

# Oxford Word Skills

**ELEMENTARY VOCABULARY**

**Ruth Gairns and Stuart Redman**

*Learn to use the most important words and phrases in English topic by topic*



Oxford  
**3000**



**SECOND  
EDITION**

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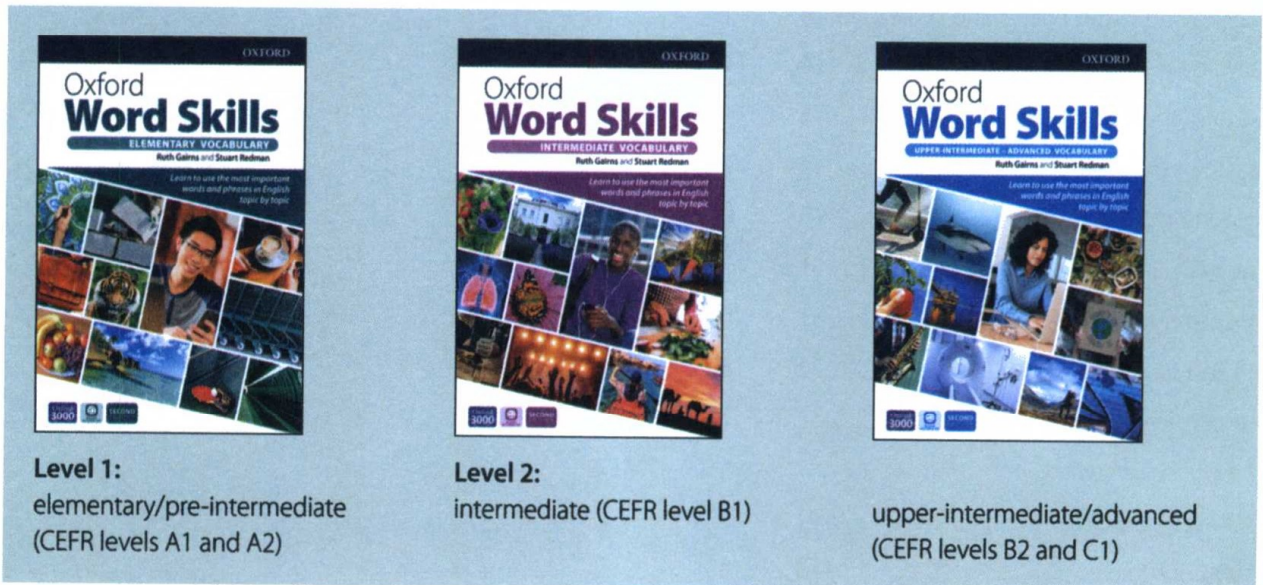
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## What is *Oxford Word Skills*?

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



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 level contains 100 units of vocabulary presentation and practice, with a unit being 1–2 pages, depending on the size of the topic. New vocabulary is presented in manageable chunks, then immediately followed up with practice exercises, usually on the same page.

The units are grouped within modules containing 3–10 units. A majority of the modules are topic-based, e.g. People, Food and drink, Study and work, but some modules have a language focus, e.g. Prepositions, Adjectives and adverbs, Verbs.

The Elementary level also contains:

- a list of all the 'spotlight' boxes
- a list of word-building tables
- a list of irregular verbs
- an answer key for all the exercises
- Word list – an index of all the vocabulary taught with a unit reference to where the item appears

*Oxford Word Skills* is directly linked to the *Oxford Advanced Learner's Dictionary* app, which allows learners to find the meaning of new words in English and provides a pronunciation model for the words. You will find pronunciation exercises throughout the book which refer you to the  to check the correct pronunciation.



## What vocabulary is included?

At Elementary 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, meeting and greeting
- areas of lexical grammar, e.g. prepositions, verbs, adjectives and adverbs

Throughout the three levels the main focus is on high-frequency vocabulary in everyday spoken English, although the higher levels increasingly add more language from different styles of English as well as more figurative use of language.

The selection of vocabulary at each level is based on frequency and usefulness, with the foundation being the Oxford 3000™. This is a list of 3000 words identified by the Oxford University Press ELT Dictionaries team as the most important words for learners of English.





These items have been divided into four levels in accordance with the CEFR levels (A1, A2, B1 and B2).

- The Elementary level includes many items from A1, but with the majority of items at A2 level.
- The Intermediate level has a focus on B1 items from the Oxford 3000, as well as recycling some items from the A2 level.
- The Upper-Intermediate/Advanced level concentrates on B2 items from the Oxford 3000, but also includes B2 and C1 items from the enlarged Oxford 5000™ word list.

The Oxford 3000 word list is supplemented by the Oxford Phrase List™, containing just under 1,000 phrases considered important for students at these levels; and topic lists from OUP's learner's dictionaries, which identify key vocabulary items across a range of 60 topics. By using the Oxford 3000 alongside the topic lists, we are able to focus on high-frequency vocabulary, but also to include vocabulary items that may not have a high frequency overall, but will have great value in particular contexts, e.g. *main course* in a restaurant, or *hand luggage* at an airport. By using the Oxford Phrase List, we are also able to ensure the best coverage of both words and phrases at each level.

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 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 the *Oxford Advanced Learner's Dictionary* for information on other meanings.

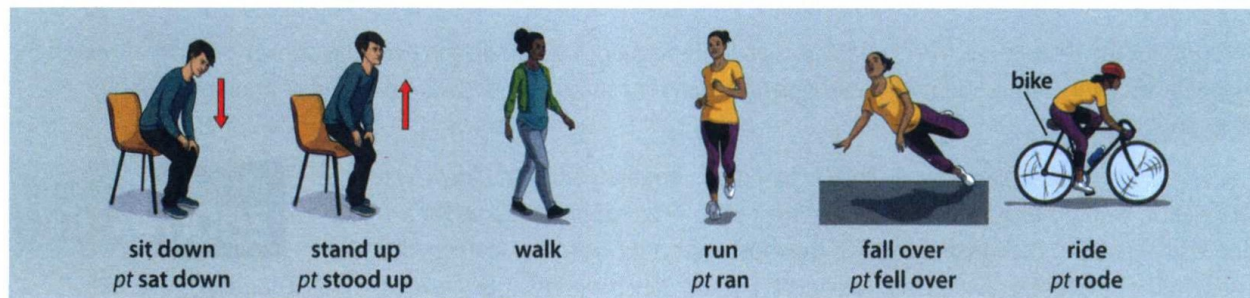
In the Elementary level, there is also a list at the back of the book of all the A1 items from the Oxford 3000 that have not been taught. The reason for this is that the Elementary level makes some assumptions about very high frequency level items which learners should already be familiar with. If there are words here that students do not know, they can go to the  to check the meaning and pronunciation.

Key words are sometimes repeated in later units in the book, but may not be highlighted in bold. If students do not recognize the word, they should look in the Word List to see where the item was introduced and defined, or use the . Such recycling is useful for learners.

## How can I use the material in the classroom?

New vocabulary is presented through:

- photographs and illustrations



- tables

on	a day	a date
	<ul style="list-style-type: none"> <li>on Tuesday</li> <li>on Friday evening</li> <li>on Tuesdays = every Tuesday</li> <li>on my birthday</li> <li>on Christmas Day</li> </ul>	<ul style="list-style-type: none"> <li>on September 10</li> <li>on 6<sup>th</sup> May</li> </ul>

- different types of text

### B Friends

WHY WE LIKE **each other**

Sophie: I **get on very well with** Gemma – she's great. I don't know why, because we've got

**GLOSSARY**

**each other** She likes me and I like her. = We like **each other**.

**get on (well) with sb** have a good relationship with sb

**personality** what a person is like that makes them different from other people

**meet pt met** **1** see and speak to sb for the first time  
**2** go to a place and wait for sb:  
*We're **meeting** them at 7.30.*

**become** begin to be sth: **become friends/ flatmates**

**flatmate** a person you live with, but not in a romantic relationship

**advice [U]** an opinion or information that you give to help sb with a problem  
**give (sb) advice**

**see sb** talk to or visit sb

Visuals obviously provide a clear guide to meaning; the tables and texts show words being used in natural sentences, with the meaning explained in a glossary (within a table or beside a text). As the input in most sections occupies a page and does not usually exceed 15 items, it is very straightforward to use in the classroom. Here is a procedure you could follow:

- Students study the visuals or written text in the presentation for at least ten minutes. This allows time for them to reinforce the connection between the visual input and the meanings, or to read through the glossary carefully to check the meaning of the new items in the presentation sentences, dialogue or extended text. Tell students to look at the extra words included in the **glossary** (opposites, synonyms, derivatives, collocations and further examples) as this will help them to expand their vocabulary with minimal effort in many cases. It is also important to look at the **spotlight** boxes. This is an additional feature which picks out an item or items of particular value, for example, these spotlights on *else* and on the difference between *flat*, *house* and *home*:

**SPOTLIGHT** *else*

You can use **else** to mean 'different' after words like **everyone**, **somewhere** and **nothing**.

- *I didn't like it, but **everyone else** did.* (= all the other people)
- *The restaurant was full so we went **somewhere else**.* (= to another place)
- *We had bread because there was **nothing else** to eat.* (= no other thing)


**SPOTLIGHT** *flat, house, home*

A **flat** is a number of rooms on one floor of a building.

SYN **apartment**

A **house** is a building that is made for people to live in. It can have more than one floor.

**Home** is where you live (in a flat or a house).

- While students are working through the presentation, you can answer any questions they may have about the items. This is also an opportunity to provide a pronunciation model for your students to repeat; otherwise the presentation stage is going to be a long silent phase. You might want to read a text aloud, or get students to read sections of it, etc.
- Students can move on to the first exercise, which they can check for themselves using the Answer Key, or you can go over the answers with the whole class. This is probably a better approach as you can also discuss why they might have arrived at a wrong answer and focus on / practise pronunciation. It is sensible to work through the exercises chronologically as they tend to progress from receptive practice to controlled productive practice, and then quite often to freer productive practice in the ABOUT YOU / ABOUT YOUR COUNTRY activities.
- When you are satisfied with their answers to the first exercise, 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 finished an exercise, you will find that many of them – sentence completion and particularly dialogue completion – lend themselves to controlled speaking practice. Students can practise dialogues in pairs or take it in turns to read out complete sentences to each other.
- Students should look out for the  **TEST YOURSELF** icons in each unit. When they have completed the written exercises, students can test themselves on the new vocabulary. The material has been designed so that students can cover the new words beneath a picture (using a book, notebook or piece of paper) 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. It is also useful to demonstrate this so that students can revise vocabulary in their own time using this 'cover and check' approach.
- You will often notice the headings **ABOUT YOU** or **ABOUT YOUR COUNTRY**. These are personalized exercises which give learners an opportunity to use the new vocabulary in a freer way, and within the context of their own lives. Students can write answers to these, but they make ideal pairwork 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 both native speakers and proficient non-native speakers from different parts of the world. This may be of particular value to a self-study learner, as a way of comparing answers.



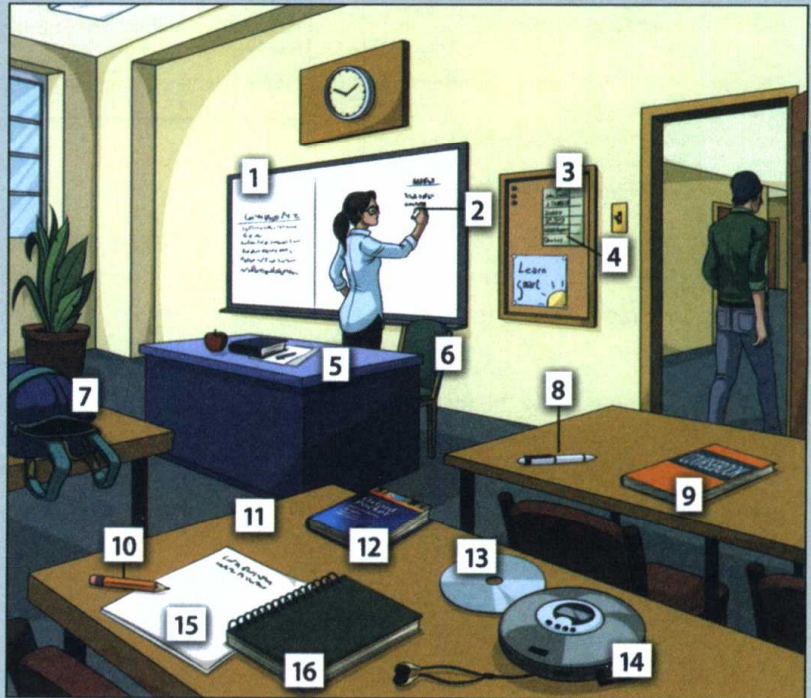
**TEST YOURSELF** How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If you want your learners to use the material for self-study, you can recommend that they use the book alongside the app, as it gives them a pronunciation model for items of vocabulary, as well as further practice exercises. For self-study learners in particular, it is also a good idea to start with the first module, which will help them use the book more effectively. Self-study learners can check their answers to exercises using the Answer Key, and test themselves using the 'cover and check' procedure explained above. 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. In addition, they have the opportunity with this book to test themselves, as explained above.

# 1 Classroom vocabulary

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- 1 whiteboard (ALSO board)
- 2 board pen
- 3 noticeboard
- 4 notice
- 5 desk
- 6 chair
- 7 bag
- 8 pen
- 9 coursebook
- 10 pencil
- 11 table
- 12 dictionary
- 13 CD
- 14 CD player
- 15 piece of paper
- 16 exercise book / notebook



## 1 Tick (✓) the things you can put in a bag. Put a cross (X) by the things you can't.

- |   |                                      |                                       |  |
|---|--------------------------------------|---------------------------------------|--|
| ▶ pen <input checked="" type="checkbox"/>   | 2 desk <input type="checkbox"/>      | 5 table <input type="checkbox"/>      | 8 noticeboard <input type="checkbox"/>     |
| ▶ board <input checked="" type="checkbox"/> | 3 notice <input type="checkbox"/>    | 6 coursebook <input type="checkbox"/> | 9 dictionary <input type="checkbox"/>      |
| 1 pencil <input type="checkbox"/>           | 4 CD player <input type="checkbox"/> | 7 chair <input type="checkbox"/>      | 10 piece of paper <input type="checkbox"/> |

## 2 Complete the words or phrases.

- ▶ notebook
- |                |                  |                  |
|----------------|------------------|------------------|
| 1 board .....  | 3 notice .....   | 5 piece of ..... |
| 2 course ..... | 4 exercise ..... | 6 CD .....       |

## 3 Write your answers.

- ▶ You sit on one of these. a chair
- 1 The teacher writes on this. ....
  - 2 You find the meaning of words in this. ....
  - 3 You sit behind one of these. ....
  - 4 You write in one of these. ....
  - 5 The teacher puts information on this. ....
  - 6 The teacher can play one of these. ....
  - 7 You can put your books in this. ....
  - 8 You study from one of these. ....

## 4 ABOUT YOU Write four things you've got at home, and four things you haven't got.

- ▶ I've got a dictionary .....
- ▶ I haven't got a CD player .....
- .....
- .....
- .....
- .....



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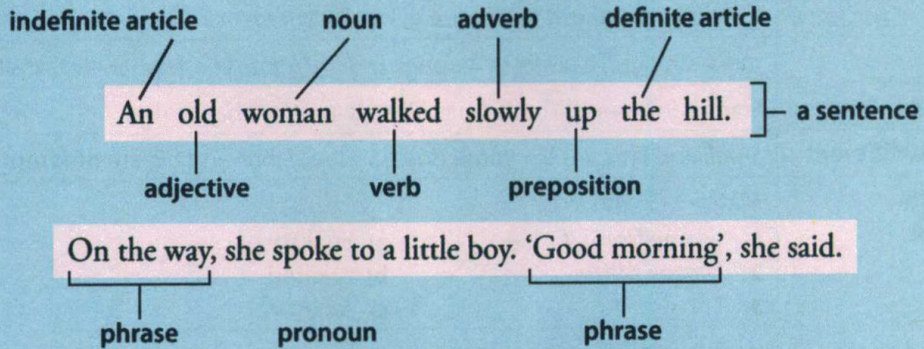
# 2 Grammar words

Read this short text.

An old woman walked slowly up the hill.  
On the way, she spoke to a little boy.  
'Good morning', she said.

- There are eight **words** in the first **sentence**.
- *Walk* is a **regular** verb. The **past simple** is *walked*.
- *Speak* is an **irregular** verb. The past simple is *spoke*, and the **past participle** is *spoken*.  
(The past participle is used to form the present perfect: *Have you spoken to the doctor today?*)

Look at the different parts of speech.



### 1 Circle the correct answer.

► *A* and *the* are *adjectives* / *articles*.

1 *A* and *an* are *definite* / *indefinite* articles.

2 *Woman* is a *noun* / *adjective*.

3 *Up* is a *preposition* / *pronoun*.

4 *Have* is a *regular* / *an irregular* verb.

5 *He* and *she* are *nouns* / *pronouns*.

6 *Go* and *do* are *verbs* / *nouns*.

7 *Badly* and *happily* are *adverbs* / *adjectives*.

8 *Gone* is the *past simple* / *past participle* of the verb *go*.

### 2 Find the answers for each sentence.

I have an English lesson now.	► a verb <u>have</u>	2 an indefinite article
	1 a pronoun	3 a noun
There's a young man from Rome in the class.	4 an adjective	6 an indefinite article
	5 a preposition	
This morning, he asked a question, and he spoke very quietly.	7 an adverb	9 a regular past simple
	8 an irregular past simple	10 a phrase
I think he's in the wrong class.	11 a noun	14 a pronoun
	12 a verb	15 a sentence
	13 an adjective	

### 3 What are the parts of speech for the other words in the text at the top of the page?

- hill noun
- 1 on
- 2 the
- 3 way
- 4 spoke
- 5 to


- 6 a
- 7 little
- 8 boy
- 9 she
- 10 said



TEST YOURSELF

# 3 Using this book

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

tick	✓ (= yes OR correct)				
underline	<u>word</u>				
cross out	<del>word</del>				
circle	(word)				
complete	I <u>like</u> ..... ice cream.				
correct/wrong	2 + 2 = 4 is <b>correct</b> (ALSO <b>right</b> ). 2 + 2 = 5 is <b>wrong</b> .				
mistake	If sth is a <b>mistake</b> , it's wrong. e.g. <i>English</i> . SYN <b>error</b>				
correct	make sth right, e.g. <i>English</i> (wrong), <i>English</i> (right); tell sb what mistakes they are making				
true/false	'Paris is in France.' That's <b>true</b> . 'Paris is in Italy.' That's <b>false</b> .				
the same/different	<i>Small</i> and <i>little</i> are <b>the same</b> ( <i>small</i> = <i>little</i> ). <i>Small</i> and <i>big</i> are <b>different</b> .				
match sth (with sth)	<p>Match 1–3 with a–c.</p> <p>1 I come from <u>  c  </u> .                      a) English</p> <p>2 I speak a little <u>  a  </u> .                      b) married</p> <p>3 I'm <u>  b  </u> .                                      c) Japan ✓</p>				
missing	If sth is <b>missing</b> , it is not there. e.g. <i>He comes Tokyo.</i> (The word <i>from</i> is <b>missing</b> .) <i>He comes <u>from</u> Tokyo.</i>				
cover	put one thing over another thing 				
test sb OR yourself	If you <b>test yourself</b> , you ask yourself questions to find what you know and understand, e.g. <i>When I <b>test myself</b> on English verbs, I look at the verb, then say the meaning in my language.</i>				
table	This is a <b>table</b> : <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Question</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>What does <i>awful</i> mean? <small>NOT <i>What means 'awful'?</i></small></td> <td>I don't know. <small>OR It means 'terrible'.</small></td> </tr> </tbody> </table>	Question	Answer	What does <i>awful</i> mean? <small>NOT <i>What means 'awful'?</i></small>	I don't know. <small>OR It means 'terrible'.</small>
Question	Answer				
What does <i>awful</i> mean? <small>NOT <i>What means 'awful'?</i></small>	I don't know. <small>OR It means 'terrible'.</small>				
column	The table above has got two <b>columns</b> : one for questions and one for answers.				
put sth in order	put things in the right place or position: <i>Put these words <b>in order</b> to make a sentence.</i> <i>bed / I / early / to / went <u>I went to bed early.</u></i>				

## Short forms and symbols

- **TV** is a **short form** of *television*.
- A **symbol** is a sign or picture with a special meaning. e.g. = is a symbol that means **equals** OR **is the same as**: 2 + 2 = 4.

- e.g. is short for **for example**: *fruit, e.g. apples and bananas.*
- OPP** is short for **opposite**: *Big is the opposite of small.*
- SYN** is short for **synonym** (= a word that means the same as another): *small SYN little.*
- etc.** You use **etc.** at the end of a list to show there are more things, but you don't want to say them all: *We bought apples, oranges, bananas, etc.* We can say **etc.** as 'etcetera' or **and so on**.
- inf** means **informal**. If a word is **informal**, you use it when you are speaking to friends or people you know well, but not in serious writing or important letters. **OPP formal**
- sth** is a short form of **something**.
- sb** is a short form of **somebody/someone**.

**1 Read the sentences and write your answers.**

Put a tick at the end of this sentence. ✓

- 1 Underline the third word in this sentence.
- 2 Circle the first word in this sentence.
- 3 Cross out the last word in this sentence.
- 4 What's the opposite of *big*? .....
- 5 What's a synonym for *fantastic*? .....
- 6 Correct the mistake in this sentence. ....
- 7 What's a more informal word for *thank you*? .....
- 8 Is it *true* or *false* that London is in Scotland? .....
- 9 What word is missing in this sentence? .....
- 10 Is eight thirty the same as half past eight? .....
- 11 Fourteen and twenty-seven is forty-three. Is that right or wrong? .....
- 12 Complete the next sentence. *Where* ..... *you live?* ~ I live near the park.

**2 Match the opposites.**

- |            |          |              |
|------------|----------|--------------|
| ▶ formal   | <u>c</u> | a wrong      |
| 1 the same | .....    | b opposite   |
| 2 correct  | .....    | c informal ✓ |
| 3 true     | .....    | d different  |
| 4 synonym  | .....    | e false      |

**3 What do these short forms and symbols mean? Write your answers.**

- |              |                 |              |       |
|--------------|-----------------|--------------|-------|
| ▶ <b>OPP</b> | <u>opposite</u> | 4 <b>SYN</b> | ..... |
| 1 e.g.       | .....           | 5 =          | ..... |
| 2 ✓          | .....           | 6 etc.       | ..... |
| 3 <i>inf</i> | .....           |              |       |

**4 Complete the sentences.**

- ▶ Do days of the week have a capital letter? Yes, that's correct/right.
- 1 You use ..... at the end of a list to show that there are other things but you are not going to say them all.
  - 2 What word is ..... in the next sentence? *I went **bed** early.*
  - 3 If you put something in ....., you put it in the correct place or position.
  - 4 12 and 12 is 26, isn't it? No, that's .....
  - 5 = is a ....., and it means 'equals' or 'is' .....
  - 6 I make lots of ..... when I speak, but my teacher usually ..... me.
  - 7 After each page, I always ..... myself on all the new words. I often look at the words, ..... the meanings, and then try to remember and say the meanings.
  - 8 *US* is a ..... of the United States of America.
  - 9 In this exercise, you have to ..... *a* to *e* with 1 to 5.
  - 10 *Hi* is a more ..... way of saying *hello*.
  - 11 San Francisco is the capital of America. True or ..... ?
  - 12 ..... is a synonym for *mistake*.
  - 13 How many ..... has this table got? ~ Three.

Word	Synonym	Example
family name	surname	Rodriguez
first name(s)	forename(s)	Maria Helena

- 14 We have to ..... the correct answer, e.g. I looked at/in the board.
- 15 We have to ..... the wrong answer, e.g. I looked at/in the board.



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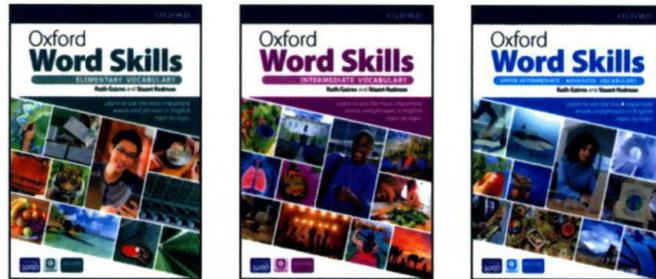
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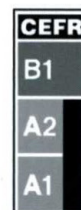
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