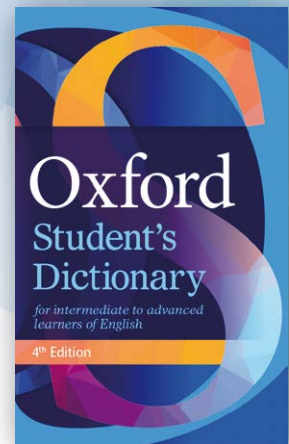


Teaching tips for the Oxford Student's Dictionary 4th Edition



Tip 1: Examining new curricular entries

Support students' vocabulary learning across the curriculum by showing them how to find out which school subjects words belong to.

1. Show the students a selection of new words that have subject labels in the dictionary. For example:

microplastic; wireframe; single market; personal protective equipment; ASD; co-parent

2. Refer the students to the inside front page of the dictionary, where all of the subject labels are listed.
3. Ask the students to guess which subject labels go with each entry.
4. The students look up the words in the dictionary to check their answers.

Answers:

- a. **microplastic** (ENVIRONMENT)
- b. **wireframe** (COMPUTING)
- c. **single market** (ECONOMICS)
- d. **personal protective equipment** (MEDICINE)
- e. **ASD** (PSYCHOLOGY)
- f. **co-parent** (SOCIAL STUDIES)

Tip 2: Examining new curricular senses

Help students keep up to date with new word meanings by pointing them to new word senses within a school subject.

1. Show the students a selection of new senses with subject labels at existing words. For example:

lean adjective; trigger noun; responsive adjective; angel noun; moderate verb

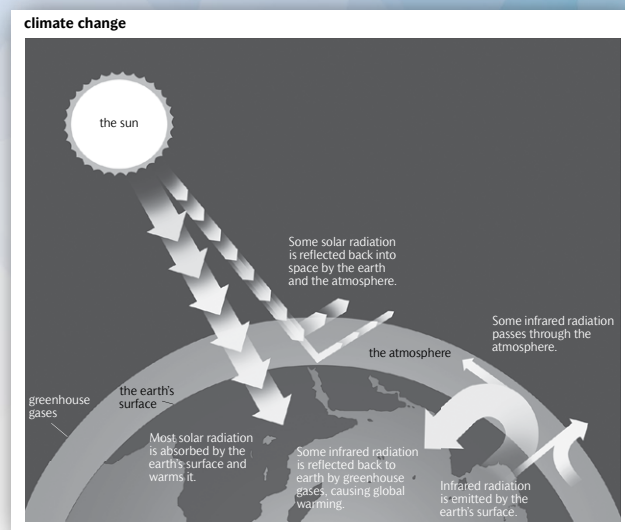
2. The students look up the words in the dictionary to find out the new meanings and find out which subject labels go with these senses.

Answers:

- a. **lean adjective** (BUSINESS) avoiding spending more money or having more employees than is necessary
- b. **trigger noun** (PSYCHOLOGY) something that causes somebody to feel anxious and upset, because it makes them remember a bad experience from the past
- c. **responsive adjective** (COMPUTING) used to describe a website, etc. that changes to suit the kind of device you are using, for example by changing the size of the text or the way that items are arranged on the screen
- d. **angel noun** (*also* **angel investor, business angel**) (BUSINESS) a person who invests money in a business, especially a new small business
- e. **moderate verb** (COMPUTING) to be responsible for making sure that offensive material is not published on a website; to remove offensive material from a website

Tip 3: Using the illustrations and the Writing Tutor

1. Direct the students to one of the diagrams in the dictionary. For example, use the illustration at **climate change**.
2. Go through the labels with the class and use this image as a starting point to draw out key words and build vocabulary on this topic.
3. Direct students to the Writing Tutor pages on **Describing a process** (WT16-17) and go through the way the model is structured and the key language.
4. The students use the model, supporting notes and key language to write their own descriptions of the process in the illustration.



Oxford Student's Dictionary 4e;
Climate Change illustration, page 140

Tip 4: Using the Speaking Tutor to teach a lesson

ST

Talking about a topic

In some exams you are asked to talk about a topic for a short time. You are usually given a card containing details about the task at the beginning of the test and have a few minutes to prepare and make notes.

Describe a tourist attraction you once visited. You should say:

- where you went
- when you went
- who you went with
- why you went

- 1 Explain where you went, when you went and who you went with. Give some background information.
- 2 Give details about your journey to the place. Describe the appearance of the place and express your feelings or opinions.
- 3 Give a description of what happened next, including as much detail as possible.

① One tourist attraction I visited a few years ago was the Eiffel Tower in Paris. I went there with my family — my mum, my sister and my grandparents. The main reason we went was that my grandparents had a dream of seeing it before they were too old. We went in late spring. The weather was wonderful, with blue skies and a warm breeze.

② On the second day we took the underground, called the Metro, to Champ-de-Mars, the station nearest to the Eiffel Tower. When we came out of the station, we could only see the road and a few trees. My grandfather asked if I was sure this was the right stop and, to be honest, I wasn't certain, but we carried on and walked a little further down the road. We turned a corner and suddenly we saw the tower on our right. The five of us just stared upwards. The tower was absolutely huge but so elegant. Having seen it so many times in films and photos, it was quite extraordinary to see the real thing.

③ My mum and grandparents said they were happy just to sit nearby, take in the view and have an ice cream. My sister, on the other hand, had other ideas. 'Come on Stacey, let's go up the tower!' she said. She was ten and not afraid of anything. I, however, was a little older and had, how do you say, vertigo. I didn't want to disappoint her though, so I took a deep breath and said 'OK'. We bought our tickets and started climbing. The higher we climbed, the more scared I became. My legs started to shake. My sister bounded up the stairs as though she was at home. It seemed to take forever, but we finally got to the viewing platform — the view from the top was fantastic, and my sister was so excited. After we had taken a selfie, I was very glad to make our way back down to the ground, using the lift this time.

Speaking at CEFR level B2		
✓	Can give clear, detailed descriptions on subjects related to his/her field of interest.	B2
✓	Has a good range of vocabulary and can vary formulation to avoid frequent repetition.	B2
✓	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	B2
✓	Can correct slips and errors if he/she becomes conscious of them.	B2

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Oxford Student's Dictionary 4e; Speaking Tutor; ST24

1. Direct students to one of the **Vocabulary Building or Collocations** note boxes in the dictionary. For example, use the note box at **travel**.
2. Go through the text and use this note box as a starting point to draw out key words and build vocabulary on this topic.
3. Direct the students to the Speaking Tutor pages on **Talking about a Topic** (ST24-25) and go through the way the model is structured and the key language.
4. The students use the model, supporting notes and key language to prepare a short presentation about a journey they have been on.

VOCABULARY BUILDING

Travel is an uncountable word and you can only use it to talk about the general activity of moving from place to place: *Foreign travel is very popular these days. When you talk about going from one particular place to another, you use journey. A journey can be long: the journey across Canada, or short, but repeated: the journey to work. A tour is a circular journey or walk during which you visit several places. You may go on a tour round a country, city, place of interest, etc: a three-week tour around Italy → a guided tour of the castle. You often use trip when you are thinking about the whole visit (including your stay in a place and the journeys there and back): They're just back from a trip to Japan. They had a wonderful time. (but: 'How was the journey back?' 'Awful — the plane was delayed!') A trip may be short: a day trip, or longer: a trip round the world, and can be for business or pleasure: How about a shopping trip to London this weekend? → He's on a business trip to New York to meet a client. An excursion is a short organized trip that you go on with a group of people: The holiday includes a full-day excursion by coach to the capital. You go on a journey/a tour/a trip/an excursion.*