

Advanced

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Oxford Word Skills



Learn and practise English vocabulary



Starter: vocabulary at advanced level

Six steps to a wider vocabulary

Here are six ways to help you achieve a wider vocabulary, and become a more effective learner. Each one illustrates a feature of vocabulary learning which is given particular emphasis at the advanced level of *Oxford Word Skills*.

1 Adding new meanings to familiar words

An important part of vocabulary expansion is learning new meanings for familiar words.

What are the different meanings of *still* in these sentences?

(Go to Units 11, 28, and 64 to find or check the answers.)

Come over here and stand **still**. _____

These apples are very nice, but the others are better **still**. _____

My arm's very sore after the accident. **Still**, it feels better than it did yesterday. _____

2 Understanding the figurative meaning of vocabulary items

Many words have a literal meaning and a figurative meaning. For example, the literal meaning of *crawl* is to move forwards on your hands and knees, but we can also describe traffic as *crawling along the road*, which means that it is moving very slowly.

What is the figurative meaning of the words in bold in these sentences?

(Go to Units 39 and 42 to find or check the answers.)



The contents of the report have already been **leaked** to the press.



Thousands of refugees are now **flooding** across the border.



The Trade Secretary could find herself under the **microscope**.

3 Expanding your knowledge of collocation

These are common examples of collocation.

She's an **old friend**. (= a friend I have known a long time)

I **missed the bus**. (= I wasn't able to catch the bus)

It's **highly unlikely** he'll come. (= it's very unlikely he'll come)

In English, we choose to combine certain words in order to express particular meanings. Other languages might choose different words to express the same ideas; for example, many languages would say *I lost the bus* where we say *I missed the bus*. Common collocations appear in all three levels of *Oxford Word Skills*, but in the Advanced there is an even greater emphasis on this aspect of vocabulary learning.

Can you complete the collocations in these sentences?

(Go to Units 4, 9, 45, and 50 to find or check the answers.)

Last night we had **torrential** _____.

His mother is very elderly and needs **constant** _____.

If we work together on this, we'll be able to _____ our **resources**.

Do you think they'll be able to _____ the **deadlock**?

4 Using a wider range of idiomatic expressions

At an advanced level you should be able to use a wider range of idiomatic expressions.

Can you complete these idioms? (Go to Units 39, 59, and 61 to find or check the answers.)

It may seem a lot of money, but really it's just a drop in the _____.

They're bound to win; it's a foregone _____.

She might as well apply for the job; she's got nothing to _____.

First and _____ we must decide what to do.

5 Vocabulary building

At the end of a glossary entry for a particular word, we often include related word forms. Here is an example from Unit 53.

Glossary

deteriorate	become worse. deterioration N.
interrogation	the process of asking sb a lot of questions, especially in an aggressive way. interrogate sb V.
catch sb out	make sb make a mistake which shows they have been lying.
humiliated	feeling ashamed because you have lost the respect of other people. humiliate sb V. humiliation N.
needless to say	obviously.



We also provide vocabulary building tables at the back of the book. Building word families is an easy way to expand your vocabulary and increase your range of expression.

Can you complete these sentences with the correct form of the word in capital letters? (Go to Units 36 and 71, and the vocabulary building tables on pages 207–8, to find or check the answers.)

Most people find the treatment very _____. THERAPY

His behaviour was very _____. PROVOKE

They are sure to _____ the results carefully. SCRUTINY

Some people prefer to maintain their _____. ANONYMOUS

6 Vocabulary expansion beyond the book

At this level, we have introduced a new feature called **more words**. After you have completed a unit and the review section for that unit, **more words** gives you an opportunity to expand your vocabulary further within the same topic or linguistic area. Here is an example, from Unit 9.

7 On a long walk, why might you alternate between walking and running? _____

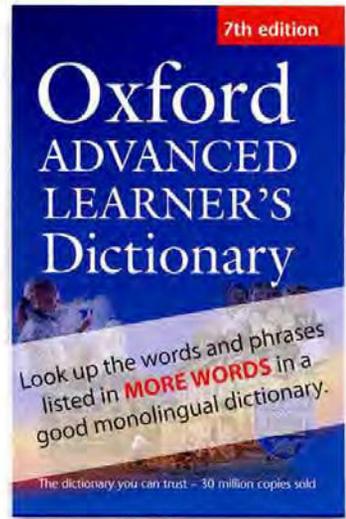
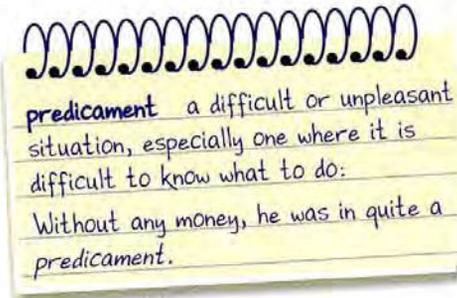
8 What should you do if you feel stiff? _____

A Z more words: *stumble, trudge, shuffle, meander, get a move on, stampede*

Unit 10

Suggested procedure with more words

- Look up the words and phrases listed in **more words** in a good monolingual dictionary. In the *Oxford Advanced Learner's Dictionary*, you will find that the meanings of the phrases are explained at the entry for the word in **bold**, although it may be different in some other dictionaries.
- Write the word or phrase in your notebook, then leave a small gap before adding the meaning of the item. Below the meaning, write an example sentence using the target word or phrase; take one from the dictionary, or write your own. For example:



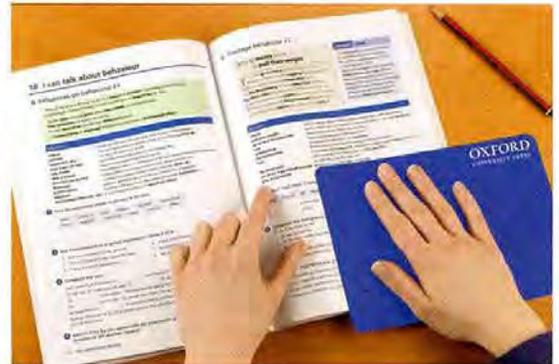
The CD-ROM and cover card

A Walking and running

Word	Example
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-  You can use the **CD-ROM** to listen to the texts and dialogues, or to hear the words, and then practise the pronunciation. Or you can look at the **word list** (pages 236–56) to find out how to say the words.

 Remember to test yourself



Use the **cover card** to test yourself when you have completed the exercises.

Abbreviations

N	noun	c	countable
V	verb	U	uncountable
ADJ	adjective	PP	past participle
ADV	adverb	AmE	American English
OPP	opposite	BrE	British English
SYN	synonym	sth	something (used in glossaries and tables)
INF	informal	sb	somebody (used in glossaries and tables)
FML	formal	etc.	You use 'etc.' at the end of a list to show there are other things, but you aren't going to say them all.
PL	plural	i.e.	that is
SING	singular	e.g.	for example
USU	usually		