices

Mnemonic devices such as poems, rhymes, songs, acronyms, and others help you remember an idea, phrase, or something important.

Examples:

1. History => wives of Henry VIII (names): Aragon, Boleyn, Seymour, Cleves, Howard, Parr => **All Boys Should Come Home Please.**
2. Languages => a mnemonic rule of thumb for English spelling => 'I' before 'E', except after 'C'.

## LEAD-IN

**Task 1 (a). Use the following ideas to discuss your learning experience with that of your partner. Find what is similar or different. Explain.**

- the school you attended
- the most inspiring courses / classes you've taken
- modes of student-teacher interaction
- modes of student-student interaction
- socialising with your classmates

**Task 1 (b). What have you learned from your study experience? Discuss the following questions with your partners.**

1. How to be efficient?
2. How to achieve your goals?
3. Is it important to collaborate with others? How to collaborate successfully?
4. What motivates you?
5. What are the most useful skills you developed?

**Task 1 (c). Think of situations that these emoji represent. Share your ideas about learning with a partner and talk about them.**

1. 📖 🆘 🧠
2. 📖 ✅ 🧑🎓
3. 📖 📖 😊
4. 🗑️ 📅 📖
5. 🧑🎓 🎓 🧑🎓

**Task 1 (d). Think of a learning situation that happened to you, choose emoji to describe it, and share it with your partner. Let your partner guess what happened.**

## VOCABULARY BUILDING

**Task 2 (a). Find 10 words in the wordsnake.**

fhrsymemoriseaafsqqrrtdndkftcrambafflewotwhiledjjdjlilllrbcakorhfnave-ton  
dfhayevdifhfryhunhaarqtwenignorantoooesmhflpturnvhcgawebdimmaotmb  
nvczxassdfplagiarismqueryghpoi qewjfbdhcifndhdauntingsfdaouygfddanting  
kkovcconcentaretwqakplnbvrouhgfvaaojnesunbvruashssplysiewbchjfp-la  
usiblewqpndjxahamsptspatialyripohayqienryaingeniousaqmxvaoqyebdkgrys  
owxjintrapersonaloevdmanzbcvdegeirtnfmvncfotmysiklldgsjddjwqtqy-teuwyh  
ddcchduniwueduetrzzzusiewhj pazuvcaer inbvtpkmnhytgfvucuytmkahgghkjg  
hkgffyrertwereagshffjiyituhngngfrudupspupshtufkkruyiyoehbvgfyqnguoi-pv

**Task 2 (b). Unscramble the words.**

1. fficieent \_\_\_\_\_



2. oriprity \_\_\_\_\_
3. ueqry \_\_\_\_\_
4. leart \_\_\_\_\_
5. ceninveti \_\_\_\_\_
6. lecxe \_\_\_\_\_
7. ellincegeint \_\_\_\_\_
8. soubidu \_\_\_\_\_
9. iantorgn \_\_\_\_\_
10. hearseer \_\_\_\_\_

**Task 2 (c). Fill in the missing letters.**

1. as\_i\_\_ment
2. exten\_\_on
3. m\_emo\_\_\_s
4. gen\_\_s
5. a\_\_ess
6. pl\_\_s\_\_le
7. con\_\_i\_n\_\_ous
8. cru\_\_\_l
9. pl\_g\_\_rism
10. extrac\_\_r\_\_lar

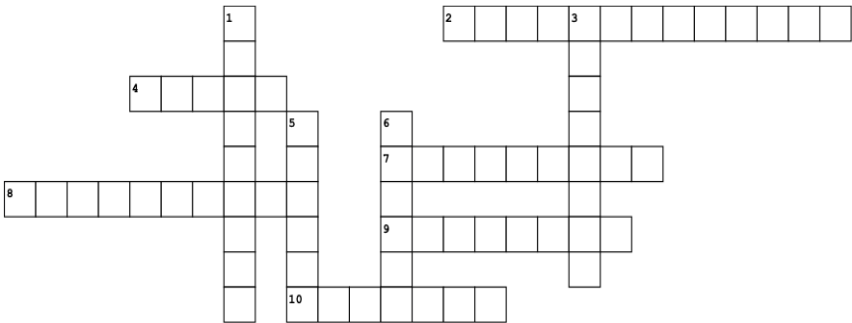
**Task 3 (a). Match the words with their definitions and make up your own sentences with them.**

1. to cram	a. when someone uses another person's words, ideas, or work and pretends they are their own
2. to memorise	b. to prepare yourself for an examination by learning a lot of information quickly
3. plagiarism	c. marked by extreme or excessive care in the consideration or treatment of details
4. daunting	d. to confuse someone completely; to be too difficult or strange for someone to understand or explain
5. meticulous	e. to learn words, music, etc. so that you know them perfectly

6. to baffle	f. frightening in a way that makes you feel less confident
7. to undertake	g. feeling doubt or not feeling certain
8. dubious	h. serving as a crucial means; being the most important influence
9. instrumental	i. to do something or begin to do something that usually takes a lot of time and consideration (e.g. research)
10. to assess	j. reasonable and likely to be true or successful
11. to grasp	k. taking care to do things carefully and correctly
12. with flying colours	l. knowing a lot
13. to drop out	m. to make a judgement about a person or situation after thinking carefully about it
14. ingenious	n. to completely understand a fact or an idea, especially a complicated one
15. plausible	o. to be quick to perceive and act
16. query	p. (of an object, a plan, an idea, etc.) very suitable for a particular purpose and resulting from clever new ideas
17. conscientious	q. the ability to learn, understand, and think about things
18. ignorant	r. to stop going to school or university
19. to stay alert	s. lacking knowledge or information about something; not educated
20. knowledgeable	t. doing well and thoroughly with no waste of time, money, or energy
21. efficient	u. to prepare for an exam by looking again at work that you have done / to look at or consider again an idea, piece of writing, etc. in order to correct or improve it

22. incentive	v. to give a document, proposal, etc. to someone in authority so that they can study or consider it
23. to revise	w. to do something very successfully
24. intelligent	x. something that encourages you to do something
25. to submit	y. a question, especially one asking for information or expressing a doubt about something

**Task 3 (b). Solve the crossword puzzle.**



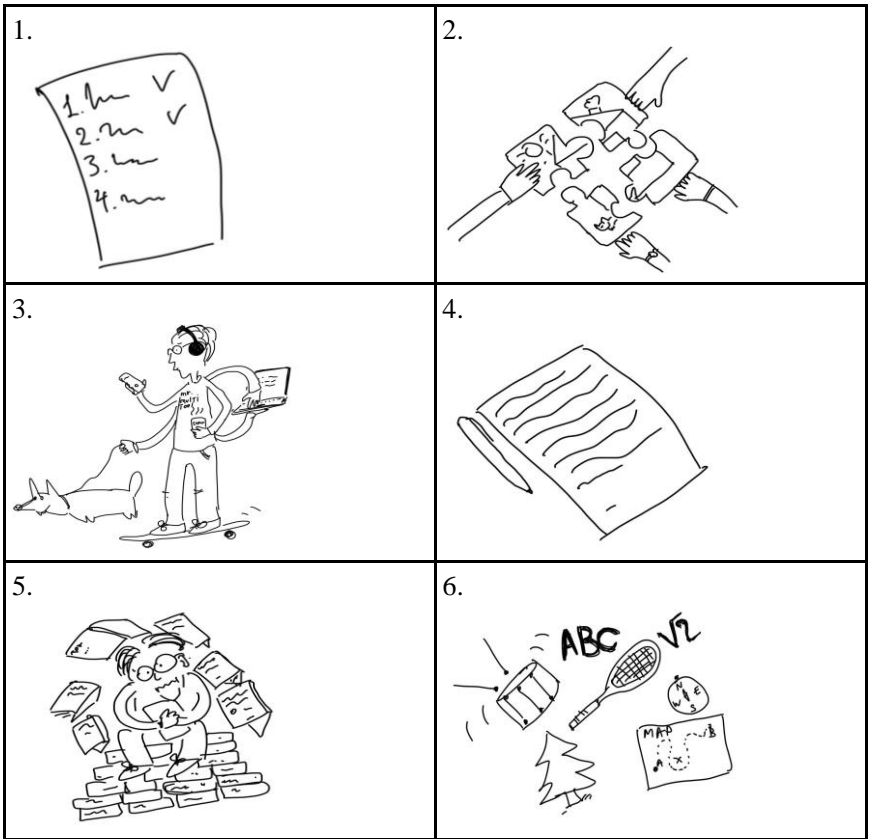
**Across**

- 2. a type of intelligence connected with relationships between people
- 4. notes which are not very detailed
- 7. to do research
- 8. something that encourages you to do something
- 9. to learn by heart
- 10. a type of intelligence relating to the position or area

**Down**

- 1. having an unusual aptitude to invent something
- 3. to practise something before performing it
- 5. the last exams in a course
- 6. to hand in one's piece of work to be assessed

**Task 3 (c). Label the pictures with active vocabulary items.**



**Task 4 (a). Answer the questions.**

1. Is it better to come to a lesson on time or in time?
2. Is it better for a student to meet deadlines or to miss deadlines?
3. What's the difference between 'intellectual', 'knowledgeable', and 'ingenious'?
4. What is the straight 'A's syndrome? Have you heard of it?
5. What does the theory of multiple intelligences state?
6. Why can a person drop out of college?
7. What mnemonics do you know?
8. Why does someone's mind start to wander?
9. What's the difference between 'incentive' and 'motivation'?

10. Which word is pronounced with the sound /ʌ/, ‘to wander’ or ‘to wonder’?

**Task 4 (b). Find synonyms or antonyms to the following words.**

1. meticulous =
2. dubious ≠
3. knowledgeable ≠
4. daunting ≠
5. plausible ≠
6. ignorant =
7. conscientious =
8. to do research =
9. to revise =
10. to meet deadlines ≠

**Task 4 (c). Choose the correct word in brackets to complete the sentences. Then answer the questions.**

1. Do you know any (effective / efficient) techniques to learn a foreign language?
2. Is it possible to avoid mind (wandering / wondering)? How if yes?
3. Why do some clever and bright students lack (incentive / motivation) to study?
4. How can governments create a / an (incentive / motivation) for young people to conduct research?
5. How to avoid (cramming / memorisation) at the last minute when studying for exams?
6. Should teachers focus on improving their students’ cognitive skills at the expense of overlooking the significance of (memorisation / cramming) skills?
7. How to make a (revision / rehearsal) timetable to help you prepare for tests?
8. How to avoid unnecessary (repetition / revision / rehearsal) when making your point?
9. Have you ever been (plausible / dubious) about something?
10. Do you think it’s important to (rehearse / revise) for an important presentation to perfect your delivery?

**Task 4 (d). Correct the spelling and lexical mistakes in the following sentences.**

1. Some scholars consider the theory of multiple intelligences plausible as it is argued that the eight types of intelligence that are singled out according to the theory might represent a person's talents or abilities.
2. When your mind starts to wonder, you cannot concentrate on the assignment and you have thoughts that are not relevant.
3. The course started, but the students seemed dubious and raised some troubling questions regarding the creative tasks included in the course.
4. The library was full of students repeating for the final exams.
5. There are many different methods or formats for taking notes for lectures to excell in the subject.
6. Procrastination involves 'putting out' work which seems daunting.
7. Your timetabled course events should always put priority over your extracurricular activities.
8. The students were ignorantly prepared for the seminar as they efectively participated in the discussions.
9. To pass your exams with high colours, you need to be a conscientious student and stay on top of things.
10. To miss your deadlines, it's important to sort out your priorities and develop time management skills.

**Task 5 (a). Rewrite the text replacing the underlined words with active vocabulary items. Make any other changes that are necessary.**

When I am preparing hard for an exam, I study in a very focused way, and I don't think that looking up past papers is any good. What I find useful is developing memory tricks to help remember the material, also I always go over my notes. To organise my thoughts, I sometimes draw a diagram to visually structure my ideas. I have read that it is very important to identify what the most important task or question is and to start with it to make the most of the exam preparation time.

**Task 5 (b). Change the register of the following sentences using active vocabulary items.**

1. Lack of knowledge may flummox students when they want to give an answer during the seminars. =>

- 
- (formal)
2. To pass exams successfully, you need to thoroughly prepare for them. =>
- 
- (advanced)
3. To obtain a degree, students should carry out research in a chosen scientific field. =>
- 
- (formal)
4. Students usually tend to put off starting work not because they don't care about the assignment but because of the confusion about the task. =>
- 
- (formal)
5. Taking notes while lectures will help you to understand the main points of the material and prepare for tests and exams. =>
- 
- (advanced)
6. Students usually prepare hard for exams, but it is also important to take regular breaks and leave some time for relaxation. =>
- 
- (informal)
7. When students have a sound grasp of the subject, it boosts their confidence and improves their academic performance enormously. =>
- 
- (informal)
8. All my fellow students are putting a lot of effort into their work and usually have excellent results for all the course projects. =>
- 
- (advanced)
9. Revising your lecture and seminar notes before an exam is very important as all the necessary information is usually given through the whole semester. =>
- 
- (advanced / formal)
10. If you want to be extremely good in this subject, then that is exactly the reading list for you. =>

---

(advanced)

**Task 5 (c). Each of the words in bold is in the wrong sentence. Correct the mistakes. Make any other changes that are necessary.**

### **Cramming for Success**

**Rote learning** just before an exam can allow students to remember information in the short term. But is it a successful way to prepare for your exams? Even if you are a genius, you will certainly need to do some **mne-  
monics**. If the exam happens every year, you can review past papers or tests which will give you an idea on how information will be tested. There are different ways to **know the subject inside out** the material. Some students use **revision**, that is learning purely by repetition, others prefer to use **cramming** which allows them to learn different rules with the help of different poems, rhyming sentences, or other tricks. Whichever method of learning you want to try, the best idea is to **memorise** until you **bury yourself in your books**.

**Task 6. Fill in the gaps with the correct forms of the words given in capitals using the given word-building table.**

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>
to plagiarise	plagiarism	plagiarised
to daunt	–	daunting
to incite / incentivise	incentive	–
–	efficiency / efficacy	efficient
to assess	assessment	assessed
to alert	alertness (to)	alert
to ignore	ignorance	ignorant
–	intelligence	intelligent
to submit	submission	submitted
to baffle	bafflement	baffling
to query	query	–



to assign	assignment	–
	conscience, conscientiousness	conscientious

1. \_\_\_\_\_ of the student's progress during online lessons is more challenging as teachers should adapt the formats of the tests. ASSESS
2. During the first lecture of the course students may express \_\_\_\_\_, but when they delve deeper into it, everything becomes clear. BAFFLE
3. Not to be \_\_\_\_\_ by the task, you need to have more speaking practice during our classes. DAUNTING
4. Students' \_\_\_\_\_ are answered on this website's forum. QUERY
5. According to the study, one of the factors influencing \_\_\_\_\_ is the time of the day. ALERT
6. The tests are measuring the \_\_\_\_\_ of the system. EFFICIENT
7. When you have an opportunity to learn and find out something new, it's no use remaining in \_\_\_\_\_. IGNORE
8. In some developing countries schooling and education is \_\_\_\_\_ by awarding grants and scholarships. INCENTIVE
9. Universities use advanced tools and programmes to detect \_\_\_\_\_. PLAGIARISE
10. Developing emotional \_\_\_\_\_ may lead to better learning. INTELLIGENT
11. The date for the essay \_\_\_\_\_ deadline will be posted on our intranet. SUBMIT
12. How to squeeze in all the tasks in my timetable still remains the most \_\_\_\_\_ question for me. BAFFLE
13. Making a monologue is one of the most \_\_\_\_\_ activities for me. DAUNT
14. If you have a lot of \_\_\_\_\_ to complete, you need to prioritise wisely. ASSIGN
15. His \_\_\_\_\_ and willingness to work hard impressed the university faculty. CONSCIENCE

**Task 7 (a). Match the words in two columns to make word combinations.**

1. to meet	a. extracurricular activities
2. to make	b. an extension
3. to engage in	c. deadlines
4. to bombard	d. learning
5. to pass exams	e. with information
6. to request	f. with flying colours
7. to conduct	g. performance
8. note-	h. a to-do list
9. rote	i. taking
10. academic	j. research

**Task 7 (b). Complete each sentence with a word combination from Task 7 (a). You may need to change the form of the words.**

1. I always try to \_\_\_\_\_ that is why I use a planner to spread the tasks over a week.
2. I'm afraid I'm going to have to \_\_\_\_\_ this time; if only I could stick to the study plan I make at the beginning of every semester!
3. Don't \_\_\_\_\_ them \_\_\_\_\_ all at once because it's going to be overwhelming.
4. To \_\_\_\_\_, you need to study hard and be a conscientious student.
5. Every student has the opportunity to \_\_\_\_\_ in his or her field of study and accurately communicate the results.
6. Some students get distracted from their studies because they often \_\_\_\_\_ which most universities offer.
7. I always \_\_\_\_\_ when getting ready to go on a fieldtrip.
8. \_\_\_\_\_ is often considered a very old-fashioned way of memorising lists of words nowadays.
9. Fostering the early acquisition of school readiness skills has eventually provided a boost to \_\_\_\_\_.

10. \_\_\_\_\_ is very important during lectures as you can't remember everything.

**Task 7 (c). Make up your sentences with the word combinations from Task 7 (a).**

**Task 7 (d). Now work with a partner and ask each other questions using the word combinations from the tasks above.**

**Task 8 (a). Choose a word from the box to complete each sentence. You may need to change the form of the words.**

to query – to assess – to submit – to flummox – to contribute – to measure – to revise – to memorise – to carry out – to grasp
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1. To be able to get top marks, you need to \_\_\_\_\_ to seminar discussions more actively.
2. You need to upload your assignment on the course website and \_\_\_\_\_ it there.
3. Final course paper may seem easy at first sight, but in fact thorough and extensive research should be \_\_\_\_\_.
4. Lack of knowledge may \_\_\_\_\_ many students when they are willing to give an answer during a lesson.
5. The criteria were established to fairly \_\_\_\_\_ students' knowledge and skills.
6. \_\_\_\_\_ is a very important aspect of students' life as you have to retain a lot of information.
7. Coworking space was full of students \_\_\_\_\_ for the final exams.
8. The teachers always have effective ways to help a student \_\_\_\_\_ a concept or an idea.
9. The students \_\_\_\_\_ whether the course was compulsory or elective.
10. A lot of schools recognise that standardised tests do not accurately \_\_\_\_\_ students' intelligence.

**Task 8 (b). Fill in the gaps with active vocabulary items. You are given the first letters.**

1. Being k\_\_\_\_\_ means you can grasp the material and then apply it effectively for practical reasons.
2. When you study the pronunciation phenomena you are usually asked to r\_\_\_\_\_ the sounds after the teacher.
3. Some students find a spaced repetition method i\_\_\_\_\_ in their exam preparation.
4. To receive your honours degree, you need to pass all the f\_\_\_\_\_ with top grades.
5. There are two types of m\_\_\_\_\_ : external and internal.
6. She is so enthusiastic about her career as a teacher, and she has never been d\_\_\_\_\_ about her choice after an internship.
7. He is a c\_\_\_\_\_ and dedicated student who responsibly does all the tasks and is an asset to our university community.
8. With all the distractions you need to find a way to stay a\_\_\_\_\_.
9. My fellow students are really smart, and they can always come up with i\_\_\_\_\_ solutions to all the challenges.
10. People with n\_\_\_\_\_ intelligence often opt for majoring in Environmental Sciences.

**Task 8 (c). Fill in the gaps with active vocabulary items.**

1. There's been a study on the impact international education experience has on students' \_\_\_\_\_.
2. Some students may \_\_\_\_\_ of college because of academic underachievement.
3. Being a teacher requires much patience especially when you are \_\_\_\_\_ with questions by students.
4. According to some research, learning things by heart without any sense might lead to \_\_\_\_\_.
5. If students want to be at the top of the rating table, they need to pass the exams \_\_\_\_\_.
6. The course syllabus should detail a penalty for students who are \_\_\_\_\_ assignments.
7. If you want to apply for the course, you need to \_\_\_\_\_ your motivation letter by September.

8. The students should find out all the \_\_\_\_\_ of the educational institution they have entered.
9. Being a \_\_\_\_\_ requires a lot of hard work and effort put into your studies.
10. The Cornell method is one of the strategies of \_\_\_\_\_ in lectures.

### **Task 9. Express the same in English.**

1. Если ты стремишься стать успешным студентом, самое время начать менять свои учебные привычки: соблюдать дедлайны, сдавать задания вовремя, не опаздывать на занятия, использовать навыки эффективного управления временем.
2. – Ты записал лекцию? – Нет, зачем это нужно, когда в наше время есть доступ к любым источникам в Интернете. – Ты что! Так ты никогда не научишься работать с информацией – анализировать ее и запоминать.
3. – Пойдем сегодня на вечеринку первокурсников? – Нет, мне сейчас нужно сконцентрироваться на подготовке к экзамену, эти стилистические приемы ставят меня в полный тупик. Вот ты понимаешь, в чем разница между метафорой и сравнением? – Я не понимаю, а тебе советую просто взять и вы зубрить эти определения, но лучше отложить это на утро, сейчас уже слишком поздно, чтобы пытаться что-то понять, тебе нужно отвлечься.
4. Не откладывай на завтра то, что можно сделать сегодня.
5. – Я совершенно не могу соревноваться со своими однокурсниками, потому что я не так хорош в заучивании наизусть – как результат, они получают хорошие оценки, а не я! – Знаешь, я слышала, что недавно провели исследование, где говорится, что во время заучивания наизусть очень важно делать регулярные перерывы, а ты этого не делаешь и из-за этого очень быстро утомляешься и становишься невнимательным.
6. Мне кажется, тебе давно пора расставить приоритеты – составь для начала список дел и начинай с самых стоящих, приносящих результат. И не забудь оставить время на отдых!
7. – Я в затруднительном положении – совсем не знаю, с чего лучше начать, чтобы подготовить свои задания, нужные к концу семестра. – Для начала перестань списывать и начни участвовать в дискуссиях на занятиях.

8. Самостоятельные работы, а также внеклассная деятельность делают тебя хорошо осведомленным в той или иной области.
9. Он – гений! Он знает предмет изнутри, никогда не повторяет изученный материал и умудряется сдавать заключительные экзамены лучше всех!
10. – Я несведущ в этой области. Все эти задания очень тяжелые, у меня совершенно нет стимула для более упорной работы и уж тем более я не хочу зарываться с головой в книги. Ладно, как-нибудь прорвусь! – Ты очень наивный. – Ну хотя бы у меня позитивный взгляд на мир!
11. Я никак не мог вспомнить эту тему, у меня случился какой-то провал в памяти.
12. Он начал учиться в университете в Сан-Франциско, но неизвестно по каким причинам бросил учебу. Учеба требует мотивации, а у него ее не было.
13. – Помогите мне, пожалуйста, составить список того, что нужно и что нельзя делать в университете. – Хорошо, сейчас набросаю заметки.
14. Она очень изобретательна, когда дело касается решения повседневных проблем.
15. Он очень добросовестный (сознательный) студент.
16. Сейчас моя цель определить все мои сильные и слабые стороны.
17. На занятиях нам нужно быть бдительными, иногда вопросы преподавателя очень непредсказуемы.
18. У нас есть несколько вопросов по этому заданию, давай спросим преподавателя.
19. – Кто знает, что такое мнемоника? – Это совокупность приемов и способов, облегчающих запоминание.
20. В программе курса была довольно туманно прописана обязанность студентов вносить свой вклад в обсуждения.
21. Когда снижается бдительность студента, его мысли начинают блуждать.
22. Лектор использовал такие сложные слова и выражения, что было тяжело уяснить основную содержательную идею.
23. Так как я не смог правильно распределить свое свободное время, мне пришлось просить преподавателя о продлении срока дедлайна и сдавать работу, понимая, что оценка будет снижена.
24. Сара просто гений в мотивации.
25. Александр оценил свои шансы на победу в соревновании как самые высокие.

26. Накопленная оценка позволяет объективно оценить прогресс студентов.
27. Ученые разработали новую программу, которая позволяет рассчитать уровень интеллекта, и пришли к выводу, что с годами он увеличивается.
28. Теория множественного интеллекта была предложена Говардом Гарднером в 1983 году. Согласно этой теории, традиционное понятие интеллекта, основанное на IQ тестировании, выявляющее детей с более низким уровнем интеллекта, видится ограниченным. Вместо этого Гарднер выделяет восемь видов интеллекта, основанных на различных формах мышления человека: лингвистический, логико-математический, пространственный, музыкальный, телесно-кинестетический, внутриличностный, межличностный и натуралистический.
29. Теория была встречена со смешанным чувством критики, так как многие посчитали ее сомнительной и не могли найти правдоподобное обоснование существованию разных видов интеллекта.
30. Основным недостатком IQ-тестов является то, что они позволяют оценить лишь ограниченный диапазон умственных способностей человека.

**Task 10. Choose 10 most challenging words and devise a lexical task of the format of your choice. Exchange your tasks with partners and complete them.**

**Task 11. Complete the table with study habits of successful and unsuccessful students using active vocabulary items.**

Study Habits	
Successful Students	Unsuccessful Students