

# Oxford Word Skills

**INTERMEDIATE VOCABULARY**

**Ruth Gairns and Stuart Redman**

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



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**3000**



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**SECOND  
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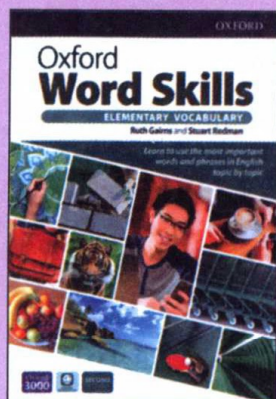
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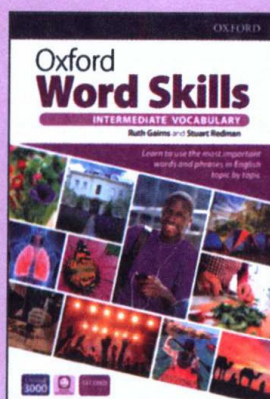
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## What is *Oxford Word Skills*?

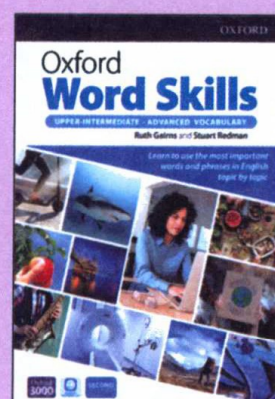
*Oxford Word Skills* is a series of three books for students to learn and practise new vocabulary.



**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, usually on the same page.


The units are grouped within modules containing 3–12 units each. A majority of the modules are topic-based, e.g. Feelings and emotions, Geography, Air travel, but some modules have a language focus, e.g. Prepositional phrases, Using verbs with reflexive pronouns, Phrasal verbs.

At the front of the Intermediate level you will find:

- a list of all the 'spotlight' boxes

At the back of the Intermediate level you will find:

- a list of vocabulary-building tables
- a list of common irregular verbs
- 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?

At Intermediate level, the vocabulary includes:

- a wide range of common topic areas, e.g. People, The world around us, Study and work
- words and phrases needed in social interaction, e.g. Making arrangements, Warnings, Opinions
- areas of lexical grammar, e.g. Verb + infinitive or *-ing* form, Prepositions in time phrases, Word building: prefixes


Throughout the three levels the main focus is on high-frequency vocabulary in everyday spoken English, although the higher levels add more language from different styles of English as well as more figurative usage 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 3,000 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 (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, and it also includes some B2 items.
- The Upper-Intermediate – Advanced level concentrates on B2 items from the Oxford 3000, but also includes C1 items from the Oxford 5000 word list (which includes both additional B2 items and C1 words). It is not within the scope of this series to teach C2 items, as these correspond more closely to lexical needs at proficiency level.

The Oxford 3000/5000 word lists are supplemented by the Oxford Phrase List, which contains just under 1,000 CEFR-levelled phrases considered important for students at each level. The Intermediate 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 alongside the topic lists, we have been 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. *turnover* and *inflation* in finance, and *selfie* and *profile* in social media. By using the Oxford Phrase List, we have also been able to ensure the best coverage of both words and phrases for 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 in use. 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.



## To the teacher

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

New vocabulary is presented through:

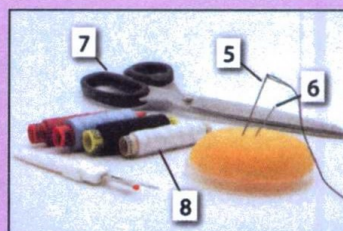
- **visuals**



You use a **hammer**<sup>1</sup> to **bang** a **nail**<sup>2</sup> into the wall to **hang** a picture on.



You use a **drill**<sup>3</sup> to make a **hole**<sup>4</sup>. A hammer and drill are **tools**.



You use a **needle**<sup>5</sup>, **pins**<sup>6</sup>, **scissors**<sup>7</sup> and **cotton**<sup>8</sup> when you're **sewing**.

- **tables**

Crime	Meaning	Verb	Criminal (= a person who commits a crime)
<b>theft</b>	taking sth which belongs to sb else without permission	<i>He <b>steals</b> cars then <b>sells</b> them.</i>	<b>thief</b> (pl <b>thieves</b> )
<b>robbery</b>	stealing from a person or place, often using violence	<i>Two men were planning to <b>rob</b> the bank.</i>	<b>robber</b>

- **different types of text**

### B Points of view

#### Yes, no or sometimes?

- I have the same **point of view** on things as my parents.
- I enjoy **expressing my opinion** online.
- I'm **against** freedom of speech in some cases.
- I'm **prepared to** admit when I **have no idea about** a particular **topic**.
- There are some subjects I have **fixed** ideas about, and I'm not **willing to** discuss.
- I sometimes **change my mind** when I'm

#### GLOSSARY

<b>point of view</b>	the particular opinion or attitude that sb has about sth
<b>express</b>	tell or show what you are thinking by words, looks or action: <b>express your opinions/feelings</b>
<b>be against sth</b>	If you <b>are against sth</b> , you do not agree with it. <b>OPP be in favour (of sth)</b>
<b>in some cases</b>	in some situations
<b>prepared to do sth</b>	happy to do sth <b>SYN willing to do sth</b>
<b>have no idea (about sth) inf</b>	used to emphasize that you do not know sth
<b>topic</b>	a subject that you talk, write or learn about

Visuals provide a clear guide to meaning; the tables and texts show words used in natural sentences, with the meaning explained in a glossary. 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.




#### SPOTLIGHT degree courses

Universities give **degrees** to students who complete special courses. In the UK these are normally courses of at least three years, and up to five years for subjects such as medicine. You **do a degree** or **study for a degree**.

■ I'm **doing a degree in law**. ■ My sister is **studying for a degree in English**.

If you go on to do a higher degree, e.g. a Masters or a PhD, that is called a **postgraduate degree**. A student is then a **postgraduate** (ALSO *inf* **postgrad**).

- While students are working through the presentation, you can answer any questions they may have about the new vocabulary. 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.
- 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. The latter is probably a better approach, as you can also discuss why they might have arrived at a wrong answer and focus on or practise pronunciation. It is sensible to work through the exercises chronologically, as they generally 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, assisting where necessary. You will find that many of the exercises, once done – e.g. 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 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 piece of paper, etc.) 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.
- The headings **ABOUT YOU** or **ABOUT YOUR COUNTRY** signal 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 exercises, but they also make ideal pairwork activities in which learners can 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.

### 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. For self-study learners in particular, it is also a good idea to start with the first module on the subject of learning. They 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 Help with reading

### ADVICE FOR READING

When you're reading in a **foreign** language, you should first try to understand the **basic** meaning of the text. You will meet vocabulary you don't **recognize**, but you can often **go through** the text again later to look at this. 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 write down any special information. For example, is the word **formal** or **informal**? Is it followed by a particular preposition?
- Write a **translation** if you think it helps; sometimes it isn't necessary.

### GLOSSARY

<b>foreign</b>	from a country that is not your own. A person from another country is a <b>foreigner</b> .
<b>basic</b>	most important and necessary
<b>recognize</b>	know what sth is or who sb is because you have seen or heard them before
<b>go through sth</b>	read sth carefully from beginning to end
<b>identify</b>	recognize and decide what sth is
<b>guess</b>	give an answer to sth without being sure of the facts <b>have a guess</b> n
<b>context</b>	the words before and after a new word/phrase that help you to understand the meaning
<b>keep a record of sth</b>	write sth down to help you remember it
<b>formal</b>	We use <b>formal</b> language to appear serious or official, or in some situations where we don't know people well. <b>OPP informal</b>
<b>translation</b>	text that has been changed from one language into another <b>translate</b> v

### 1 Replace the underlined words with a single word that has a similar meaning.

► I understood the most important and necessary ideas.

basic

1 We couldn't recognize and decide what language they were speaking.

2 I think he was using very serious and official language.

3 He's from another country.

4 You can guess the meaning from the words before and after the new word.

5 There was a text that I had to change from one language into another.

6 I replied without really knowing the answer.

### 2 Complete the dialogues.

► Is 'How do you do' formal ? ~ Yes, we usually just say **hello**.

1 Did you understand the exercise the first time? ~ No, but we ..... it again later.

2 Did you understand everything? ~ No, but I got the ..... meaning.

3 Did you ..... all the students in the photo? ~ No, I didn't know one or two of them.

4 Were there many ..... in the group? ~ No, the people were all from this country.

5 Is there a difference between **hello** and **hi**? ~ Yeah, **hi** is more .....

6 Did you know the answer? ~ No, I had a .....

### 3 Complete the sentences.

► When you read a text in English, do you usually go through ..... it a second time?

1 Do you often try to guess the meaning of new words from the ..... ?

2 Do you keep a ..... of new words in a notebook?

3 Do you write down the meaning in English, or do you write a ..... ?

4 Do you make a note of special information? For example, a note about the pronunciation, or whether a word is formal or ..... ?

5 Do you often ..... a word without being able to remember the meaning?

### ABOUT YOU

### 4 ABOUT YOU Write your answers to Exercise 3, or talk to another student.



### TEST YOURSELF



## B Help with speaking and listening

- In a **conversation** in English, ask people to **repeat** words you don't understand, and **explain** the meaning if necessary.
- Repetition** of new words using the **APP** will help you to remember them, and how to **pronounce** them.
- One **function** of the app is to help you pronounce new words, and repetition of these words will help you to remember them.
- Look for **opportunities** to practise new vocabulary. Don't be afraid to **experiment** with 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 just one correct **method** of learning vocabulary. Do what **works** for you.

### GLOSSARY

<b>repeat</b>	say sth again <b>repetition</b> <i>n</i>
<b>explain</b>	tell sb sth in a way that makes it clear or easy to understand <b>explanation</b> <i>n</i>
<b>pronounce</b>	make the sound of a word or letter <b>pronunciation</b> <i>n</i>
<b>function</b>	the purpose or job that sth is designed to do
<b>opportunity</b>	a time when it is possible to do sth that you want to do <b>SYN chance</b>
<b>experiment with sth</b>	try sth to see what result it has
<b>make mistakes</b>	(NOT <i>do mistakes</i> )
<b>revise</b>	study sth again <b>do revision</b> <i>n</i>
<b>method</b>	a way of doing sth
<b>work</b>	get or have the result you want: <i>I tried speaking slowly but it didn't work.</i>

### SPOTLIGHT *conversation, discussion, argument*

A **conversation** is a talk between two or more people.  
 A **discussion about something** is when you talk about something seriously. **discuss** *v*.  
 An **argument** is a discussion in which people disagree, often angrily. **argue** *v*

### 5 Write the noun forms, then underline the main stress on both verbs and nouns. Use the **APP** to help you. Practise saying the words.

- |             |                   |           |       |
|-------------|-------------------|-----------|-------|
| ▶ discuss   | <u>discussion</u> | 3 explain | ..... |
| 1 repeat    | .....             | 4 revise  | ..... |
| 2 pronounce | .....             | 5 argue   | ..... |

### 6 Circle the correct answer.

- ▶ An argument is a conversation in which people **agree** / **disagree**.
- If you revise something, you **say it again** / **study it again**.
  - If something works, it is **successful** / **difficult**.
  - If you experiment with something, you **try to do something** / **find something**.
  - You can **do** / **make** a mistake.
  - We had a **conversation** / **discussion** about politics in class yesterday. It got quite serious.
  - A method is **an opportunity to do something** / **a way of doing something**.
  - If you explain something, you make it easy to **say** / **understand**.
  - If you make a mistake, you get something **wrong** / **right**.
  - One **function** / **method** of a dictionary is to help you with the meanings of words.

### 7 Complete the sentences.

- ▶ We had a conversation on the phone last night.
- I never know how to ..... the word **necessary**. Pronunciation is difficult.
  - My brother's got an ..... to work in Paris next year. Lucky him.
  - I have to do some ..... for my exam tomorrow.
  - I used a new method for cooking the rice and it really ..... You must try it.
  - Do you think we'll have a ..... to revise before we take the test?
  - You won't know if you can use new words until you ..... with them.
  - Does ..... help you to remember new words?
  - I often have ..... with my parents. We disagree about most things.



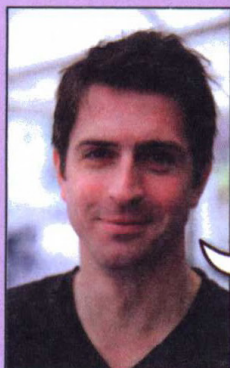
### TEST YOURSELF



# 2 Progress and aims

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## A Making progress



Felipe  
from Argentina

When I started learning English, I was very **keen** and **motivated**, but I **found it difficult to** pronounce English words, and sometimes people couldn't understand me. **After a while** my pronunciation **got better**, and I was able to **express** basic ideas quite **effectively**. It was **obvious** that I was **improving**, and that was very **encouraging**. But at intermediate level, my progress **slowed down**. There were so many new words and phrases I didn't know. I think I **was also more aware of** my mistakes, which was good – but also **frustrating**.

### GLOSSARY

<b>keen</b>	interested in sth and wanting to do it: <i>She's <b>keen</b> to learn.</i>
<b>motivated</b>	If you are <b>motivated (to do sth)</b> , you really want to do sth. <b>motivation</b> <i>n</i>
<b>find it difficult to (do sth)</b>	be difficult for sb (to do sth)
<b>after a while</b>	after a period of time
<b>get better</b>	become better <b>SYN improve</b> <i>v</i> , <b>improvement</b> <i>n</i>
<b>express effectively</b>	say or show what you think or feel in a way that gives you the result you want <b>effective</b> <i>adj</i>
<b>obvious</b>	easy to see and understand <b>SYN clear; obviously, clearly</b> <i>adv</i>
<b>encouraging</b>	If sth/sb is <b>encouraging</b> , they give you hope and make you want to continue. <b>encourage</b> <i>v</i>
<b>slow down</b>	start to go more slowly
<b>be aware of sth</b>	If you <b>are aware of sth</b> , you know about it.
<b>frustrating</b>	making you angry because you cannot be successful at sth you want to do <b>frustration</b> <i>n</i>

- 1 Is the pronunciation of the underlined sounds the same or different? Write S or D.  
Use the **APP** to help you. Practise saying the words.

- find / while S
- 1 effective / difficult ..... 3 encourage / frustrating ..... 5 better / obvious .....
- 2 slow down / improve ..... 4 slow down / motivate ..... 6 aware / after .....

- 2 Complete the sentences using the correct form of the word in capitals.

- It's frustrating when you can't understand. FRUSTRATION
- 1 My dad was very ..... ENCOURAGE
- 2 I think my English is ..... IMPROVEMENT
- 3 He is ..... keen to do well. OBVIOUS
- 4 She did the work very ..... EFFECTIVE
- 5 He doesn't have much ..... MOTIVATED
- 6 She is ..... very intelligent. CLEAR

- 3 Complete the sentences with a word or phrase from the box.

aware	encouraging	slowing down	express	effective
keen	getting better	obviously ✓	difficult	while

- Repeating words obviously helps me to remember them. ....
- 1 I worried about my mistakes, but after a ..... I stopped. ....
- 2 At first I made good progress, but now I'm ..... ....
- 3 I'm not ..... of making mistakes when I speak, but I'm sure I make lots. ....
- 4 I think I can ..... things better now than I could a year ago. ....
- 5 I listen to songs in English. I think that's an ..... way to learn. ....
- 6 I find it very ..... to concentrate when I'm learning English. ....
- 7 I'm very ..... to read books in English; it will be good for me. ....
- 8 It's very ..... when people tell me my English is ..... . ....

- 4 **ABOUT YOU** Are the sentences in Exercise 3 true for you? Write your answers, or talk to another student.



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## What are your learning goals?

Felipe Ramirez

**VOCABULARY** I can understand most native speakers of English, but my vocabulary needs to expand so that I can understand a wide range of subjects, and express more complex ideas.

**SPEAKING** I'd like to be more fluent when I'm speaking, and be able to talk about things in more detail. And I need to get better at using language that is suitable for the situation.

**READING** I can understand general things, but to achieve my aims I need to be able to read texts that are to do with my work, and some of these contain quite difficult language.

### GLOSSARY

<b>goal</b>	sth you want to be able to do in the future <b>SYN aim</b>
<b>native speaker</b>	sb who speaks a language as their first language and has not learnt it as a foreign language. A <b>native</b> is a person who was born in a particular place: <b>a native of New York</b>
<b>expand</b>	become bigger or make sth bigger
<b>a (wide) range (of sth)</b>	a (large) number of different things
<b>complex</b>	having a lot of details that make sth difficult to understand
<b>fluent</b>	able to speak easily and well <b>fluently adv</b>
<b>in detail</b>	fully and including a lot of information
<b>suitable</b>	right for sth or sb <b>OPP unsuitable</b>
<b>achieve</b>	do or finish sth well after trying hard
<b>achievement</b>	<b>n</b>
<b>be to do with sth/sb</b>	be connected with sth/sb

### SPOTLIGHT *contain and include*

**Contain and include** can have the same meaning.

- The dictionary **contains/includes** lots of important information. Sometimes we can only use one of the verbs.
- The box **contains** books. (= There are books inside the box.)
- The price of the book **includes** the app. (= The app is one part of the price.)

### 5 Replace the underlined word(s) with a word or words with a similar meaning.

Be careful with tenses.

- ▶ It was a success and he did well.
- 1 I speak Russian very well.
- 2 The text contains lots of new words.
- 3 It isn't connected to my work.
- 4 The story is difficult to understand.
- 5 He described it with lots of information.
- 6 That word isn't really right here.
- 7 My goal is to get to university.
- 8 The business got bigger.
- 9 He studies a lot of different subjects.

an achievement

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### 6 Complete the dialogues with a suitable word.

- ▶ Did you explain it fully? ~ Yes, I described it in detail.
- 1 Are you planning to study English at university? ~ Yes, that's my .....
- 2 It wasn't the right thing to say. ~ No, I agree, it was .....
- 3 Is your English teacher from Spain? ~ No, she's British. She's a ..... speaker of English.
- 4 Was that English book useful? ~ Yes, it ..... lots of new words.
- 5 Is her vocabulary getting bigger? ~ Yes, it's definitely .....
- 6 Is the English course expensive? ~ Yes, but the price ..... all the books you need.
- 7 Can you do English at an evening college? ~ Yes, there's a wide ..... of courses.
- 8 Has she done well? ~ Yes, she has ..... everything she wanted to do.
- 9 Is English important for Joe? ~ Yes, it's to ..... with his job. He needs to speak English.
- 10 Does Marta speak English well now? ~ Yes, she's a very ..... speaker.

### 7 ABOUT YOU Write down your learning goals, or talk to another student.



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# Using an English dictionary

How can a learner's dictionary help you? These examples are from the *Oxford Wordpower Dictionary*.

Definitions are in simple English.  
Different meanings of a word are given.

Examples are provided to show how the word is used.

The dictionary can help you to avoid making mistakes, and gives help with grammar.

Idioms and phrasal verbs are at the end of the entry.

Phonetic symbols help with pronunciation.  
You can find out which syllable is stressed.

**?** **mistake**<sup>1</sup> /mɪ'steɪk/ noun [C] something that you think or do that is wrong: Try not to **make any mistakes** in your essays. ♦ a **spelling mistake** ♦ It was a big mistake to trust her. ♦ I **made the mistake** of giving him my address.

**IDM** **by mistake** as a result of being careless: The terrorists shot the wrong man **by mistake**.

## OTHER WORDS FOR

### mistake

Error is more formal than mistake: a computing error. When you **make a mistake** you do sth wrong: I got the answer wrong. ♦ You must have the wrong number (= on the phone). Fault indicates who is responsible for sth bad: The accident wasn't my fault. The other driver pulled out in front of me. Fault is also used to describe a problem or weakness that sb/sth has: a technical fault.

Words that are often used together are given in bold.

It can teach you **related** words: this helps you **build** your vocabulary and choose the correct word for your needs.

It helps you with **style**: for instance, formal, informal, slang, etc.

**?** **guy** /gaɪ/ noun **1** [C] (informal) a man or a boy: He's a nice guy. **2** **guys** [pl] (informal) used when speaking to a group of people of either sex: What do you guys want to eat tonight?

## SPOTLIGHT *stress and emphasize*

Both verbs mean to say a syllable, word or phrase with extra loudness. The related nouns are **stress (on sth)** and **emphasis (on sth)**.

- Don't **emphasize** every word. The **stress** is **on** the first syllable.

## GLOSSARY

<b>definition</b>	an exact statement of what a word or phrase means <b>define</b> v	<b>syllable</b>	a part of a word which contains a vowel sound. Go has one <b>syllable</b> , and prefer has two.
<b>provide</b>	give sth to sb or make sth available for sb	<b>related (to sth)</b>	connected to sth
<b>avoid doing sth</b>	If you <b>avoid</b> doing sth, you try not to do it.	<b>build</b>	make sth bigger; increase sth
<b>idiom</b>	a group of words with a special meaning	<b>style</b>	the way sth is written or spoken, e.g. <i>informal</i> , <i>formal</i>
<b>entry</b>	one item that is written in a dictionary, list, etc. There are three dictionary <b>entries</b> on this page.	<b>for instance</b>	<b>SYN</b> <b>for example</b>
<b>symbol</b>	a letter, number or sign that has a particular meaning, e.g. /f/ is pronounced 'sh'.	<b>slang</b>	very informal words or phrases used in spoken language



# 1 Complete the words

▶ d e f i n e

1 s \_ \_ mb \_ \_ l

2 st \_ \_ l \_ \_

3 sl \_ \_ \_ \_ \_

4 em \_ \_ \_ \_ size

5 id \_ \_ \_ \_ \_

6 s \_ \_ ll \_ \_ bl \_ \_

7 em \_ \_ \_ \_ asi \_ \_

8 f \_ \_ r \_ \_ \_ \_ st \_ \_ \_ \_ ce

9 d \_ \_ f \_ \_ n \_ \_ t \_ \_ \_ n

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

- ▶ Does he use a lot of slang? / Does he use a lot of idioms? D
- 1 It's possible to increase your vocabulary. / It's possible to build your vocabulary. ....
- 2 Is that symbol correct? / Is that definition correct? ....
- 3 It gives words that are connected. / It gives words that are related. ....
- 4 The city is fantastic: for example, the buildings, the parks, the people, etc. /  
The city is fantastic: for instance, the buildings, the parks, the people, etc. ....
- 5 Can you avoid mistakes? / Can you define mistakes? ....
- 6 Is that formal? / Is that slang? ....
- 7 They always stress that syllable. / They always emphasize that syllable. ....
- 8 It doesn't give all the answers. / It doesn't provide all the answers. ....

## 3 Complete the sentences with a word from the box.

symbols	avoid	related	entry ✓	definitions	syllable	define
instance	stress	idiom	provide	build	entry	

- ▶ In a dictionary, **foreigner** comes after the entry for **foreign**.
- 1 Dictionaries have many uses: for \_\_\_\_\_, to find out the meaning, check pronunciation, etc.
- 2 This dictionary has clear \_\_\_\_\_ which are easy to understand.
- 3 Some dictionaries can help you \_\_\_\_\_ your vocabulary if they \_\_\_\_\_ synonyms and opposites, or other \_\_\_\_\_ words.
- 4 A dictionary gives you grammar information so that you can \_\_\_\_\_ making mistakes.
- 5 You can check the pronunciation of any word in the dictionary by looking at the phonetic \_\_\_\_\_ and noticing which \_\_\_\_\_ is stressed.
- 6 **Good luck!** is given as an \_\_\_\_\_ in the dictionary, at the end of the \_\_\_\_\_ for **luck**.
- 7 Dictionaries for foreign learners \_\_\_\_\_ words in simple English.
- 8 In the word **emphasize**, the \_\_\_\_\_ is on the first syllable.

## 4 Look at the dictionary entries on page 16. Answer the questions.

- ▶ Which syllable is stressed in **mistake**? The second syllable
- 1 Which related words are given for **mistake**? .....
- 2 How many definitions are there in the entry for **win**? .....
- 3 What style is the idiom **You can't win**? .....
- 4 Is **guy** a slang word? .....
- 5 Which phonetic symbols are given for **guy**? .....
- 6 What's the second definition of **guy**? .....

## 5 Are these sentences correct? Write Yes or No. Use the dictionary entries to correct any wrong answers.

- 1 a She turned left by a mistake. ....  
b I haven't got the keys, but it's not my fault; Jo lost them. ....
- 2 a We're hoping to win a medal for skiing in the Olympics. ....  
b My dad wins a lot of money in his job. ....
- 3 a There are a couple of guys at the door. Who are they? ....  
b I like Amelie: she's a funny guy. ....



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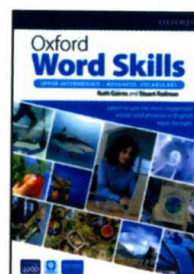
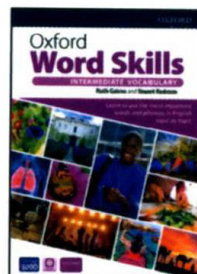
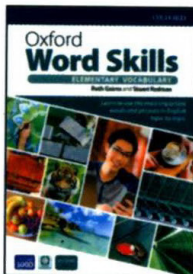
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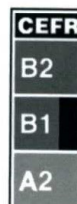


**Ruth Gairns** and **Stuart Redman** are language teaching experts who  
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