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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. <i>syn present</i> .
author	the writer of a particular book, play, etc.
look through sth	read sth quickly. <i>syn skim sth</i> .
chapter	one of the parts into which a book is divided.
fascinating	very interesting.

A **glossary** explains the new words.

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

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 I 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

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

Click, listen, and say.

Unit 47

1 Tick the correct column.

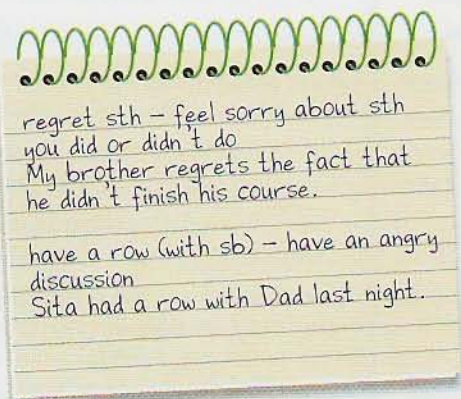
	Yes	No
▶ If a novel is readable, it means that you have definitely read it.		<input checked="" type="checkbox"/>
1 Reference books are useful when you want to get information.	<input type="checkbox"/>	<input type="checkbox"/>
2 There is often a picture on the cover of a book.	<input type="checkbox"/>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

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Unit 1230, Unit 1231, Unit 1232, Unit 1233, Unit 1234, Unit 1235, Unit 1236, Unit 1237, Unit 1238, Unit 1239, Unit 1240, Unit 1241, Unit 1242, Unit 1243, Unit 1244, Unit 1245, Unit 1246, Unit 1247, Unit 1248, Unit 1249, Unit 1250, Unit 1251, Unit 1252, Unit 1253, Unit 1254, Unit 1255, Unit 1256, Unit 1257, Unit 1258, Unit 1259, Unit 1260, Unit 1261, Unit 1262, Unit 1263, Unit 1264, Unit 1265, Unit 1266, Unit 1267, Unit 1268, Unit 1269, Unit 1270, Unit 1271, Unit 1272, Unit 1273, Unit 1274, Unit 1275, Unit 1276, Unit 1277, Unit 1278, Unit 1279, Unit 1280, Unit 1281, Unit 1282, Unit 1283, Unit 1284, Unit 1285, Unit 1286, Unit 1287, Unit 1288, Unit 1289, Unit 1290, Unit 1291, Unit 1292, Unit 1293, Unit 1294, Unit 1295, Unit 1296, Unit 1297, Unit 1298, Unit 1299, Unit 1300, Unit 1301, Unit 1302, Unit 1303, Unit 1304, Unit 1305, Unit 1306, Unit 1307, Unit 1308, Unit 1309, Unit 1310, Unit 1311, Unit 1312, Unit 1313, Unit 1314, Unit 1315, Unit 1316, Unit 1317, Unit 1318, Unit 1319, Unit 1320, Unit 1321, Unit 1322, Unit 1323, Unit 1324, Unit 1325, Unit 1326, Unit 1327, Unit 1328, Unit 1329, Unit 1330, Unit 1331, Unit 1332, Unit 1333, Unit 1334, Unit 1335, Unit 1336, Unit 1337, Unit 1338, Unit 1339, Unit 1340, Unit 1341, Unit 1342, Unit 1343, Unit 1344, Unit 1345, Unit 1346, Unit 1347, Unit 1348, Unit 1349, Unit 1350, Unit 1351, Unit 1352, Unit 1353, Unit 1354, Unit 1355, Unit 1356, Unit 1357, Unit 1358, Unit 1359, Unit 1360, Unit 1361, Unit 1362, Unit 1363, Unit 1364, Unit 1365, Unit 1366, Unit 1367, Unit 1368, Unit 1369, Unit 1370, Unit 1371, Unit 1372, Unit 1373, Unit 1374, Unit 1375, Unit 1376, Unit 1377, Unit 1378, Unit 1379, Unit 1380, Unit 1381, Unit 1382, Unit 1383, Unit 1384, Unit 1385, Unit 1386, Unit 1387, Unit 1388, Unit 1389, Unit 1390, Unit 1391, Unit 1392, Unit 1393, Unit 1394, Unit 1395, Unit 1396, Unit 1397, Unit 1398, Unit 1399, Unit 1400, Unit 1401, Unit 1402, Unit 1403, Unit 1404, Unit 1405, Unit 1406, Unit 1407, Unit 1408, Unit 1409, Unit 1410, Unit 1411, 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Unit 1503, Unit 1504, Unit 1505, Unit 1506, Unit 1507, Unit 1508, Unit 1509, Unit 1510, Unit 1511, Unit 1512, Unit 1513, Unit 1514, Unit 1515, Unit 1516, Unit 1517, Unit 1518, Unit 1519, Unit 1520, Unit 1521, Unit 1522, Unit 1523, Unit 1524, Unit 1525, Unit 1526, Unit 1527, Unit 1528, Unit 1529, Unit 1530, Unit 1531, Unit 1532, Unit 1533, Unit 1534, Unit 1535, Unit 1536, Unit 1537, Unit 1538, Unit 1539, Unit 1540, Unit 1541, Unit 1542, Unit 1543, Unit 1544, Unit 1545, Unit 1546, Unit 1547, Unit 1548, Unit 1549, Unit 1550, Unit 1551, Unit 1552, Unit 1553, Unit 1554, Unit 1555, Unit 1556, Unit 1557, Unit 1558, Unit 1559, Unit 1560, Unit 1561, Unit 1562, Unit 1563, Unit 1564, Unit 1565, Unit 1566, Unit 1567, Unit 1568

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.

Perfect Weekend Channel Five Wednesday 9 p.m. - 11 p.m.

TV drama about a group of young people who got to know one another at university, and now, five years later, get together for a weekend. But things soon go wrong. John doesn't get on with Dan, and now realizes they have nothing in common, while Pete regrets the fact that he split up with Amy, the girl he used to go out with. Now Amy is in a serious relationship with Keith (who didn't go to university), and Keith doesn't like Amy's old friends. This creates tension in the group, and soon there's a big row. Amy falls out with Pete, and Dan and John stop speaking to each other. And that's just the beginning ...

Glossary

get to know sb meet and become friends.
one another each other
get together (of two or more people) meet for a social reason.
go wrong used when a situation or relationship becomes worse than it was before.
have nothing in common no interests that are shared by two or more people.
regret sth / doing sth feel sorry about sth that you did or didn't do

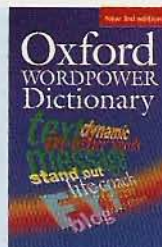
7 Complete the text.

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 and 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 his relationship with Inez. He (9) realized he was still in love with her, so it was a big mistake.

get to know one (1) another
I had a lot in (2) common and got on really well, but serious (3) relationship at the time. Then it all went (4) wrong and 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 his relationship with Inez. He (9) realized he was still in love with her, so it was a big mistake.

- 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.



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

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	U	uncountable noun (An uncountable noun cannot usually be used with <i>a/an</i> and usually has no plural form.)
ADV	adverb		
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:/
i	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, tel'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
- I understood the *general meaning* of the text. _____
 - We couldn't *recognize and decide* what language they were speaking. _____
 - The way you *use words together to make* a sentence in German is different. _____
 - He is *from another country*. _____
 - You can guess the meaning from the *words before and after the new word*. _____
 - 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.
- Did you know the answer? ~ No, I had to _____.
 - Did you understand everything? ~ No, but I got the _____ of it.
 - Did you _____ everyone? ~ There were one or two people I didn't know.
 - Were there many _____? ~ No, all the people were from this country.
 - Did you understand the text? ~ Yes, but can we _____ through it again?
 - 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 <u>discussion</u> | 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?