

Intermediate

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Oxford Word Skills



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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.