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# Oxford Word Skills

**UPPER-INTERMEDIATE – ADVANCED VOCABULARY**

**Ruth Gairns and Stuart Redman**

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



**Oxford  
5000**

  
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**SECOND  
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|                        |   |
|------------------------|---|
| Acknowledgements ..... | 2 |
|------------------------|---|

|                    |   |
|--------------------|---|
| Introduction ..... | 6 |
|--------------------|---|

## EXPAND YOUR VOCABULARY

|                            |    |
|----------------------------|----|
| 01 Meaning and style ..... | 10 |
|----------------------------|----|

|                                       |    |
|---------------------------------------|----|
| 02 Familiar words, new meanings ..... | 12 |
|---------------------------------------|----|

|                        |    |
|------------------------|----|
| 03 Word families ..... | 14 |
|------------------------|----|

|                      |    |
|----------------------|----|
| 04 Collocation ..... | 16 |
|----------------------|----|

|                    |    |
|--------------------|----|
| 05 Compounds ..... | 18 |
|--------------------|----|

|                             |    |
|-----------------------------|----|
| 06 Using a dictionary ..... | 20 |
|-----------------------------|----|

## THE BODY

|                                |    |
|--------------------------------|----|
| 07 Describing appearance ..... | 22 |
|--------------------------------|----|

|                        |    |
|------------------------|----|
| 08 Body language ..... | 24 |
|------------------------|----|

|                           |    |
|---------------------------|----|
| 09 Physical actions ..... | 26 |
|---------------------------|----|

|                            |    |
|----------------------------|----|
| 10 Physical movement ..... | 28 |
|----------------------------|----|

|                |    |
|----------------|----|
| 11 Sight ..... | 30 |
|----------------|----|

|                             |    |
|-----------------------------|----|
| 12 Sounds and hearing ..... | 32 |
|-----------------------------|----|

|                |    |
|----------------|----|
| 13 Touch ..... | 34 |
|----------------|----|

|                  |    |
|------------------|----|
| 14 Illness ..... | 36 |
|------------------|----|

|                   |    |
|-------------------|----|
| 15 Injuries ..... | 38 |
|-------------------|----|

## PEOPLE

|                    |    |
|--------------------|----|
| 16 Character ..... | 40 |
|--------------------|----|

|                              |    |
|------------------------------|----|
| 17 Assessing character ..... | 42 |
|------------------------------|----|

|                   |    |
|-------------------|----|
| 18 Feelings ..... | 44 |
|-------------------|----|

|                        |    |
|------------------------|----|
| 19 Relationships ..... | 46 |
|------------------------|----|

|                              |    |
|------------------------------|----|
| 20 Heroes and villains ..... | 48 |
|------------------------------|----|

|                    |    |
|--------------------|----|
| 21 Behaviour ..... | 50 |
|--------------------|----|

|                   |    |
|-------------------|----|
| 22 Families ..... | 52 |
|-------------------|----|

|                  |    |
|------------------|----|
| 23 Manners ..... | 54 |
|------------------|----|

## EVERYDAY LIFE

|               |    |
|---------------|----|
| 24 Food ..... | 56 |
|---------------|----|

|                              |    |
|------------------------------|----|
| 25 Opinions about food ..... | 58 |
|------------------------------|----|

|                           |    |
|---------------------------|----|
| 26 Cars and driving ..... | 60 |
|---------------------------|----|

|                    |    |
|--------------------|----|
| 27 Accidents ..... | 62 |
|--------------------|----|

|                  |    |
|------------------|----|
| 28 Weather ..... | 64 |
|------------------|----|

|                  |    |
|------------------|----|
| 29 Clothes ..... | 66 |
|------------------|----|

|                  |    |
|------------------|----|
| 30 At home ..... | 68 |
|------------------|----|

|                |    |
|----------------|----|
| 31 Sleep ..... | 70 |
|----------------|----|

|                           |    |
|---------------------------|----|
| 32 Personal finance ..... | 72 |
|---------------------------|----|

|                |    |
|----------------|----|
| 33 Crime ..... | 74 |
|----------------|----|

|                       |    |
|-----------------------|----|
| 34 Urban living ..... | 76 |
|-----------------------|----|

|                     |    |
|---------------------|----|
| 35 Rural life ..... | 78 |
|---------------------|----|

## LEISURE AND LIFESTYLE

|                   |    |
|-------------------|----|
| 36 Holidays ..... | 80 |
|-------------------|----|

|                                |    |
|--------------------------------|----|
| 37 Holiday accommodation ..... | 82 |
|--------------------------------|----|

|                             |    |
|-----------------------------|----|
| 38 Buying and renting ..... | 84 |
|-----------------------------|----|

|                                |    |
|--------------------------------|----|
| 39 Gardens and gardening ..... | 86 |
|--------------------------------|----|

|                              |    |
|------------------------------|----|
| 40 Personal technology ..... | 88 |
|------------------------------|----|

|                               |    |
|-------------------------------|----|
| 41 Competitive football ..... | 90 |
|-------------------------------|----|

|                |    |
|----------------|----|
| 42 Music ..... | 92 |
|----------------|----|

|                          |    |
|--------------------------|----|
| 43 Plays and films ..... | 94 |
|--------------------------|----|

|                      |    |
|----------------------|----|
| 44 Socializing ..... | 96 |
|----------------------|----|

## A CHANGING WORLD

|    |                             |     |
|----|-----------------------------|-----|
| 45 | Describing change .....     | 98  |
| 46 | Energy conservation .....   | 100 |
| 47 | Wildlife under threat ..... | 102 |
| 48 | Medical advances .....      | 104 |
| 49 | Migration .....             | 106 |
| 50 | Politics: ideology .....    | 108 |

## INSTITUTIONS

|    |                            |     |
|----|----------------------------|-----|
| 51 | Local government .....     | 110 |
| 52 | Health care services ..... | 112 |
| 53 | The police .....           | 114 |
| 54 | Prisons .....              | 116 |
| 55 | The armed forces .....     | 118 |

## NEWS AND CURRENT AFFAIRS

|    |                               |     |
|----|-------------------------------|-----|
| 56 | News headlines .....          | 120 |
| 57 | Writing for a newspaper ..... | 122 |
| 58 | Politics in practice .....    | 124 |
| 59 | Protest movements .....       | 126 |
| 60 | Disasters .....               | 128 |
| 61 | Investigations .....          | 130 |
| 62 | Celebrity .....               | 132 |
| 63 | Human interest stories .....  | 134 |

## WORK AND BUSINESS

|    |                             |     |
|----|-----------------------------|-----|
| 64 | Jobs .....                  | 136 |
| 65 | Careers .....               | 138 |
| 66 | Ways of working .....       | 140 |
| 67 | The workplace .....         | 142 |
| 68 | Time management .....       | 144 |
| 69 | The business world .....    | 146 |
| 70 | A successful business ..... | 148 |

## CONCEPTS

|    |                              |     |
|----|------------------------------|-----|
| 71 | Success and failure .....    | 150 |
| 72 | Problems and solutions ..... | 152 |
| 73 | Old and new .....            | 154 |
| 74 | Time .....                   | 156 |

## WRITTEN ENGLISH

|    |                              |     |
|----|------------------------------|-----|
| 75 | Link words and phrases ..... | 158 |
| 76 | Academic English .....       | 160 |
| 77 | Literature .....             | 162 |
| 78 | Art .....                    | 164 |
| 79 | Scientific English .....     | 166 |
| 80 | Technical English .....      | 168 |

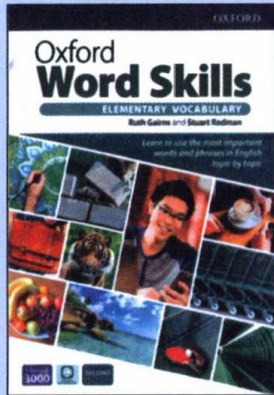
## SPOKEN ENGLISH

|    |                            |     |
|----|----------------------------|-----|
| 81 | Everyday language .....    | 170 |
| 82 | Phrasal verbs .....        | 172 |
| 83 | Idioms (1) .....           | 174 |
| 84 | Idioms (2) .....           | 176 |
| 85 | Two-part expressions ..... | 178 |
| 86 | Similes .....              | 179 |
| 87 | Connecting speech .....    | 180 |
| 88 | Sayings .....              | 182 |
| 89 | Vague language .....       | 184 |

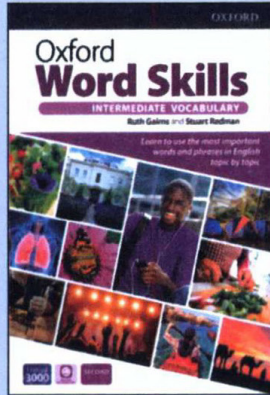
|     |   |     |
|-----|---|-----|
| 90  | The passive .....                             | 185 |
| 91  | Prefixes .....                                | 186 |
| 92  | Suffixes that form nouns .....                | 188 |
| 93  | Suffixes that form adjectives and verbs ..... | 190 |
| 94  | Verbs and nouns with the same form .....      | 192 |
| 95  | Verbs with prepositions .....                 | 194 |
| 96  | Nouns with prepositions .....                 | 196 |
| 97  | Adjectives with prepositions .....            | 197 |
| 98  | Prepositional phrases .....                   | 198 |
| 99  | Adjectives .....                              | 200 |
| 100 | Adverbs .....                                 | 202 |
|     | Answer key .....                              | 204 |
|     | Word list .....                               | 236 |
|     | Abbreviations .....                           | 256 |

## What is *Oxford Word Skills*?

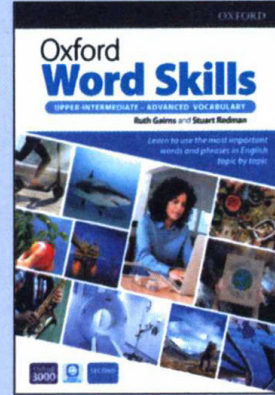
*Oxford Word Skills* is a series of three books for students to learn and practise new vocabulary.



**Level 1:**  
Elementary (CEFR levels A1 and A2)



**Level 2:**  
Intermediate (CEFR level B1)



**Level 3:**  
Upper-Intermediate – Advanced  
(CEFR levels B2 and C1)

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, often on the same page.

The units are grouped within modules containing 4–12 units. A majority of the modules are topic-based, e.g. People, Leisure and lifestyle, News and current affairs, but some modules have a language focus, e.g. Expand your vocabulary, Aspects of language.

The Upper-Intermediate – Advanced level also contains:

- an Answer key for all the exercises
- a Word list of all the vocabulary taught with a reference to the units where each item appears and the CEFR level for words/phrases in the Oxford 3000™/5000™ or Oxford Phrase List™.

*Oxford Word Skills* comes with 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?

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At Upper-Intermediate – Advanced level, the vocabulary includes:

- a wide range of topic areas, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, time, old and new
- different fields of written English, e.g. literature, science, technical English
- a wide range of phrasal verbs and idioms
- various aspects of language, e.g. compounds, prefixes and suffixes, prepositional phrases


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 or Oxford 5000. These are lists of 3,000 and 5,000 words, respectively, identified by the Oxford University Press ELT Dictionaries team as the most important words for learners of English. These items have been divided in the Oxford 3000 into four levels in accordance with the CEFR (A1, A2, B1 and B2), and the Oxford 5000 contains additional words at CEFR levels B2 and C1.



- 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 items from the A2 level.
- The Upper-Intermediate – Advanced level concentrates on B2 items from the Oxford 3000, but also includes additional B2 items and C1 words from the Oxford 5000.

The Oxford 3000/5000 lists are supplemented by the Oxford Phrase List, which contains just under 1,000 phrases considered important for students at each level. The Upper-Intermediate – Advanced word list also draws on topic lists from OUP's learner's dictionaries, which identify key vocabulary items across a range of 60 topics. By using the Oxford 3000/5000 alongside the topic lists, we are able to focus on high-frequency vocabulary, but also to include vocabulary that may not have a high frequency overall, but will have great value in particular contexts, e.g. **overtake** when talking about driving, **extinct/extinction** when talking about climate change and the danger to wildlife, or **self-catering** when talking about holidays. 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.



How can I use the material in the classroom?

New vocabulary is presented through:

• visuals



• sentences and short dialogues

|   |   |  |
|---|---|--|
| <b>Time Management tips</b>   | <b>basis</b>  | <b>note of sth</b>   |
| <ul style="list-style-type: none"> <li>Do you <b>note down</b> jobs you have to do <b>on a daily basis</b>?</li> <li>Do you put up <b>reminders</b> in the office about these aims?</li> <li>Do you <b>prioritize</b> the tasks you have to <b>accomplish</b> by the end of the day?</li> <li>Do you <b>stick to your priorities, no matter what happens</b>?</li> <li>Do you focus on <b>one thing at a time</b>?</li> </ul> | a particular way in which sth is organized or done: <b>on a day-to-day/daily/weekly/regular basis</b> | sth that makes you remember sth <b>remind sb (of/about sth) v</b><br>put tasks, problems, etc. in order of importance so that you can do the most important first <b>priority n: a high/ low/ top priority</b> |
| <ul style="list-style-type: none"> <li>Do you <b>stick to your priorities, no matter what happens</b>?</li> <li>Do you focus on <b>one thing at a time</b>?</li> </ul>  | <b>reminder</b>   | <b>prioritize</b>  |

| Idiom  | Meaning  |
|--|--|
| <i>I'm going to do the essay again. ~ What for?</i>      | for what purpose or reason                           |
| <i>Are you going to the party? ~ You bet!</i>            | used to emphasize that you are keen to do sth        |
| <i>I've got my exam today. ~ OK. (The) best of luck.</i> | used to wish sb success in what they are going to do |

• different types of extended written text

|   |  |
|---|--|
| <p>The Glasgow School of Art has been <b>devastated</b> yet again by a huge fire. More than 120 <b>firefighters</b> <b>tackled</b> the <b>blaze</b>, which began on Friday night and spread to a concert hall next door. There were no reported <b>casualties</b>, but police evacuated 27 people from nearby properties as a <b>precaution</b>. At the moment, there is no <b>suspicion</b> the fire was started <b>deliberately</b>, but the <b>intense</b> heat is preventing fire officers from getting in to <b>assess</b> the damage. First Minister, Nicola Sturgeon, <b>praised</b> the <b>courage</b> of the firefighters who fought to save the building.</p> | <p><b>GLOSSARY</b></p> <p><b>devastate</b> destroy or damage sth badly <b>devastation n</b></p> <p><b>firefighter</b> a person whose job is to stop fires, working for the <b>fire brigade</b></p> <p><b>tackle</b> make an effort to deal with a difficult problem or situation</p> <p><b>blaze</b> a large and often dangerous fire</p> <p><b>casualty</b> a person who is killed or injured in a war or accident</p> <p><b>precaution</b> sth you do in order to avoid danger or problems</p> <p><b>suspicion</b> a feeling or belief that sth is wrong or that sb has done sth wrong <b>suspicious (of sb) adj suspect v</b></p> <p><b>deliberately</b> in a way that was planned <b>deliberate adj</b><br/>SYN <b>intentional</b></p> <p><b>intense</b> very great, strong or serious: <b>intense heat/cold/pressure intensity n</b></p> <p><b>assess</b> judge or form an opinion about sth <b>assessment n</b></p> <p><b>praise</b> say that sb is good and should be admired for sth <b>praise n</b></p> <p><b>courage</b> the ability to do sth dangerous without showing fear<br/>SYN <b>bravery; courageous adj</b></p> |
|---|--|

- Visuals provide a clear guide to meaning; sentences, dialogues and extended text show words being used naturally, with the meaning explained in a glossary (or within a table). The input varies from approximately 15 items in a single A or B section, to 25–30 items on a full page of input. Here is a procedure you could follow:
- Students study the visuals or written text in the presentation for five–ten minutes for an A or B section, or ten–fifteen minutes for a full page. 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 new items in the presentation sentences, dialogues or extended text. With the information from the glossary, students should then go back to the presentation text and check that they fully understand the meaning of the new words in those contexts.

Tell students to look at the extra words 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. The spotlight box is an additional feature which picks out an item or items of particular value. For example:

#### SPOTLIGHT *accept*

**Accept** means 'say yes to an offer', but has some other meanings, too.

- 1 allow sb to be part of a group:  
*They **accepted me** as one of the family. (as in the text)*
- 2 agree to sth:  
*The council has **accepted** the latest proposal.*
- 3 admit you did sth wrong:  
*I **accept responsibility** for the mistakes.*

#### SPOTLIGHT *expressing family similarities*


If you **resemble someone/something**, you look like or are similar to another person/thing. The emphasis is more on looks than character. **resemblance** *n*

If you **take after someone**, you look or behave like an older member of your family.

If you **follow in someone's footsteps**, you do the same job or have the same lifestyle as someone else, usually a member of your family.

- 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 practising the pronunciation if necessary. It is sensible to work through the exercises chronologically, as they tend to progress from pronunciation practice to receptive practice to controlled productive practice, and then quite often to freer productive practice in the **ABOUT YOU** or **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 the exercises – 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.
-  **TEST YOURSELF** When they have completed 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 **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 students 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 exercises 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.

## 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 , 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 a good idea to start with the first module on expanding your vocabulary. Self-study learners can check their answers to exercises using the Answer key, and test themselves using the 'cover and check' procedure explained above. They can also select the topics that interest them, or the topics where they most need to expand their vocabulary.

## A Asking about meaning

- A Would it be **accurate** to say that *student* and *pupil* are **synonymous**?
- B No, not exactly. A *student* is a person who studies in a school, college or university. *Pupil* has a more **restricted** use. A *pupil* is someone who only studies in a school, especially a primary school.
- A It's a bit **ambiguous** to say *she's a good student*, isn't it?
- B Yes, you can **interpret** it in different ways. *Good* can mean 'well-behaved' or 'hard-working'.
- A The meaning of *wrapping paper* is fairly obvious, isn't it?
- B Yes, it's **self-explanatory**: just paper for wrapping presents and stuff.
- A Can you give me a **precise** definition of *soul*?
- B Well, it's **virtually** the same as *spirit*: the part of you that is believed to exist after you die. But *spirit* has several other meanings too.

### GLOSSARY

|                         |   |
|-------------------------|---|
| <b>accurate</b>         | exact and correct; without mistakes<br>OPP <b>inaccurate</b> ; <b>accuracy</b> <i>n</i> |
| <b>synonymous</b>       | having the same, or nearly the same meaning<br><b>synonym</b> <i>n</i>                  |
| <b>restricted</b>       | controlled or limited   |
| <b>ambiguous</b>        | not clear; able to be explained in different ways<br><b>ambiguity</b> <i>n</i>          |
| <b>interpret</b>        | explain the meaning of sth<br><b>interpretation</b> <i>n</i>                            |
| <b>self-explanatory</b> | easy to understand and not needing more explanation                                     |
| <b>precise</b>          | clear and accurate<br>SYN <b>exact</b> ;<br><b>precision</b> <i>n</i>                   |
| <b>virtually</b>        | almost, very nearly: <b>virtually the same</b><br><b>virtual</b> <i>adj</i>             |

### 1 Mark the stress on these words. Use the APP to help you.

- |            |              |             |                    |
|------------|--------------|-------------|--------------------|
| 1 accurate | 3 synonymous | 5 ambiguity | 7 interpretation   |
| 2 synonym  | 4 ambiguous  | 6 interpret | 8 self-explanatory |

### 2 Is the meaning the same or different? Write S or D.

- The meaning is virtually the same. / The meaning is exactly the same. ....
- They are both students in my school. / They are both pupils in my school. ....
- The meaning is quite precise. / The meaning is quite restricted. ....
- The sentence is ambiguous. / The sentence can be interpreted in two ways. ....
- I don't know the exact meaning. / I don't know the precise meaning. ....
- Tom is fairly inaccurate. / Tom makes very few mistakes. ....
- His soul will live on. / His spirit will live on. ....
- What she said was fairly ambiguous. / What she said was fairly accurate. ....

### 3 Complete the sentences with the correct form of the word in capitals at the end.

- If you want to make something clear, it's better to avoid ..... AMBIGUOUS
- She always expresses herself with ..... PRECISE
- Hide** and **conceal** are very similar, but not completely ..... SYNONYM
- Elsie is quite fluent but she lacks ..... ACCURATE
- I think this sentence is open to ..... INTERPRET
- The instructions were .....; a child could understand them. EXPLAIN
- They are ..... opposites. VIRTUAL

### 4 Answer the questions.

- What's the exact meaning of **huge**? .....
- Which word is more restricted: **get** or **acquire**? Why? .....
- Is the meaning of **waiting room** fairly self-explanatory? Why? / Why not? .....
- Are **slim** and **thin** synonyms? Why? / Why not? .....
- Is it accurate to say that a pupil studies in a secondary school? Why? / Why not? .....
- I picked up my bag**. Why could this sentence be ambiguous? .....



### TEST YOURSELF

## B Explaining style

| Example  | Meaning   |
|--|---|
| 'Thanks for your help, Sam,' she said <b>ironically</b> .<br>Sam hadn't helped at all.   | <b>ironically</b> using words to say the opposite of what you mean, often humorously <b>ironic adj</b> ; <b>irony n</b>   |
| The <b>literal</b> sense of <i>gold</i> is 'a valuable yellow metal used to make coins, jewellery, etc.'                         | <b>literal</b> (of words and phrases) being the basic or usual meaning <b>literally adv</b>   |
| <b>Golden</b> is used <b>figuratively</b> in the sentence <i>Working in this company is a <b>golden opportunity</b> for him.</i> | <b>figuratively</b> (of words and phrases) not used in the basic or usual way, but in a way that makes a description more interesting ( <b>Golden</b> here means 'wonderful' or 'special'.) <b>figurative adj</b> |
| She has <b>a heart of gold</b> is an example of a <b>metaphor</b> . It means 'she is a very kind person'.                        | <b>metaphor</b> a word or phrase used to describe sb/sth else in a way that is different from its normal use <b>metaphorical adj = figurative</b>   |
| The dictionary marks <i>stupid</i> as <b>disapproving</b> .  | <b>disapproving</b> (often used in dictionaries) showing that sth is bad or wrong   |
| In <b>slang</b> , a <i>shrink</i> is a psychiatrist or a psychologist.   | <b>slang</b> very informal words and phrases, used by particular groups of people in spoken language  |
| <b>Swear words</b> are <b>offensive</b> to many people and not <b>appropriate</b> in most everyday conversations.                | <b>offensive</b> rude in a way that causes you to be upset or angry <b>OPP inoffensive</b><br><b>appropriate</b> suitable or correct <b>OPP inappropriate</b>   |
| He called Tom 'an old woman'. How <b>insulting</b> !   | <b>insulting</b> rude or offensive <b>insult n, v</b>   |

### SPOTLIGHT *swear*

**Swearing** is the use of **swear words** (= rude or offensive language). If you **swear at** somebody, you might make them angry. **Swear** can also mean to make a serious promise to do something.

- He **swore** that he would kill anyone who touched me.

### 5 Underline the words which usually suggest something negative.

disapproving      figurative      inappropriate      insulting      irony  
literal              metaphor              offensive              slang              swearing

### 6 Circle the correct word(s). Sometimes both words are correct.

- 1 The *literal* / *figurative* meaning of *curtain* is a piece of cloth which covers a window.
- 2 The *curtain* fell on her career is *figurative* / *metaphorical*. It means 'her career ended'.
- 3 *Irony* / *Slang* is commonly used to say the opposite of what you mean.
- 4 Ana is so kind; she has a heart of *silver* / *gold*.
- 5 It may be *appropriate* / *inappropriate* to ask someone how much they earn or how old they are.
- 6 He was being *ironic* / *offensive* – he didn't mean to be rude.
- 7 I think it was *a metaphor* / *an insult* to say you were stupid.
- 8 Swearing is *offensive* / *inoffensive* to many people.

### 7 Complete the sentences with a suitable word.

- 1 *Naïve* often has a negative meaning and is marked '.....' in the dictionary.
- 2 *Flood* is one of those words that can be used literally or .....
- 3 He said my food was tasteless, which I found incredibly .....
- 4 *Knackered* is very informal, means 'extremely tired', and is an example of British English .....
- 5 The offer is a ..... opportunity for my brother to work abroad for a year.
- 6 *Pull your socks up* is often used as a ..... meaning 'you must work harder and do better'.
- 7 A man ..... at me in the street because I got in his way. I was very upset.
- 8 They live ..... just round the corner, so I see them every day.



TEST YOURSELF

## A Using words and phrases figuratively

Familiar words may appear with an unfamiliar meaning (often a figurative meaning), or surrounded by other words that together form an idiom or common phrase.

As I **crawled** along the motorway, I was **having second thoughts about** staying with Marcus. I'd **been in two minds about** going in the first place, but it was **sweet of** him to invite me, and I **wasn't tied up**, so I said 'yes'. But now it **struck me that** perhaps he wanted to go out with me! How could I be so **thick**? Marcus was very nice, but a romantic relationship **was the last thing on my mind**. How can I **get out of** this, I wondered? Just then, the traffic suddenly started to speed up, and something went into the back of me. I pulled my mobile out of my bag. 'Is that you Marcus? Listen, **you're not gonna believe this**, but ...'

### GLOSSARY

|   |  |
|---|--|
| <b>crawl</b>                            | (of a vehicle) move very slowly  |
| <b>have second thoughts (about sth)</b> | start having doubts about a decision you have made                                   |
| <b>be in two minds about sth</b>        | be unable to decide what to do about sth   |
| <b>sweet (of sb)</b>                    | kind (of sb): <i>It was sweet of you to come.</i>                                    |
| <b>be tied up</b>                       | be busy and unable to do other things  |
| <b>strike sb (that) ...</b>             | (of a thought or idea) suddenly come into sb's mind                                  |
| <b>thick inf</b>                        | stupid   |
| <b>be the last thing on sb's mind</b>   | be the thing that sb is least likely to be thinking about                            |
| <b>get out of sth</b>                   | avoid doing sth  |
| <b>you're not gonna believe this</b>    | used to introduce surprising and often unwelcome news ( <i>gonna inf</i> = going to) |

### 1 Make sentences from the jumbled words.

- gonna / not / lost / this / I / but / you're / believe. ....
- homework / out / I / this / get / doing / of / how / can ? .....
- going / two / about / I'm / minds / to / in / Greece. ....
- thing / on / university / mind / is / the / last / my. ....
- it / take / of / sweet / to / us / was / him. ....

### 2 Complete the dialogues with a word or phrase.

- Do you still want to go? ~ Actually, I'm having .....
- Are you thinking of getting married? ~ No, that's the last thing .....!
- Do you want to go to the wedding? ~ Not really, but I can't ..... it.
- You're not gonna ....., but ... ~ You've lost my keys, again! How could you?
- Did he invite all of you? ~ Yes, it was very ..... of him. He's a lovely man.
- Are you going or not? ~ I'm still in ..... about it, actually.
- Did you think she looked like her sister? ~ Yes, I was ..... by how similar they are.
- Could we talk about it this morning? ~ I'm afraid I'm ..... this morning.
- Why are you so late? ~ Half the road was closed. We were ..... along for ages.
- He may not have understood the instructions. ~ Yeah, he's a bit .....

### 3 Complete the sentences using words from above with their more usual literal meanings.

- Leyla is only eight months, so she's still ..... across the living room floor.
- It's a very ..... book – almost 1,000 pages.
- These oranges are lovely. They're very .....
- The men were ....., with both hands behind their backs.
- I saw him ..... the dog with a large stick. I was really angry.
- The policeman stopped me and asked me to ..... the car.
- I've just had a ....., Carrie. Do you think we could hire a car for the weekend?
- I think his ..... was disturbed when he had that accident.



### TEST YOURSELF

## B Common verbs with less familiar meanings

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The words in **bold** in the examples are very common when the verbs are used with the meanings in the table.

| Verb                              | Examples  | Meaning  |
|-----------------------------------|---|--|
| get sb/sth to do sth              | <i>I couldn't <b>get</b> him to leave the house.<br/>I finally <b>got</b> the car to start.</i>                 | make or persuade sb/sth to do sth                                      |
| see what/how, etc. ...            | <i>We may be able to help. I'll <b>see</b> what Rob says.<br/>It may be ok. Let's <b>see</b> what happens.</i>  | find out sth by looking, asking or waiting                             |
| keep                              | <i>We must eat the grapes – they won't <b>keep</b>.</i>   | remain fresh   |
| put                               | <i>I think he <b>put</b> it very well in his essay.</i>   | say or write sth in a particular way<br>ALSO <b>put sth into words</b> |
| push sb/yourself                  | <i>Some parents <b>push</b> their kids really hard.</i>   | make sb work harder  |
| leave sth to/with sb              | <i>We need to book a table. I'll <b>leave that to you</b>.</i>  | allow sb to take care of sth   |
| make sth sth                      | <i>My watch says 10.20. What time do you <b>make</b> it?<br/>He bought ten more; I <b>make that</b> 25 now.</i> | think or calculate sth to be a particular time or number               |
| bring sb/sth + adverb/preposition | <i>It was the war that <b>brought</b> him to power.<br/>What <b>brings</b> you here? ~ I've got a meeting.</i>  | cause sb/sth to reach a particular condition or place                  |
| come with/in sth                  | <i>I'm sure the radio <b>comes with</b> batteries.<br/>The chairs <b>come in</b> four different colours.</i>    | be sold or produced with a particular feature                          |
| do (for sb/sth)                   | <i>I peeled six potatoes. Will that <b>do</b>?<br/>Will these shoes <b>do for</b> the wedding?</i>              | be enough/ acceptable in a particular situation                        |

### 4 One word is missing in each sentence. What is it, and where does it go?

- How did you **get** him to do it? ~ I offered him money. ....
- These batteries are in all sorts of different sizes. ....
- If both brothers **come**, that will **do** it 20 altogether. ....
- It's the fishing that most people **do** to this part of the coast. ....
- When I speak to the staff tomorrow, I'll **see** what they think. ....
- We'd better finish the cream: it won't **keep** after today. ....
- He has great ideas but finds it difficult to **put** them into words. ....
- I've got a packet of noodles. Do you think that will **do for** six people? .....

### 5 Complete the dialogues with suitable verbs.

- A Hello. What (1) ..... you to this part of the building?  
 B I can't (2) ..... this new clock to work, and it didn't (3) ..... with instructions.  
 A OK, (4) ..... it with me. I'll (5) ..... what I can do.  
 B Thanks. Oh, one other thing, we've run out of paper for the photocopier.  
 A Er, there's some over there. Will that (6) ..... ?  
 B Yeah, that's plenty.
- A What are the bookings like for this evening?  
 B We had two more this morning, so I (7) ..... that 36 now.  
 A Ok, but we'll need more tables. Can I (8) ..... that with you?  
 B Well, I'll (9) ..... how things go, but I may have to (10) ..... Mario to do it.  
 A OK, but don't (11) ..... him too hard; he's had a very tough week.

### 6 ABOUT YOUR LANGUAGE Translate the verbs in the table into your own language. What verbs are used?



# 3 Word families

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By learning words that are part of the same word family, you can often increase your vocabulary quickly and easily. For example, you will probably know the words in the left-hand column below, but do you know the related words?

| Word                         | Related word and its meaning   | Example   |
|------------------------------|--|---|
| mistake <i>n</i>             | <b>mistake sb/sth for sb/sth</b> <i>v</i> wrongly think that sb/sth is sb/sth else   | I <b>mistook</b> the woman in the café for a friend of mine.  |
| certain <i>adj</i>           | <b>certainty</b> <i>n</i> the state of being completely sure about sth <b>OPP uncertainty</b>  | Is there any <b>certainty</b> things will improve?  |
| problem <i>n</i>             | <b>problematic</b> <i>adj</i> difficult to deal with; full of problems   | Some places can be <b>problematic</b> for journalists.  |
| possession <i>n</i>          | <b>possess</b> <i>v</i> formal have or own sth   | Some players just <b>possess</b> natural ability.   |
| benefit <i>n, v</i>          | <b>beneficial</b> <i>adj</i> having a good or useful effect  | The extra money has been very <b>beneficial</b> .   |
| require <i>v</i>             | <b>requirement</b> <i>n</i> sth that you need or that you must have or do  | A university degree is a minimum <b>requirement</b> .   |
| house <i>n</i>               | <b>housing</b> <i>n</i> buildings for people to live in<br><b>household</b> all the people who live in one house   | We need more family <b>housing</b> .<br>Most <b>households</b> have at least one car.   |
| likely <i>adv</i>            | <b>likelihood</b> <i>n</i> the chance of sth happening   | There's not much <b>likelihood</b> of success.  |
| handle <i>v</i>              | <b>handling</b> <i>n</i> the way sb deals with sth/sb  | The situation needs careful <b>handling</b> .   |
| guide <i>n, v</i>            | <b>guidelines</b> <i>n</i> (usually <i>pl</i> ) official rules<br><b>guidance</b> <i>n</i> help or advice  | There are <b>guidelines</b> on repairing old buildings.<br>Our teacher gave us some <b>guidance</b> .   |
| apologize <i>v</i>           | <b>apologetic</b> <i>adj</i> showing you are sorry   | It's his fault and he's very <b>apologetic</b> .  |
| notice <i>v</i>              | <b>noticeable</b> <i>adj</i> easily seen/noticed   | The scar on his face is quite <b>noticeable</b> .   |
| include <i>v</i>             | <b>inclusive</b> <i>adj</i> (of the cost of sth) including everything<br><b>inclusion</b> <i>n</i> the fact of including sb/sth; the fact of being included  | Bed and breakfast is £80, <b>fully inclusive</b> .<br>The <b>inclusion</b> of dancing as part of the entertainment was unnecessary.                                   |
| compare <i>v</i>             | <b>comparable</b> <i>adj</i> similar; able to be compared  | This year looks good. Are there <b>comparable</b> figures for last year?  |
| replace <i>v</i>             | <b>replacement</b> <i>n</i> a thing that replaces sth that is old, broken, etc.<br><b>irreplaceable</b> cannot be replaced                                   | The coffee machine isn't working, so can we get a <b>replacement</b> ?<br>My wedding ring is <b>irreplaceable</b> .   |
| human <i>n, adj</i>          | <b>humanity</b> <i>n</i> all the people in the world<br><b>SYN the human race</b><br><b>humanitarian</b> concerned with trying to make people's lives better | War crimes are crimes against <b>humanity</b> .<br>The war has caused a <b>humanitarian</b> crisis.   |
| race <i>n</i><br>(of people) | <b>racism</b> <i>n</i> the unfair treatment of people who belong to a different race. The person who does this is a <b>racist</b> . <b>racist</b> <i>adj</i> | We must take action to stop <b>racism</b> in the workplace.<br>He was attacked by a group of <b>racists</b> .<br>The newspaper was <b>racist</b> and was closed down. |
| recognize <i>v</i>           | <b>recognition</b> <i>n</i> the fact that you can identify sb/sth that you see   | She'd seen me several times but showed no sign of <b>recognition</b> .  |

## SPOTLIGHT related words with different meanings

Words in the same word family do not always have similar meanings. For example, the adjective **worth** can mean:

- 1 having a particular value;
- 2 used as a way of recommending: *The castle is **worth seeing**.*

It also has these related forms and meanings:

- The necklace is **worthless**. (= without value)
- He's a **worthy** champion. (= one who deserved to win)
- The meeting was **worthwhile**. (= important, interesting, etc.)

**1 Mark the stress on these words. Use the <sup>APP</sup> to help you.**

|             |             |             |              |               |
|-------------|-------------|-------------|--------------|---------------|
| problematic | likelihood  | requirement | benefit      | beneficial    |
| worthwhile  | recognition | comparable  | apologize    | irreplaceable |
| apologetic  | household   | humanity    | humanitarian | possess       |

**2 Circle the correct answer.**

- 1 This painting is unique; it's *unreplaceable* / *irreplaceable*.
- 2 You get flights, accommodation, and food; the holiday is fully *included* / *inclusive*.
- 3 There is a *noticeable* / *noticed* difference between the two performances.
- 4 We're amateurs and they're professionals, so we're not *comparable* / *comparative*.
- 5 People are dying. It's a *humanitarian* / *humanity* crisis.
- 6 I enjoyed the trip: it was very *worthy* / *worthwhile*.
- 7 The delay was his fault, but he wasn't *apologizing* / *apologetic* about it.
- 8 People are homeless because there's a shortage of cheap *households* / *housing*.

**3 Rewrite the sentences using a related word of the word in capitals. Keep the same meaning.**

- |  |           |   |
|--|-----------|---|
| ▶ Are you sure it will happen?                           | CERTAIN   | <i>Is there any certainty it will happen?</i> |
| 1 He deserved to win.                                    | WORTH     | .....   |
| 2 Is there a chance we'll win?                           | LIKELY    | .....   |
| 3 Most families earn more than in the past.              | HOUSE     | .....   |
| 4 Can you see that he's lost a lot of weight?            | NOTICE    | .....   |
| 5 It's an unusual vase but has no value.                 | WORTH     | .....   |
| 6 People don't realize the importance of these measures. | RECOGNIZE | .....   |
| 7 It was a very interesting conference.                  | WORTH     | .....   |
| 8 The tablets had a positive effect.                     | BENEFIT   | .....   |

**4 Complete the dialogues with a suitable word.**

- |   |                                     |
|---|-------------------------------------|
| 1 Are there enough homes in the area?               | ~ No, we need more .....            |
| 2 What can people do about the danger of infection? | ~ The government has issued .....   |
| 3 Was she sorry?                                    | ~ Yes, very .....                   |
| 4 Is that £65 for everything?                       | ~ Yes, it's fully .....             |
| 5 It's a difficult class to teach.                  | ~ Yes, they're very .....           |
| 6 Climate change affects everyone.                  | ~ Yes, it's a problem for .....     |
| 7 This lamp doesn't work                            | ~ Yes, I've already ordered a ..... |
| 8 It's a difficult situation.                       | ~ Yes, and it needs careful .....   |

**5 Complete the sentences with a suitable word.**

- 1 Some young parents would benefit from more ..... on how to bring up children.
- 2 Several charities have warned that we are facing a ..... crisis in parts of Africa.
- 3 The post office said the parcel would be delivered tomorrow, but there's no ..... of that.
- 4 The ..... of meals makes the total price very expensive.
- 5 Do you think Ivan ..... the right qualities for the job?
- 6 I walked off with someone else's coat: I ..... it for my own.
- 7 Flats in big cities are expensive in England. A ..... flat in Spain would cost a lot less.
- 8 Some say we will win, others say we'll lose. There is a lot of ..... about the result.

**6 ABOUT YOUR COUNTRY Write answers to the questions, or talk to another student.**

- 1 Do hotels usually give a fully inclusive price for a room and breakfast? .....
- 2 Is housing a particular problem in any part of the country? .....
- 3 Are prices generally comparable with other countries nearby, or are they very different? .....
- 4 Is there a minimum requirement for going to university? .....
- 5 Do you feel there are any problems with racism in your country? .....
- 6 Do you feel a degree of certainty about your future career? .....





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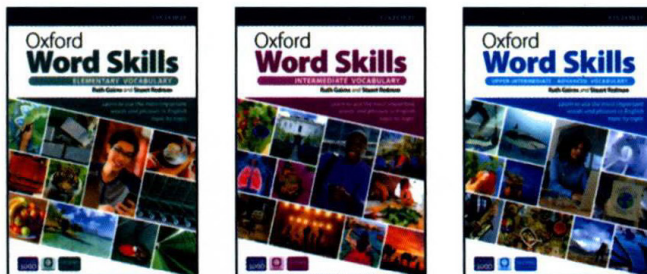
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