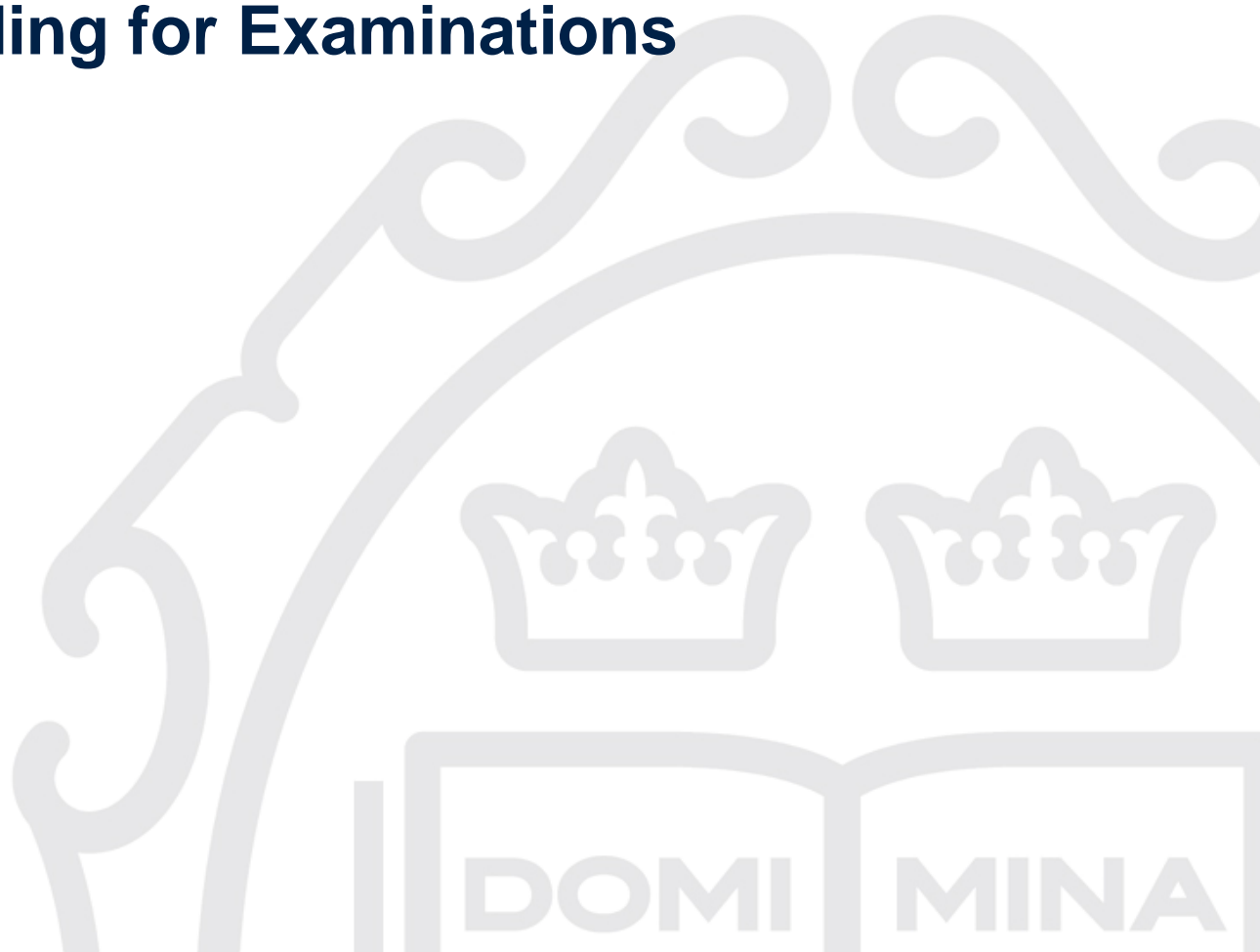


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# Vocabulary Building for Examinations

Christopher Graham

Russia, November 2013



## Session Overview.

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What is Vocabulary?

Vocabulary in IELTS and FCE.

Vocabulary Development – ideas and examples.

Expanding vocabulary alone.

Vocabulary for Writing.

Online Practice.

## A Quick Definition.

Thank you Wikipedia!

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Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge.

# Vocabulary in Examinations.

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IELTS

FCE

# IELTS.

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No specific vocabulary test.

Vocabulary important across all the papers.

General or Academic?

**FCE.**



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‘Use of English’ paper has vocabulary focus.

Vocabulary important across all the papers.

# Your Ideas.

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Group A WHAT?

Group B HOW?

# Vocabulary Development – some ideas.

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# Discussion of Meaning

## Drilling Down

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Overt discussion – teacher and peer level.

Internal discussion.

Questioning techniques.

Examples in context.

Deal with ambiguities/exceptions.

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**5 ‘Dummy’ can be used as an adjective or a noun to refer to something which is not real.**

(lines 67 and 11). What do you think the ‘dummy’ expressions in these sentences mean?

a A small group of directors transferred some of the company’s profits into a *dummy*

*corporation they had set up.*

b Before carrying out the first experiment, researchers did a *dummy run on animals.*

c The condition of patients given the *dummy pills improved slightly.*

d Some shops install *dummy security cameras to deter would-be shoplifters.*

# Verb-noun and adjective-noun combinations.

Learn them!



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## 8 Match the words on the left with those on the right to form commonly occurring

adjective–noun combinations. Then check your answers by finding them in the text.

Example: *key questions*

key duty

patriotic economy

precious future

self-evident questions

uncertain resources

vibrant truth

d The fall in the value of our currency leaves us facing an

.....  
.....

# Opposites – suffixes or alternative words. Prefixes.



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Discuss the key patterns and combinations – encourage extension and experiments.

Regular and quick quizzes.

Competitive activities for reinforcement – peer level.

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**7** What meaning does the prefix *out-* add to the verb in ‘*outperform*’ (line 11)? What do you think the phrase ‘to outstay your welcome’ means? Make sentences using these verbs and the words in brackets.

a outgrow (family / house)

b outlive (old computer / usefulness)

c outmanoeuvre (president / political enemies)

d outnumber (female graduates)

e outweigh (disadvantages)

# Idioms and Phrasal Verbs.

## Question 12: Global multiple-choice

- 12 Complete this statement about the text in your own words.  
*Overall, the writer believes that installation art is ...*
- Choose the appropriate letter A-D. Decide which is most like your answer above.
- Overall, the writer believes that installation art is
- A only of interest to a small audience and the artists themselves.
  - B hard to define but challenging and sometimes worthwhile.
  - C impossible to appreciate without knowing the history of modern art.
  - D now of much higher quality than other visual art forms.

## Exploration



- 5 Complete the expressions with the correct dependent prepositions. Then look back at the passage to check your answers.
- a The exhibition is entirely devoted ..... the works of Salvador Dali. (line 15)
  - b There is no simple answer ..... the question 'What is art?'. (line 16)
  - c Some critics even conferred ..... Warhol the title of 'Greatest Living Artist'. (line 34)
  - d To understand this piece, you need to see it ..... context, not on its own. (line 40)
  - e The impact ..... Picasso's work on twentieth-century art was enormous. (line 43)
  - f The public have become much more interested ..... abstract art. (line 66)
  - g Certain artists seem to be conforming ..... the current fashion for installation art. (line 75)
  - h The demands ..... working full-time as a creative artist can be extremely stressful. (line 75)
  - i The tone of a painting is often closely bound ..... with the colours used. (line 82)
  - j The Sunday street market is full ..... works by local artists. (line 97)
- 6 Match the idioms (a-d) with their meanings (1-4).
- a a first stab (line 29)
  - b got the nod from (line 35)
  - c barking up the wrong tree (line 45)
  - d like the emperor's new clothes (line 80)
- 1 following the wrong idea
  - 2 non-existent
  - 3 been officially accepted by
  - 4 an initial attempt
- 7 Discuss these questions with other students.
- a How do you feel about the kind of art described in the text?
  - b Why do you think people visit art galleries and exhibitions? Why might other people prefer to stay away?
  - c How important is it that art is taught at school?
  - d Should governments support the arts with taxpayers' money?

- 
- **5 Work out the meanings of these phrasal verbs. What are the clues in the text?**
  - kick in (paragraph B)
  - brush up against (paragraph C)
  - stick on, head for, swim off (paragraph E)
  - deal with, send out, seek out, home in on (paragraph F)
  - take out (paragraph G)

# Collocations and Compound Nouns.



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These need to be taught as new items.

Ask Ss to identify them in texts.

Ensure all recording and discussion is in context.



**Exploration 4** Refer to the text to find answers to these questions.

- What has been omitted before 'Want to' at the beginning of the text? Why?
- What kind of things are 'energy fields, energy flows, energy blocks, meridians, forces, auras, rhythms'? Do you need their precise meanings to understand the text?
- Which common conjunction could replace 'yet' on line 27?
- Find a synonym of 'quackery' in the same sentence (lines 31–38). What do they imply?
- Where would you normally find 'a trigger'? What does it mean as a verb (line 65)?
- What is the usual meaning of 'recipe' (line 86)? Which other word in that sentence has the same associations?
- What part of speech is 'face/faces' on line 107? Which nouns collocate with it in each case?

**5** Match the words on the left with those on the right to form collocations. Then check your answers by finding them in the text.

Example: *placebo effect*

placebo	vessels
pain	subject
touchy	manner
healing	hint
blood	relief
bedside	effect
strong	power

**6** Use the collocations above to complete the sentences.

- Medical exams are a ..... with Tom at the moment: he's just failed all of them.
- The main ..... in the human body are the arteries and veins.
- Relaxing the body can bring ..... more quickly than analgesic drugs.
- A good ..... includes respect, politeness and listening to the patient.
- Although she said nothing definite, Jo gave a ..... that she's leaving nursing.
- Many people believe in the ..... of light, of music – or of religious faith.
- Clinical trials are used to detect whether a treatment is a ..... or an effective cure.

**7** Discuss these questions with other students.

- What other examples of placebos can you think of? Are there other ways in which 'our state of mind can influence our physiology'?
- Which kinds of alternative medicine are popular in your country? In your opinion, which work and which don't? Why?
- Do you think alternative medicine could be integrated with conventional medicine in your country? Why?/Why not?

# Metaphorical vs Literal Use.



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Identify examples in texts.

GMFC.

Passive rather than active.

Watch out for L1 interference.

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**7 Some words are used metaphorically to give colour and interest to a phrase.** What do the words in *italic* in these extracts from the article mean? What are their more literal meanings?

a ... bookshop shelves *groan with self-help books* ... (paragraph A)

b ... the invisible *thread running through society* ... (paragraph B)

c Friendship is a *slippery category*. (paragraph C)

d ... the danger is that the friendships of the affluent and successful *hoard social*

*advantage* ... (paragraph G)

e ... *erode or sustain hierarchies*. (paragraph K)

# Subject-specific Vocabulary.

## Passive vocabulary.

### Help yourself

#### Subject-specific vocabulary

1 You do not have to be an expert in any particular field to succeed at IELTS, but reading texts you meet will often include vocabulary related to specific subjects. Which subjects are the words and phrases below related to? Choose from this list.

Health  
History and archaeology  
Education  
Society  
Business and the workplace  
Psychology

absenteeism	literacy skills
artefact	meritocracy
birth rate	pension
commercial gain	perception
disability	placebo effect
excavate	productivity
extroversion	research
fertility	sensory
illusion	social mobility
income	target
inequality	taxation
investment	workforce

2 Some words have special subject-specific meanings as well as their more everyday meanings. What are the specific meanings of the words in *italic* in these sentences? What other meanings do they have in more everyday contexts?

- Newton discovered that *gravity* is a *force* that attracts *bodies* of matter toward each other.
- Some ancient societies used *sacrifice* as part of their religious rituals.
- If its working *capital* drops too low, a business risks running out of *liquid* assets.
- As the economy *grew*, its need for *raw* materials and *markets* expanded.
- The three main *wireless* technologies in operation are Bluetooth, GPRS and WiFi.

3 Why is it important to know some subject-specific words and phrases as well as having a wide general vocabulary? *IELTS Masterclass* is organized into topic-related units. How could you use this fact to increase your knowledge of subject-specific vocabulary?

#### IELTS to do list

Choose one of the following to do outside class.

- Check back through the units of this book to remind yourself of the topics covered. Use these topics as the basis for building a vocabulary map of the book. Use unit openers and reading sections as sources of useful words and phrases.
- Look back at compositions you have written and had corrected. Note down subject-specific vocabulary from them that might be useful when you answer similar questions in future.
- Whenever you read a text on a topic that interests you, note down one or two potentially useful items of subject-specific vocabulary.

#### Where to look

 [www.oup.com/elt/ielts](http://www.oup.com/elt/ielts)

# Expanding Vocabulary – working alone.

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## Reading.

### GMFC and Recording.

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GMFC –pushing Ss to do it

Using L1 examples

Asking them to record and discuss ‘guessed’ words at class or peer level.

Ensuring all new items are recorded.

# Recording Vocabulary 1.

## The Personal Vocabulary Record.

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Examples in context.

Ease of reference.

Parts of speech generator.

Digital?

# Recording Vocabulary 2.

## Pronunciation.

### Help yourself

#### Pronunciation: word stress

1 Say these words aloud, stressing the syllables in red.

**president** (first syllable stressed)  
**university** (second syllable stressed)  
**entertain** (third syllable stressed)

2 Choose the correct alternatives to complete the paragraph.

When you stress a syllable, it is usually both (1) *quieter/louder* and (2) *longer/shorter* than the other syllables in the same word. You also say it (3) *more/less* clearly than unstressed ones, and the pitch is normally (4) *lower/higher* than that of any syllables which come before and after it. You may also notice that your face makes (5) *bigger/smaller* movements when you pronounce stressed syllables.

3 There are some word stress patterns which can help you. Listen to the words in each set a–c. Say each word aloud.

a easy  
 context  
 social  
 lecture

b record (verb) record (noun)  
 object (verb) object (noun)  
 export (verb) export (noun)  
 contrast (verb) contrast (noun)

c compete competition  
 photograph photography  
 educate education  
 economy economic  
 China Chinese  
 voluntary volunteer  
 active activity  
 luxury luxurious

4 Listen again and highlight the stress on each word, for example, 'easy'. When you have finished, what patterns can you recognize? Think of more words stressed in the same way.

#### IELTS to do list

Choose one of the following to do outside class.

- Mark the stress on the words in your vocabulary notebook, and on new words as you add them.
- Write a few sentences about yourself, your home and what you do. Mark the stress on all the words of more than one syllable, checking any you are unsure of in your dictionary. Then practise reading your sentences aloud.

#### Where to look

 [www.oup.com/elt/ielts](http://www.oup.com/elt/ielts)



# Word Formation.

## Best done alone.

### Help yourself

#### Word formation

1 In general, prefixes change the meaning of words. How do these prefixes change the meaning of the root words?

Prefixes	Examples
a anti-	<i>antisocial</i> / <i>anticlimax</i>
b bio-	<i>biodiversity</i> / <i>biodegradable</i>
c dis-	<i>dishonest</i> / <i>disobey</i>
d extra-	<i>extraordinary</i> / <i>extraterrestrial</i>
e mis-	<i>misbehaviour</i> / <i>mismanage</i>
f re-	<i>rewind</i> / <i>refuel</i>

2 How do these prefixes change the meaning of root words? Think of two or three examples of words starting with these prefixes.

auto-	post-
inter-	trans-
multi-	under-
over-	

3 Suffixes often change the part of speech of words as well as their meaning. What parts of speech are the root words below and what parts of speech result from the addition of the suffixes?

Root	Examples
a employ	<i>employee</i> / <i>employment</i>
b create	<i>creator</i> / <i>creative</i>
c weak	<i>weakness</i> / <i>weaken</i>
d child	<i>childish</i> / <i>childhood</i>
e solid	<i>solidify</i> / <i>solidly</i>

4 To guess the meanings of words, start with the meaning of the root, then work out how prefixes and suffixes might change this. Work out the meanings of the words in *italic* in these sentences.

- A small *dehumidifier* is ideal for *enclosed* areas where excess moisture may have *undesired* effects.
- Multidimensional* family therapy is an *outpatient* family-based drug abuse treatment for teenage substance *abusers*.
- He became *increasingly* aware of her tendency to point out his *imperfections*.

5 Adding two or more words together to make *compound words* is another way in which English words are formed. This is more common than using complex phrases. For example, 'a business meeting' is used in preference to 'a meeting to discuss business matters'. What combinations of parts of speech are used in these examples?

- right-handed · cold-hearted · quick-thinking
- a database · the generation gap · an eye witness account
- an outbreak · a breakout · a downpour
- a blackbird · grandparents
- writing paper · driving test · walking boots


Add other examples you know which follow the above patterns.


#### IELTS to do list

Choose one of the following to do outside class.

- Train yourself to work out or guess the meanings of words rather than always looking in a dictionary. Take account of prefixes and suffixes. This will help you to prepare for IELTS, in which you are not allowed to refer to a dictionary.
- When recording new vocabulary, note down related words: root words and words with different prefixes and suffixes.
- Make your own reference lists of words starting with particular prefixes and suffixes, especially less common ones, like *hyper-* (hyperactive), *omni-* (omnipresent), and *-dom* (officialdom).

#### Where to look

 [www.oup.com/elt/ielts](http://www.oup.com/elt/ielts)

 *Oxford Advanced Learner's Dictionary*  
*Oxford Student's Dictionary of English*

# Root Words.

## Pre-reading tasks – peer level or alone.

### note

Endings help to identify the category of a word (noun, verb, etc.). Prefixes such as *over-* and *un-* also add to the meaning. When a word or phrase is unfamiliar, identifying the root word or words can help establish the meaning.

### Orientation

### Reading

1 Discuss these questions with other students.

- How and where do you meet your friends?
- What do you see as your responsibilities and obligations to your friends?
- What, in your opinion, are the limits of friendship? Are there certain things you would not do, even if asked by a close friend?

### Word formation

2 The following words are taken from the article opposite. What is the root word in each case? How do the endings change the grammar of the words?

Example

*relationship* Root word – *relate*

*relate* > *relation* (changes a verb to a noun)

*relation* > *relationship* (changes a noun to another noun)

*neighbourhood*

*inclusion*

*justification*

*usefulness*

*friendliness*

*virtuous*

*mobility*

3 What is the meaning of the parts of these words in *italic*?

*intercommunication*

*unbelievable*

*inappropriate*

*underused*

*counterattack*

*inhuman*

4 What is the meaning of each of these words taken from the article?

*overstatement* (paragraph B)

*unevenly* (paragraph F)

*counter-productive* (paragraph I)

*intolerance* (paragraph K)

5 Read paragraphs A and B of the article. Why does the author describe friendship as 'the invisible thread'?

# Easily Confused Words.

---

Add the issue of L1 false friends.

Remember the context can be a guide to meaning.

Ask Ss to make a list of their 'favourite worst' words.

## Help yourself

### Easily confused words

- 1 Some words look similar but have different meanings. Complete the sentences with the correct form of the words given.
- a 1 affect /ə'fekt/      2 effect /i'fekt/  
The disease mainly ... the skin.  
A change in temperature had no ... on the experimental results.
- b 1 desert /'dezət/      2 dessert /d'zɜ:t/  
It can reach 55°C in the ...  
Let's have ice-cream for ...
- c 1 definite      2 definitive  
The professor wrote the ... work on the subject.  
We now have a ... date for the conference.
- d 1 accept /ək'sept/      2 except /ɪk'sept/  
People over 65 are ... from the new rules.  
Congratulations. Your application has been ...
- e 1 continuous      2 continual  
There were ... warnings of the danger.  
Recycling waste forms part of a ... process.
- 2 Write sentences to show the difference in meaning of the following pairs.
- shade/shadow
  - lose/loose
  - economic/economical
  - lie/lay
- 3 Other words sound the same but their meanings and spelling are different. For each sentence, choose the correct word and define the other word.
- a Town *councillors/counsellors* are elected every four years.  
b Motor vehicles are not *aloud/allowed* on the campus.  
c There is no need to dress *formally/formerly* for the dinner.  
d The *tale/tail* of the fish measures four centimetres in length.  
e We visited the *site/sight* of an ancient temple, of which little remains.
- 4 Explain the difference between these pairs.
- |                     |               |           |
|---------------------|---------------|-----------|
| past/passed         | break/brake   | roll/role |
| principle/principal | they're/their | its/it's  |
| who's/whose         |               |           |
- 5 Academic writing requires accurate expression, so care must be taken with words that are close in meaning, but not the same. Find the error in each sentence, and replace it with one of these words.
- between    earn    foreigners    number    means
- a The only way of transport is an infrequent bus service.  
b On average, industrial workers win less than \$20,000 per year.  
c Last year there was little trade among the two countries.  
d A large amount of scientists took part in the study.  
e Strangers who wish to work in that country require visas.

### IELTS to do list

Choose one of the following to do outside class.

- Look back at your written work for vocabulary mistakes of this kind, and make sure you know the correct words.
- Key 'commonly confused words' or 'easily confused words' into your Internet search engine. Download, copy, or note down any pairs that might cause you difficulty, then check them in your dictionary.

- Try out the words you have studied the next time you are writing or speaking. If possible, check with the reader or listener that you are using them correctly.

### Where to look

 [www.oup.com/elt/ielts](http://www.oup.com/elt/ielts)

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# Vocabulary for Writing.

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# Organising Expressions.



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Markers.

Connectors.

Sequencers.

Emphasising Devices.

# Approximate Phrases.

Page 55



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**6 It was possible to describe the graph on page 54 without stating exact figures.** You can also use approximate phrases and fractions. Rephrase sentences a–c using the expressions below.

just over/under more/less than almost nearly  
about approximately roughly

## Examples

*There was a 64% fall in cassette sales between 1995 and 2000.*

*There was a fall of almost two-thirds in cassette sales between 1995 and 2000.*

*In the last two months, sales of DVDs have risen by 97,487.*

*In the last two months, sales of DVDs have risen by just under 100,000.*

a There was a 9% decline in art values last year.

b Since January, cinema audiences have gone up by 20,800.

c Currently, the market for prints is growing by 32% per year.

# Style.



What should we look out for?

---

Impersonal vocabulary

Formal vocabulary

Correct terminology

Collocation

Linking words

Complex sentences



## Richer Reporting Verbs.

Can you think of any?

---

Agreed

Wondered

Replied

Argued

Suggested

Contended

Retorted



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# Online Practice with OET.

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 **oxford english testing .com**

Organisation: cga training  
Logged in: Christopher Graham  
[Log out](#)

Choose language  
English  [Go](#)

Home

**Noticeboard**

Welcome Christopher Graham

You are in the oxfordenglishtesting.com Learning Management System (OLMS). Click on 'get started' to find out how to start using this system.

Administrative rights can be given to selected teachers. Please note that these should only be given to those teachers who need them, e.g. to manage placement testing.

Do not show this message again

---

**Teacher notices**

Add announcement for teachers [add](#)

---

**Student notices**

Add announcement for your students in your classes [add](#)

---

**Service information**

7 Sep 2013 Website maintenance [view](#)



**Get Started**

Click the 'get started' button for more information about:

- the new tabs on the homepage
- accessing online practice / workbooks
- practice tests
- the Oxford Online Placement Test

[get started](#)

**Links**

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Manage classes: [View list of classes](#)

[Help for this page](#)

Click on a class name to view / edit class members or distribute their log-in details. Click on 'teachers' to modify which teachers teach this class.

[create a new class](#) [download](#) [print](#)

Class name	No of students	Teachers	Action
<a href="#">Russia Demo</a>	0	Graham	<a href="#">edit</a> <a href="#">delete</a> <a href="#">teachers</a>

Manage students: View / find students (not placement) [Help for this page](#)

You can manage students here.

[clear search](#)

Last name	First name	User name	Gender	Date of birth	First language	Classes	Action
No students found that match search term							
0 records found. Currently on page 1 of 1.							

Page.. 1



Home Admin Tests Online practice My account

oxford english testing .com

Organisation: cga training  
Logged in: Christopher Graham  
Log out

Choose language  
English Go

### Admin tab overview

[back](#)

#### Note

An account owner has immediate access to all the functions on the 'Admin' tab (listed below) on logging in. The account owner/administrator can then choose to set up particular teachers with full admin rights (see below) or partial admin rights (to view and update classes only) in 'Manage teachers'. The majority of teachers will not require admin rights and will be able to view classes only. All teachers will be able to view the licence pool to see the number of tests available.

Please ensure that admin rights are only given to teachers who are required to perform the tasks below.

<a href="#">Import from files</a>	Import a list of students from a file into classes in the OLMS or into groups for placement testing. Import a list of teachers from a file into the OLMS. Get help on preparing your data files for import.
<a href="#">Manage classes</a>	Create new classes. View and edit a list of classes. View and edit a list of students in each class. Distribute log-in details to students in a class (not placement) by email. Add individual students to a class. Remove students from a class.
<a href="#">Manage teachers</a>	Create a list of teachers. View and edit the list of teachers. Send log-in details to teachers by email. View a list of a teacher's classes. Add classes to or remove them from that list. Set up a teacher with full or partial administrator rights. See 'Note' above.
<a href="#">Manage students (not placement)</a>	Create a list of all non-placement students in your organisation. View or edit this list. Add individual students to the list of students manually. This list does not include placement students until they are moved from 'Manage placement results' into a regular class.

Reading Passage 1 has eight paragraphs, A–H.  
Choose the most suitable headings for paragraphs B–H from the list provided.  
Paragraph A has been done for you as an example.

Example Paragraph A: Poison as a part of our culture

Paragraph B  
1

Paragraph C  
2

Paragraph D  
3

Paragraph E  
4

Paragraph F  
5

Paragraph G  
6


Paragraph H  
7

How to use the dictionary

Hide Tip

**Choosing headings**  
Make sure the heading you choose summarizes the meaning of the whole paragraph, not just a part of it.

**Headings**  
Poisoned by life's essentials  
The particular risks that medical scientists face



**Pick your poison**

**A** Poison is a stealth killer, effective in minuscule amounts, often undetectable. It's the treachery in the arsenic-tainted glass of wine. It's the fatal attraction: Snow White's poison apple, the death-defying art of the snake handler; the Japanese roulette practised by those who eat *fugu*, a poisonous fish that is lethal if it is not properly prepared. Without poison, comic-book superheroes and villains in plays and movies would be considerably duller. Spiderman exists by the grace of a radioactive spider bite. Laertes used a poison-dipped sword to kill Hamlet, and Claude Rains's nasty mother kept sneaking poison drops into Ingrid Bergman's drinks in Alfred Hitchcock's film *Notorious*.

**B** You might say that a toxicologist studies substances that lead to death. But toxicology is also about life. What can kill, can cure. As Paracelsus, a 16th-century German-Swiss physician and alchemist, said: 'All substances are poisons; there is none which is not a poison. The right dose differentiates a poison and a remedy.' Poison is in the dose. Toxicology and pharmacology are intertwined, inseparable, a Jekyll-Hyde duality. A serpent coiled around a staff symbolizes Asclepius, the Greek god of medicine.

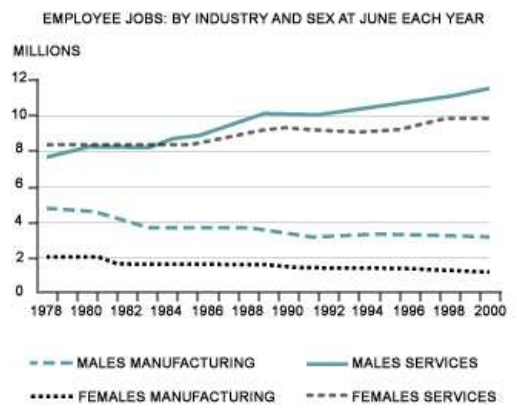
Previous Next Mark

Return to Overview

You should spend about 20 minutes on this task.  
Write at least 150 words.

1 The graph below shows the numbers of males and females in two sectors of the UK workforce between 1978 and 2000.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Blank area for writing the answer.

Words : 0

Hide Tip  
When describing a graph, comment on the main trends and significant differences, and any sharp increases or falls, but don't try to describe all the information in detail.



IELTS Test A REVISED  
Paper 3  
Listening

Listening • Section 1

Question 1 2 3 4 5 6 7 8 9 10

Time allowed 00:30

Complete the notes below.  
Type NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.



NOTES ON RENTING A FLAT

Information about 0  accommodation

Contract – need to know

- 1  of agreement
- amount of rent
- what is included / not included
- details of 2  (including conditions)

Property – health and safety

- fire regulations apply to all furniture unless made before 3
- electrical and gas appliances to be checked at least every 4
- smoke alarms required on all floors, unless built before 5

Tenant's rights

- landlord to give 6  notice to enter property (except in emergencies)
- court order and 7  notice required for eviction

IELTS Test A REVISED  
Paper 4 Speaking

Speaking • Part 2 Question 2

Time allowed 00:14

This is a practice test for the IELTS Speaking test. There are three parts to the test. Go to the Resources tab if you would like to print a copy of the test.

- Part 1
- Part 2**
- Part 3

Paper summary

How to use the dictionary

Show Tip



2 Part 2

You must speak for 1–2 minutes on a topic provided by the examiner. The examiner then asks one or two follow-up questions. Part 2 lasts 3–4 minutes, including one minute preparation time. Below is an example of the kind of topic you might be asked to talk about.

Describe an event that has had a significant effect on your country's history. You should say:

- what the event was
- when it happened
- how it happened

and explain what effect it has had.



You need to click on stop or do a complete 90 seconds recording for your answer to be saved.

Previous Next Mark

Return to Overview

PAPER SUMMARY

Time allowed 01

Passage 1	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Mark this part
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>		
Passage 2	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	Mark this part
	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	
	25 <input type="checkbox"/>	26-28 <input type="checkbox"/>				
Passage 3	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	32 <input type="checkbox"/>	33 <input type="checkbox"/>	Mark this part
	34 <input type="checkbox"/>	35 <input type="checkbox"/>	36 <input type="checkbox"/>	37 <input type="checkbox"/>	38 <input type="checkbox"/>	
	39 <input type="checkbox"/>	40 <input type="checkbox"/>				

Mark the whole paper

**How to access an online dictionary**

Double-click on any English word in your test and you will get a definition from an Oxford dictionary.

**If the definition you want does not appear:**

Use the drop-down menu to look for the appropriate word or phrase.

**If no definition appears:**

The word you have selected may not be in the dictionary, for example, because it is a proper noun (the name of a person or place).

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# Vocabulary Building for Examinations

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Russia, November 2013

