

Intermediate

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Oxford Word Skills



Learn and practise English vocabulary



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Introduction

What is Oxford Word Skills?

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

Basic:	elementary and pre-intermediate (CEF levels A1 and A2)
Intermediate:	intermediate and upper-intermediate (CEF levels B1 and B2)
Advanced:	advanced (CEF levels C1 and C2)

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 book contains 80 units of vocabulary presentation and practice. Units are between one and three pages long, depending on the topic. New vocabulary is presented in manageable quantities for learners, with practice exercises following immediately. The units are grouped together thematically in modules of four to nine units. At the end of each module there are further practice exercises in the review units, so that learners can revise and test themselves on the vocabulary learned.

At the back of each book you will find:

- vocabulary building tables
- an answer key for all the exercises
- a list of all the vocabulary taught with a phonemic pronunciation guide and a unit reference to where the item appears.

There is a CD-ROM at each level with oral pronunciation models for all the vocabulary taught, and further practice exercises, including listening activities.

What vocabulary is included?

At Intermediate level, the vocabulary includes:

- a wide range of common topics, e.g. money, health issues, relationships
- words and phrases needed in social interaction, e.g. giving opinions, making arrangements to meet
- areas of lexical grammar, e.g. prefixes and suffixes, link words.

There is an emphasis on high-frequency vocabulary in everyday spoken English, but also vocabulary from different types of written text, e.g. job advertisements, magazine articles, web pages, and warning signs. At Advanced level, learners encounter more figurative meanings of vocabulary items, more idiomatic language, and a wide range of collocations.

The series includes almost all of the words in the Oxford 3000™, which lists the 3,000 words teachers and students should prioritize in their teaching and learning. The list is based on frequency and usefulness to learners, and was developed by Oxford University Press using corpus evidence and information supplied by a panel of over 70 experts in the fields of teaching and language study. In addition, we have included a wide range of high frequency phrases, e.g. *don't bother*, *I haven't a clue*, as well as items which are extremely useful in a particular context, e.g. *a filling* at the dentist's.

We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases as used in the particular contexts by supplying a clear illustration, a glossary definition, or an example of each word or phrase. Learners should be aware that many English words have more than one meaning. They should also be aware that nouns may be countable in some senses and uncountable in others. They should refer to an appropriate learner's dictionary for information on other meanings and structures and on countability. (See 'How to learn new words' in the Starter unit for advice.)

How can teachers use the material in the classroom?

New vocabulary is presented through different types of text, including dialogues, tables, and visuals. The meaning of new vocabulary is explained in an accompanying glossary unless it is illustrated in visuals or diagrams. Particularly important items are highlighted by means of 'spotlight' boxes.

Here is a procedure you could follow:

- Students study the presentation for 5–10 minutes (longer if necessary).
- You answer any queries the students may have about the items, and provide a pronunciation model of the items for your students to repeat.
- Students do the first exercise, which they can check for themselves using the answer key, or you can go over the answers with the whole class.
- When you are satisfied, you can ask students to go on to further exercises, while you monitor them as they work, and assist where necessary.
- When they have completed the written exercises, students can often test themselves on the new vocabulary using the cover card enclosed with the book. The material has been designed so that students can cover the new items while they look at the visuals, glossaries, or tables and test themselves. 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.
- After a period of time has elapsed, perhaps a couple of days or a week, you can use the review exercises for further consolidation and testing.
- You will often notice the headings 'About you' or 'About your country'. These indicate personalized exercises which give learners an opportunity to use the new vocabulary within the context of their own lives. Students can write answers to these, but they make ideal pair work activities for learners to 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 proficient non-native speakers from different parts of the world.

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 working alone, learners should look at the Starter unit first. For self-study, we recommend that learners use the book alongside the CD-ROM, as it gives them a pronunciation model for every item of vocabulary, as well as further practice exercises. They can check their own answers and use the cover card to test themselves. One advantage of self-study learning is that students can select the topics that interest them, or the topics where they most need to expand their knowledge.

Starter

A How to use a unit

Study the new words.
They are in **bold type**.

You can listen to the words on the CD-ROM
and practise the pronunciation. Or you can
look at the **word list** (page 233) to find out
how to say the words.

B Choosing a book

Booksellers' survey: how did you choose the last book you read?

The **title** and front **cover** just attracted my attention.

I was **browsing** in a bookshop. I just picked up a **paperback** that looked interesting.

A recommendation by a friend – he said it was very **readable** and **well written**.

It was a **gift**, but I like the **author** so I was really pleased.

I looked through the first **chapter** – it looked **fascinating**.

Glossary

title the name of a book, play, film, etc.
cover the outside part of a book, magazine, etc.
attract sb's attention If sth attracts your attention, it interests you so that you want to look at it.
browse spend time pleasantly in a shop looking at things.
paperback a book with a thick paper cover. (a **hardback** has a hard cover).
readable easy or interesting to read.
gift a thing that you give to sb, e.g. for their birthday. *syn* present.
author the writer of a particular book, play, etc.
look through sth read sth quickly. *syn* skim sth.
chapter one of the parts into which a book is divided.
fascinating very interesting.

Spotlight: Compound adjectives with well

There are many adjectives consisting of **well** + past participle, e.g. **well written** (of a book, article, etc.), **well informed** (= knowing a lot about a subject), **well known** (= famous).

4 Tick (✓) the correct sentence ending.

Who is the **author**? ☒ gift ☐
1 The cover attracted my **chapter** ☐ attention ☐
2 The author was **well known** ☐ well written ☐
3 I read the second **title** ☐ chapter ☐
4 The book looked very **readable** ☐ well informed ☐
5 I wanted the cheaper one, so I bought the **hardback** ☐ paperback ☐
6 I was in a bookshop the other day, just **attracting** ☐ browsing ☐

5 Complete the text.

My cousin has just written a reference book. He's not **well** known, but he's a good (1) a. His book might attract a lot of (2) a. because it's called 'How to make a lot of money by doing very little' – isn't that a great (3) t. It's being published in hardback and (4) p. I read the first (5) c. about selling things on the internet, and it's really (6) f. I couldn't put it down. On the front (7) c. there's a picture of my cousin in bed with his laptop; it's a bit silly. But it's a funny book and it's (8) well w.

6 ABOUT YOU Write your answers, or ask another student.

1 What kind of books do you find most fascinating?
2 What kind of reference books do you use most often?
3 Do you enjoy browsing in bookshops?
4 Are you ever attracted to a book just by the cover?
5 Do you have more paperbacks or hardbacks? Why?

7 Test yourself. Cover the glossary words and look at the meanings. What are the words?

MEDIA AND ENTERTAINMENT 123

A **glossary** explains
the new words.

A '**spotlight**' tells you
about important words.

Do the exercises. Check
your answers in the
answer key (page 203).



Use the **cover card** to
test yourself.

Use the vocabulary to
write or speak about
yourself in 'ABOUT
YOU' or 'ABOUT
YOUR COUNTRY'.

Oxford Word Skills

Unit 47

1 Tick the correct column.

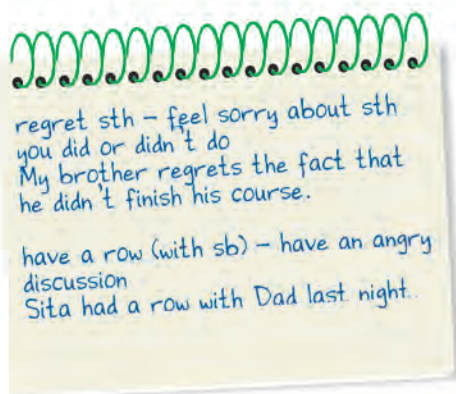
	Yes	No
1 If a novel is readable, it means that you have definitely read it.		☒
2 Reference books are useful when you want to get information.		
3 There is often a picture on the cover of a book.		
4 A well-known person is someone only a few people have heard of.		
5 An encyclopedia is arranged in alphabetical order.		
6 If you are browsing in a shop, you definitely won't buy anything.		
7 You'll find novels in the non-fiction section of a bookshop.		
8 An autobiography is someone's life story, written by someone else.		

There's more practice in the **review** units and on the **CD-ROM**.

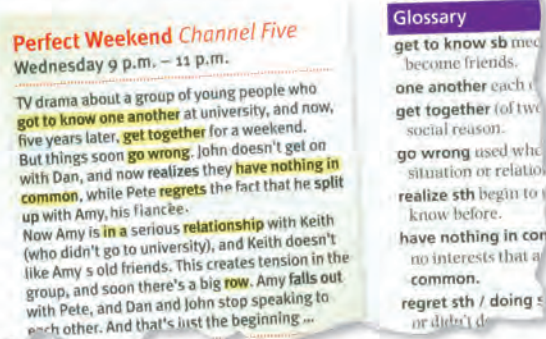
B How to learn new words



- Repeat the words and phrases two or three times to help you remember them.



- Write down new words in a notebook, with the meaning in English or your own language, or draw a picture.
- Write down any other important information about a word or phrase, e.g. words that often go together (*a serious relationship*) or constructions with verbs (*regret the fact that*). Write your own example sentences.



- Use a highlighter pen to help you remember difficult words.

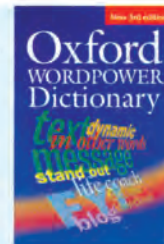
7 Complete the text.

Milo and I got to know one (1) another when we were in summer. We had a lot in (2) common and got on really well, but serious (3) relationship at the time. Then it all went (4) wrong. We had a big (5) argument and he (6) split up with her. We stayed out with each other almost immediately, but Milo soon (8) regretted relationship with Inez.

know one (1) another
I a lot in (2) common and got on
relationship at the time. Then it all went (4)

- Use a pencil for the exercises. Check your answers, then rub them out and do them again a week later.
- You can do the exercises in the review units, or the CD-ROM exercises, after each unit. Or do them a month later to test yourself, perhaps after you've studied all the units in that module (e.g. 'The world around us').
- Look at the vocabulary building tables at the back of the book (page 202).
- Go to the website (www.oup.com/elt/wordskills) for more useful materials and more practice.

Buy a good dictionary for your level. The *Oxford Wordpower Dictionary* (Oxford University Press) is very good for intermediate learners.



C Abbreviations and symbols

N	noun	usu	usually
V	verb	C	countable noun (A countable noun can be used with <i>a/an</i> and can have a plural form.)
ADJ	adjective		
ADV	adverb	U	uncountable noun (An uncountable noun cannot usually be used with <i>a/an</i> and usually has no plural form.)
OPP	opposite (for example, <i>modest</i> is the opposite of <i>arrogant</i>)		
SYN	synonym (a word that means the same as another word; for example, <i>drawback</i> is a synonym of <i>disadvantage</i>)	PT	past tense (the past simple form of an irregular verb)
		PP	past participle
INF	informal (If a word or phrase is informal , you use it when you are speaking to friends or people you know well.)	sth	something (used in glossaries and tables, e.g. <i>regret sth</i>)
FML	formal (If a word or phrase is formal , you use it at important and serious times with people you don't know well, or in written English.)	sb	somebody (used in glossaries and tables, e.g. <i>dismiss sb</i>)
		etc.	used at the end of a list to show there are other things, but you aren't going to say them all
PL	plural	e.g.	for example (as in: <i>jewellery</i> , e.g. <i>earrings</i> , <i>necklace</i>)
SING	singular		

Vowels

i:	see	/si:/
ɪ	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	hat	/hæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	casual	/'kæʒuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	bird	/bɜ:d/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/
aɪ	five	/faɪv/
aʊ	now	/naʊ/
ɔɪ	boy	/bɔɪ/
ɪə	near	/nɪə(r)/
eə	hair	/heə(r)/
ʊə	sure	/ʃʊə(r)/

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	cheap	/tʃi:p/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	verb	/vɜ:b/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	so	/səʊ/
z	zero	/zɪərəʊ/
ʃ	shoe	/ʃu:/
ʒ	television	/'telɪvɪʒn, telɪ'vɪʒn/
h	hat	/hæt/
m	map	/mæp/
n	no	/nəʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

1 I can talk about vocabulary learning

A Reading

Tips for reading

When you're reading in a **foreign** language, you should try to get the **gist** of the **text**. You will meet vocabulary you don't **recognize**, but you can often **go through** the text again. 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, **make a note of** any special information. For example, is the word **formal** or **informal**? Is it used in a particular kind of **construction**, e.g. a verb that is often followed by a preposition?
- Write a **translation** if you think it helps; sometimes it isn't necessary.

spotlight **formal**

We use **formal** language to appear serious or official, or sometimes when we don't know people well. **OPP informal**. **formality** N.
OPP informality.

Glossary

foreign	from a country that is not your own (a person is a foreigner).
gist	SING The gist of sth is the general meaning but not all the details.
text	the written part of a book, newspaper, etc.
recognize sb/sth	know who sb is or what sth is because you've seen or heard them before. recognition N.
go through sth	read sth carefully from beginning to end.
identify sth	recognize sth and decide what it is.
guess sth	give an answer to sth without being sure of the facts. guess N.
context	the words before and after the new word or phrase that help you to understand the meaning.
keep a record of sth	write sth down to help you remember it. record sth v.
make a note of sth	write sth down quickly to help you remember it.
construction	the way words are used together in a sentence. construct sth v.
translation	a text that has been changed from one language into another. translate sth v.

1 Replace the words in italics with a single word that has the same meaning.

- I looked at the pictures but didn't understand the *written part*. text
- 1 I understood the *general meaning* of the text. _____
- 2 We couldn't *recognize and decide* what language they were speaking. _____
- 3 The way you *use words together to make* a sentence in German is different. _____
- 4 He is *from another country*. _____
- 5 You can guess the meaning from the *words before and after the new word*. _____
- 6 There was a text which I had to *change from one language into another*. _____

2 Complete the dialogues.

- Is 'How do you do' formal ? ~ Yes, we usually just say hello.
- 1 Did you know the answer? ~ No, I had to _____.
- 2 Did you understand everything? ~ No, but I got the _____ of it.
- 3 Did you _____ everyone? ~ There were one or two people I didn't know.
- 4 Were there many _____ ? ~ No, all the people were from this country.
- 5 Did you understand the text? ~ Yes, but can we _____ through it again?
- 6 Do you make a _____ of new words? ~ Yes, I keep a _____ in my notebook.

B Speaking and listening

- In a **conversation**, you can often ask someone to **repeat** words or phrases you don't understand, and **explain** the meaning to you.
- Repeat new words to yourself, so you know how to **pronounce** them.
- Look for **opportunities** to practise them when you're speaking. Don't be afraid to **experiment** with new 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 a correct **method** of learning vocabulary. Do what **works** for you.

spotlight **conversation, chat, discussion, argument**

A **conversation** is a talk between two or more people. You can also **have a chat with sb**, which is a friendly informal conversation (**chat v**). A **discussion about sth** is when you talk about something seriously (**discuss sth v**). An **argument** is a discussion in which people disagree, often angrily.

Glossary

repeat sth	say sth again. repetition n .
explain sth	make sth clear or easy to understand. explanation n .
pronounce sth	make the sound of a word or letter. pronunciation n .
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 do mistakes .
revise sth	study sth again (you do revision).
method	a way of doing sth.
work	get or have the result you want.

3 What nouns are formed from these verbs?

- discuss discussion 2 pronounce _____ 4 revise _____
1 repeat _____ 3 explain _____ 5 chat _____

4 Circle the correct answer.

- If you explain something, you make it easy to say/understand.
- 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 something/find something.
 - 4 You can do/make a mistake.
 - 5 A method is an opportunity to do something/a way of doing something.
 - 6 A chat is a formal/an informal conversation.

5 Complete the sentences.

- We had a conversation on the phone last night.
- 1 We had a serious _____ in class today about politics.
 - 2 My brother's got an _____ to work in Paris next year. Lucky him.
 - 3 I saw Joelle in town and we had a quick _____. She told me about the wedding.
 - 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 go shopping when we're in Milan?

6 Test yourself. Cover the glossary meanings and look at the words. What are the meanings?

2 I can describe my progress and aims

A Making progress

When I started learning English, I was very **enthusiastic** and **motivated**, but I found the pronunciation difficult and people couldn't always understand me. **After a while** my pronunciation **improved** and I was able to **express** basic ideas quite **effectively**. It was **obvious** that I was **getting better**,

and that was very **encouraging**. But at intermediate level, I **made** slower **progress**. There were so many new words and phrases, but also words that I could understand but couldn't use **accurately**. I think I **was** more **aware** of my mistakes, which **was** good – but also **frustrating**.

Glossary

enthusiastic	very interested in sth or excited by it. enthusiasm N.	obvious	easily seen and understood. SYN clear.
motivated	If you are motivated , you really want to do sth. motivation N.	encouraging	If sth is encouraging , it gives you hope and makes you want to continue. encourage V, encouragement N.
after a while	after a period of time.	accurately	with no mistakes. accurate ADJ.
improve	become better. SYNS get better, make progress. improvement N.	be aware of sth	If you are aware of sth , you know about it.
express sth	say or show what you think or feel.	frustrating	making you annoyed because you cannot do sth you want to do. frustration N.
effectively	in a way that gives you the result you want. effective ADJ.		

1 Complete the sentences using the words on the right in the correct form.

- | | |
|--|-------------|
| ► She did the work very <u>effectively</u> . | EFFECTIVE |
| 1 He gave me a lot of _____. | ENCOURAGE |
| 2 I think my English is _____. | IMPROVEMENT |
| 3 My mother speaks English very _____. | ACCURATE |
| 4 It's _____ when you can't understand. | FRUSTRATION |
| 5 He doesn't have much _____. | MOTIVATED |
| 6 I was very _____ when I started. | ENTHUSIASM |

2 Replace the underlined word or phrase with a word or phrase that has the same meaning.

- She shows lots of interest and excitement. enthusiasm
- Do you think your English is improving? _____
 - I didn't worry about my mistakes after a period of time. _____
 - Where are you making the most improvement? _____
 - It's clear that he doesn't know the difference between *lend* and *borrow*. _____
 - She can speak French without mistakes. _____
 - I think she knows about the problem. _____
 - I can say most of the things I need to. _____
 - I make a lot of mistakes, which is annoying. _____

3 Test yourself. Look at the glossary words and cover the meanings. What are the meanings?

B Future goals



Felipe's goals

- I understand **everyday** English, but my vocabulary needs to **expand** so that I can understand **a wide range** of subjects, and express more **complex** ideas.
- 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 **appropriate** language when I speak.
- I can understand general things, but I want to read texts that are **relevant** to my work, and some of these contain quite **specialized** language.

Glossary

goal a thing you want to be able to do in the future.

SYN **aim**.

everyday normal or usual.

expand become bigger or make sth bigger.

a wide range a large number of different things.

complex not simple; often difficult to understand.

SYN **complicated**.

fluent able to speak a foreign language easily and well. **fluently** ADV.

in detail fully and including a lot of information.

appropriate right or suitable in a particular situation. OPP **inappropriate**.

relevant to sth useful for and connected to sth. OPP **irrelevant**.

specialized having or needing a lot of special knowledge.

spotlight **contain and include**

We can often use **contain** or **include** with the same meaning.

*The film **contains/includes** scenes of violence.*

Sometimes we can only use one of the verbs.

*The box **contains** magazines. (There are magazines inside the box.)*

*The price **includes** service. (Service is one part of the price.)*

4 Replace the underlined words with a synonym.

- The story is complex. complicated

- | | |
|---|--|
| 1 I speak Russian very <u>well</u> . _____ | 4 The business got bigger. _____ |
| 2 It's part of <u>normal</u> life. _____ | 5 It's not suitable here. _____ |
| 3 It isn't <u>connected</u> to my work. _____ | 6 My goal is to get to university. _____ |

5 Complete the dialogues with a suitable word.

- Was the information important for your report? ~ No, it was irrelevant.
- 1 Did you explain it fully? ~ Yes, I described it in _____.
 - 2 It wasn't a suitable word to use. ~ I agree, it was _____.
 - 3 Is it a simple problem? ~ No, it's quite _____.
 - 4 Is this yoghurt bad for you? ~ No it doesn't _____ any fat.
 - 5 Is her vocabulary getting bigger? ~ Yes, it's definitely _____.
 - 6 Do you need any special knowledge? ~ Yes, it's very _____.
 - 7 Is the hotel room expensive? ~ Yes, but the price _____ dinner.
 - 8 Were there many subjects? ~ Yes, quite a wide _____ of topics.

6 ABOUT YOU Write down your learning goals, or tell another student.

3 I can understand a learner's dictionary

How can a learner's dictionary help you? These examples are from *Oxford Wordpower Dictionary*.

Different meanings of the word are given in the **definitions**, which are in simple English.

The dictionary helps you **avoid** making mistakes, and helps with grammar.

Idioms and phrasal verbs are at the end of the **entry**.

Examples of usage are **provided**.

Words that are often used together (**collocations**) are given in **bold**.

It helps you with **style**: for instance, whether words are formal, informal, **slang**, **offensive**, etc.

guy /gaɪ/ **noun** 1 [C] (informal) a man or boy: He's a nice guy. 2 **guys** [pl] (informal) used when speaking to a group of men and women: What do you guys want to eat?

win /wɪn/ **verb** (winning; pt, pp won /wɒn/) 1 [I, T] to be the best, first or strongest in a race, game, competition, etc.: to win a game/match/championship • I never win at table tennis. • Which party do you think will win the next election? 2 [T] to get money, a prize, etc. as a result of success in a competition, race, etc.: We won a trip to Australia. • Who won the gold medal? • He won the jackpot in the lottery.

HELP Note that we **earn** (not **win**) money at our job: I **earn** £15 000 a year.

IDM win/lose the toss **to** toss

you can't win (informal) there is no way of being completely successful or of pleasing everyone: Whatever you do you will upset somebody. You can't win.

PHR V win sb over/round (to sth) to persuade sb to support or agree with you: They're against the proposal at the moment, but I'm sure we can win them over.

Phonetic **symbols** help with pronunciation. You can find out which **syllable** is **stressed**.

mistake /mɪ'steɪk/ **noun** [C] something that you think or do that is wrong: Try not to **make** any mistakes in your essays. • a spelling mistake • It was a big mistake to trust her. • I made the mistake of giving him my address.

IDM by mistake as a result of being careless: The terrorists shot the wrong man by mistake.

OTHER WORDS FOR

mistake

Error is more formal than **mistake**: a computing error. When you make a mistake you do sth wrong: I got the answer wrong. • You must have the wrong number (= on the phone). **Fault** indicates who is responsible for sth bad: The accident wasn't my fault. The other driver pulled out in front of me. **Fault** is also used to describe a problem or weakness that sb/sth has: a technical fault.

It can teach you **related** words: this helps you **build** your vocabulary and **select** the correct word for your needs.

Glossary

definition an exact statement of what a word or phrase means. **define sth** v.

avoid doing sth If you **avoid doing sth**, you try not to do or experience it.

idiom a group of words whose meaning is different from the meanings of the individual words (also **expression**).

entry one of a list of items included in a dictionary, list, etc. (There are three dictionary **entries** on this page.)

provide sth give sth to sb or make sth available for sb.

style the way sth is written or spoken (e.g. an informal **style**, a formal **style**).

for instance SYN **for example**.

slang very informal words or phrases used in spoken language.

offensive rude and likely to upset sb. **offend sb** v.

symbol a letter, number, or sign that has a particular meaning (e.g. the **symbol** /ʃ/ is pronounced 'sh').

syllable a part of a word which contains a vowel sound. (Go has one syllable and prefer has two syllables.)

relate sth to sth connect sth to sth. **related** ADJ.

build sth make sth bigger; increase sth.

select sth SYN **choose sth** (but **select** is more formal). **selection** N.

spotlight stress and emphasize

Both verbs mean to say a syllable, word, or phrase with extra loudness.

The related nouns are **stress (on sth)** and **emphasis (on sth)**.

The **stress** is **on** the first syllable. Don't **emphasize** every word.

They are also used to say that sth is important.

The newspapers **stressed** the need for urgent action.

The **emphasis** is mainly **on** education.

1 Is the meaning the same or different? Write S or D.

- | | | |
|--|---|----------|
| ▶ The city is fantastic: for example, the buildings are very impressive. | The city is fantastic: for instance, the buildings are very impressive. | <u>S</u> |
| 1 That's a useful idiom to know. | That's a useful expression to know. | _____ |
| 2 Is that collocation correct? | Is that definition correct? | _____ |
| 3 What she said was very rude. | What she said was offensive. | _____ |
| 4 Does he use a lot of slang? | Does he use a lot of idioms? | _____ |
| 5 Can you avoid mistakes? | Can you define mistakes? | _____ |
| 6 Make sure you select the right number. | Make sure you choose the right number. | _____ |
| 7 The stress is on the first three letters. | The emphasis is on the first three letters. | _____ |
| 8 It doesn't give all the answers. | It doesn't provide all the answers. | _____ |

2 Complete the sentences with a word from the box.

symbols offending related entry ✓ selection syllable
instance stress idiom provide build collocations entry

- ▶ In a dictionary, *foreigner* comes after the entry for *foreign*.
- 1 Dictionaries have many uses: for _____, to find out meaning, or check pronunciation.
- 2 Does your local bookshop have a good _____ of dictionaries for sale?
- 3 Some dictionaries can help you _____ your vocabulary if they _____ synonyms and opposites, or other _____ words.
- 4 A dictionary can tell you which words are rude so that you can avoid _____ people.
- 5 You can check the pronunciation of any word in the dictionary by looking at the phonetic _____ and noting which _____ is stressed.
- 6 *Good luck!* is given as an _____ in the dictionary, at the end of the _____ for *luck*.
- 7 Dictionaries often tell you which words go together. Examples of _____ are *make a mistake* and *take a photo*.
- 8 In the word *emphasis*, the _____ is on the first syllable.

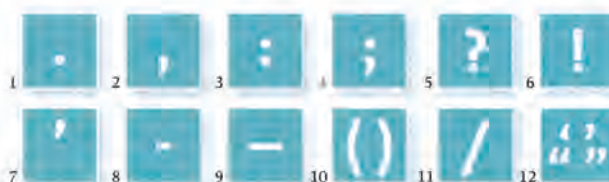
3 Now look at the dictionary entries on the left-hand page. Answer the questions.

- ▶ Which syllable is stressed in *mistake*? The second syllable
- 1 Which related words are given for *mistake* and *make a mistake*? _____
- 2 How many definitions are there in the entry for *guy*? _____
- 3 What style is the idiom *You can't win*? _____
- 4 Is *guy* an offensive word? _____
- 5 Which phonetic symbols are given for *guy*? _____
- 6 Are these sentences correct?
- a) I haven't got the keys, but it's not my fault; Jo lost them. _____
- b) My dad wins a lot of money in his job. _____

4 I can talk about English punctuation

A Punctuation marks

- | | |
|--------------------|--------------------|
| 1 full stop | 7 apostrophe |
| 2 comma | 8 hyphen |
| 3 colon | 9 dash |
| 4 semicolon | 10 brackets |
| 5 question mark | 11 slash |
| 6 exclamation mark | 12 quotation marks |



1 Complete the words for the punctuation marks.

- | | |
|------------------|-----------------------|
| ► com <u>m a</u> | 5 question m _____ |
| 1 full s _____ | 6 excla _____ m _____ |
| 2 col _____ | 7 semi _____ |
| 3 hyp _____ | 8 apo _____ |
| 4 bra _____ | |

2 What punctuation is used in 1–8 below? You don't need to repeat *full stop* each time.

- We went home early. full stop
- 1 She had long, blonde hair. _____
 - 2 What are you doing? _____
 - 3 Congratulations! _____
 - 4 It's too late. _____
 - 5 I looked in the fridge; it was empty. _____
 - 6 Someone (not me) left the door open. _____
 - 7 A five-minute walk – and he still took a taxi. _____
 - 8 'It's only me,' he said. _____

3 Test yourself. Cover the words and look at the punctuation marks. What are they?

B Punctuation rules

SOME IMPORTANT PUNCTUATION RULES

A **full stop** is used at the end of a sentence that is not a question or an exclamation, and is sometimes used in **abbreviations**. Each new sentence must begin with a **capital letter**.

A **comma** in writing is like a **pause** in speech. It is used:

- to **separate** parts of a sentence, e.g. *After we left, someone tried to phone us.*
- between adjectives, e.g. *A big, expensive car.*
- to separate words in a **list**, though it is often **omitted** before *and*, e.g. *I went to France, Germany, Italy and Spain.*
- when words or phrases **interrupt** the normal progression of a sentence, e.g. *I decided, however, that I needed something to eat first.*

A **colon** is often used to introduce further **details** such as an explanation or a list, e.g. *The shop is full of antiques: dining tables, chairs, wardrobes, mirrors, and so on.*

A **semicolon** is sometimes used **instead of** a full stop when two sentences are very closely **connected**, or to separate two main clauses, especially ones that aren't **joined** by a conjunction **such as** *and* or *but*, e.g. *I went round this morning; nobody was there.*

A **slash** separates words or phrases that are **alternatives**, e.g. *single/married.*

Oxford Word Skills

Learn and practise English vocabulary

Intermediate: for intermediate and upper-intermediate learners

- Learn the words you need to know at each level (Basic, Intermediate, and Advanced)
- See how the words and phrases are used in spoken and written English
- Practise using the vocabulary
- Revise what you've learned
- Improve your vocabulary-learning skills
- Learn the words as preparation for the major exams



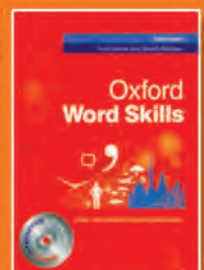
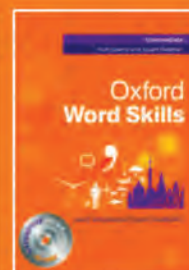
Use the CD-ROM to listen to the words, learn how to say them, and practise using them.



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Ruth Gairns and Stuart Redman are language teaching experts who specialize in writing materials for learning and teaching vocabulary.

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