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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, 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
- 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 Basic level, the vocabulary includes:

- a wide range of common topics, e.g. clothes, free time, at the airport
- words and phrases needed in social interaction, e.g. inviting people, using the phone
- areas of lexical grammar, e.g. prepositions of place, phrasal verbs

There is a particular emphasis on high-frequency vocabulary in everyday spoken English. This is continued at Intermediate level with the addition of more vocabulary from different styles of written English. At Advanced level, learners encounter more figurative meanings of vocabulary items as well as more idiomatic language.

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 moment*, *never mind*, as well as items which are extremely useful in a particular context, e.g. *main course* in a restaurant, or *hand luggage* at an airport.

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 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 refer to an appropriate learner's dictionary for information on other meanings. (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 visuals, tables or different types of text, including dialogues. The meaning of new vocabulary is explained in an accompanying mini-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 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 cover the new items 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.
- 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

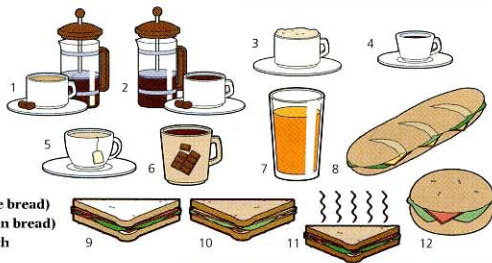
Study the new words. They are usually in **bold type**.

You can listen to the words on the CD-ROM and practise the pronunciation. Or you can look at the wordlist (page 235) to find out how to say the words.

27 I can order in a café

Do Unit 26 first

- 1 (white) coffee
- 2 black coffee
- 3 cappuccino
- 4 espresso
- 5 tea (with milk)
- 6 hot chocolate
- 7 orange juice
- 8 baguette
- 9 sandwich (white bread)
- 10 sandwich (brown bread)
- 11 toasted sandwich
- 12 roll



A waiter (W) is talking to a customer (C) in a café.

- W **Yes, please?**
C I'd like a ham sandwich on brown bread, please, and two chicken baguettes.
W Is that to eat here or **take away**?
C To eat here.
W OK. Anything else?
C Yes, **two coffees**, please, and a cappuccino.
W OK. The food will be a **couple of minutes**.
Have a seat.

Glossary

I'd like = I would like. (a polite way to say 'I want')
take away eat in another place (not in the café)
two coffees two cups of coffee (also two teas, etc.)
a couple of minutes two or three minutes
have a seat sit down

spotlight Yes, please? and Yes, please.

Yes, please? = 'What would you like?'
Yes, please is a polite way to say 'yes'.

1 Find the end of each word.

- 1 You can have a roll baguettes sandwich toasted sandwich.
- 2 You can have a cappuccino tea orange juice espresso black coffee.

2 Complete the phrases.

- a ham sandwich 4 black _____ 8 black or _____ coffee?
1 brown _____ 5 eat here or _____ 9 _____ a seat, please.
2 a toasted _____ 6 a _____ of minutes
3 hot _____ 7 brown or _____ bread?

3 Add one word in each line of the conversation.

- W Please? ► Yes, please?
C I like two coffees please. 1 _____
W To drink here or away? 2 _____
C To drink here. And a toasted ham. 3 _____
W OK. It will be a couple minutes. 4 _____
Have seat, please. 5 _____

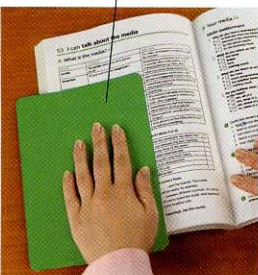
4 Test yourself. Cover the words and name the things in the pictures.

FOOD AND DRINK 71

Sometimes 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.

Unit 27

Write the words in the correct order in the dialogue between a customer (C).

- W please / yes / ? Yes, please?
1 C sandwich / ham / please / toasted / like / a / I'd
2 W that / eat / is / here / to / away / take / or / ?
3 C away / please / and / baguette / a / cheese / take
4 W else / fine / anything / ?
5 C coffee / black / yes / two / a / with / lemon / and / teas
6 W be / OK / will / a / minutes / of / it / couple

Oxford Word Skills

► MENU ► Food and drink ► order in a café

Read and listen to the dialogues.

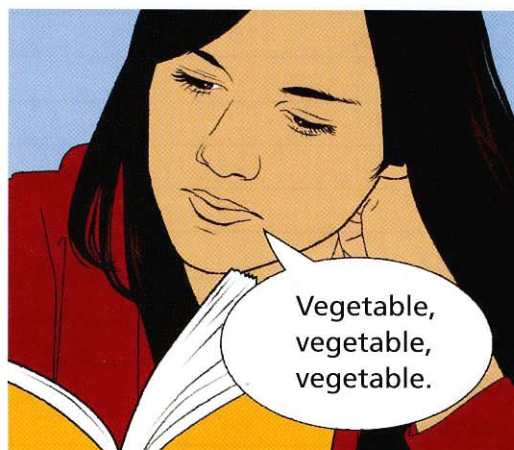
- Waiter **Yes, please?**
Customer I'd like a ham sandwich on brown bread, please, and two chicken baguettes.
Waiter **Is that to eat here or take away?**
Customer To eat here.
Waiter **OK. Anything else?**
Customer Yes, two coffees, please, and a cappuccino.
Waiter **OK, the food will be a couple of minutes. Have a seat.**

NOTEBOOK
WORD LIST

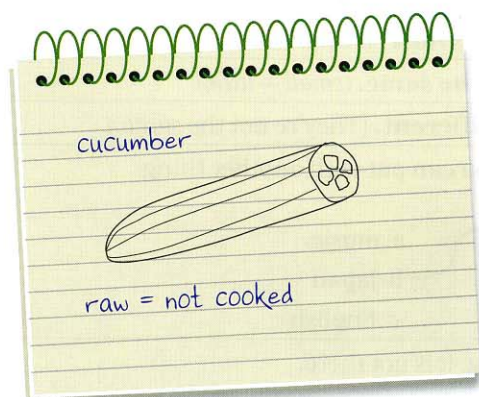
NEXT ►
EXIT

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

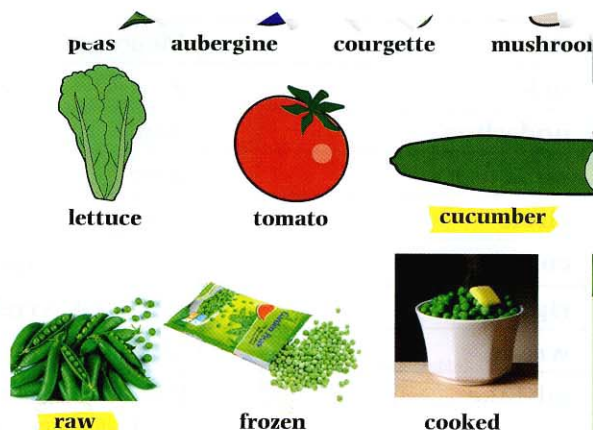
B How to learn new words



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



- Write down new words in a notebook. Write the meaning in English or your own language, or draw a picture.
- Write the words in sentences. Say them to yourself.
- 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. Basic English).
- Look at the vocabulary building tables at the back of the book (pages 199 to 201).
- Go to the website (www.oup.com/elt/wordskills) for links to more practice and other useful websites.



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

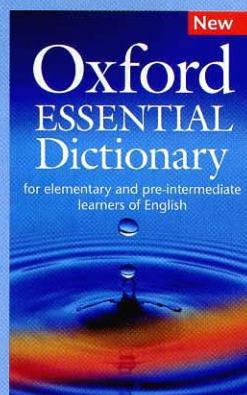


4 Make the names of vegetables from the letters.

- | | |
|--------------------------|----------------------------|
| ▶ sape <u>peas</u> | 3 prepep <u>pepper</u> ✓ |
| 1 ractor <u>carrot</u> ✓ | 4 gacabeb <u>cabbage</u> ✓ |
| 2 nonio <u>onion</u> ✓ | 5 naseb <u>beans</u> ✓ |



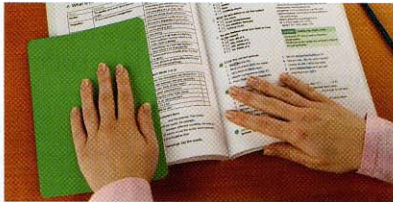
- Use a pencil. Check your answers, then rub them out and do them again a week later.




Buy a good dictionary for your level. The *Oxford Essential Dictionary* (Oxford University Press) is very good for elementary and pre-intermediate learners.

C How to do the exercises

Learn these words. You need to understand them to do the exercises.

Word	Meaning						
tick	✓						
underline	<u>word</u>						
cross out	word						
circle	word						
complete	w o r d OR I like chocolate ice cream.						
right	'2 + 2 = 4' is right .						
wrong	'2 + 2 = 5' is wrong .						
mistake	If something is a mistake , it's wrong. e.g. <i>Inglish</i> (The 'I' is a mistake.)						
correct	Make something right. e.g. <i>Inglish</i> (wrong) English (right)						
true	e.g. <i>London is in England</i> . That's true .						
false	e.g. <i>Paris is in Italy</i> . That's false . It's in France.						
the same	e.g. <i>Small and little</i> are the same . (<i>small</i> = <i>little</i>)						
different	e.g. <i>Big and small</i> are different . (They're not the same.)						
match	Find something that you can put with another thing. e.g. 1 I'm from <u> b </u> a music 2 I can speak <u> </u> b Japan 3 I like <u> </u> c English						
missing	If something is missing , it is not there. e.g. <i>He comes New York</i> . The word <i>from</i> is missing . (<i>He comes from New York</i> .)						
cover	Put one thing over another thing. 						
table	This is a table : <table><tr><th>Word</th><th>Meaning</th></tr><tr><td>tick</td><td>✓</td></tr><tr><td>underline</td><td><u>word</u></td></tr></table>	Word	Meaning	tick	✓	underline	<u>word</u>
Word	Meaning						
tick	✓						
underline	<u>word</u>						
column	The table has two columns : a column for 'words' and a column for 'meanings'.						

 Test yourself. Look at the words and cover the meaning.
Can you remember the meaning?

D Abbreviations and symbols

OPP	opposite. <i>Old</i> is the opposite of <i>young</i> .
SYN	synonym: a word that means the same as another word, e.g. <i>small</i> = <i>little</i>
INF	informal. If a word or phrase is informal , you use it when you are speaking to friends or people you know very well. The opposite is formal . If a word or phrase is formal , you use it at important and serious times with people you don't know very well, or in written English.
etc.	You use etc. at the end of a list to show there are other things, but you aren't going to say them all.
e.g.	for example: <i>Fruit, e.g. apples and bananas.</i>
U	uncountable noun. These nouns have no plural form and can't be used with <i>a</i> or <i>an</i> .
PT	past tense (past simple form of an irregular verb)
PP	past participle

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/