

Oxford Word Skills

INTERMEDIATE VOCABULARY

Ruth Gairns and Stuart Redman

*Learn to use the most important
words and phrases in English
topic by topic*



Oxford
3000



**SECOND
EDITION**

Oxford **Word Skills**

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OXFORD

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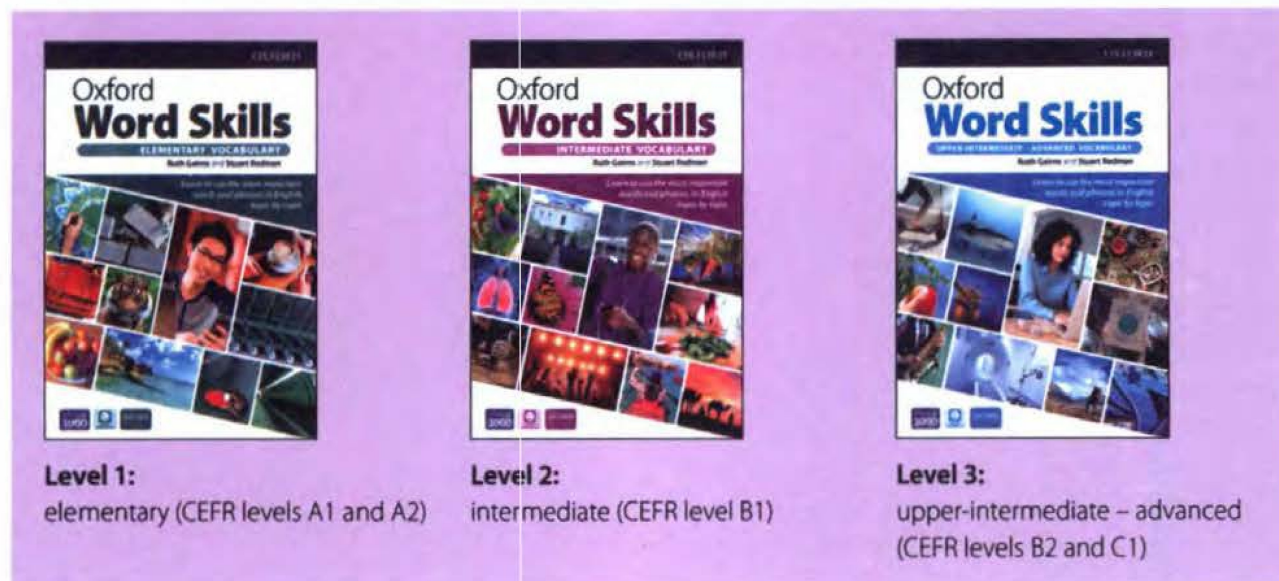
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Introduction

What is *Oxford Word Skills*?

Oxford Word Skills is a series of three books for students to learn and practise new vocabulary.



There are over 2,000 new words or phrases in each level, and all of the material can be used in the classroom or for self-study.

How are the books organized?

Each level contains 100 units of vocabulary presentation and practice, with a unit being 1–2 pages, depending on the size of the topic. New vocabulary is presented in manageable chunks, then immediately followed up with practice exercises, usually on the same page.


The units are grouped within modules containing 3–12 units each. A majority of the modules are topic-based, e.g. Feelings and emotions, Geography, Air travel, but some modules have a language focus, e.g. Prepositional phrases, Using verbs with reflexive pronouns, Phrasal verbs.

At the front of the Intermediate level you will find:

- a list of all the 'spotlight' boxes

At the back of the Intermediate level you will find:

- a list of vocabulary-building tables
- a list of common irregular verbs
- an Answer key for all the exercises
- a Word list of all the vocabulary taught with a reference to the units where each item appears and the CEFR level for words/phrases in the Oxford 3000™/5000™ or Oxford Phrase List™.

Oxford Word Skills comes with the *Oxford Advanced Learner's Dictionary* app, which allows learners to find the meaning of new words in English and provides a pronunciation model for the words. You will find pronunciation exercises throughout the book which refer you to the  to check the correct pronunciation.

What vocabulary is included?

At Intermediate level, the vocabulary includes:

- a wide range of common topic areas, e.g. People, The world around us, Study and work
- words and phrases needed in social interaction, e.g. Making arrangements, Warnings, Opinions
- areas of lexical grammar, e.g. Verb + infinitive or *-ing* form, Prepositions in time phrases, Word building: prefixes


Throughout the three levels the main focus is on high-frequency vocabulary in everyday spoken English, although the higher levels add more language from different styles of English as well as more figurative usage of language.

The selection of vocabulary at each level is based on frequency and usefulness, with the foundation being the Oxford 3000. This is a list of 3,000 words identified by the Oxford University Press ELT Dictionaries team as the most important words for learners of English. These items have been divided into four levels in accordance with the CEFR (A1, A2, B1 and B2).

- The Elementary level includes many items from A1, but with the majority of items at A2 level.
- The Intermediate level has a focus on B1 items from the Oxford 3000, as well as recycling some items from the A2 level, and it also includes some B2 items.
- The Upper-Intermediate – Advanced level concentrates on B2 items from the Oxford 3000, but also includes C1 items from the Oxford 5000 word list (which includes both additional B2 items and C1 words). It is not within the scope of this series to teach C2 items, as these correspond more closely to lexical needs at proficiency level.

The Oxford 3000/5000 word lists are supplemented by the Oxford Phrase List, which contains just under 1,000 CEFR-levelled phrases considered important for students at each level. The Intermediate word list also draws on topic lists from OUP's learner's dictionaries, which identify key vocabulary items across a range of 60 topics. By using the Oxford 3000 alongside the topic lists, we have been able to focus on high-frequency vocabulary, but also to include vocabulary items that may not have a high frequency overall, but will have great value in particular contexts, e.g. *turnover* and *inflation* in finance, and *selfie* and *profile* in social media. By using the Oxford Phrase List, we have also been able to ensure the best coverage of both words and phrases for each level.



We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases by supplying a clear illustration, a simple definition, or an example of each word or phrase in use. Learners should be aware that many English words have more than one meaning. They should refer to the *Oxford Advanced Learner's Dictionary*  for information on other meanings.

To the teacher

How can I use the material in the classroom?

New vocabulary is presented through:

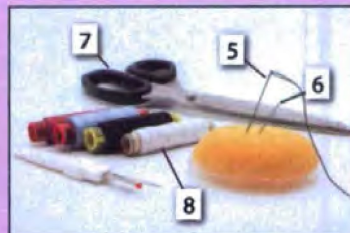
- **visuals**



You use a **hammer**¹ to **bang** a **nail**² into the wall to **hang** a picture on.



You use a **drill**³ to make a **hole**⁴. A hammer and drill are **tools**.



You use a **needle**⁵, **pins**⁶, **scissors**⁷ and **cotton**⁸ when you're **sewing**.

- **tables**

Crime	Meaning	Verb	Criminal (= a person who commits a crime)
theft	taking sth which belongs to sb else without permission	<i>He steals cars then sells them.</i>	thief (pl thieves)
robbery	stealing from a person or place, often using violence	<i>Two men were planning to rob the bank.</i>	robber

- **different types of text**

B Points of view

Yes, no or sometimes?

- I have the same **point of view** on things as my parents.
- I enjoy **expressing my opinion** online.
- I'm **against** freedom of speech in some cases.
- I'm **prepared to** admit when I **have no idea** about a particular **topic**.
- There are some subjects I have **fixed** ideas about, and I'm not **willing to** discuss.
- I sometimes **change my mind** when I'm

GLOSSARY

point of view	the particular opinion or attitude that sb has about sth
express	tell or show what you are thinking by words, looks or action: express your opinions/feelings
be against sth	If you are against sth , you do not agree with it. OPP be in favour (of sth)
in some cases	in some situations
prepared to do sth	happy to do sth SYN willing to do sth
have no idea (about sth) inf	used to emphasize that you do not know sth
topic	a subject that you talk, write or learn about

Visuals provide a clear guide to meaning; the tables and texts show words used in natural sentences, with the meaning explained in a glossary. As the input in most sections occupies a page and does not usually exceed 15 items, it is very straightforward to use in the classroom. Here is a procedure you could follow:

- Students study the visuals or written text in the presentation for at least ten minutes. This allows time for them to reinforce the connection between the visual input and the meanings, or to read through the glossary carefully to check the meaning of the new items in the presentation sentences, dialogue or extended text. Tell students to look at the extra words included in the **glossary** (opposites, synonyms, derivatives, collocations and further examples) as this will help them to expand their vocabulary with minimal effort in many cases. It is also important to look at the **spotlight** boxes. This is an additional feature which picks out an item or items of particular value.


For example:

SPOTLIGHT degree courses


Universities give **degrees** to students who complete special courses. In the UK these are normally courses of at least three years, and up to five years for subjects such as medicine. You **do a degree** or **study for a degree**.

- *I'm **doing a degree in law**.* ■ *My sister is **studying for a degree in English**.*

If you go on to do a higher degree, e.g. a Masters or a PhD, that is called a **postgraduate degree**. A student is then a **postgraduate** (ALSO *inf postgrad*).

- While students are working through the presentation, you can answer any questions they may have about the new vocabulary. This is also an opportunity to provide a pronunciation model for your students to repeat; otherwise the presentation stage is going to be a long silent phase. You might want to read a text aloud, or get students to read sections of it.
- Students can move on to the first exercise, which they can check for themselves using the Answer key, or you can go over the answers with the whole class. The latter is probably a better approach, as you can also discuss why they might have arrived at a wrong answer and focus on or practise pronunciation. It is sensible to work through the exercises chronologically, as they generally progress from receptive practice to controlled productive practice, and then quite often to freer productive practice in the **ABOUT YOU** / **ABOUT YOUR COUNTRY** activities.
- When you are satisfied with their answers to the first exercise, you can ask students to go on to further exercises while you monitor them as they work individually or in pairs, assisting where necessary. You will find that many of the exercises, once done – e.g. sentence completion, and particularly dialogue completion – lend themselves to controlled speaking practice. Students can practise dialogues in pairs or take it in turns to read out complete sentences to each other.
-  **TEST YOURSELF** When they have completed the written exercises, students can test themselves on the new vocabulary. The material has been designed so that students can cover the new words beneath a picture (using a piece of paper, etc.) while they look at the visuals and test themselves. They can do the same with some of the tables and glossaries: cover the new vocabulary and look at the meaning, or vice versa. This is a simple, quick and easy way for learners to test themselves over and over again, so there is no pressure on you to keep searching for different exercises. It is also useful to demonstrate this so that students can revise vocabulary in their own time using this 'cover and check' approach.
- The headings **ABOUT YOU** or **ABOUT YOUR COUNTRY** signal personalized exercises which give learners an opportunity to use the new vocabulary in a freer way, and within the context of their own lives. Students can write answers to these exercises, but they also make ideal pairwork activities in which learners can practise their spoken English while using the new vocabulary. If you use these as speaking activities, students could then write their answers (or their partner's answers) as follow-up. In the Answer key, possible answers for these activities are provided by both native speakers and proficient non-native speakers from different parts of the world. This may be of particular value to a self-study learner, as a way of comparing answers.

How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If you want your learners to use the material for self-study, you can recommend that they use the book alongside the , as it gives them a pronunciation model for items of vocabulary. For self-study learners in particular, it is also a good idea to start with the first module on the subject of learning. They can check their answers to exercises using the Answer key, and test themselves using the 'cover and check' procedure explained above. They can also select the topics that interest them, or the topics where they most need to expand their vocabulary.

1 Vocabulary learning

A Help with reading

ADVICE FOR READING

When you're reading in a **foreign** language, you should first try to understand the **basic** meaning of the text. You will meet vocabulary you don't **recognize**, but you can often **go through** the text again later to look at this. If so, try this:

- **Identify** the new words and phrases which seem to be important. Try to **guess** the meaning from the **context**, and/or use a dictionary.
- **Keep a record** of the words in a notebook, and if possible write down any special information. For example, is the word **formal** or **informal**? Is it followed by a particular preposition?
- Write a **translation** if you think it helps; sometimes it isn't necessary.

GLOSSARY

foreign	from a country that is not your own. A person from another country is a foreigner .
basic	most important and necessary
recognize	know what sth is or who sb is because you have seen or heard them before
go through sth	read sth carefully from beginning to end
identify	recognize and decide what sth is
guess	give an answer to sth without being sure of the facts have a guess <i>n</i>
context	the words before and after a new word/phrase that help you to understand the meaning
keep a record of sth	write sth down to help you remember it
formal	We use formal language to appear serious or official, or in some situations where we don't know people well. OPP informal
translation	text that has been changed from one language into another translate <i>v</i>

1 Replace the underlined words with a single word that has a similar meaning.

- I understood the most important and necessary ideas. basic
- 1 We couldn't recognize and decide what language they were speaking.
- 2 I think he was using very serious and official language.
- 3 He's from another country.
- 4 You can guess the meaning from the words before and after the new word.
- 5 There was a text that I had to change from one language into another.
- 6 I replied without really knowing the answer.

2 Complete the dialogues.

- Is 'How do you do' formal ? ~ Yes, we usually just say **hello**.
- 1 Did you understand the exercise the first time? ~ No, but we it again later.
- 2 Did you understand everything? ~ No, but I got the meaning.
- 3 Did you all the students in the photo? ~ No, I didn't know one or two of them.
- 4 Were there many in the group? ~ No, the people were all from this country.
- 5 Is there a difference between **hello** and **hi**? ~ Yeah, **hi** is more
- 6 Did you know the answer? ~ No, I had a

3 Complete the sentences.

- When you read a text in English, do you usually go through it a second time? **ABOUT YOU**
- 1 Do you often try to guess the meaning of new words from the ?
- 2 Do you keep a of new words in a notebook?
- 3 Do you write down the meaning in English, or do you write a ?
- 4 Do you make a note of special information? For example, a note about the pronunciation, or whether a word is formal or ?
- 5 Do you often a word without being able to remember the meaning?

4 **ABOUT YOU** Write your answers to Exercise 3, or talk to another student.



TEST YOURSELF

B Help with speaking and listening

- In a **conversation** in English, ask people to **repeat** words you don't understand, and **explain** the meaning if necessary.
- **Repetition** of new words using the **APP** will help you to remember them, and how to **pronounce** them.
- One **function** of the app is to help you pronounce new words, and repetition of these words will help you to remember them.
- Look for **opportunities** to practise new vocabulary. Don't be afraid to **experiment** with language, and don't worry about **making mistakes**.
- It's important to **revise** new vocabulary. If not, you may forget it quite quickly.
- Remember: there isn't just one correct **method** of learning vocabulary. Do what **works** for you.

GLOSSARY

repeat	say sth again repetition <i>n</i>
explain	tell sb sth in a way that makes it clear or easy to understand explanation <i>n</i>
pronounce	make the sound of a word or letter pronunciation <i>n</i>
function	the purpose or job that sth is designed to do
opportunity	a time when it is possible to do sth that you want to do SYN chance
experiment with sth	try sth to see what result it has
make mistakes	(NOT <i>do mistakes</i>)
revise	study sth again do revision <i>n</i>
method	a way of doing sth
work	get or have the result you want: <i>I tried speaking slowly but it didn't work.</i>

SPOTLIGHT *conversation, discussion, argument*

A **conversation** is a talk between two or more people.
 A **discussion about something** is when you talk about something seriously. **discuss** *v*.
 An **argument** is a discussion in which people disagree, often angrily. **argue** *v*

- 5 Write the noun forms, then underline the main stress on both verbs and nouns.
 Use the **APP** to help you. Practise saying the words.

▶ discuss	<u>discussion</u>	3 explain	.....
1 repeat	.....	4 revise	.....
2 pronounce	.....	5 argue	.....

- 6 Circle the correct answer.

- ▶ An argument is a conversation in which people **agree** / **disagree**.
- 1 If you revise something, you **say it again** / **study it again**.
 - 2 If something works, it is **successful** / **difficult**.
 - 3 If you experiment with something, you **try to do something** / **find something**.
 - 4 You can **do** / **make** a mistake.
 - 5 We had a **conversation** / **discussion** about politics in class yesterday. It got quite serious.
 - 6 A method is **an opportunity to do something** / **a way of doing something**.
 - 7 If you explain something, you make it easy to **say** / **understand**.
 - 8 If you make a mistake, you get something **wrong** / **right**.
 - 9 One **function** / **method** of a dictionary is to help you with the meanings of words.

- 7 Complete the sentences.

- ▶ We had a conversation on the phone last night.
- 1 I never know how to the word **necessary**. Pronunciation is difficult.
 - 2 My brother's got an to work in Paris next year. Lucky him.
 - 3 I have to do some for my exam tomorrow.
 - 4 I used a new method for cooking the rice and it really You must try it.
 - 5 Do you think we'll have a to revise before we take the test?
 - 6 You won't know if you can use new words until you with them.
 - 7 Does help you to remember new words?
 - 8 I often have with my parents. We disagree about most things.



TEST YOURSELF

2 Progress and aims

A Making progress



Felipe
from Argentina

When I started learning English, I was very keen and motivated, but I found it difficult to pronounce English words, and sometimes people couldn't understand me. After a while my pronunciation got better, and I was able to express basic ideas quite effectively. It was obvious that I was improving, and that was very encouraging. But at intermediate level, my progress slowed down. There were so many new words and phrases I didn't know. I think I was also more aware of my mistakes, which was good – but also frustrating.

GLOSSARY

keen	interested in sth and wanting to do it: She's keen to learn.
motivated	If you are motivated (to do sth) , you really want to do sth. motivation <i>n</i>
find it difficult to (do sth)	be difficult for sb (to do sth)
after a while	after a period of time
get better	become better SYN improve <i>v</i> , improvement <i>n</i>
express	say or show what you think or feel
effectively	in a way that gives you the result you want effective <i>adj</i>
obvious	easy to see and understand SYN clear; obviously, clearly <i>adv</i>
encouraging	If sth/sb is encouraging , they give you hope and make you want to continue. encourage <i>v</i>
slow down	start to go more slowly
be aware of sth	If you are aware of sth , you know about it.
frustrating	making you angry because you cannot be successful at sth you want to do frustration <i>n</i>

- 1 Is the pronunciation of the underlined sounds the same or different? Write S or D.
Use the **APP** to help you. Practise saying the words.

- find / while S
- | | | |
|-------------------------|---------------------------|--------------------|
| 1 effective / difficult | 3 encourage / frustrating | 5 better / obvious |
| 2 slow down / improve | 4 slow down / motivate | 6 aware / after |

- 2 Complete the sentences using the correct form of the word in capitals.

- It's frustrating when you can't understand. FRUSTRATION
- | | |
|----------------------------------|-------------|
| 1 My dad was very | ENCOURAGE |
| 2 I think my English is | IMPROVEMENT |
| 3 He is keen to do well. | OBVIOUS |
| 4 She did the work very | EFFECTIVE |
| 5 He doesn't have much | MOTIVATED |
| 6 She is very intelligent. | CLEAR |

- 3 Complete the sentences with a word or phrase from the box.

aware	encouraging	slowing down	express	effective
keen	getting better	obviously ✓	difficult	while

- Repeating words obviously helps me to remember them.
- | | |
|--|-------|
| 1 I worried about my mistakes, but after a ..... | ..... |
| 2 At first I made good progress, but now I'm ..... | ..... |
| 3 I'm not of making mistakes when I speak, but I'm sure I make lots. | ..... |
| 4 I think I can things better now than I could a year ago. | ..... |
| 5 I listen to songs in English. I think that's an way to learn. | ..... |
| 6 I find it very to concentrate when I'm learning English. | ..... |
| 7 I'm very to read books in English; it will be good for me. | ..... |
| 8 It's very when people tell me my English is ..... | ..... |

- 4 **ABOUT YOU** Are the sentences in Exercise 3 true for you? Write your answers, or talk to another student.



TEST YOURSELF

B Future goals

What are your learning goals?

Felipe Ramirez

VOCABULARY I can understand most native speakers of English, but my vocabulary needs to expand so that I can understand a wide range of subjects, and express more complex ideas.

SPEAKING I'd like to be more fluent when I'm speaking, and be able to talk about things in more detail. And I need to get better at using language that is suitable for the situation.

READING I can understand general things, but to achieve my aims I need to be able to read texts that are to do with my work, and some of these contain quite difficult language.

GLOSSARY

goal	sth you want to be able to do in the future SYN aim
native speaker	sb who speaks a language as their first language and has not learnt it as a foreign language. A native is a person who was born in a particular place: a native of New York
expand	become bigger or make sth bigger
a (wide) range (of sth)	a (large) number of different things
complex	having a lot of details that make sth difficult to understand
fluent	able to speak easily and well fluently <i>adv</i>
in detail	fully and including a lot of information
suitable	right for sth or sb OPP unsuitable
achieve	do or finish sth well after trying hard
	achievement <i>n</i>
be to do with sth/sb	be connected with sth/sb

SPOTLIGHT *contain and include*

Contain and include can have the same meaning.

- The dictionary **contains/includes** lots of important information. Sometimes we can only use one of the verbs.
- The box **contains** books. (= There are books inside the box.)
- The price of the book **includes** the app. (= The app is one part of the price.)

5 Replace the underlined word(s) with a word or words with a similar meaning.

Be careful with tenses.

- ▶ It was a success and he did well.
- 1 I speak Russian very well.
- 2 The text contains lots of new words.
- 3 It isn't connected to my work.
- 4 The story is difficult to understand.
- 5 He described it with lots of information.
- 6 That word isn't really right here.
- 7 My goal is to get to university.
- 8 The business got bigger.
- 9 He studies a lot of different subjects.

an achievement

6 Complete the dialogues with a suitable word.

- ▶ Did you explain it fully? ~ Yes, I described it in detail.
- 1 Are you planning to study English at university? ~ Yes, that's my
- 2 It wasn't the right thing to say. ~ No, I agree, it was
- 3 Is your English teacher from Spain? ~ No, she's British. She's a speaker of English.
- 4 Was that English book useful? ~ Yes, it lots of new words.
- 5 Is her vocabulary getting bigger? ~ Yes, it's definitely
- 6 Is the English course expensive? ~ Yes, but the price all the books you need.
- 7 Can you do English at an evening college? ~ Yes, there's a wide of courses.
- 8 Has she done well? ~ Yes, she has everything she wanted to do.
- 9 Is English important for Joe? ~ Yes, it's to with his job. He needs to speak English.
- 10 Does Marta speak English well now? ~ Yes, she's a very speaker.

7 ABOUT YOU Write down your learning goals, or talk to another student.



TEST YOURSELF