



GDiA
Gerontoudi
Prep Center
Teaching by Design

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Listening: Instructions

- There are **40 questions** altogether. **Each** question carries **one mark**.

- **Sections**

- Section I (two speakers)
- Section II (one speaker)
- Section III (three or four speakers) _Academic Discussion
- Section IV (one speaker) _Academic Lecture

The Sections get more difficult as the test progresses

- **Follow instructions very carefully**

Read each instruction carefully and remember you must read the instruction **each** time as it may differ from the previous.

- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this.
- If you get a multiple-choice question, it will ask you to write a letter not a word (if you write a word, it will be marked **wrong**)

- **The questions follow the oral text**

- **The accents of the speakers are primarily, not necessarily, British**

Spend time listening to British radio stations and podcasts or watching the BBC, British shows, and movies.

The main accents will probably be British and Australian

- **Spelling matters**; so, take care while writing in the short answers. You will

lose points for incorrect spelling. Take special care when copying words from the text.

- Both US and UK spelling are acceptable.
- All standard abbreviations are acceptable.

- **Grammar counts** too; so, make sure you pay attention to this aspect as well. Be extra careful with subject/verb agreement, and word form and order.

- **Get used to writing down letters & numbers quickly**

If you make a mistake in the spelling while writing it down, you will get the answer wrong.

- **Familiarize yourself with charts, graphs, flow-charts, bar charts and pie charts, etc.**

- **Types of Questions**

- Form Completion OR Note Completion
- Summary Completion OR Sentence Completion
- Multiple Choice
- Diagram Labelling
- Map Labelling
- Table Completion
- Form Chart

- **How to use the breaks**

There are breaks between the four sections of the listening test, and there are breaks in the middle of sections 1, 2 and 3. You will hear instructions like this:

- First, you have some time to read questions 1 to X.
- At the end of section 1, you have half a minute to check your answers.
- Ignore this instruction - don't check a section that you have just finished. It's much more important to be ready for the next section. If you're not ready when the recording starts, you will find it very difficult to read the questions and listen to the answers at the same time. So, use this time to read ahead.

-
- 'Some time' means about 20 seconds, or up to 40 seconds before section 4.
It's important to use this time to read the questions, make sure you understand them, and think about what kind of answer is needed
 - (e.g., number, name, noun, verb, singular, plural).
 - Finally, you have 10 minutes to transfer your answers to the answer sheet.

- **Common traps**

They often give you an answer, and then they change it (be careful when the speakers use **contrast triggers**, e.g., but, yet, etc.)

- **If you miss an answer, just move on to the next question. Do not waste any time.**

- **Suggested Sites for Listening:**

<http://www.cdlponline.org/>

- Law & Government
- School
- Health & Safety
- Housing
- Money
- Science & Techno
- Services
- Family
- Working
- Going places
- Nature

<http://www.uefap.com/listen/listfram.htm>

<http://www.bbc.co.uk/worldservice/learningenglish/language/>

Reading: Instructions

- You will be allowed **1 hour** to complete all **3 sections** of the IELTS Academic Reading Test.
- There are **40 questions** in this practice paper. **Each** question carries **one mark**.
- **Read the IELTS Reading instructions carefully.**
 - Don't try to save time by skipping this part. The instructions give you critical information about how many words the answer should be, and what exactly you need to do.
 - Use **only** the **stated number of words** in your answer or you will lose the mark.
 - Hyphenated words count as one word.
- You will have to experiment to find **your optimum pace**.
 - **Strategy 1**: read the passage closely and then answer the questions
 - **Strategy 2**: read the questions first, read the passage closely, and then return to the questions
 - **Strategy 3**: skim the passage and questions, then reread each question and the passage closely
- Read somewhat **faster** than you normally do, but not to the point that your comprehension suffers.
 - There is **no need** to understand every nuance in the text.
- Read for **development** and **structure**
 - Do not hang on every word and every thought.
 - Do **not** memorize details; they are secondary.

- Read for detail **only** when questions demand doing so.
- Make sure you have **20 min** for your last (3rd) reading.
- **Spelling matters**; so, take care while writing in the short answers. You will lose points for incorrect spelling. Take special care when copying words from the text
- **Grammar counts** too; so, make sure you pay attention to this aspect as well. Be extra careful with subject/verb agreement, and word form and order.
- In sentence completion tasks, **focus on the meaning** to select the right answer.
- Look out for key **synonyms** used in the text or question, to help you identify where to find the answer quickly. The IELTS test does not have vocabulary questions, but tests you in vocabulary indirectly.
- **Read widely** from a variety of sources to strengthen your general reading skills and enrich your vocabulary.
- When moving from paragraph to paragraph, take a few seconds to **relax and summarise** your mental road.
- **Types of Questions**
 - **Matching Headings Questions**
 - understand the aim of a section & identify the difference between a main idea and supporting details
 - read the heading before you read the passage & identify the key words
 - answers do not come in order
 - **Matching Paragraph Information**
 - paraphrasing is often required
 - answers do not come in order

- **True/False/Not Given OR Yes/No/Not Given**
 - identify the key words in each answer
 - for True or Yes answers the same information is found in the passage
 - for False or No answers the opposite information is found in the passage
 - for Not Given answers the information is not found in the passage
 - answers usually come in order
- **Summary Completion**
 - scan for specific information in the passage
 - identify the type or form of word needed in each gap (the summary must be grammatically correct)
 - answers usually come in order
- **Sentence Completion Questions**
 - scan for specific information in the passage
 - identify the type or form of word needed in each gap (the summary must be grammatically correct)
 - answers usually come in order
 - check how many words can be used for each answer (be aware of the one-word restriction)
- **Multiple Choice Questions**
 - observe the key words in the answer choices
 - scan the text for specific information
 - answers usually come in order
- **Choosing a Title**
 - identify aim of the passage
 - distinguish between supporting details and main ideas
 - pay special attention to the opening and closing paragraphs
- **Table Completion / Flow Chart Completion / Diagram Completion**
 - read the heading in the table
 - identify the type of word needed

Generally speaking:

- **R**ead actively, think about what you read and rely on keywords that provide reliable signals!
- Maintain good posture and make fewer and more regular eye movements.

Writing: Instructions

You will be allowed **1 hour** to complete **two tasks** in the IELTS Academic Writing test.

Make sure you address **all the requirements** of each task. If they ask for 150 or 250 words, ensure that you give them no less.

- **Task 2** contributes **twice** as much as Task 1 to the Writing score.

Task 1

- This task requires examinees to look at a diagram or some data (graphs, tables, maps, or charts).
- Make sure you pick out the important trends the information shows and support that by quoting data. Give **a clear overview** that goes beyond just describing what you see in the graph.

Task 2

- **Read the questions** very carefully. Often the question will ask you to do two different things, aside from the main question. Make sure you address all of them in your answer. *The IELTS examiner will be checking for this.*
- **Stay on topic.** You will be penalised if you stray off topic. This is where the initial few minutes of planning can help you a great deal.
- If they ask you to discuss **both** sides of an issue saying which side you support, ensure that you do discuss both sides and not just the side you support.

- **Plan before you write & make effective time-**

management. Even though you feel under pressure for time, spend the first few minutes planning your writing. Decide what you're going to say and how you'll expand on it. When you know *what* to write, you can concentrate on *how* to write it best.

- Experiment with the great variety of outlining and mind-mapping techniques to help you sketch out a plan quickly.
- Ensure that your answers are logically organised with each paragraph having a main idea followed by relevant supporting ideas and examples. Make sure sentences and paragraphs are well linked with appropriate discourse markers. Have proper introduction and conclusion.
- The examiners will be able to see how sophisticated your language is, and they are quite adept at picking out memorised phrases that don't fit seamlessly into the rest of the writing.

Writing Task 2 * Time-Management		
Step I	2 Min.	Read the Passage
Step II	1 Min.	Read the Instructions
Step III	10 Min.	Think your Response & Prepare Outline
Step IV	25 Min.	Write
Step V	2 Min.	Proofread

- **Write clearly.** This is not the time or place to experiment with new vocabulary or idioms.
- **Write legibly.** The examiner should be able to read what you have written without any difficulty.
- **Spell correctly.** Avoid careless mistakes.
 - A careless mistake is when you have spelt the same word in various ways in the same piece of writing or when you misspell a word which is already given in the exam topic and all you have to do is copy it correctly.

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Writing Task 1:

Expressing Movement: Nouns and Verbs

For each trend, there are a number of verbs and nouns to express the movement.

We can use a verb of change, for example: *Unemployment levels **fell***

Or we can use a related noun, for example: *There was a **fall** in unemployment levels*

Direction	Verbs	Nouns
↑	Rose (to) Increased (to) Went up (to) Climbed (to) Boomed	A rise An increase Growth An upward trend A boom (a dramatic rise)
↓	Fell (to) Declined (to) Decreased (to) Dipped (to) Dropped (to) Went down (to) Slumped (to) Plummeted (to) Reduced (to) Reached an all-time low Came to the rock bottom	A decrease A decline A fall A drop A slump (a dramatic fall) A reduction
→	Levelled out (at) Did not change Remained stable (at) Remained steady (at) Stayed constant Maintained the same level	A levelling out No change
	Fluctuated (around) Reached an all-time high Peaked (at) Reached a peak Reached a plateau Plateaued (at) Stood at (<i>we use this phrase to focus on a particular point, before we mention the movement, for example: in the first year, unemployment stood at ...</i>)	A fluctuation

Describing Movement:

Adjectives and Adverbs

Sometimes we need to give more information about a trend as follows:

*There has been a **slight** increase in the value of the dollar (degree of change)*

*Unemployment fell **rapidly** last year (the speed of change)*

Remember that we modify a noun with an adjective (a **slight** increase) and a verb with an adverb (to increase **slightly**).

Describing the degree of change

Adjectives	Adverbs
dramatic	dramatically
sharp	sharply
huge	
enormous	enormously
steep	steeply
substantial	substantially
considerable	considerably
significant	significantly
marked	markedly
moderate	moderately
slight	slightly
small	
minimal	minimally

Describing the speed of change

Adjectives	Adverbs
rapid	rapidly
quick	quickly
swift	swiftly
sudden	suddenly
steady	steadily
gradual	gradually
slow	slowly

Expressing approximation

We use words to express approximation when the point we are trying to describe is between milestones on the graph.

just under	just over
well under	well over
roughly	nearly
approximately	around
about	

Describing One Part of the Chart

Starting with the subject:

Black is the Professional is the Malta is the	most second/third most least	popular prevalent common	car colour employment category holiday destination
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Starting with the adjective:

The highest The greatest The lowest The most A significant The smallest The largest	percentage of proportion of number of	women cars sold holiday makers	are employed in the X category are red come from Malta
---	---	--------------------------------------	--

Describing **T**wo Parts of the Chart

Starting with the subject:

Blue cars Women are Spain is	as quite as just as nearly as almost as not as _____	common popular prevalent _____	as ... _____
	more much more far more substantially more considerably more slightly more fractionally more less much less far less considerably less fractionally less		than ...

Starting with the subject:

As many Twice as many Three times as many Not as many	red cars women consumers	are sold are employed in x come from x	as ...
More Far more Much more Many more A lot more Substantially more Considerably more Significantly more Slightly more Fractionally more			than

Other useful expressions:

It is	strikingly evident that ...
	clearly seen that ...
	obvious / apparent that ...
	crystal clear that ...
One particularly interesting fact highlighted by the diagram / chart is that ...	
What is worth noting / bringing up additional is that ...	
As can be seen from the data...	
Taking a closer look at the diagram, ...	

Group	Percentage	Number	Spend	Make up	Area
category	ratio	figure	cost	constitute	region
class	portion	amount	consume	be composed of	zone
set	proportion	quantity	pay out	comprise	section
sort				consists	
type					

Linking words / phrases

<p>To begin with At the very beginning First or Firstly Initially</p>	<p>Secondly Subsequently Following this</p>	<p>Furthermore Moreover In addition Besides However Nevertheless Nonetheless</p>	<p>Lastly Eventually Finally To sum up Overall In conclusion</p>
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Words that Indicate Portions

With words that indicate portions—**percent, fraction, part, majority, some, all, none, remainder**, and so forth—look at the noun in your phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

Examples:

Fifty percent of the pie has disappeared.

Pie is the object of the preposition of.

Fifty percent of the pies have disappeared.

Pies is the object of the preposition.

One-third of the city is unemployed.

One-third of the people are unemployed.

***NOTE:** Hyphenate all spelled-out fractions.

All of the pie is gone.

All of the pies are gone.

Some of the pie is missing.

Some of the pies are missing.

None of the garbage was picked up.

None of the sentences were punctuated correctly.

Of all her books, none have sold as well as the first one.

Writing Topic 1_Template

- Bar and line graphs, pie charts & tables
 - Your introduction should introduce the graph(s) by stating what it represents and give an overview to describe what the overall trend is.
 - Your body will need to describe the graph(s) in detail.
 - Your conclusion should include a brief summary your report.
 - Use your own words.
 - You will receive a higher mark if you use a range of structures and vocabulary.
 - If, for example, the graph refers to job types –interchange ‘jobs’, ‘occupations’, ‘types of employment/work’ etc.
 - You are NOT being asked for your opinion on the information, just to report it. An opinion would be considered ‘irrelevant’ for this task.

Structure

➤ *Introductory sentence*

- The introductory sentence explains what you are describing, for example:
 - The **table compares** the population growth and interstate migration in each Australian state for 12 months to the end of 1994.
 - The **graph shows** the growth of computers in Australia between 1975 and 1995.
 - The **pie chart represents** the proportion of gases contained in natural gas.
 - Useful verbs: **demonstrate / show / reveal / highlight / display**

➤ *Body paragraphs*

- When discussing the data presented in the task, identify significant trends and give examples that relate directly to the given information to support your statements. If you are explaining a process or an object and how it works, you need to group your information so that it follows a definite logical order.
- Remember that *the use of verbs expressed in the present passive voice* is often appropriate when giving a description of a process or procedure, for example:
 - Coffee beans are pulped to remove their casing. They are then soaked in water, rinsed thoroughly and dried. After the beans are sorted, they are roasted in a kiln and blended. Next, they are packed and dispatched to shops and supermarkets.

➤ *Concluding sentence* (optional)

- A simple concluding statement could include any of the following, where relevant:
 - *significant comments*
 - *a potential solution*
 - *an overall summary of the ideas*

Writing Task 1 _ Survey Template

The (bar) chart shows the results of a survey carried out/conducted on a sample of ...to assess .../ who were asked to state

The factors divide into X (main) groups, namely: A, B, and Z. In the first group, A is mentioned by XX% of those surveyed/sampled/pollled with Band C being given by XX% and XX%, respectively. D is cited by XX% of respondents as being a factor Other factors that make up this chart are ...at XX%, XX% and XX% respectively.

The E factor is quoted by XX% of the poll sample/respondents/ participants, followed by F at XX% and G at XX%.

It is clear that ...

Other useful expressions:

- According to the (bar) chart, XX% of those questioned cite X as ...
- According to just under XX% of the sample, ...
- Z was given by more than XX% of those polled as ...
- Z was rated/given/cited/mentioned/quoted as ...
- The factor with the lowest rating in all categories was ... at XX% of the sample
- Contributing factor; reason for; reason why; source of

Note:

In certain kinds of bar chart there is no trend. The items listed can be compared by putting them into groups or categories, if it possible to do so.

Also, remember that putting the factors into groups, it is easier to compare and contrast them.

Writing Task 2_Types of Essays

Agree/Disagree	Discuss your view	Discuss BOTH or Compare Advantages & Disadvantages
Introduction <ul style="list-style-type: none"> Opening – general statement introducing the topic Acknowledgement of both sides by presenting appropriate arguments Thesis statement of agreement, disagreement or neutrality 	Introduction <ul style="list-style-type: none"> Opening – general statement introducing the topic Thesis statement 	Introduction <ul style="list-style-type: none"> Opening – general statement introducing the topic
Body Paragraph 1 <ul style="list-style-type: none"> Topic sentence/main point or argument Support [logical reasoning, statistics, examples, proverb, quotation, invented support, etc.] 	Body Paragraph 1 <ul style="list-style-type: none"> Topic sentence/main point or argument Support [logical reasoning, statistics, examples, proverb, quotation, invented support, etc.] 	Body Paragraph 1 <ul style="list-style-type: none"> Discussion of advantages Support
Body Paragraph 2 <ul style="list-style-type: none"> Topic sentence/main point or argument Support [logical reasoning, statistics, examples, proverb, quotation, invented support, etc.] 	Body Paragraph 2 <ul style="list-style-type: none"> Topic sentence/main point or argument Support [logical reasoning, statistics, examples, proverb, quotation, invented support, etc.] 	Body Paragraph 2 <ul style="list-style-type: none"> Discussion of disadvantages Support
Conclusion <ul style="list-style-type: none"> Restatement of your thesis Summary of your main points 	Conclusion <ul style="list-style-type: none"> Restatement of your thesis Summary of your main points 	Conclusion <ul style="list-style-type: none"> Thesis statement (optional) Support

Writing Task 2_Useful Expressions

Introductory Paragraphs

- The author contends that + **topic**. I strongly disagree. I concede that in a few respects/a number of respects + **counterargument**; however, state thesis.
- The author contends that + **topic**. Yet, I'm inclined to believe that such an option is rather unilateral; hence, further analysis of this argument needs to be made, if a safe conclusion is to be drawn.
- I fundamentally agree with the proposition that + **topic** (*should*). A contrary position would reflect a too narrow view of X and its proper objectives.
- One problematic issue in the modern world is + **restate topic**. A suggested solution is that. This may not, however, be the most effective way of dealing with this issue.
- X has long been a heated debate | thorny issue (involving ... or that requires a cerebral approach to ...) | a tug-of-war between Z and Y.
- The statement raises a variety of issues about *morality, conscience, self-preservation, and economics*.
- The two arguments | schools of thought are not mutually exclusive. In fact, they go hand-in-hand.
- The speaker | author asserts that + **topic**. This assertion actually consists of X claims: that A, and that B. While I agree with the first claim, I strongly disagree with the second one.
- The question at hand is whether ... In my opinion, ... My position is based on the following X reasons. OR This piece of writing will thoroughly clarify the rationale for my perspective.
 - On one stance those against X feel that are ..., while the others feel X is
- The author raises issues concerning In addressing the issue, I believe that the real causes of this phenomenon are A & B and the measures to be taken to relieve this problem would be C & D.

- People are divided on their views as to whether or not (state or paraphrase topic). It is common knowledge that such an issue is highly subjective and, as such, divisive; ergo, it should be pertinent to and contingent upon the circumstances under which it is construed. Clearly both sides should be placed under scrutiny, if a safe conclusion is to be drawn.
- Whether + **topic** is a complex issue *that has led to a heated debate / has sparked / has ignited significant controversy*. On the one hand, some argue that ... On the other hand, others claim that As regards my view, I support the former/latter for the following reasons.
 - debatable issue
 - controversial issue
 - [vexingly] complex issue
 - alarming issue
 - thorny issue

Or

- Whether (topic) is a complex issue that has led to a heated debate. On the one hand, what immediately springs to mind are benefits to be enjoyed by... On the other hand, there are adverse consequences to be suffered by.... In my opinion, the advantages outweigh the disadvantages by far, for the following reasons.

Body

- At the outset, it seems to me that + ARGUMENT since...
- After this, it is worth mentioning that + ARGUMENT
- I am also inclined to believe that + ARGUMENT + due to the fact that...
- Furthermore, it is my firm belief that + ARGUMENT
- The next issue I would like to focus on is + ARGUMENT
- It is a foregone conclusion that most people, if asked, would answer in favour of ...
- Common sense informs me that X ...
- It accords with common sense that ...
- It might be tempting to think that would However, in my view any such concerns are unwarranted.

- A problem | Another problem inherent in ... involves the risk that ...
- One compelling argument in favour/against
- Lastly, it strikes me that + ARGUMENT + on the grounds that....
- Last but not least, + ARGUMENT
 - To illustrate this point, let us consider my country, Greece, | my home city, Athens, Greece ...
 - To the best of my knowledge, the most striking aspect regarding the above is the fact that + ARGUMENT
 - A case in point is (personal/national/global example)
 - One informative example might be ... (empirical observations, research findings, clinical trials, etc.)
 - One apt (*appropriate, relevant*) illustration (*example*) of this point involves ...
- Turning first to ..., I concede that...
- Turning next to Z, consider...

Against

- A compelling argument against the speaker's claim has to do with ...
- The detractors of the above position, however, claim that ...
- However, the speaker overlooks/ignores several respects ...

Conclusion

- In sum, even though X may present certain benefits to be enjoyed by ..., I firmly believe that Y+ RESTATEMENT OF THESIS.
- To sum up, whereas there are some benefits to X, namely, Z and Y, A coupled with B make (my thesis) a better option for me.
- In sum, even though from one perspective there would be no shortage of people supporting X, from my perspective RESTATEMENT OF THESIS.

- To recapitulate, we may as well say that people cannot but be divided on their views as the issue in question is highly controversial. Nonetheless, I'm inclined to believe that (RESTATE THESIS).

Further useful expressions

- We live in a _____ culture.
 - stress-packed, anxiety-ridden
 - fitness-aware
 - tell-all
 - sell-all
 - time and money-driven
 - money-worshipping
- We lead a _____ life.
- We live in a society that is obsessed with _____.
- Familial/extra-familial environment
- **A school of thought** argues | contends | claims | posits | postulates | asserts | supports... |
 - **Another school of thought** argues | contends | claims | posits | postulates | asserts | supports ...
- **In most | In some respects ...**
 - **In few or in a number of respects, however, ...**
- **Theoretically speaking, ... | Ideally speaking, ... | Morally speaking, ... | Realistically speaking, ...**

Verbs

- **Assertion**
 - To claim, support, believe, argue, contend, assert, maintain, voice an argument
- **Comparisons**
 - To outweigh, outnumber, X takes precedence over Y
(e.g., *Prevention takes precedence over cure*)
 - X has receded into the background
(e.g., *Handwriting has receded into the background*)
 - X has been demoted
- **Measures | Regulations | Policies**
 - To design or devise & implement *a new measure, etc.*
 - To relieve or eliminate a problem
 - To violate
 - To penalise (Consider: Government coercion)
- **Definitions**
 - X is defined as | quantify | interpret X as
- **Causation**→ associate with, link with
- **Examples**→ to exemplify, illustrate
- **Other verbs:**
 - To promote, further, boost
 - To facilitate
 - To understand & appreciate
 - To embrace
 - To address
 - To integrate; socialize; interact
 - To experience | achieve
 - To decompress | loosen up | relax

People

- supporters | advocates | proponents
- opponents | detractors
- the average citizen | experts | educators | academics | the State (law-makers or policy-makers | state legislators) or Governmental Organisations | the Industry or Business Organisations
- human rights activists | animal rights activists | hacktivists | *armchair activists*
- bread-winners
- care-givers
- financially responsible or independent
- socially responsible
 - this means that people and organisations must behave ethically and with sensitivity toward social, cultural, economic and environmental issues
- environmentally-minded people
- the educated elite
 - seminal thinkers
 - progressive thinkers
 - cerebral arguments
- laymen | ordinary people
 - visceral reasons
- (more or less) economically advantaged | (more or less) economically disadvantaged people | communities | countries
- urban dwellers
- rural dwellers
- multi-ethnic or multicultural societies
- heterogeneous or homogeneous societies
- socioeconomic elite | cognitive elite
- broad-minded people | narrow-minded (insular minds)
- multi or many-faceted | single-minded people
- gregarious beings or social beings
- extrovert | introvert
- risk-takers or lovers | risk-averse people
- digital immigrants | digital natives | computer literate | computer illiterate | media literate
- outdoor enthusiasts
- property developers

Students

- high-achievers or attainers | low-achievers or attainers
- precocious | gifted | talented

Professionals

- workforce
 - blue-collar workers (perform skilled or unskilled manual labour)
 - white-collar officers (perform professional, managerial or administrative work)
 - pink-collar workers (perform jobs in the service industry | jobs once traditionally filled by women such as nursing, teaching, library science, and secretarial work)
- proactive
 - those that create and control situations by taking the initiative or cause changes
- reactive
 - those who act in response not deciding in advance what to do (indeed, some employees are not willing to accept responsibility and prefer to be told exactly what to do)
- high-achievers or attainers | low-achievers or attainers
- specialists (prima donnas of knowledge | know-it-alls)
 - best skilled at a particular position | can solve and fix problems
 - recruiters feel that they are getting a better return on investment when specialists are at task and they also save time and money in training
 - they represent the optimum performers at a specific skill (special training enhances effectiveness)
 - their specialization can be a proof of their genuine interest in the specific area
- generalists
 - provide broad range of ideas (or overall view of things)
 - maintain the status, health and safety of our society
 - they are usually more involved in the sociopolitical life; therefore, they are more aware of contemporary events
 - they view the world as a continuum

Also, see document on **Qualities**

Common Connective Words

Addition	Sequence	Consequence	Contrast
in addition, and, similarly, likewise, as well as, besides, furthermore, also, moreover, then, too, not only ... but (also), even, besides this/that	first(ly), initially second(ly) etc., to begin with, then, next, earlier/later, after this/that, following this/that, afterwards	as a result, thus, so, therefore, consequently, it follows that, thereby, eventually, then, in that case, admittedly	however, on the other hand, despite, in spite of, though, although, but, on the contrary, otherwise, yet, instead of, rather, whereas, nonetheless, even though, compared with, in contrast, conversely, alternatively
Certainty	Condition	Definition	Summary
obviously, certainly, plainly, of course, undoubtedly	If, unless, whether, provided that, for, so that, whether, depending on	is, refers to, means, that is, consists of, is defined as	in conclusion, in summary, lastly, finally, to sum up, to conclude, to recapitulate, in short, all in all
Example	Reason	Time	Association
for instance, one example, for example, just as, in particular, such as, namely, to illustrate	since, as, because (of), due to, owing to the reason why, in other words, leads to, it accords with common sense that..., common sense informs me that ...	before, since, until, meanwhile, at the moment, when, whenever, as soon as, just as	X is linked to/with Y, X is can be associated with Y

Types of Sentences

- ❖ A **Main or Independent Clause** is a subject – verb combination that can function independently as a sentence.
e.g., The rain stopped.
- ❖ A **Subordinate or Dependent Clause** is a subject – verb combination that begins with a **signal** or **dependent marker** (see below) and **cannot** function independently as a sentence.
e.g., after the rain stopped
- ❖ **Signals or dependent markers denoting subordinate clauses:**

time	cause/result	condition	opposition	manner	comparison
after	because	if	although	as though	than
since	since	even if	while	as if	as
before	so (that)	unless	though		
by the time	whereas	only if	whereas		
when/where	in order that	once	even though		
whenever		in case			
while		whether or			
now that		in the event			
until		(that)			
once		provided			
as soon as					
as/so long as					
as					

Also: **that, which, who**

- ❖ A **Phrase** does not contain a subject and a verb and **cannot** stand alone as a sentence.
e.g., *Running down the street*, Bill fell and got hurt.
- ❖ A **Complex Sentence** contains at least two clauses: a **main/independent clause** and a **subordinate/dependent clause**.
e.g., Because it was raining, the road was slippery.
- ❖ A **Simple Sentence** contains only one clause.
e.g., Demanding civil rights, more than 200,000 thousand people marched to Washington in 1963.
- ❖ Respect sentence boundaries.
 - Do **NOT** let two independent clauses run together (**run-on-sentences**).
- ❖ There are two closely-related but rather opposite grammar errors associated with sentence structure: **fragments and run-on sentences**. They render a sentence incomplete, either by lacking information (a subject and/or a verb → fragments) or containing too much information (run-on sentences which connect two or more independent clauses **without** the proper connectors that is commas, semicolons, and/or conjunctions).
 - **Sentence that needs correction:** **Because** the financial review covered only the last few fiscal years, **and therefore** the investigators were unable to determine the extent to possible earlier overpayments. (**fragment**)
 - **Corrected sentence:** **Because** the financial review covered only the last few fiscal years, the investigators were unable to determine the extent of possible earlier overpayments.
 - **Sentence that needs correction:** An entertaining and complex novel, *Pride and Prejudice*, **that** combines the great storytelling of nineteenth century romanticism with the philosophical density of modernism, subverting the suffocating propriety of its age with startling realism. (**fragment**)
 - **Corrected sentence:** An entertaining and complex novel that combines the great storytelling of nineteenth century romanticism with the philosophical density of modernism, *Pride and Prejudice* **subverts** the suffocating propriety of its age with startling realism.
 - **Sentence that needs correction:** In the late nineteenth century, the idea that women held an intrinsic right to vote as American citizens was foreign to most males, in our modern time, henceforth, most males accept it as a foregone conclusion. (**Run-on**)
 - **Corrected sentence:** In the late nineteenth century, the idea that women held an intrinsic right to vote as American citizens was foreign to most males; in our modern time, however, most males accept it as a foregone conclusion.

Punctuating Phrases & Clauses

Dependent phrases and clauses often require special punctuation. Listed below are general guidelines for punctuating phrases and clauses.

INTRODUCTORY ELEMENTS

Use commas after introductory words, phrases, and clauses.

WORDS

Use commas after introductory words such as *well*, *sure*, *yes*, and *no*. EXAMPLE: **NO**, I don't think Margaret will be able to come.

PREPOSITIONAL PHRASES

Use commas after introductory prepositional phrases of more than three words. EXAMPLE: **During the summer at the lake**, Grandpa taught us to sail.

PARTICIPIAL PHRASES

Use commas after introductory participial phrases that modify the subject. EXAMPLE: **Jumping over the last hurdle**, Tom raced to the finish line.

INFINITIVE PHRASES

Use commas after introductory infinitive phrases.

EXAMPLE: **To arrive on** time, we must leave the house by 6:00 p.m.

WORDS

Use commas after introductory adverb clauses

EXAMPLE: **While we were waiting** for Mom, we started our homework.

NONESSENTIAL INFORMATION

Use commas to set off nonessential information.

EXAMPLE: My father, **who was born in southern Utah**, is 83 years old. (The subordinate clause is not necessary to identify my father.)

EXAMPLE: Officer Jones, **chasing after the thief**, grabbed the gun. (The phrase is not necessary to identify Officer Jones.)

EXAMPLE: Lacrosse, **a sport played hundreds of years ago**, is still popular. (Phrases, which explain or rename the nouns preceding them, are set off with commas.)

ESSENTIAL INFORMATION

Do **not** use commas with essential information.

EXAMPLE: My sister **who lives in Massachusetts** is coming to visit. (Because the writer may have more than one sister, the clause is necessary to distinguish which sister the writer is referring to.)

EXAMPLE: One of the policemen **chasing after the thief** grabbed the gun. (The phrase is necessary to identify which policemen the writer is discussing.)

EXAMPLE: The committee reached a decision **that was not popular**. (The subordinate clauses that begin with *that* are always essential.)

Structure & Punctuation Rules

<Subordinate Clause><comma><Main Clause>

e.g., Although the family worked hard, the results were disappointing.

(*"Although" is used as a signal introducing a subordinate clause*)

<Main Clause><comma><connector><Main Clause>

e.g., Mary studied hard, and she got good grades.

<Main Clause><semi-colon><Main Clause>

e.g., Mary studied hard; she got good grades.

<Main Clause><semi-colon><independent marker* ><comma ><Main Clause>

e.g., Doctors are concerned about the rising death rate from asthma; therefore, they have called for more research into its causes.

<Main Clause><colon><Main Clause>

e.g., Road construction in Dallas has hindered travel around town: parts of Main, Fifth, and West Street are closed during the construction.

(*the colon joins 2 independent clauses when you wish to emphasize the second clause*)

e.g., Julie went to the store for some groceries: milk, bread, coffee, and cheese.

(*the colon is used after an independent clause when it is followed by a list, a quotation, appositive, or other idea directly related to the independent clause*)

e.g., I know the perfect job for her: a politician.

<Main Clause><Subordinate Clause>

e.g., Mary got good grades because she studied hard.

<Phrase><comma><Main Clause>

e.g., Running down the street, Bill fell and got hurt.

<Main Clause><Phrase>

e.g., Mary is waiting at the corner.

<Main Subject><comma><Phrase><comma><Main Verb>

<Main Subject><comma><Subordinate Clause><comma><Main Verb>

e.g., Many doctors, including both paediatricians and family practice physicians, are concerned about the rising death rate from asthma.

e.g., 'Flu, which is a common illness, has no cure.

(*Here the phrase or subordinate clause can be removed without changing the meaning of the sentence or making it ungrammatical. In other words, the non-essential phrase or clause gives additional information, but the sentence can stand alone without it.*)

<Main Subject>< Phrase ><Main Verb

<Main Subject>< Subordinate Clause>< Main Verb

e.g., Many doctors concerned about the rising death rate from asthma have called for more research into its causes.

e.g., Many doctors who are concerned about the rising death rate from asthma have called for more research into its causes.

*(Here the phrase or clause is essential and **cannot** be removed without changing the overall meaning of the sentence.)*

***Independent markers** are words added at the beginning of a main clause.

e.g., also, besides, consequently, moreover, furthermore, however, therefore, nevertheless, etc.

Agree / Disagree Topics _ Model

INTRODUCTION

General statement acknowledging topic
Statements acknowledging both sides of the issue
Thesis statement

BODY PARAGRAPH 1

- Main Argument I
 - First supporting sentence
 - Second supporting sentence
 - Example (A)
 - Example (B)

BODY PARAGRAPH 2

SAME AS ABOVE

BODY PARAGRAPH INTRODUCING COUNTERARGUMENT

- *However, some might argue that...*
- *Yet others might cite...*

CONCLUSION

- Final assessment with concluding connective

Agree / Disagree Topics _ Model **B**

INTRODUCTION

- General statement acknowledging topic
- Statements acknowledging counterargument & support
 - *Nobody can deny that...on the grounds that...*

BODY PARAGRAPH 1

- Thesis
 - *However, I support that*
- Main Argument I
 - First supporting sentence
 - Second supporting sentence
 - Example (A)
 - Example (B)

BODY PARAGRAPH 2

SAME AS ABOVE

CONCLUSION

- Final assessment with concluding connective

Agree / Disagree Topics:

General Instructions

- Agree
- Disagree
- Agree with part of the claim
- Case-by-case analysis
- Provide examples or a single extended example (one-example development)

Topics for Writing Task 2

- Technology
- Crime
- Tourism
- Transport
- Education
- Population
- Media
- Health
- Society

Assessment

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Speaking: Tips

- **Give a full answer.** Don't just give one word answers. Include more information. For example, when asked where you're from, instead of just saying the name of the place, speak in a sentence which states the name, the location, and how long you've been there. This shows the examiner you are confident speaking in English; however, don't speak too long.
- **Speak clearly and don't worry about your accent.** Everyone has an accent when they speak English. The important point is that you enunciate the best you can so the examiner can understand you. Rehearse in advance to overcome any obvious pronunciation problems. If you make a mistake, don't worry, just correct yourself and keep going.
- **Use descriptive words.** Don't use boring words like good, bad, nice, or okay. **Use exciting words that convey emotion.** Practice using higher level words for every simple word you know – such as love instead of like, thrilled instead of happy, or depressed instead of sad.
- **Speak up.** This indicates self-confidence and command of the language.
- **Do not pause too often.**
- **Don't use slang.** You have 11 to 14 minutes to display the best English you know in all the years that you have been learning English.
- **Keep a steady pace.** Don't speak too fast or too slow.
- **Don't try to memorize answers to sample subjects.** The examiner has enough experience to recognize that you are not speaking naturally and spontaneously and will change the subject or give you a lower score. So, practice speaking on a variety of topics, but not to memorize.
- **Explain names or words which are in another language (Greek).** Say the words clearly and give the meaning if any afterwards, so the examiner can follow your explanation.
- **You cannot ask for explanations.**

- **Practice speaking with a watch.** Get an idea of how long two minutes is and approximately how much content you will have to cover.
- **Stay on topic.** Don't change the subject or the examiner will think you have misunderstood and may give you a lower mark.

Speaking Part I:

- **Keep your answers short, then stop with confidence.**
- **Answer the questions using full sentences.**
- **Use words from the examiner's question in your answer**
- **If possible, give a reason for your answer.**
- **Don't forget to say "yes" or "no" when necessary.**

Fluency Builders

Alternative ways to express opinions

As I see it,...

As far as I'm concerned,...

From where I sit, I feel that,...

It seems to me that,...

In my opinion,...

I feel strongly / I firmly believe that...

If it were up to me, I'd say that...

Personally speaking,... / Generally speaking...

I believe that...

To my mind,...

Alternative ways to express preferences

I'd much rather ... than ...

I prefer ...-ing to ... -ing

There's no comparison. I'd much rather ...

To be honest, I'd much prefer to ...

Given the choice, I'd ...

If it were up to me, I'd...

Ordering or sequencing your ideas

Well, for one thing / to begin with ...

Another thing is that ...

I also believe that ...

What's more ...

Finally, ... / Last but not least, ...

Giving reasons or justifying yourself

I say this because ...

The main reason why I feel this is because ...

One of the reasons why, is that ...

Looking at, or considering both sides of sth

On the one hand, On the other hand, ...

Some people feel that ... , but others say ...

Although it is true that ... , it could also be argued that ...

One way to look at the situation is to ... But you might also say that ...

It's true that ... , but there's also a disadvantage to ...

Generalizations and Conclusions

All in all, ...

In general, ...

On the whole, ...

Finally, ...

To sum up, ...

At the end of the day, ...

Needless to say,...

Fillers (avoiding long, silent gaps in conversations)

Just a second / hold on a sec ...

Hmm, it's on the tip of my tongue ...

Umm – as I was saying ...

What did I want to say ... - oh, yes ...

You know, uh ... ,

So! / Well,

Making suggestions

If it were my choice, I'd ...

If I were in his shoes / position, I'd ...

I think the government should / ought to ...

I'd suggest that the government / they ...

Perhaps we could / should / ought to ...

I'd advise the following ...

What society / the government needs to do is to ...

Expressing uncertainty

It's a bit hard to say, but ...

I suppose that ...

My guess is that ...

It's possible that ... , but ...

I'm not sure, but if I had to say one way or the other ...

Expressions showing certainty

Without a doubt, ...

I'm certain / positive that ...

There's no doubt in my mind that ...

Undoubtedly,

Clarification of your position

What I mean is, ...

What I'm trying to say is that ...

In other words, ...

Excuse me, let me rephrase.

This did not come out right, what I wanted to say is ...

Agreeing with an examiner

That's how I feel too. I couldn't agree more - very well said.

Dia Gerontoudi Prep Center

Speaking I

FAMILY & HOUSE

- Describe your family.
- Do you have a large or small family?
- How much time do you spend with your family?
- What do you like to do together as a family?
- Do you get along well with your family?
- Are people in your country generally close to their families?
- Why the tradition of families having meals together is disappearing?
 - What will be the effects on the family and society?
- Describe a person of your family who has a special skill.
- Describe something you learned from your family members.
- Describe a skill you have.
 - Talk about one of your friends who has a skill you admire.
- **Cue card:** *Describe someone in your family who you like.*

You should say:

- How this person is related to you
 - What this person looks like
 - What kind of person he/she is
 - And explain why you like this person
- Do you live in a house or a flat?
- Describe your house.
- How long have you been living in this house?
- What do you like most in your house?
- In what kind of house do you want to live in the future?
- House vs Apartment
- Describe some extra space at home: garden or balcony. How do people use it in your country?
- **Cue card:** *Describe an antique piece at your home.*

You should say:

- What it is
 - How long your family has it
 - Where you got it from
 - And explain why your family has kept it

EDUCATION

- Describe your education.
- What kind of school did you go to as a child?
- Did you go to a co-educational school?
- What was your favourite subject as a child?
- What is the education system like in your country?
- Do you think your country has an effective education system?
- Attendance: optional or required?
- School vacations: several short or one long?
- Should teachers be paid according to how much their students learn?
- Should schools ask students to evaluate their teachers?
- Should teachers interject their political and social views into the classroom?
- Should all students be required to study art and music in secondary school?
- Is the ability to read and write more important today than in the past?
- What is it more important for students: to study history, literature, and philosophy OR to study science and mathematics?

- **Cue card:** *Describe a subject you enjoyed studying at school.*

You should say:

- When and where you started studying it
- What lessons were like
- What made the subject different from other subjects
- And explain why you enjoyed the subject

- **Cue card:** *Describe an enjoyable event that you experienced when you were at school.*

You should say:

- When it happened
- What was good about it
- Why you particularly remember this event.

- **Cue card:** *Describe a teacher who has influenced you in your education.*

You should say:

- Where you met him/ her
- What subject s/he taught
- What was special about him /her
- And explain why this person influenced you so much

STUDIES

- What are you studying now?
- What is your area of specialisation?
- Why do some students study abroad?
- Would you rather have the university assign a student to share a room with you, or would you rather choose your own roommate?

LANGUAGES

- Do you like learning languages?
- How did you learn the languages that you know?
- Why do people learn more than one language?
- Do you think that all children should learn foreign languages at school?
- **Cue card:** *Describe a person who knows very well a foreign language.*

You should say:

- How do you know this person?
 - What foreign language does he/she know?
 - How often does he/she use it?
 - And explain why is important for him/her to be fluent in this language.
- What is important about learning foreign languages?
 - Is it easier for a child or for an adult to learn a foreign language? Why?
 - Is it more difficult to learn how to write or how to speak a foreign language? Why?
 - Can we learn about a foreign culture only by learning the language? What other factors are necessary?

YOUR COUNTRY

- Describe your country.
- What's special about it?
- What is it known for?
- What are the advantages of living in your country?
- What are the main industries in your country?

HOMETOWN

- Describe your hometown.
- What's special about it?
- Where is your hometown located?
- Is it easy to travel around your hometown?
- What is it known for?

- What do people in your town do?
- What are the main industries in your hometown?
- What are the advantages of living in your hometown?
- What are some problems faced by your hometown?
- Compare your hometown with another city.
- What are some environmental problems faced by your hometown?
- Do you like spending time in green places?
- Flowers and trees in urban areas. How do they help people to distress?
- Talk about public gardens.
- Describe a garden you visited in your childhood.
- Describe a garden you know about.
- Describe a beautiful garden you have visited.
- Describe a beautiful place you have visited recently.
- **Cue card:** *Describe a garden you remember visiting.*

You should say:

- Where it is
- What it looks like
- What people do there
- And explain why you remember it

- **Cue card:** *Describe an area of countryside you know and like.*

You should say:

- Where it is
- What its special features are
- What you and other people do in this area
- And explain why you like

Speaking II

WEDDING

- Have you ever been to a wedding?
- Whose wedding was it?
- Where was it held?
- What clothes do people wear?
- Describe the wedding ceremony (civil ceremony).
- What sort of gifts do people buy for the bridal couple?
- What kind of clothes did the bride and groom wear?

MARRIAGE

- What is the attitude toward marriage in your country?
- Do most young people plan on getting married in your country?
- What are some of the advantages of marriage?
- What are some of the disadvantages?
- Is the divorce rate high in your country?
- Do you think people should be allowed to get divorced?
 - **Cue card:** *Describe a couple who you think have a happy marriage.*

TRAVEL, HOLIDAYS & TRANSPORT

- Do you like to travel?
- What kind of places have you visited in your life?
- Which place would you really like to visit? Why?
- What's the best place you've ever visited?
- Which places would you recommend to a visitor to your country?
- Do a lot of tourists visit your country?
- What do they usually do there?
- How has tourism changed your country?
- Is your country expensive for most tourists?
- What are some famous landmarks in your country?
- What is the best way to observe nature?
- Are there many public holidays in your country?
- Which public holiday do you like the most?
- What do you usually do on a holiday?
- How do most people travel long distances in your country?
- Have the types of transport people use changed much over the last few decades?
- What kinds of improvement have there been in transport in your country in recent years?

- Do you think transport is likely to continue to improve in the future?
- Do you think bicycles are suitable for present society?
- Would you say it's safe to ride a bicycle in the city?
- Do you ever ride a bicycle?
- What do you think are the advantages (and disadvantages) of bicycles compared to cars?

HOBBIES

- Do you have any hobbies?
- What are some of your hobbies?
- When did you first develop this hobby?
- What are some of the advantages of having a hobby?
 - What do people gain from leisure activities?
- How much time do you spend on your hobby?
- **Cue card:** *Describe someone you know who is a good cook*

You should say:

- Who this person is
- How you know him or her
- What kinds of food s/he cooks
- and explain why this person is good at cooking
- What are the prospects of building a career as a cook in your country?
- What special dishes you want to taste? Why?
- What traditional foods you would like your foreigner friends try?

SHOPPING

- Do you enjoy shopping?
- How do you feel about shopping?
- Do you like shopping on the Internet?
- Do you have any favourite stores?
- What don't you like about shopping?
- Which is the most popular place to shop in your hometown?
- What are some advantages and disadvantages of big shopping centre?
- Talk about some newly built shopping centre in your city.
- **Cue card:** *Describe your favourite shopping mall*

You should say:

- What's the name and location of it
- How often do you go there and what do you buy from there
- What types of people usually go there
- and explain why you like it

- **Cue card:** *Describe an occasion when you received a very good service from a company or a shop*

You should say:

- What company was
- What the product was
- Who helped you with
- and explain you considered the service good

OR

- What the service was
 - When and where you received the service
 - Whom you were together with
 - and explain why you think it was a good service
- Do companies respond quickly to customers' feedback and enquiries?
 - What should companies do to retain their customer base?
 - When you are not satisfied with a service, would you prefer to complain in writing or in person?
 - When you receive a defective product, would you prefer to get it replaced or repaired? Why?

WORK

- What do you do?
- What are your responsibilities?
- How many hours do you work each day?
- Do you enjoy your work?
- Is there some other kind of work you would rather do?
- If you could change your job or profession, what would you do?
- Describe the process of getting a job in your country.
- Describe the company or organisation you work for.
- What is your position?
- What do you like about your job?
- What do you dislike about your job?
- How can you motivate employees to do their job better?
- What is the best way to do it?
- Is it possible that an employer would let an employee take a leading role?
- In many companies managers' salaries are higher than those of other employees. Why?
- Describe your ideal job.
- Does being ordered hamper creativity?
 - Do you like order?

- **Cue card:** *Describe a job you have done.*

You should say:

- How you got the job
- What the job involved
- How long the job lasted
- Describe how well you did the job

CONVERSATIONS

- Describe an interesting conversation you had with someone.
- Describe a conversation you really enjoyed.
- Describe a conversation that has positively affected you.
- Describe a conversation that impressed you.
- Describe a conversation you recently had.
- Describe an interesting conversation you remember well.
- Describe a phone conversation you remember well.
- Describe a piece of advice someone gave you.
- Describe a conversation you had with an old person.
- **Cue card:** *Describe an interesting conversation you had with someone you didn't know.*

You should say:

- Who the person was
- Where the conversation took place
- What you talked about
- And explain why you found the conversation interesting

Speaking III

CLOTHES

- What type of clothes do you like to wear?
- What kind of clothes do people in your country usually wear?
- How important is fashion to you?
- Do you often buy clothes?
- Would you ever spend a lot of money on clothes?
- Do you think men and women have the same view of clothing?
- What kind of clothes do you dislike?
- Do you think people behave differently in different kinds of clothes?
- What kind of clothes do people wear to work in your country?
- Are clothes expensive in your country?

SHOES

- What kind of shoes do you usually wear?
- Do you have a favourite pair of shoes?
- How often do you buy shoes?
- Where do you usually buy your shoes?
- What do you look for in a pair of shoes?
- Would you ever spend a lot of money on a pair of shoes?
- Do you think the type of shoes someone wears reflects their character?
- Do you think men and women have the same attitude towards shoes?
- Are there any shoes in our country that shouldn't be worn at work?
- Do people usually wear different types of shoes in different seasons in your country?

COLOURS

- Do you have a favourite colour?
- What are your country's colours?
- Do you think colours are important?
- Do you think colours affect our moods?
- If you were to paint the walls of your room, what colour would you choose?
- Is there any colour you would **not** want your walls to be? (Why?)
- Can you learn anything about a person from the colours he / she likes?

- **Cue card:** *Talk about a colourful place that you have visited*

You should say:

- When and where did you go?
 - What did you do there?
 - and explain why you visited this place
- Do men and women prefer the same colours?
 - Do you think a colourful book can influence a child more?
 - Does a colourful street advertisement grab your attention?
 - Does a city painted in bright colours look better?
 - Do you like the same colours now as you did when you were a child?
- **Writing:** *“The world would be a poorer place without colour. To what extent do you agree with this statement?”*

GOING OUT

- Do you like going out or staying at home?
- What do you like to do when you go out?
- How often do you go out?
- Do people in your country go out a lot?
- How and where do people in your country usually socialize?
- What kind of entertainment is popular in your country?

GAMES

- Do you enjoy playing any games?
- What kind of games do you play?
- Do you think adults should play games?
- What do children learn from games?
- What kind of games did you play when you were a child?
- What games are popular in your country today?
- What kinds of games were popular when you were young?
- Do you think mental games like chess are good for you?

ART & MUSIC

- Do you like art?
- What forms of art are you interested in?
- Do you have a favourite painting?
- Do you go to art museums?
- Do you think that graffiti can be considered art?
- Are there many art galleries where you live?
- Did you like to go to art galleries when you were a child?

- Should people have to pay to go to art galleries?
- Why own art?
- Why display pieces of art at home?
- Are you a creative person? In what ways do you express your creativity?
- **Cue card:** *Describe a well-known painting you have seen or know about*

You should say:

- What it looks like
 - What is interesting about it
 - Why it is well-known
 - And say if you would buy this painting or not, and why.
- Do you like music?
 - What kind of music do you like?
 - When do you usually listen to music?
 - What kind of music did you like when you were younger?
 - What kind of music is popular in your country?
 - What do you think influences a young person's taste in music?
 - Do you play any musical instruments?
 - Do you wish you could play any musical instruments?
 - Which is your favourite instrument?
 - Should all students be required to study art and music in secondary school?
 - People listen to music for different reasons at different times.
 - Why is music important to many people?

Speaking IV

SPORTS

- Do you like sports?
- Do you enjoy watching sports?
- Do you enjoy participating in any sports?
- Which sports are most popular in your country?
- What's your favourite sport?
- When did you first become interested in sports?
- How often do you participate in sports?
- What equipment do you need for your favourite sport?
- What are the benefits of playing a sport?
- Do you think the types of sport that are popular will change in the future?
- What kind of sports would you like to try in the future?
- Have you ever tried any dangerous sports?
- How can sports bring people from different countries closer together?
- Why do you think sports are important?
- Do you think sportspeople are good role models for children?
- Do you agree that sport stars earn too much money?
- **Cue card:** *Describe a sport you've seen on television and would like to try*

You should say:

- What it is
 - When and where would you do it
 - What preparations and equipment you would need
- **Cue card:** *Describe an exciting sport that you know*

You should say:

- What the sport is
- How you know about it
- Is it difficult?
- Explain why you think it is exciting

FOOD ET AL

- What are some of your favourite foods?
- What foods are popular in your country? OR
- What are some of the famous dishes of your country?
- How healthy is your country's food?

- What's your favourite vegetable and fruit?
- How often do you eat fruits?
- Are there any special fruits in your hometown?
- Should we eat vegetables every day?
- Do you enjoy cooking?
- What are the steps taken by the people to stay healthy in Greece?
- Is it necessary to add health education as a subject in the school level?
- Is it possible to follow the food habits of the older generation?
- How are the eating habits now in your country different from eating habits in the past?
- Why people are not taking any measures towards maintaining good health?
- Why do you think different cultures have different table manners?
- How may eating habits change in coming decades?
- Do you think drinking water is important?
- Do you prefer bottled or tap water?
- **Cue card:** *Describe a traditional meal that you prepare in your country on special occasions*

You should say:

- When you eat that meal
- How you prepare it
- What ingredients are used to prepare it
- and explain why you enjoy it

FESTIVALS

- What's the most important festival in your country?
- How do people celebrate this festival?
- What special food is associated with this festival?
- What special activities are associated with this festival?
- What do you enjoy most about this festival?
- Do you think festivals are important for a society?

TELEVISION ET AL

- Do you watch television a lot?
- Why do people like watching television?
- What do you usually watch on television?
- How many hours of television do you usually watch?
- What are the most popular shows in your country?
- What kind of shows do you like to watch?
- What are some advantages of television?
- What are some of the disadvantages of television?
- What did you last watch on television?

- Why do you think certain TV shows are so popular?
- How popular is watching television in your country?
- Talk about the types of programme that are generally on television in your country.
- Do you think state or private television is better?
- Do you think comedy films from your country will be famous in foreign regions (Yes/No/Why)
- Do you think adults laugh just like children?
- Do you think people judge you when you laugh loudly?
- Describe a TV program/show/movie which made/makes you laugh
- What effects can watching television have on children?
- **Cue card:** *Talk about an article you recently read in a magazine or a newspaper*
You should say:
 - When you read it
 - What it was about
 - Was it good or bad news
 - and explain how you felt after reading the news
- **Cue card:** *Talk about a health article you read recently in the magazine or the Internet.*
You should say:
 - When you read it
 - What it was about
 - What you learned from it
 - and explain what are the steps to be taken by the government to help people stay healthy
- **Other possible cue cards**
 - *Describe an interesting news story you recently read*
 - *Describe an article you read in a website or newspaper*
 - *Describe an interesting piece of news you recently watched*
 - *Describe a magazine you often read.*

ANIMALS

- Do you like animals?
 - Why do you feel that way?
- What's your favourite animal?
- How do people in your country feel about birds?
- Are people in your country fond of animals?
- Do many people in your country keep animals at home (or, keep a pet)?
- Do people in your country like to raise animals?
- What kinds of animals as a pet do the people have in your country?
- Compared with the past, have there been any changes concerning pets?

- Do you think cities are suitable places for keeping a pet?
- Do children like animals?
- What animals do children like?
- What was your favourite animal when you were a child?
- Did you have any pets when you were a child?
- Have you ever raised (or, had) a pet?
- What do you think are the benefits of a child having a pet?
- What benefits did you get from having a pet?
- If you have children in the future, will you allow them to raise a pet?
- If you were a parent, would you let your children raise a pet?
- What farm animals do you have in your country?
- Do you think farm animals are important?
- How are these animals used?
- In what ways are animals used in agriculture in your country?
- Do you think raising farm animals is important?
- What's the most famous wild animal from your country?
- How do you think of the poaching of some precious animals?
- **Cue card:** *Describe a wild animal from your country*

You should say:

- What the animal is
- What it looks like
- Where it lives
- and explain how people in your country (or you) feel about this animal
- **Other possible cue cards**
 - *Describe a domestic animal you know about*
 - *Describe a useful animal*
 - *Talk about a wild animal you have seen.*
 - *Describe an animal which is common in your country*

BIRDS

- How do you feel about birds? Why do you feel that way?
- Do you think birds are important?
- How do people in your country feel about birds?
- Are there many birds near your home?
- Have you seen many different kinds of birds?
- Do any birds have any particular significance in your country?
 - For example, does your country have a national bird?
 - Do you think birds should be protected? Why or why not? How can they be protected?
- Do people in your country like raising (keeping) pet birds?
- Have you ever raised (kept) a pet bird?
- **Cue card:** *Describe a bird that you like or talk about your favourite bird*

DAILY ROUTINE

- Describe your daily routine.
- What do you usually do?
- What do you do on the weekend?
- What is your typical weekday like?
- What would you like to change in your daily routine?
- Does your life change much from week to week?
- Do you have any free time during the week?
- **Cue card:** *Describe a positive change in your life*

You should say:

- What the change was about
 - What it happened
 - and explain how it affected your life
- **Other possible cue cards**
 - *Describe a skill you have*
 - *Describe a skill you do not have*
 - *Describe a success in your life*
 - *Talk about an important event of your life*
 - *Describe something you want to do in the future*
 - *Describe a bad habit you had*
 - *Describe an activity you want to get involved*
 - *Talk about something you started doing lately*
 - *Describe a change you think was positive in your life*

Describe your Favourite

Remember that the word *favourite* is not used as a superlative, and is not used in the phrase *In my opinion*, ...

- There have been many great movies, but my favourite is ... (CORRECT)
- **My most favourite** film is ... (INCORRECT)
- **In my opinion**, my favourite film is ... (INCORRECT)
- There are a couple of X I could describe, but if I had to choose only one that would certainly be ... for the following reasons
- There are many reasons why X is my favourite film. One is that it ... Another is that ... **Or**
- One reason why X is my favourite film is that it is ... Another is that

1. book / character
 - fiction vs. non-fiction books
2. magazine
3. electronic or paper maps
4. application (e.g., dictionary)
5. film / TV series
6. film genre
7. comic actor / actor
8. song
9. mass media (newspaper/radio/the Internet/TV)
10. social network
11. website
12. mobile phone application
13. news source
14. news program
15. documentary
16. speech
17. program you watch or listen
18. news story
19. good news you received through phone
20. band / singer / entertainer / pop star
21. athlete /sportsman (Olympic Champion)
22. historical figure
23. dream house
24. city (place in your city)

25. country (people, culture, history, scenery) / vacation destination
26. season
27. festival
28. photograph
29. something that you have shared
30. museum
31. (tall) building
32. hobby / sport
 - group or solitary sports
33. ways of relaxing
34. activity with friends
35. family activity
36. piece of advice / conversation
37. happy, memorable moment (as a teenager)
38. course
39. teacher
40. subject at school
41. place to study
42. way of studying/reading → with /without music
43. a prize that you want to win
44. career / dream job
45. transportation means
46. a custom of your country (Flying Kites)
47. group or organization
48. food
49. type of clothing
50. colour / colourful place
51. superpower
52. practical skill
53. object (Or most valuable possession)
 - first toy
54. friend you spend time with

Also, describe **the qualities** of a good

- friend/roommate/neighbour
- son/daughter/parent
- co-worker
- supervisor/teacher/leader/journalist

Finally, describe **your worst experience, worst film, book, the world's greatest problem in 100 years' time, an item you lost, etc.**

Describe Qualities

NEIGHBOUR / FRIEND / ROOMMATE [needs to be + adjective]

- **Supportive** / dependable in cases of crisis [add examples] / helpful in little day-to-day situations / volunteers to help
- Respectful of one's privacy and property / reticent (tight-lipped)
- Trustworthy (house-sitting)

PARENT / DAUGHTER OR SON

- **Supportive** (emotionally / financially) and respectful
 - Treat their children as individuals and do not expect them to be like them
- Understanding
- Responsible
- Loyal
 - Support one's family against others
- Respectful
 - Show appreciation and understanding of different values and traditional ways of doing things
- Obedient
 - This is a virtue much challenged today

CO-WORKER

- Adaptable
 - Does not object to having his/her job description revised
 - Is willing to change his/her schedule to accommodate another worker's emergency
- Cooperative
 - Has a positive attitude that creates a pleasant working environment
 - The most important quality in an employee is not specific knowledge or technical competence. Instead, it is the ability to work well with other employees.
- Helpful / Supportive
 - Has a sense of office community
- Sympathetic listener
 - Never uses what s/he learns against people

SUPERVISOR / MANAGER

- Creates caring environment characterized by positive energy and familial closeness (creative community)
- Treats employees fairly
 - Does not have favourites to spy on others
- Evaluates them on a set of reasonable criteria
 - Gives praise and criticism in a straightforward manner
- Delegates authority / assignments well
 - Knows how to use skills of employees to best advantage
- Friendly (shows concern and respect for employees)
- Helpful (available), and open to others' opinions

ATHLETE / LEADER

- Has the ability to cope with and control anxiety
- Has the ability to focus and block out distractions
- Confident
- Has mental toughness/resiliency
- Intelligent
- Competitive
- Has the ability to set and achieve goals
- Characterised by adaptive perfectionism
- Disciplined
- Has a hard-work ethic
 - **Writing Task 2:** *A leader should have strong opinions and should not change his/her opinion. Do you agree or disagree?*
 - **Writing Task 2:** *Throughout the history, male leaders always lead us to violence and conflict. If a society is governed by female leaders it will be more peaceful. To what extent do you agree or disagree with this opinion?*

TEACHER

- Able to stimulate interest
- Has clear knowledge of subject matter
 - Clarity and understandableness
- Well-prepared and organised for the course
- Communicates enthusiasm for the subject matter and for teaching
- Friendly (shows concern and respect for students)
- Helpful (availability), encourages class questions and discussions

JOURNALIST

- Resourceful
 - When a reporter hits a brick wall when chasing down a story, he/she needs to have the kind of mind that can quickly come up with new avenues to try.
- Committed
 - The news business is highly unpredictable, and the person who refuses to work nights, weekends, or holidays usually won't get far.
- Characterised by news judgement
 - Reporters have to have an eye for what is newsworthy
- Needs to have very good interpersonal skills
 - To know how to talk to someone to get the information he/she needs and inspire some degree of trust in their source
 - Shouldn't shy at press conferences and should be able to get his/her questions heard and answered

What is the most important characteristic (for example, honesty, intelligence, a sense of humour) that a person can have to be successful in life? Use specific reasons and examples to explain your answer.

- A sense of humour helps us through difficulties in life like sickness, broken marriages, anger or disappointment.
 - Laughter gives us a break from daily pressures and worries, and actually helps us to heal faster from our physical or emotional pain.
- Being able to laugh when we make mistakes or look foolish will keep us from thinking too highly of ourselves, or becoming selfish and unfeeling about other people

Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. What kind of friend do you prefer for yourself? / Or Friends with similar or different interests?

- Qualities → interests/hobbies/pastimes
 - Broad perspectives → to view the world as a continuum
- There are a lot of advantages to having friends who are different from you
 - They give a different way of looking at the world
 - They can introduce you to things you've never tried before
 - They do not have same reactions to situations
- There can also be advantages to having friends who are similar to you.
 - You enjoy doing the same things
 - You don't have to argue about what you want to do
- **All things considered**, I think I'd like to have a lot of acquaintances who are different and a few close friends who are similar to me. **That seems the best of both worlds.**

Some people like to travel with a companion. Other people prefer to travel alone. Which do you prefer?

- Gregarious / social being
- Extrovert
- Enjoy the company of others
- Interaction

Dia Gerontoudi Prep Center

Vocabulary

BRITISH ENGLISH & AMERICAN ENGLISH SPELLING		
Final -l is always doubled after one vowel in stressed and unstressed syllables in English but usually only in stressed syllables in American English, for example:	rebel → rebelled travel → travelled	rebel → rebeled travel → traveled
Some words end in -tre in English and -ter in American English, for example:	centre theatre	center theater
Some words end in -ogue in English and -og in American English, for example:	analogue catalogue	analog catalog
Some words end in -our in English and -or in American English, for example:	colour labour	color labor
Some verbs end in -ize or -ise in English but only in -ize in American English, for example:	realise, realize harmonise, harmonize	realize harmonize
NB There are a number of verbs which must be spelled -ise (not -ize) because these letters are not a suffix but part of the word itself. The commonest verbs ending in the letters -ise are: advertise, advise, comprise, compromise, despise, devise, disguise, enterprise, exercise, improvise, promise, revise, supervise, surprise, televise		

COMMON DIFFERENCES	
BRITISH ENGLISH	AMERICAN ENGLISH
ageing	aging
analogue	analog
analyse	analyze
catalogue	catalog
centre	center
cheque	check
colour	color
counsellor	counselor
criticise, criticize	criticize
defence	defense
dialogue	dialog
doughnut	donut
encyclopaedia	encyclopedia
enrolment	enrollment
favour	favor
fibre	fiber
flavour	flavor
fulfil	fulfill
grey	gray
honour	honor
humour	humor
jewellery	jewellery, jewelry
judgement, judgment	judgment
kerb	curb
labour	labor
license, licence (verb) licence (noun)	license (verb) license (noun)
litre	liter
metre	meter
mould	mold
neighbour	neighbor
offence	offense

practise (verb) practice (noun)	practice (verb) practice (noun)
pretence	pretense
programme	program
pyjamas	pajamas
realise, realize	realize
savour	savor
skillful	skillful
speciality	specialty
theatre	theater
travelled travelling	travelled, traveled travelling, traveling
tyre	tire
valour	valor

VERBS		
BASE FORM	BRITISH	AMERICAN
to dream	dreamt	dreamed
to leap	leapt	leaped
to learn	learnt	learned
to fit	fitted	fit
to forecast	forecasted	forecast
to wed	wedded	wed
to knit	knitted	knit
to light	lighted	lit
to strive	strived	strove

BRITISH ENGLISH	AMERICAN ENGLISH
Fail	Flunk
Chemist	Drugstore
Caretaker	Janitor
Playing truant	Playing hook(e)y
Flat	Apartment
Railway timetable	Railroad schedule
Tap	Faucet
Holidays	Vacations
Bonnet	Hood
Boot	Trunk
Ordinary Uniformed Policeman (Copper)	Patrolman
Bill	Check
Pavement	Sidewalk
Trousers	Pants
Saloon car	Sedan
Postman	Mailman
Post	Mail
Petrol	Gas
Jam	Jelly
Specialize (university studies)	Major
Garden	Yard
Windscreen	Windshield
Lift	Elevator
Underground	Subway
Cinema	Movie-theater
University	College
Queue	Stand in line
Maths	Math
Shops	Stores
Sweets	Candy
Lorry	Truck
Rubbish	Garbage

Idiomatic Expressions

an old hand (at something)	experienced person
be on the safe side	take no chances
beg to differ	disagree with someone (<i>courteous formula</i>)
bite off more than one can chew	take on more than one can handle
break the news	inform / give bad news
by and large	in general
die down	become quiet / less
do without	manage without
fall behind	fail to keep up
fall through	fail to happen
far cry from (falls far short of)	completely different / a long way
few and far between	very scarce, very few, rare
have a hunch	idea based on feeling rather than reason
feel ill at ease	uncomfortable
in the offing	on the way, coming, (close) at hand, near, imminent, in prospect, on the horizon, in the wings, just around the corner, in the air, in the wind, brewing, upcoming, forthcoming; informal on the cards
in hot water	in trouble

iron out	resolve difficulties
lay sth out for s/one	explain a plan of action
learn the ropes	learn the rules and the routines
next to nothing	very cheap / almost nothing
on the blink	broken / not working properly
pull it off	accomplish
pull one's leg	make fun
run for office	compete for an elected position
stone's throw	short distance
sleep on it	think about it
the tip of the iceberg	small revealed section of a larger hidden issue
under the weather	not feeling well
with flying colours	succeed very well
without a hitch	without difficulty
s/one is no push-over	very strict
cream the opposition	win / defeat
get s/one fired up	excited
like pulling teeth	very difficult
egg on / all over one's face	embarrassed
be on edge	nervous / anxious / unable to relax

take a rain check	not accepting sth when it is offered with the condition one may claim it later
tickled to death	amused
give a piece of my mind	angrily show you are upset
cannot make heads or tails of sth	sth cannot be understood
sth is a close call	s/one nearly had an accident or disaster
we all chipped in	contribute or pay jointly
in no time	instantly
be at my wit's end	feel desperate about sth and you don't know what to do
be lured away from	attract, entice from
with a grain of salt or with a pinch of salt	accept a thing less than fully/ a measure of healthy scepticism should be applied regarding a claim
cut corners	to do sth the cheapest/easiest way
take great pains	try very hard to do sth
burn the candle at both ends	exhaust one's energies
phase sth out	gradually cancel
be taken aback	be surprised
hand in glove	in close association

go off the boil	<p>1. become less successful. e.g., <i>After winning their first two matches this season, the French team seem to have gone off the boil.</i></p> <p>2. if a situation or feeling goes off the boil, it becomes less urgent or less strong.</p> <p>e.g., <i>The housing issue has gone off the boil recently, despite attempts to revive public interest.</i></p> <p><i>Our affair went off the boil when I discovered he was married.</i></p>
jog one's memory	help one remember, refresh one's memory
err on the side of caution	avoid giving false hopes
the tide may now be turning	cause a complete reversal of the circumstances
canary in a (coal) mine	<p>something whose sensitivity to adverse conditions makes it a useful early indicator of such conditions; something which warns of the coming of greater danger or trouble by a deterioration in its health or welfare</p> <p><i>(This is an allusion to caged canaries (birds) that mining workers would carry down into the mine tunnels with them. If dangerous gases such as methane or carbon monoxide leaked into the mine, the gases would kill the canary before killing the miners, thus providing a warning to exit the tunnels immediately.)</i></p>

Academic Terms (US & British Terms)

- **Course or class** (in the UK: module or lecture)
- **Academic year**
 - Semester
 - Quarter
 - Term
 - Winter & Summer Session
 - To extend the academic / school-year
- **Provisional or Conditional Admission / Offer** (*admitted contingent upon the receipt of transcripts, assessment tests, etc.*) / **Regular Admission**
- **Orientation**
 - Pre-freshman acclimation program
 - Registration / enrolment
- **Induction** (formal installation in the university)
- **On probation**
 - **Detention** requires the student (usually a pupil) to report to a designated area of the school during a specified time on a school day (typically either recess or after school) and remain there for a specified period of time.
 - **Suspension or temporary exclusion** is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to a few weeks, during which time the student is not allowed to attend regular lessons.
 - to rusticate a student in Oxford and Cambridge (to suspend temporarily)
 - **Expulsion, exclusion, withdrawing, or permanent exclusion** terminates the student's education. This is the ultimate last resort, when all other methods of discipline have failed. (to expel a student)
- **Commencement** (*graduation ceremony*)
- **Reunion**
 - **Alumnus (-i)**
- **Faculty** (University Department / Teaching Personnel or Academic Staff)
 - **Tenure** (*permanence especially as referring to one's status as an employee*)
 - **Adjunct** (*a person associated with another in a subordinate or auxiliary capacity*)
 - **Sabbatical** (*any authorized leave from one's job for rest or study*)
- **Dean of Arts / of Science**
- **President** (America English) / **Chancellor** (British English)
- **Administration**
 - Admissions Office
 - Administrative Board
- **Academic Advisor** (*helps students work out their academic program*)
- **Career Counsellor**
- **Qualified applicant**
- **Matriculated student** (*admitted to a university*)

- **Undergraduate student**
 - Freshman (UK: fresher)
 - Sophomore
 - Upperclassman
 - Junior
 - Senior
- **(Post)graduate student**
- **Post Doc Student**
- **Major** (UK: subject) / **Minor** (US: double major / UK: joint honours)
 - Required / Elective courses
 - To sign up for a course
 - To audit a course
 - Passing or failing grades
 - To flunk a test or a course (AE) / to fail a test (BE)
 - To call the roll / take attendance
 - Syllabus (*summary outline stating the main points of a course, lecture, or text*)
 - Curriculum (*study program and courses offered by a school*)
- **Pre-Professional Programs:** pre-med & pre-law
- **Private Schools (UK:** Independent Schools vs State Schools)
- **Liberal Arts:** All courses in humanities, social sciences and natural sciences
- **Assignments**
 - Term papers
 - Research papers
 - Thesis / dissertation
 - Independent study projects
 - Late assignments
 - Policy on late assignments
 - Due dates / Paper due on + date
 - To submit an essay
 - To meet a deadline
 - To be unable to meet a deadline
 - To be granted an extension (usually for compassionate reasons)
- **Exams**
 - Midterms
 - Finals
 - Cumulative exam
 - Makeup tests
 - Aptitude tests (*A standardized test designed to measure the ability of a person to develop skills or acquire knowledge*)
 - To take (AE) / to sit (BE) an exam
 - To administer an exam
 - US: study (refers academic work, including reading, problem sets, lab reports, homework, writing papers and revision) / UK: revise

- **Libraries**
 - Reference book / library
 - To check out a book
 - Mutilated book
 - Overdue book (fine)
 - Book on reserve
 - Put a hold on a book
 - Library privileges
 - Restricted loans
 - Carrel (*small isolated "study room" in a university library*)
 - Communal tables
- **On campus**
 - Dorms (*dormitories*) | Halls of residence | Living quarters
 - Coed dormitory
 - Ensuite facilities
 - Checkout procedures
 - Refectory (*a dining hall*)
- **Off campus**
 - Apartment in the community
 - Utilities
 - Deposit
 - Refundable / non-refundable
- **Field trip**
- **Extracurricular activities**
 - Sororities / Fraternities
 - (Greeks)
- **GPA (Grade Point Average) / (US: grades / UK: marks)**
- **CI (Current Index)**
- **Grade Card / Score Report**
- **Transcript** (*an official record of a student's work and grades*)
- **Pending scores**
- **Tuition Fees**
- **Tutorial** (*lesson administered by a private teacher /a session of intensive tuition given by a tutor to an individual or to a small number of students*)
- **Handout**
- **Rankings**
- **Accreditation** (*recognition of a school, program of learning, etc.*)

Adverbials

abruptly / suddenly

absolutely / undeniably

adeptly / competently / capably

adversely / negatively / unfavourably

annually / yearly

albeit / although

always / invariably

at the behest / at the request

apparently / visibly

arbitrarily / randomly / unintentionally / unwittingly / inadvertently / accidentally

basically / fundamentally / essentially

conceivably / possibly

deleteriously / dramatically (adversely)

deliberately / purposefully / intentionally

dutifully / obediently

earnestly / seriously

effectively / successfully

exactly / precisely

except / save

formerly / previously

freshly / recently

generally / broadly

habitually / customarily

half-heartedly / apathetically

hardly / almost not / scarcely (infrequently) / barely

heavily / densely / thickly

helically / spirally

hotly / vehemently
incrementally / increasingly
inexorably (inevitably) / relentlessly
intensely / extremely
in the final / ultimately (eventually)
irregularly / erratically / unevenly
keenly / acutely
lately / recently
lest / in the fear it might (for fear that)
lucratively / profitably
ludicrously / ridiculously
markedly / noticeably
mistakenly / deceptively
oddly / curiously / strangely / eerily
openly / overtly
originally / initially
particularly / especially
presumably / possibly
prior to/ before (preceding)
profoundly / significantly / deeply
promptly / quickly
regardless / no matter / whatever
relatively / comparatively
reluctantly / unwillingly
resolutely / firmly
ruthlessly / mercilessly
scrupulously / diligently / meticulously / conscientiously
severely / harshly / seriously / gravely / acutely / critically / sharply
simultaneously / concurrently / at the same time
solely / entirely / wholly

sometimes / occasionally
somewhat / rather / fairly
strongly / heavily
strictly / tightly / exclusively
surely / undoubtedly
tremendously / greatly
triumphantly / victoriously
unceasingly / continuously
verbally / orally
virtually / practically
wholeheartedly / enthusiastically
wildly / furiously

nearly
almost
more or less
roughly
about
approximately
practically
virtually

easily
readily
willingly
quickly
expeditiously

dramatically

extremely

highly

radically

merely

just

simply

concisely

succinctly

briefly

shortly

aptly

fittingly

suitably

appropriately

near

adjacent

adjoining

neighbouring

hence

thus

so

as a consequence

therefore

accordingly

as a result

oddly

curiously

eerily

strangely

(peculiarly / uniquely)

slowly

gradually

by degrees

little by little

Difficult Verb Pairs

1. fall, fell, fallen

fell, felled, felled (cut down)

- (a) Prices have _____ steeply since last August.
- (b) Three old trees will have to be _____ because they are diseased and dangerous.
- (c) He lost his balance and _____ heavily.

2. find, found, found

found, founded, founded (establish)

- (a) My grandfather _____ this firm in 1924.
- (b) While clearing out the bedroom, I _____ these old letters.
- (c) The United Nations was _____ in 1945.

3. bind, bound, bound (tie up)

bound, bounded, bounded (i: jump, ii: border)

- (a) Switzerland is _____ by France, Germany, Austria and Italy.
- (b) The lion _____ forward and sprang at her.
- (c) He was _____ hand and foot by the robbers.

4. see, saw, seen

saw, sawed, sawed / sawn (cut with a saw)

- (a) I suddenly _____ a face at the window.
- (b) He _____ the branch in half and put the pieces on the fire.
- (c) Two prisoners _____ through the bars of their cell window and escaped.

5. grind, ground, ground (crush into powder)

ground, grounded, grounded (compel to remain on the ground)

- (a) The ship went too near the coast and was _____ on rocks.
- (b) The beans are _____ in this machine before they are put in the coffee pot.
- (c) The airline has decided to _____ all its planes until special safety checks have been carried out.

6. wind, wound, wound (twist)

wound, wounded, wounded (injure)

- (a) The train _____ its way up the hillside and stopped just below the top.
- (b) The police opened fire and _____ six of the rioters.
- (c) Keep still and I'll _____ a bandage round your arm.

7. lie, lay, lain (be or put oneself in a horizontal position, *intransitive*)

lay, laid, laid (put, *transitive*)

- (a) He _____ the enormous box on the ground and looked for a taxi.
- (b) He _____ there for an hour until someone finally heard his cries for help.
- (c) In this school emphasis is _____ on discipline and hard work.
- (d) I'm tired. I think I'll _____ down for a while.
- (e) They were ordered to _____ down their weapons.
- (f) The villages _____ at the foot of the mountains.

8. bear, bore, born (give birth to)

bear, bore, borne (i: carry, ii: endure)

- (a) He was _____ in London in 1906.
- (b) The winning team were _____ through the streets on the shoulders of their excited supporters.
- (c) No-one else could have _____ the terrible experiences he went through.

9. load, loaded, loaded (put on for transport)

load, loaded, laden (weigh down)

- (a) The table was _____ with good things. It was a real feast.
- (b) The ship has now been _____ and is ready to sail.
- (c) The snow-_____ branches were drooping and at breaking point.

10. cost, cost, cost (be of certain price)

cost, costed, costed (calculate the cost of)

- (a) Accountants and engineers have _____ a new heating system for the factory. The board of directors will consider their estimates and decide whether to go ahead with the scheme.
- (b) Houses have never _____ more than they do today.
- (c) The proposed new road system has been _____ by experts at \$73,000,000.

11. hang, hung, hung (suspend)

hang, hanged, hanged (kill by hanging)

- (a) When you've _____ your coat up, come and sit down.
- (b) Before the abolition of the death penalty, convicted murderers were sometimes _____.
- (c) This picture has been badly _____. It should be nearer the light and lower.

12. strike, struck, struck (hit)

strike, struck, stricken (attack, e.g. with fear, doubt, disease)

- (a) Thousands of people have been _____ by this terrible illness.
- (b) I have never _____ anyone in my life.
- (c) Panic-_____, they rushed through the flames to the exits.

Nouns from Phrasal Verbs

breakdown	letdown	outlay	take-off
break-in	onset	outset	telling-off
breakthrough	onslaught	output	turnover
drawback	outbreak	runaway	turnout
getup	outburst	rundown	upbringing
giveaway	outcome	setback	upkeep

1. _____ at the factory increased by 50% last year.
2. The _____ of the meeting was most unexpected.
3. She owes her success to the _____ her parents gave.
4. Right at the _____ I must say this information is confidential.
5. The _____ of the cathedral is very expensive.
6. There has been another _____ of fighting at the border.
7. Our initial _____ (to start the business) was \$5,000.
8. The _____ of the disease is marked by a fit of coughing.
9. Suddenly there was a(n) _____ of laughter from the next room.
10. Let me give you a _____ of what the manager said.
11. One _____ of the scheme is the very high cost.
12. She gave the boy a _____ for being so naughty.
13. They opened the doors and prepared for the _____ of holiday shoppers.
14. I'm sorry we're late, but we had a _____ on the way here.

15. The impressionist did a _____ of the Prime Minister.
16. It was a major _____ in the field of telecommunications.
17. After what I'd been led to expect, the concert was a _____.
18. He said he was poor, and his new shoes were a _____.
19. There was a _____ at the office, but nothing was stolen.
20. She came to the carnival party in a crazy _____.
21. He suffered a _____ in his plans to go to university.
22. The robber made his _____ down an alley.
23. There was a large _____ at the election rally.
24. There's a very small _____ at the corner grocery.

Time Periods

Choose the correct answer in the sentences below.

period * spell * term * semester * era * age * decade * epoch * course * span * stint

1. The _____ of space exploration started in the 1960.
a. period b. era c. spell
2. The computer _____ has helped to improve global communication
a. age b. term c. span
3. The discovery of the Americas began _____ of adventure.
a. a semester b. a spell c. an epoch
4. From 1990 to the year 2000 is the last _____ of the 20th century.
a. epoch b. decade c. span
5. Many colleges in the United States run on _____ system.
a. decade b. an era c. a semester
6. The president of the United States can only serve two _____ of four years.
a. epochs b. terms c. age
7. The Civil War was the climax of a very important _____ in the growth of the United States of America.
a. period b. spell c. age
8. The northern part of the country experienced a very cold _____ in the winter of 1993.
a. term b. spell c. era

9. The Pony Express lasted for a _____ of 18 months.
a. term b. spell c. span
10. A U.S. official has stated that no Somalis had been captured in the _____ of the raid and rescue.
a. spell b. course c. period
11. You cannot exceed a 6-year _____ in the diplomatic corps.
a. period b. spell c. stint

Also, remember:

- Annual or yearly
- Semi-annual or biannual
- Biennial: happening every two years; e.g., An example of a **biennial** event is a local election that happens every other year.
- Prime**val**: relating to the first age or ages, especially of the world; e.g., **primeval** forests
- Media**val**: characteristic of, or in the style of the Middle Ages; extremely old-fashioned; primitive; e.g., the **medieval** forces of radical Islam
- **B.C.**: Before Christ
- **A.D** (anno Domini): Since Christ was born or **C.E.**: in the Common Era

Human Sounds

Put each of the following verbs in its correct place in the sentences below.

**sniff * cough * pant * puff * yawn * hiccup * stammer * lisp * snore * sigh *
whisper * sneeze * groan**

1. He was so nervous he could only ____, "I... I... I'm pleased to meet you.
2. Don't ____ all the time. Use a handkerchief and blow your nose.
3. If we are out of breath after running we ____ and ____.
4. It is said that people ____ if they sleep with their mouths open and on their backs.
5. He drank a lot of beer quickly and began to ____.
6. If you have a cold and you ____, English people often say, 'Bless you'.
7. Don't speak so loud! The children are asleep, ____.
8. I always used to ____ in history lessons. They were so boring.
9. He can't stop talking. We always ____ with relief when he goes away.
10. Smoking always makes me ____.
11. My children ____ when I tell them they must go to bed.
12. One of the little girls handed her a copy to inscribe and ____ her name.

Ways of Looking

Put each of the following verbs in its correct place in the sentences below.

gaze * stare * ogle * peep * peer * peek * wink * blink * glance * glimpse * espy * glare * frown

1. I saw him _____ quickly at his watch.
2. That man does look rather strange but you shouldn't _____ at him.
3. He made a hole in the fence so that he could _____ through without being seen.
4. If you go out into the bright sunlight after being in the dark, you sometimes _____.
5. Small boys often stand outside the bicycle shop and _____ at the wonderful machines in the window.
6. We _____ if we are rather annoyed or if we are concentrating.
7. Did you _____ someone pass the window a moment ago?
8. I thought he was serious until I saw him _____ at me to show he was joking.
9. Grandfather has very bad eyes. He has to _____ at the newspaper to read it.
10. I saw the motorist get out of his car and _____ furiously at the other driver.
11. Bryan's idea of an afternoon well spent was lounging around the beach _____ women twenty years too young for him.
12. The photographic fantasies of In Sook Kim _____ inside the private worlds of people who live in glass houses.
13. Among the several horses, she was able to _____ the white mustang.

Ways of **W**alking

Put each of the following verbs in its correct place in the sentences below.

**stray * crawl * trip * dash * stoop * trudge * slip * creep * limp * stagger *
wander * maunder * stroll * march**

1. He was completely drunk. I watched him _____ across the road and fall down.
2. It's very pleasant for a tourist to _____ round a new city with no particular purpose or destination.
3. It was a lovely day so we decided to _____ in the park for an hour.
4. His injured foot made him _____ badly.
5. Be careful or you'll _____ on this icy bit of pavement.
6. Everyone was asleep when I returned so I had to _____ to my room without making a noise.
7. If you join the army, you'll have to learn to _____.
8. Please don't _____ away from the main group or you'll get lost.
9. Before babies can walk, they can only _____ on their hands and knees.
10. I'm afraid someone will _____ over that piece of wood and fall.
11. It began to rain and we had to _____ into a shop to keep dry.
12. The exhausted men had to _____ for five miles through the snow.
13. Mary liked to _____ down the seaside and pick up whatever sea shells she would stumble upon.
14. Randy is 80 years old; so, he naturally _____ from age.

Ways of Reading

Put each of the following words or phrases into its correct place in the sentences below.

**skip * skim * flip through * look up * browse * read from cover to cover * dip into *
wade through * refer to * peruse**

1. I spend a lot of time in bookshops. I don't often buy books. I just ____.
2. If I come to a boring bit in a book, I just ____ a few pages till the real story starts again.
3. I'll ____ his number in the phone-book.
4. I didn't know the word. I had to ____ a dictionary.
5. Of course an encyclopaedia is not a book you _____. You just _____ it for things that interest you.
6. I never liked history at school. I found it very hard to _____ all that boring stuff about wars and revolutions.
7. We have requested our lawyers to _____ the document with the greatest care to decide whether it's legal or not.
8. Some people have the ability to _____ a page, which means to read it very quickly, just taking in the main points.
9. I sometimes _____ a magazine in a newsagent's but I don't usually buy one.

Subject-Related Words

BOTANY

Flora	plant life
Sylvan	pertaining to woods or forests; located or living in a wood or forest; having many trees, wooded (also silvan)
Wilderness	an uncultivated, uninhabited, and inhospitable region
Arboreal Habitat	habitat pertaining to trees
Arboretum	a place where trees or shrubs are cultivated for their scientific or educational interest
Topiary	A plant cut or grown into a decorative shape e.g., <i>topiary gardens or plants</i>
Deciduous trees , e.g., conifers such as pine trees ♦ Evergreens	trees shedding their leaves annually ♦ plants which have green leaves all the year round
Riparian trees	relating to or living or located on the bank of a natural watercourse (as a river)
Thicket or clump	dense growth of trees or shrubs, grove made up of bushes or trees growing closely together
Canopy	the uppermost branches of the trees in a forest, forming a more or less continuous layer of foliage; covering; shelter
Grove	small group of trees
Orchard	place where we grow fruit trees
(Forest) understory or understory, underbrush	plant life that can grow in the shade of taller trees that is beneath the forest canopy
Lush, plush, dense vegetation	full of plant growth

Shrub, bush (brush→ dense growth of bushes)

a woody plant which is smaller than a tree

Plants

- annual
- biennial
- perennial
- a plant that completes its life cycle, from germination to the production of seed, within one year, and then dies
- a flowering plant that takes two years to complete its biological lifecycle
- a plant that lives for more than two years

Succulent plants

a plant adapted to arid conditions and characterized by fleshy water-storing tissues that act as water reservoirs

Germination

process of sprouting or budding

Sapling / seedling

young tree

Bark

outer covering of a tree

Fronde

divided leaf

Foliage

leaves

Seed

a flowering plant's unit of reproduction, capable of developing into another such plant

Kernel

softer part of a nut, seed, or fruit stone contained within its hard shell

Peel

outer skin of fruit

Husk

dry outer covering of seeds and fruits

Flesh

soft inner part of a fruit or vegetable

Shell

hard outer covering

Weed

any undesirable or troublesome plant, especially one that grows profusely where it is not wanted

Kelp

seaweed

Root system

a developed system of roots

Shoot system (shoots / stems)	a developed system of new branches
Fecundity, fruitfulness, fertility	the quality or power of producing fruit; productiveness
Pollination	process of fertilizing flowers and plants by transferring pollen to the stigma of a flower
Stunted development	reduced growth pertaining to physical development
To deracinate	pull out by the roots, uproot; remove something from its native environment (typically with a negative effect) ♦ plant
To defoliate	lose leaves
To replenish the soil	refill, resupply, stock anew
To irrigate the soil	artificially supply an area land with water
Arable	capable of producing crops; suitable for farming: <i>arable land; arable soil</i>
Fallow	uncultivated
Disease vectors	plants or animals that harbour and carry disease organisms which may attack crops or livestock
Fertilizers	organic or chemical substances added to soil to enrich it (i.e. manure)
Pesticides	chemical mixtures used to kill pests and insects
Insectivore plants	plants which eat insects
To blossom, to bloom, to sprout, to bud	produce flowers
To wilt, to droop, to wither, to wizen	lose freshness; become weak; to become dry and sapless
Wildfires	a wildfire is an uncontrolled fire in an area of combustible vegetation that occurs in the countryside or a wilderness area
Types:	
➤ Forest fire	
➤ Vegetation fire	
➤ Grassfire	
➤ Brushfire or bushfire	

Subject-Related Words

ZOOLOGY

Fauna

animal life

Binomial Nomenclature

- Kingdom
- Phylum
- Class
- Order
- Family
- Genus
- Species

the use of names together to identify a given organism in the taxonomic system **OR** the current scientific method of naming species of plants and animals

Species within habitat:

- Exotic
- Endemic (*not native anywhere else*)
- Ubiquitous (*found everywhere*)

Species Diversity

- Species Richness = total # of species
- Species Evenness = relative abundance of a species
- Species Dominance = most abundant

Interspecies interactions:

- Mutualism

➤ an association between organisms of two different species in which each member benefits

- Parasitism

➤ a symbiotic relationship in which one species, the parasite, benefits at the expense of the other, the host

➤ Amensalism

➤ a symbiotic relationship between organisms in which one species is harmed or inhibited and the other species is unaffected

➤ Commensalism

➤ living with, on, or in another, without injury to either / a symbiotic relationship between two organisms of different species in which one derives some benefit while the other is unaffected

Vertebrates ≠ invertebrates or spineless

having a spinal column

Carnivores

meat-eating animals

Herbivores

plant-eating animals

Omnivores

eating all

Scavengers

organisms feeding on dead organic matter e.g., sharks

Mammals

- Primates (any highly developed mammal that engages in complex behaviours and social interaction) e.g., humans, monkeys, etc.
- Simian: relating to apes or monkeys or characteristic of apes or monkeys e.g., simian fingers

class of warm-blooded vertebrate animals the female of which secrete milk to feed their young and characterized by a covering of hair on their bodies

Ruminants e.g., cattle, sheep, antelopes, deer, giraffes

animal which regurgitates food and re-chews it

Rodents e.g. beaver, mole, rat

order of gnawing or nibbling mammals

Poultry

birds (such as chickens or ducks) raised on farms for their eggs or meat

Reptiles e.g., snakes, lizards

any cold-blooded animal from the class Reptilia

Insects

Mite

small (often parasitic) insect which feeds on decaying matter

Fungus

parasitic spore producing organism, such as molds, mushrooms, yeasts, etc.



Worms



Caterpillar



Domesticated ≠ **undomesticated** (*untamed*) animals / **stray** animals

Ruminants

animals that swallow food and then bring it back again to continue chewing it (such as goats, sheep, etc.)

Diurnal animals

active during the day

Crepuscular animals

active at dawn and dusk

Nocturnal animals

active at night

Multiparous

producing more than one at a birth (such as dogs, cats, etc.)

Litter

the offspring at one birth of a multiparous animal (a litter of puppies)

Livestock

farm animals that are kept, raised and used by people

Prey, game

an animal hunted or killed by another animal for food

Predator

an animal that lives by killing and eating other animals

Fledgling

young bird

Plumage

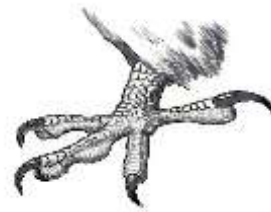
feathery coat

➤ Plume

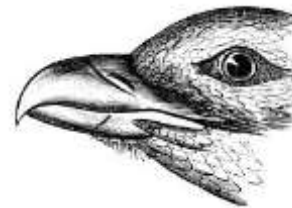
Appendages

projecting parts of animals and plants

Claws or talons (*for birds of prey*)



Bills or beaks



Nostrils



Snout



Auricles (*the outer ear*)



Antlers, horns



Fins (finlets)



Scales



Bristles

short stiff hair

Glands (*glandular system*)

secreting organs

Hind, rear (*back*) feet

Carcass

dead body of an animal

To hibernate

spend the winter in a dormant condition

To roost / nest / perch

sit or rest

To forage, feed, look for food, nourish

To prey on or stalk

To incubate or hatch

sit upon eggs

➤ **gestation** (*pregnancy*)

To propagate, multiply, proliferate, breed

To migrate (migrating birds)

To huddle, to flock together for warmth

To graze

feed on growing grass

To molt

shed feathers, skin, or horns to make way for new growth

Kennel

a shelter for a dog or cat

Apiary

a place where bees are kept, usually in beehives

Aviary

a large enclosure in which birds are kept

Habitat / Environment

- Burrow / warren (rabbit, mole)
- Nest (birds)
- Den or lair (lion)
- Hive (bees)
- Sty (pigs)
- Web (spider)

Animal Sanctuary

a facility where animals are brought to live and be protected for the rest of their lives

Groups

- Flock (animals / birds)
- Herd (animals)
- Swarm (insects)
- School /shoal (fish)
- Pride (lions)
- Pack (wolves)

Young / Male / Female

- Calf → Bull / Cow
- Chick → Rooster / Hen
- Colt or foal → Stallion / Mare
- Gosling → Gander / Goose
- Fawn → Buck / Doe
- Cub → Lion / Lioness
- Duckling → Drake/ Duck

Rudimentary ≠ advanced (e.g., *rudimentary vision*)

Evolution / Development

Endangered / Threatened / Imperilled species

Extinct

Metamorphosis cycle: Egg → Larva(e) → Pupa(e) → Adult

Subject-Related Words

GEOLOGY

The Earth

- **Crust**
- **Mantle**
- **Core**
- **Layers, strata, plates** → Convergent / Divergent
 - Clumps or clustered masses
- **Crevice or crevasse, breach, rift, fault**
- **Basin** (drainage basin, catchment, or watershed) **depression, cavity, crater**
- outer portion of the earth
- layer of the earth which lies between the crust and the core
- the centre
- a long narrow crack in a surface
- a region of land where water from rain or snow melt drains downhill into a body of water, such as a river, lake, dam, estuary, wetland, sea or ocean

Mountain landscape



Pulchritudinous landscape

physically attractive, beautiful

Mountain range

- **Summit, peak, pinnacle, crest** (top of a hill or a wave)
- **Ridge**
- **Foot**
- **Slope**
- the edge formed where the two sloping sides of a roof meet at the top
- the lowest part
- side of a hill

Volcano

- **Inert, inactive, dormant**
- **Extinct**
- **Active**
- **Lava**
- **Magma**
- **Eruption**

- molten rock beneath the earth's crust from which igneous (*formed by great heat*) rocks are formed

Debris- *remains of geological activity from:*

- **Landslide**

- falling of a mass of earth and rocks; collapse of a hillside

- **Volcanic eruptions**

- **Lahars**

- landslides or mudflows of volcanic fragments on the flanks (sides) of a volcano.

- **Avalanches**

- masses of falling snow

Stratigraphy

study and classification of stratified rocks (the arrangement of layers of rock)

Atoll

coral island and reef that nearly or entirely encloses a lagoon

Coral reef

underwater structures

Plateau

flat-topped hill

Butte

solitary hill or mountain rising suddenly from the surrounding countryside

Taiga

moist subarctic forest dominated by conifers

Tundra

treeless area of flat land where the ground is permanently frozen

Savanna

area of flat land with very few trees (in Africa and South America)

Glacier

very large mass of ice formed through the gradual accumulation of snow in high cold regions

Ice cap

an ice mass that covers less than 50,000 km² of land area

Ice sheet

- **to thaw** (*stop being frozen*)

a mass of glacier ice that covers surrounding terrain and is greater than 50,000 km²

Lagoon, pond, lake

shallow body of water which is cut off from the sea by sand dunes; pond, small body of water (especially one which is connected to a larger body of water)

River, streams

- **Bank**
- **To embank** (-ment or levee)

- edge, side
- enclose with banks, as for support or protection

Arroyo

a watercourse (as a creek) in an arid region

Sand dune

hill of drifted sand

Bog, swamp, marsh

wet spongy ground

Sediments / Sedimentary rock e.g. shale

- **Lithification**
- **Compaction**

- complex process whereby loose grains of sediment are converted into rock
- process of compacting, compressing, condensing; state of being compacted

Arid / semiarid land

dry / somewhat arid

Soil erosion (to erode; wear away; eat away)

washing away of soil

Weathering

physical disintegration and chemical decomposition of rocks, minerals, and immature soils at or near the Earth's surface

- **weathering** is distinguished from **erosion** in that no transportation of material is involved; weathering is a process by which exposed rock is disintegrated and decomposed by atmospheric agents or water

To extract; to mine

remove

Ore	natural combination of minerals (especially from which a metal or metals can be profitably extracted)
Copper	(Cu) metallic chemical element
Earthquake (imminent or impending meaning <i>about to happen</i>)	
The hydrologic cycle	the cycle of evaporation and condensation that controls the distribution of the earth's water as it evaporates from bodies of water, condenses, precipitates, and returns to those bodies of water
<ul style="list-style-type: none"> ➤ evaporation ➤ precipitation ➤ runoff 	<ul style="list-style-type: none"> ➤ turning into vapour ➤ condensed moisture that falls from the sky (i.e. rain, snow, hail, etc.) ➤ the overflow of fluid from a container; rainfall not absorbed by soil
Flood, deluge	great stream of water
Drought; aridity; rainlessness	lack of rain, abnormally dry weather
Altitude or elevation	distance above sea level

Subject-Related Words

ASTRONOMY

STARS

Optical telescope	an instrument using an eyepiece and lens to observe visible light
Radio telescope	an instrument using an antenna to pick up radio signals from outer space
Spectroscope	an instrument using a prism to detect light waves
Doppler effect	shift in wavelengths as an object approaches or goes away
Polaris	star directly above the earth's axis or true north pole
Constellation	pattern of stars
Luminosity	brightness
Apparent magnitude	how bright a star appears to be
Absolute magnitude	how bright a star actually is
Galaxy	billions of stars
Nebula	gas cloud in space
Big Bang theory	universe formed from one large explosion
Nova	an exploding star
Red Giants	large bright stars that are cool
Super Giants	large bright stars that can be cool or hot

Dwarf	main-sequence star of low luminosity
Black dwarf	final state of stellar evolution, when a star has used up all of its energy resources and can no longer radiate
White Dwarfs	small, dim, hot, dying stars
Altitude	height above ground measured in degrees
Binary star	double star with the two stars in orbit around one another

PLANETS

Dust Cloud Theory	explanation of how the solar system was formed from an original cloud of dust
Solar System	all objects gravitationally attracted to a star
Geocentric	earth centred
Heliocentric	sun centred
Revolution	movement around another object
Rotation	movement around an axis (spinning)
Orbit	path an object takes during one revolution
Ellipse	oval whose shape is determined by two points within a figure
Foci	the two points mentioned in an ellipse
Eccentricity	distance from a perfect circle
Major axis	longest diameter in an ellipse
Velocity	speed
Gravity	attraction all objects have upon each other

Satellite	any object revolving around another object
Asteroid	stony object revolving the sun, between Mars and Jupiter
Meteor	stony object burning in our atmosphere (falling star)
Meteorite	meteor when it hits the earth
Meteoroid	meteor in space
Comet	huge spherical mass of ice and rocks orbiting the sun
Planets	the nine known planets of the solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto
Jovian Planets	they extend outward from Jupiter to the remote reaches of the solar system: Jupiter, Saturn, Uranus, and Neptune

EARTH

Latitude	lines going east and west measuring distance north and south of the equator
Longitude	lines going north and south measuring distances east and west of the prime meridian
Axis	imaginary point around which an object rotates
Equator	line dividing the earth into two equal top and bottom halves
Tropic of Cancer	northern most line of latitude where the sun is overhead
Tropic of Capricorn	southern most line of latitude where the sun is overhead

SUN

Auroras	lights in the upper atmosphere caused by solar activity
Thermonuclear reaction	reaction involving the nuclei of atoms

Fusion	the joining of atoms to produce energy
Insolation	all the energy produced by the sun
Sun spots	cool dark areas
Sidereal	related to the stars <ul style="list-style-type: none"> ➤ thus sidereal day, month, period, year: lengths of time intervals specified by motion of some object relative to the stars, as opposed to apparent lengths of those time intervals that will depend on the Earth's own movements
Solar activity	variable phenomena observed on the Sun <ul style="list-style-type: none"> ➤ some (such as the sunspot cycle) will be fairly regular, but individual spots, prominence will not display any regularity
Solar nebula	extended cloud of gas and dust from which the Sun, planets and other bodies of the solar system are thought to have formed
Solstice	extreme positions reached by the Sun, north and south of the celestial equator <ul style="list-style-type: none"> ➤ when the Sun is at these positions, the shadows it casts on the Earth's surface are the longest or shortest (depending on whether you are making this observation in the northern or southern hemisphere)
Sunspot	area that appears dark on the solar disc because the sunspot has a temperature somewhat lower than its surroundings

MOON

Lunar	referring to the moon
Craters	depressions in the moon's surface
Neap tides	lowest high and highest low tides
Spring tides	highest high and lowest low tides
Solar eclipse	when the sun is blocked out by the moon

Lunar eclipse	when the moon is blocked out by the earth's shadow
Partial eclipse	when only part of the moon or sun is blocked out
Total eclipse	when all of the moon or sun is blocked out
Phases	how the moon appears to be lit up as it goes around the earth
Waxing	getting brighter
Waning	getting dimmer
Gibbous	most of the moon is lit up
Crescent	less than half of the moon is lit up
Full Moon	all of the moon is lit up
New Moon	none of the moon lit on the side facing the earth

OTHER

Aurora	light emitted in the upper atmosphere in the far northern and southern latitudes
Black Hole	body that is so massive and so compact that no light can leave its surface <ul style="list-style-type: none"> ➤ suggested by General Theory of Relativity
Cosmogony	a term sometimes used to describe the study of the origin of the universe, but more frequently now used in the restricted sense of the origin of the solar system.
Cosmology	the study of the origin and large-scale features of the universe
Flotsam	floating debris e.g., <i>Scientists wonder what to do with the dead satellites, jettisoned rockets, drifting paint flecks, and other flotsam orbiting Earth.</i>
Perigee	point in an earth satellite's orbit where it is closest to the centre of the earth.

Quasar	object that appears starlike but it is actually extra-galactic, moving away from us at high speed
Pulsar	object that emits pulses of radiation with extreme regularity
Milky Way galaxy	concentration of stars, gaseous nebulae, interstellar gas and dust in which the Sun and solar system are located
Cosmic rays	atomic nuclei and electrons that travel in space at very high speeds
Eclipse	blocking of light from one body by another that passes in front of it <ul style="list-style-type: none"> ➤ eclipse can be total or partial
Ellipse	type of closed curve whose shape is specified in terms of its distance from one or two points
Equinox	two days each year when the Sun is above and below the horizon for equal lengths of time
Globular cluster	tight cluster of stars that is circular and symmetrical, as opposed to open or galactic clusters
Halo (of galaxy)	region of a spiral galaxy that extends away from the flattened disk, and contains few stars, some globular clusters, making a roughly spherical overall shape for the galaxy
Meridian	great circle, on the celestial sphere or the Earth, that passes through both north and south poles and an observer's zenith or location
Light year	distance that light travels in 1 year
Nebula	object with nonstellar appearance <ul style="list-style-type: none"> ➤ objects originally labelled as nebulae are now known to include galaxies (Andromeda is one), clouds of gas and dust (Orion nebula), and supernova remnants (Crab nebula)

Subject-Related Words

DEMOGRAPHICS

Urban

Rural

Urbanization

Depopulation

act of reducing the number of inhabitants

Overpopulation

Population boom / explosion

Longevity

length of life

Life expectancy

Average human lifespan

Aging population

Birth / death rates

- CBR (*crude birth rate- not analysed into specific classes*)
- CDR (*crude death rate*)
 - Harsh living conditions
 - High incidence of diseases
 - Epidemics
 - Poor hygiene

Zero growth

Demographic Transition Models

Census

counting and surveying of the population for official purposes

Conurbation (*urban sprawl*) / metropolitan area

an extended urban area, typically consisting of several towns merging with the suburbs of a central city

Stratification

- upper class
 - old rich
 - nouveau riche
- upper middle class
- middle class
- lower middle class
- lower class

underclass

the science of how people settle land areas, including urban development and city growth, planning and design formation of strata

the lowest social stratum in a country or community, consisting of the poor and unemployed

Spouse

husband, wife

Sibling

brother or sister; one who has the same parents as another person

Deceased

dead; no longer living

Commonly **C**onfused Words

abode / adobe

access / excess

acquirement / acquisition

adapt/ adept / adopt

adore / adorn

aisle / isle

ally / allay / alley / alloy/ aloe

allusion / delusion / illusion

altar / alter

ascent / assent

aural / oral

bald / bold

below / bellow

biennial / biannual

blight / bright

cease / seize

cite / sight / site

coarse / course

complement / compliment

compliant / compliance / complaint

comprehensible / comprehensive / apprehensive

concept / conception

considerable / considerate

congenial / congenital

conduct / contact

corps / corpse

damp / dump / dumb

deduce / induce / reduce
denounce / renounce
deportment / deportation
discipline / disciple
disinterested / uninterested
dissect / bisect / resect
draft / draught / drought
eatable / edible (drinkable / potable)
economic / economical
elicit / illicit
foreword / forward
hazardous / haphazard
human / humane
immoral / moral / amoral / morale
incriminate / recriminate
ingenious / ingenuous
laud / loud
litter / litre (liter)
lucrative / ludicrous
matter / mutter
pageant / pungent
persecute / prosecute
physics / physique
prodigy / prodigious / prodigal
remuneration / renumeration
repeal / repel
respectfully / respectively
right / rite
staff / stuff

stimulate / simulate / emulate

stunned / stunted (stunt)

subscribe / prescribe / proscribe / inscribe

urban / urbane

vain / vein / vane

waist / waste

wander / wonder

waive / wave / waver

wary / weary

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Growing & Getting **B**igger

**expand * swamp * prosper * prolong * amplify * boom * flourish * augment * boost
swell**

1. **to expand** = (by/ into) to grow larger. (This is the most general term meaning to grow bigger.)
Example: A dry sponge expands when soaked in water.
2. **to amplify** = to make larger or increase the strength of something. It is especially used for the increase of sound.
Example: There are several kinds of devices that can be used to amplify a speaker's voice.
3. **to augment** = to make bigger; to grow more than before.
Example: The new victory augmented his confidence even more.
4. **to swamp** = (used in the passive) to have too much of something.
Example: We are swamped with work and have been working overtime all week.
5. **to boom** = to grow rapidly or increase in value.
Example: The housing market was booming last year.
6. **to boost** = to lift up or make grow with some help.
Example: Free samples were given with every purchase to boost sales of the new product.
7. **to prosper** = to continue to succeed in life, health, and wealth.
Example: There was no other store like it in the village and its business prospered
8. **to flourish** = to grow with strength and expand.
Example: The plants in the garden flourished under her care.
9. **to swell** = to expand from the normal size of something.
Example: When he broke his finger, it started to swell.
10. **to prolong** = to make longer in time.
Example: He prolonged his stay by an extra two days.

Getting smaller

**shrink * decline * diminish * condense * contract * dwarf * subside * abate * decrease *
reduce * dwindle**

1. **to shrink** = to become smaller in size.

Example: Wool often shrinks when it is washed in hot water.

2. **to decline** = to fall after a higher or the highest point has been achieved in power, achievement, or wealth.

Example: His power began to decline after he lost a succession of battles and territories.

3. **to diminish** = become smaller. It is often used to show how much is lost by something.

Example: After raising taxes, the government's popularity started to diminish.

4. **to condense** = to reduce something without losing much of its contents.

Example: The four-page article was condensed into a paragraph.

5. **to contract** = to become smaller, usually by a force within.

Example: By contracting and dilating, the heart circulates blood around the body.

6. **to subside** = to become less; to go back to normal; to fall.

Example: Before starting on their journey, they waited for the strong winds to subside.

7. **to abate** = to reduce something which is excessive in amount such as wind, storms, and pain.

Example: The strong pain in his stomach showed no sign of abating.

8. **to decrease** = to become less in number, strength, or quality.

Example: When mixed with more water, the strength of the solution will decrease.

9. **to reduce** = to make something smaller or cheaper or to bring it down.

Example: If we want to be competitive, we have to reduce the price of our goods.

10. **to dwindle** = to become less little by little.

Example: The figure moved away and gradually dwindled into a point on the horizon.

11. **to dwarf** = reduce, minimize, miniaturize, overshadow, exceed.

Example: Her progress was dwarfed by her sister's success.

small

tiny * minute * diminutive * dwarf * miniscule * minimal * miniature* microscopic

1. **tiny**= very small.

Example: A newly-born baby has tiny hands and feet.

2. **minute**= very small.

Example: All the information you need is stored in a minute chip in the computer.

3. **diminutive**= very small and less heavily built.

Example: As technology has progressed, more diminutive versions of the pocket calculator may be seen such as on watches.

4. **dwarf** = like a person, animal, or plant that is below the normal size of its kind, which may look deformed.

Example: Dwarf fruit trees usually bear normal size fruit.

5. **miniscule** = very, very small.

Example: The minuscule print was difficult to read.

6. **minimal**= of the smallest possible amount or degree.

Example: The injuries he suffered from the accident were only minimal.

7. **miniature** = a very small copy or example of something.

Example: Miniature portraits the size of a coin that were popular at one time.

8. **microscopic** = so small it can only be seen with special equipment.

Example: Though microscopic in size, the flu virus can have fatal effects on old people.

Vocabulary List

LESSON 1	1. autonomous-independent	6. actually-truly
	2. persistent-constant	7. abrupt-sudden
	3. haphazardly-carelessly	8. acceptable-permissible
	4. disruptive-disturbing	9. acclaim-praise
	5. adverse-unfavourable	10. abroad-overseas

LESSON 2	1. celebrated-renowned	6. advent-arrival
	2. energetic- vigorous	7. agile-nimble
	3. distribution-dispensing	8. allowed-permitted
	4. contemporary-current	9. albeit-although
	5. appealing-alluring	10. advanced-progressive

LESSON 3	1. intolerable-unbearable	6. analysis-examination
	2. enrich-enhance	7. altered-changed
	3. vital- indispensable	8. annoying-bothersome
	4. ongoing-current	9. ancient-old
	5. revitalize-restore	10. anticipated-predicted

LESSON 4	1. deceptive-misleading	6. asserted-declared
	2. petition-appeal	7. arbitrary-haphazard
	3. forbidden-banned	8. apparently- visibly
	4. tempt-entice	9. authorized-empowered
	5. astounding-astonishing	10. astute-perceptive

LESSON 5	1. shed-discarded	6. cautioned-warned
	2. brilliance-radiance	7. bright-brilliant
	3. unique-rare	8. blurred-clouded
	4. persuade-convince	9. bears-produces
	5. replacement-substitute	10. baffle-puzzle

LESSON 6	1. immense-massive	6. complex-intricate
	2. conventional-traditional	7. comparatively-relatively
	3. routinely-ordinarily	8. commonplace-standard
	4. curious-peculiar	9. coarse-rough
	5. rigid-stiff	10. chiefly-mostly

LESSON 7	1. reveals-discloses	6. core-chief
	2. purposefully-deliberately	7. convenient-practical
	3. distort-deform	8. constant-continuous
	4. diverse-different	9. confirms-proves
	5. prosperous-thriving	10. concealed-hid

LESSON 8	1. flaws-defects	6. cultivated-grown
	2. reflect-mirror	7. crush-grind
	3. settle-colonize	8. creep-crawl
	4. distinguish-discriminate	9. created-produced
	5. fragments-particles	10. cracks-fractures

LESSON 9	1. vibrant-brilliant	6. display-exhibit
	2. enduring-lasting	7. dim-faint
	3. gigantic-enormous	8. dense-thick
	4. impressive-imposing	9. deep-thorough
	5. depth-thoroughness	10. currency-money

LESSON 10	1. rudimentary-basic	6. dramatic-emotional
	2. superficial-shallow	7. drab-colourless
	3. prime-chief	8. dormant-inactive
	4. hazardous-dangerous	9. dominant-major
	5. phenomenal-exceptional	10. distinct-definite

LESSON 11	1. encircles-surrounds	6. erratic-inconsistent
	2. eliminated-deleted	7. piers-docks
	3. elementary-primary	8. prevalent-commonplace
	4. element-component	9. exaggerates-embellishes
	5. dwellings-abodes	10. dispersed-scattered

LESSON 12	1. evaporated-disappeared	6. burgeoning-thriving
	2. eroded-deteriorated	7. broaden-enlarge
	3. entirely-thoroughly	8. shifts-switches
	4. benefit-assistance	9. recovered-retrieved
	5. endorsed-supported	10. enormous-tremendous

LESSON 13	1. suitable-appropriate	6. evident-apparent
	2. crucial-critical	7. exhausted-depleted
	3. inaccessible-remote	8. extremely-highly
	4. predicted-expected	9. face-confront
	5. heroes-idols	10. facets-aspects

LESSON 14	1. ample-abundant	6. fundamental-basic
	2. arid-dry	7. functions-roles
	3. defying-resisting	8. freshly-recently
	4. avert-avoid	9. fertile-rich
	5. spacious-expansive	10. feigning-pretending

LESSON 15	1. halt-stop	6. perilous-dangerous
	2. substantially-significantly	7. harmful-unhealthy
	3. mysterious-baffling	8. harbour-shelter
	4. rejects-refuses	9. handle-manage
	5. boosts-promotes	10. gained-attained

LESSON 16	1. systematically-methodically	6. infancy-beginnings
	2. recover-retrieve	7. inadvertent-unexpected
	3. meticulous-conscientious	8. inevitable-unavoidable
	4. encompass-include	9. emphasizes-highlights
	5. unlikely-doubtful	10. heighten-intensify

LESSON 17	1. involve-include	6. agitated-disturbed
	2. inundated-overwhelmed	7. nominal-moderate
	3. intrinsic-inherent	8. confidential-secret
	4. intentionally-deliberately	9. documented-proven
	5. instantly-immediately	10. inordinate-excessive

LESSON 18	1. narrow-thin	6. feasible-possible
	2. means-method	7. robust-strong
	3. absurd-ridiculous	8. swift-rapid
	4. limber-flexible	9. fallacy-misconception
	5. lack-shortage	10. preconception-bias

LESSON 19	1. antiquated-outmoded	6. unbiased-objective
	2. novel-original	7. suspect-speculate
	3. notion-concept	8. investigate-probe
	4. note-observe	9. coherent-logical
	5. normally-typically	10. recorded-registered

LESSON 20	1. pass-approve	6. disguise-concealment
	2. partially-somewhat	7. initiation-launching
	3. overcome-conquer	8. narrate-relate
	4. outlandish-bizarre	9. innovative-inventive
	5. omit-neglect	10. accentuate-emphasize

LESSON 21	1. plentiful-abundant	6. placid-calm
	2. sheltered-protected	7. reactions-responses
	3. philanthropic-humanitarian	8. scenic-picturesque
	4. phenomena-occurrences	9. patterns-habits
	5. decrease-decline	10. vanish-disappear

LESSON 22	1. predominant-principal	6. induces-prompts
	2. disregarded-overlooked	7. positions-locations
	3. practical- functional	8. archaic-ancient
	4. hasten-accelerate	9. hue-colour
	5. polls-surveys	10. inactive- idle

LESSON 23	1. reliably-dependably	6. analogous-similar
	2. readily-freely	7. periodically-regularly
	3. proportions-dimensions	8. compelled-obliged
	4. prophetic-predictive	9. intruded- imposed
	5. prone-inclined	10. renown-prominence

LESSON 24	1. somewhat-slightly	6. discern-ascertain
	2. solid-substantial	7. mediocre-average
	3. contaminated-polluted	8. parallel-similar
	4. scattered-distributed	9. peculiar-distinctive
	5. remarkable-exceptional	10. tedious- monotonous

LESSON 25	1. situated-located	6. impulsive-capricious
	2. profoundly-significantly	7. isolated-secluded
	3. sharply-severely	8. unmistakable- indisputable
	4. infrequently-rarely	9. brief-fleeting
	5. founded-established	10. exhibits-displays

LESSON 26	1. streams-flows	6. legitimate-authentic
	2. striking-remarkable	7. chaotic-disorganized
	3. spontaneous- instinctive	8. exemplifies- symbolize
	4. particular-specific	9. characteristic-typical
	5. spanned-covering	10. gratifying-satisfying

LESSON 27	1. tightly- firmly	6. odd-strange
	2. synthesis-combination	7. marvel-wonder
	3. symbols- signs	8. demonstrations-displays
	4. sustained-consistent	9. ingredients-elements
	5. supposedly-presumably	10. measurable-assessable

LESSON 28	1. underestimates-miscalculates	6. amusement-entertainment
	2. undeniably-absolutely	7. curative-healing
	3. trapped-retained	8. debilitating-weakening
	4. tranquillity-peacefulness	9. aggravating-irritating
	5. toxic-poisonous	10. conceivably-possibly

LESSON 29	1. acknowledge-concede	6. volume-quantity
	2. requisite-required	7. vast-huge
	3. unravel-separate	8. calibre-quality
	4. vague-unclear	9. assortments-selections
	5. precious-fine	10. acquire-obtain

LESSON 30

- | | |
|-------------------------|----------------------|
| 1. woo-attract | 6. witty-humorous |
| 2. sporadic-occasional | 7. wanton-senseless |
| 3. widespread-extensive | 8. severe- intense |
| 4. weak-ineffective | 9. charisma-appeal |
| 5. forfeit-relinquish | 10. endure-persevere |

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Appendix I

Irregular Plural Formation

The plurals of some count nouns are formed in irregular ways. Here are the rules for forming **irregular** plurals: (*Foreign nouns* refer to nouns adopted from Latin or Greek.)

Some nouns that end in -o: take -es

Example: tomato=tomatoes

Nouns that end in a consonant + -y: change the -y to -i and add -es

Example: daisy=daisies

Nouns that end in -f or -fe: change the -f to -v and add -es

Example: calf=calves

Nouns that change the vowel but add no ending

Example: tooth=teeth, mouse=mice

Nouns that show no difference between singular and plural

Example: deer=deer, fish=fish

Foreign nouns that end in -us: change to -i

Example: alumnus=alumni, focus=foci

Foreign nouns that end in *-a*: change to *-ae*

Example: formula=formulae, vertebra=vertebrae

Foreign nouns that end in *-um*: change to *-a*

Example: curriculum=curricula, stratum=strata

Foreign nouns that end in *-ex* or *-ix*: change to *-ices*

Example: index=indices, appendix=appendices

Foreign nouns that end in *-is*: change to *-es*

Example: neurosis=neuroses, thesis=theses

Foreign nouns that end in *-on*: change to *-a*

Example: phenomenon=phenomena, criterion=criteria

Some Italian nouns referring to music that end in *-o*: change to *-i*

Example: concerto=concerti, virtuoso=virtuosi

Some French nouns ending in *-eau*: add *-x*

Example: beau=beaux, tableau=tableaux

Noun Plurals Exercise

Focus: Put the words in brackets into the sentences, in the same order, in their plural forms.

1. A large number of _____ fled in fear when a flock of _____ suddenly landed within a few _____ of them. (mouse, goose, foot)
2. Automobile _____ have all too many _____ of _____ in _____ of the special security _____ and are considering _____ of manufacturing their own. (company, story, delay, delivery, key, way)
3. Security _____ believe the _____ climbed along the _____ of several houses before forcing open an upper window of the office building with _____ and escaping with the contents of two _____ (chief, thief, roof, knife, safe)
4. With the help of old _____ war-time Paris was recreated in the film _____ for the film “_____ of war”, in which all the _____ were played by unknown actors. (photo, studio, echo, hero)
5. _____ were surprised when no fewer than six _____ in full uniform, carrying _____, arrived in _____ to attend a series of _____. (passer-by, commander-in-chief, brief-case, police car, court-martial)
6. The _____ and _____ in the park are sometimes alarmed by low-flying _____. (deer, sheep, aircraft)

Focus: Put the words in brackets into the sentences in their plural forms.

7. The government has been faced with a number of _____ recently. (crisis)
8. It was one of the most beautiful _____ in France. (chateau)
9. He irritated his staff by sending them a constant stream of _____. (memorandum)
10. Scientists are now doing _____ of the various substances. (analysis)
11. The number of travel _____ in the city gets bigger every year. (bureau)
12. They had to drill through many different rock _____ before they found oil. (stratum)
13. Students are reminded that their _____ must be handed in by the end of term. (thesis)
14. Astronomers have noticed a number of strange _____ in the sky recently. (phenomenon)
15. Different people make different judgments because of their differing _____. (criterion)
16. Television, radio and the press are often collectively referred to as the mass _____. (medium)

Appendix II

How words are counted in IELTS

- Numbers, dates and time are counted as words in writing. For example 50,000 = one word / 75 = one word / 8.30am = one word / 14.08.2018 = one word. In listening, 60,000 is counted as one number and 8.30AM is also counted as one number.
- Dates written as both words and numbers are counted in this way: 12th November = one number and one word.
- Symbols with numbers are not counted. For example, 65% = one number (the symbol "%" is not counted as a word). However, if you write "65 percent," it is counted as one word and one number.
- Small words such as "a" or "an" are counted as one word. All prepositions, such as "in" or "at" are also counted. All words are counted.
- Hyphenated words like "commander-in-chief" are counted as one word.
- Compound nouns which are written as one word are also counted as one word. For example, bystander = one word.
- Compound nouns which are written as two separate words are counted as two words. For example, college bookshop = two words.
- All words are counted, including words in brackets. For example in IELTS writing, "The majority of energy was generated by electricity (65%)." This sentence is counted as 9 words. The number in brackets is counted.



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