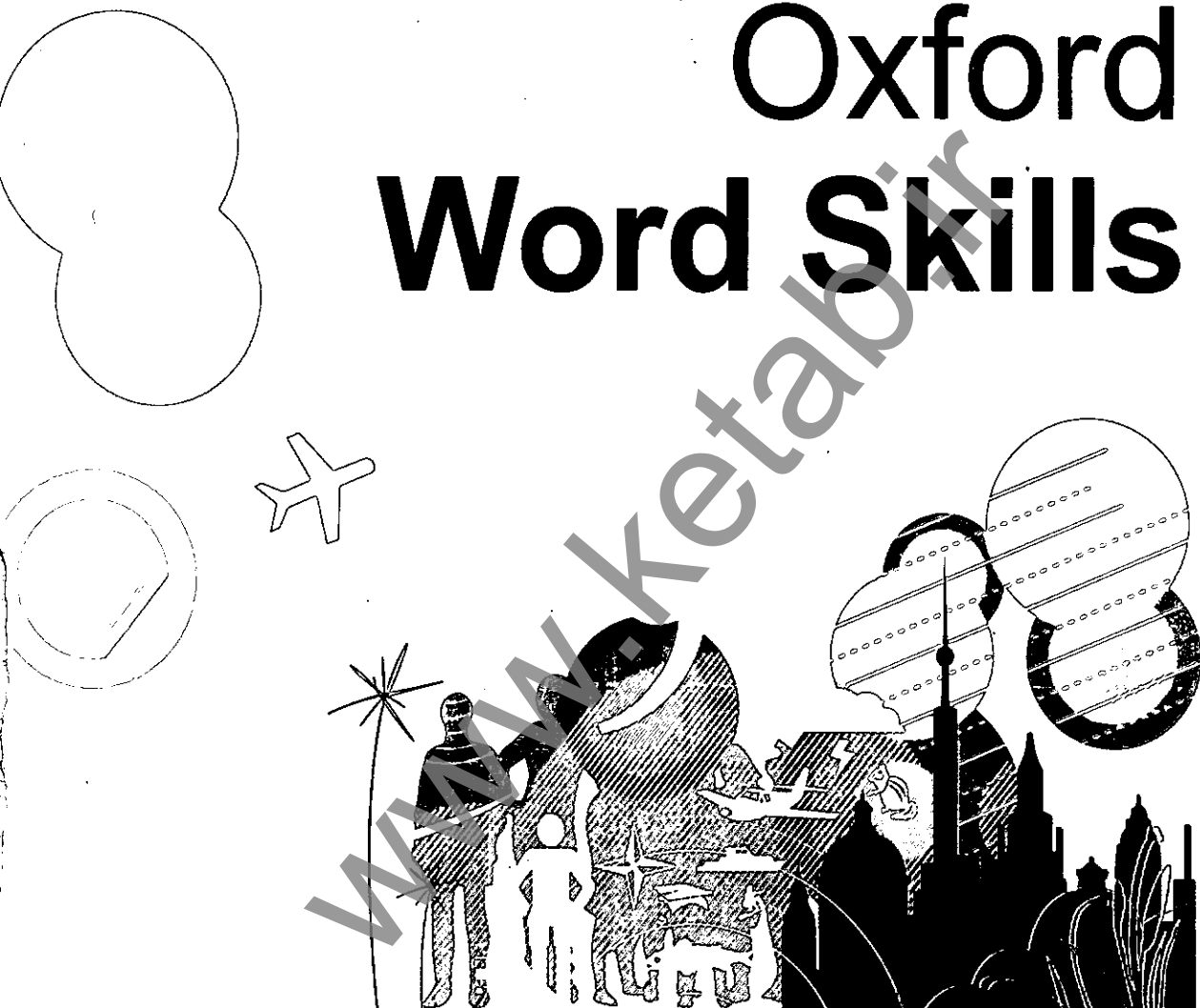


Advanced

Ruth Gairns and Stuart Redman

Oxford Word Skills



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Contents

Introduction	5
Starter: vocabulary at advanced level	7
Abbreviations	9

Expanding your vocabulary

1 I can talk about meaning and style	10
2 I can use familiar words in a new way	12
3 I can use compounds	14
4 I can use a range of collocations	17
5 I can use a dictionary productively	20
6 I can build word families	22
Review	25

The body

7 I can describe the human body	28
8 I can talk about body language	30
9 I can describe physical movement	32
10 I can describe sounds	34
11 I can describe sight	36
12 I can describe touch, smell, and taste	38
13 I can describe illness and injuries	40
Review	42

You and other people

14 I can discuss aspects of character	45
15 I can talk about feelings	48
16 I can talk about relationships	50
17 I can talk about people I admire and loathe	52
18 I can talk about behaviour	54
19 I can talk about manners	56
Review	58

Leisure and lifestyle

20 I can talk about food	61
21 I can talk about holidays	64
22 I can talk about plays and films	66
23 I can talk about competitive sport	68
24 I can talk about gardens and nature	70
25 I can talk about shopping habits	72
26 I can talk about socializing	74
Review	76

A changing world

27 I can talk about change	80
28 I can talk about energy conservation	82
29 I can discuss wildlife under threat	84
30 I can describe medical advances	86
31 I can talk about communication technology	88
32 I can talk about migration	90
Review	92

Institutions

33 I can discuss health services	94
34 I can talk about local government	96
35 I can talk about crime and the police	98
36 I can discuss prisons	100
37 I can talk about the armed forces	102
Review	105

News and current affairs

38 I can understand news headlines	108
39 I can understand news journalism	110
40 I can read human interest stories	112
41 I can talk about celebrity	114
42 I can discuss political beliefs	116
43 I can talk about areas of conflict	118
Review	119

Work and finance

44 I can explain job benefits	121
45 I can describe ways of working	122
46 I can talk about the business world	124
47 I can talk about money markets	126
48 I can talk about personal finance	128
49 I can discuss time management	130
50 I can discuss workplace disputes	132
51 I can talk about office problems	134
Review	135

Concepts

52 I can describe cause and effect	138
53 I can talk about truth and lies	140
54 I can discuss problems and solutions	142
55 I can describe old and new	144
56 I can talk about success and failure	146
57 I can describe the past, present, and future	148
Review	150

Spoken English

58 I can use everyday language	152
59 I can use idioms and set phrases (1)	154
60 I can use idioms and set phrases (2)	156
61 I can use set phrases with two key words	158
62 I can use similes	159
63 I can use a range of phrasal verbs	160
64 I can use discourse markers	162
65 I can use vague language	164
66 I can use sayings and proverbs	165
Review	168

Written English

67 I can write a formal letter	172
68 I can use formal link words	175
69 I can use academic English	176
70 I can talk about literature	178
71 I can use scientific English	180
72 I can use technical English	182
73 I can use abbreviations	184
Review	187

Aspects of language

74 I can use prefixes	190
75 I can use suffixes	192
76 I can use words with prepositions	194
77 I can use prepositional phrases	196
78 I can use a range of adjectives	198
79 I can use different types of adverb	200
80 I can use euphemisms	203
Review	204

Vocabulary building	207
---------------------	-----

Answer key	209
------------	-----

Answer key to review units	227
----------------------------	-----

List of spotlight boxes	235
-------------------------	-----

Word list / Index	236
-------------------	-----

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, usually on the same page. The units are grouped together thematically in modules of five to ten 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 (other than personalized exercises)
- a list of all the vocabulary taught, with a phonetic 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 advanced level, the vocabulary includes:

- a wide range of topics, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, truth and lies, old and new
- different fields of academic English, e.g. literature, science, technical English
- an increased focus on different styles of English, e.g. informal English, newspaper journalism, formal letters
- a wide range of idiomatic expressions, with a particular focus on figurative uses of language
- various aspects of language, e.g. compounds, discourse markers, prepositional phrases

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. *at the last minute*, *for the time being*, as well as items which are extremely useful in a particular context, e.g. *in danger of extinction* when discussing wildlife conservation, or *remanded in custody* when discussing the law.

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 or glossary definition. Learners should be aware that many English words have more than one meaning, and they should refer to an appropriate learner's dictionary for information on other meanings.

How can teachers use the material in the classroom?

New vocabulary at this level is presented primarily through different types of text, but also through tables, and where appropriate, through visuals. The meaning of new vocabulary is explained in an accompanying glossary unless it is illustrated in visuals or diagrams. Important items, or those that require additional information, 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 where necessary.
- 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 individually or in pairs, 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 usually cover the glossary definitions while they look at the target items, and test themselves; or cover the items and look at the definitions. 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.

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.