

WORKSHEET: KEY TO IELTS VIDEO 5 – IELTS Vocabulary

TASK 1

A) The following 'less common' words and phrases are used in the video. Before you listen, think about whether you know these words, then tick the appropriate boxes in the table. Don't look the words up until Task 8.

Word / phrase	I know it when I see it	I know it and use it	I'm not sure	I don't know it
cliche				
misunderstanding				
guarantee (v)				
emphasis				
impression				
analogy				
element				
cutting-edge				

B) Listen and fill in the gaps below with **ONE WORD ONLY**.

If you _____, you'll find many videos about this topic. The videos _____ like this, _____ band 7.5 if you learn just 40 words. _____. As you can see, the _____ is _____ the number of words, but this _____ just 7 words _____.! So how many is enough? And which words should you learn?

Did you hear all of the words? Did you spell the words correctly?

TASK 2

Listen and then complete this sentence with **two words** only:

You can't always use the words 'cutting-edge' or 'contemporary' in place of the word 'modern' because they are not an _____ for the word 'modern'.

TASK 3

An **analogy** is used to compare one idea with another to help explain a complex idea. Make a note of the analogies I use in this video and the ideas they are helping you to understand, then complete the notes below.

Analogies:

1) individual words were compared to _____ to help explain _____

2) words were also compared to Lego bricks to explain that _____

3) with 'lexical resource', the words were compared to _____, to show that we need to know _____

TASK 4

Listen to this part of the video and then complete the tasks.

A) Look back at Task 1 and think about the words that are helpful to learn to improve your collocation.

B) Try to answer these questions:

1. Which word collocates with *cutting-edge*?
2. Which word does **not** collocate with 'cutting-edge'?
3. In CEFR, which is higher, level A or level C?
4. Where can you often see the levels A1 to C2 being used?
5. Who is most likely to use the EVP?
6. What does the EVP tell us?
7. What does it **not** tell us?

TASK 5

Watch this part of the video and then complete the sentences with the correct word from the box:

collocation, flexibility, precision, style

- 1) A candidate who can explain an idea even when they do not know the correct word is showing _____.
- 2) A candidate who uses words that are too strong or too informal is not showing an awareness of _____.
- 3) A candidate who can clearly explain an idea using exactly the right words is showing _____.
- 4) A candidate who uses the right words together is showing an awareness of _____.

Which IELTS band/s do we associate with the features in 1 – 4?

TASK 6

Look at the words in the table below and think about the levels A1-C2 – what level do you think these words are? How many did you guess correctly?

<u>Words</u>	<u>What level do you think the words are?</u>	<u>Answers</u>
important		
destruction		
household		
effective		
broadcast		
able		
age		
flat		
breaking		

Remember, this information is only useful for teachers, writers and test writers. These levels tell us what students or test takers at these levels can understand.

TASK 7

Which phrase is used in this part of the video to show the link between idiomatic language and collocation?

Write out the two examples given in the video:

Writing:

Speaking:

TASK 8

A) Make notes about learning vocabulary:

B) Look at the words from the table in task 1. Do you think you have 'automaticity' with them or do you need to pause (even slightly) to think about what they mean? Look up the meaning of any words you did not know and make notes about the meaning, collocation (if relevant), and think of a context when you might use this word.

Word	meaning	Collocation notes e.g. prepositions	When might you use it? (in what context?)
cliche			
misunderstanding			
guarantee (v)			
emphasis			
impression			
analogy			
element			
cutting-edge			

To help develop '**automaticity**', you can

- notice words when you see (or hear) them (notice how and when they are used, think about style /effect /meaning/collocation)
- search for sentences using the words (NB be sure to use suitable sources – check the style and tone of the writing is helpful for IELTS).
- practise saying the words (check the pronunciation in the Cambridge online dictionary)
- practise writing sentences with them / using them in speaking
- read your sentences out loud
- make a test for yourself by deleting the word in your sentences then see if you can remember the correct word after one week/month etc.

Answers:

TASK 1 B

If you ¹**look online**, you'll find many videos about this topic. The videos ¹**tend to** ¹**make promises** like this, ²**guaranteeing** band 7.5 if you learn just 40 words. ³**Here are** **some other** examples. As you can see, ⁴**the emphasis is on** the number of words, but this ¹**varies from** just 7 words **to** ⁴**1800!** So how many is enough? And which words should you learn?

¹**(TASK 4 A)** The words in bold will help improve your awareness of collocation – learn these words together.

²Check your spelling of these words

³Did you hear these words? Listen again so you can 'hear' them to help improve your decoding skills.

⁴ NB You don't need to write the words for any numbers in IELTS – just use the figures (e.g. 1 – 10)

TASK 2 :

exact synonym

(NB native speakers often confuse these words – the word *contemporary* has several different meanings and you are more likely to see it in reading passages meaning 'a person who is alive at the same time as someone else' or 'of that time in the past' (e.g. Mozart was a contemporary of Beethoven but there are no contemporary documents showing that they met.)

TASK 3:

(NB You can use different words here, just check that you have understood the concept of 1) an analogy and 2) lexical resource and how vocabulary is assessed.)

- 1) individual words were compared to jigsaw puzzle pieces to help explain that they need to 'fit' together to form a clear picture.
- 2) Similarly, words were compared to Lego bricks to explain that 1) candidates of every use bricks of different sizes 2) it is not about the individual bricks you use but about how skilful you are in combining them to produce a clear picture
- 3) with 'lexical resource', the words were compared to tools to show that we need to know when it is appropriate to use them and how to use them

TASK 4:

A) (see the answer in Task 1 above) B) (1) *technology* (we talk about cutting-edge technology); (2) *era* (don't use these words together); (3) *Level C is higher than level A*; (4) *you can see these levels in some dictionaries and in the EVP (English Vocabulary Profile)*; (5) *teachers and test writers are most likely to use the EVP*; (6) *it tells us which words students at different levels can **understand***; (6) *it doesn't tell us what level students are when they **use** these words.*

TASK 5:

1) flexibility (band 7), 2) style (band 6), 3) precision (bands 8 and 9) , 4) collocation (bands 7 and above)

TASKS 6 and 7: see the answers in the video

TASK 8:

Use a good dictionary to help – I recommend the Cambridge online dictionary. Make sure you check the pronunciation and practice saying the words correctly too.

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