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Oxford 3000 (English - Thai) 3000 (oxford 3000 words) (OFFLINE) (English - Thai) (OFFLINE) Oxford 3000 (oxford 3000 key words)- 3000 (oxford 3000 words)- 30 aug. 2021 Version 1.0.5 Utvecklares Chatcharin Pingkeaw har angett att appens integritetsrutiner kan inkludera hantering av data enligt beskrivningen nedan. Det finns mer information i utvecklares integritetspolicy. Följande data kan komma att användas för att spåra dig i appar och på webbplatser som ägs av andra företag: Följande data kan komma att samlas in och kopplas till din identitet: Sekretessriktlinjer kan variera, till exempel utifrån de funktioner du använder eller din ålder. Läs mer Oxford Vocabulary 3000 is an English learning book with paraphrasing and usage for words. It is carefully edited by language experts and experienced teachers who are organized by Oxford University Press, based on the British National Corpus and the Oxford Corpus Collection. It includes best-informed 3,000 words used widely by English speakers. One can master 85% of words in ordinary English books after learning the book. The book is edited special for intensified learning of these 3,000 words with three volumes. According to the useage frequency of the words, the words in the first volume are more frequently used. The book has 120,000 exercises with exercise types being meaning and usage. There is a list of 1,000 words to be learned and exercise answers for reference. The book can be used as in-class and after-class reference books to help students learn English core word. Hi There, we have just release the new deck with 5000 important words from Oxford. Please have a look here. hope it helps. Thanks. The Oxford ELT Dictionaries team has relaunched its core word list, the Oxford 3000, billed as ‘the most important words to learn in English’, 14 years on from its initial launch in 2005. So let’s start with a brainstorm: what has changed in the last 14 years? Jot down any words or phrases that occur to you. Here are some images to get you started. I’m sure you can think of more. The items in blue are all now headwords in the Oxford Advanced Learner’s Dictionary online but were not included in the seventh edition of the dictionary, published in 2005. These words, things, and concepts either did not exist or barely existed at that time. The influence of smartphones and social media can also be clearly seen in the revised Oxford 3000. Words new to the list in the area of media and technology include app, blog, download, edit, scan, and update – which all existed in 2005 but have become much more central to our lives and communication since then. The two criteria we used to determine which words should be included in the revised Oxford 3000 were frequency and relevance. Frequency was measured in the 2-billion-word Oxford English Corpus. Relevance was determined by measuring frequency in a specially created corpus of ELY Secondary and Adult coursebooks. This enabled us to capture those words – such as cafe and T-shirt – that occur frequently in teaching texts and are familiar to learners from a low level but are not among the most frequent words in a general corpus. Focus on topics One result of this increased focus on the texts that learners are actually using to study English is an increase in vocabulary connected with topics that are popular in ELT courses and exams, including sports (athlete, basketball, champion, skiing, stadium, tennis, and more), culture (celebrity, classical, creative, gallery, historic, portrait, sculpture, venue), film and TV (cartoon, detective, episode, genre, script, setting) and travel and transport (airline, crew, destination, tourism). Overall, about 200 words are new to the list. Typically, they are more concrete, lower-level words than the words they have displaced. All the texts in the coursebook corpus are from courses that have been carefully graded against the CEFR. This has made it possible for us to analyse the profile of different vocabulary items across the different CEFR levels and to assign a level to each word. The levels are for guidance only – it is impossible to be definitive about the level of any individual word. Different learners may well encounter the same word at different levels. But broadly speaking, the level assigned represents the level at which we would expect most learners to recognize and understand the word if they read it or hear it spoken – even if they do not yet use it in their own writing or speaking. The most important words to learn in English In the revised Oxford 3000, 900 words have been graded at A1 level, 800 at A2, 700 at B1, and 600 B2. This tapering profile is deliberate because this is intended as a core vocabulary, not a complete vocabulary. The more learners progress, the more they will want to supplement this core vocabulary with items that are off-list. It is impossible to prescribe what this additional vocabulary should be: it will vary according to the needs and interests of each individual learner. The core list, on the other hand, provides a firm foundation for all learners, whatever their learning context. To learn more about what is important in a core vocabulary, see Julie Moore’s blog here. To see the full, revised Oxford 3000 visit www.oxford3000.com. Here you will also find the brand new Oxford 5000 – an extension of the list for advanced level learners, including 2,000 more words at B2-C1 level. Also available is the new Oxford Phrase List – 750 common phrases including idioms, phrasal verbs, collocations, and prepositional phrases, graded from A1 to C1. Diana spoke further on this topic at ELTOC 2020. Stay tuned to our Facebook and Twitter pages for more information about upcoming professional development events from Oxford University Press. You can catch up on past Professional Development events using our webinar library. These resources are available via the Oxford Teacher’s Club. Not a member? Registering is quick and easy to do, and it gives you access to a wealth of teaching resources. Diana Lea taught English to learners and trainee teachers in Czechoslovakia, Poland, and the UK before joining Oxford University Press in 1994, where she works in the English Language Teaching Division on dictionaries and other vocabulary resources for learners of English. She is the editor of the Oxford Learner’s Thesaurus and the Oxford Learner’s Dictionary of Academic English. Most recently she has been working on Oxford Learner’s Word Lists and preparing the tenth edition of the Oxford Advanced Learner’s Dictionary, to be published in January 2020. James Milton is Professor of Applied Linguistics at Swansea University, UK. After teaching in Nigeria and Libya, he established the Centre for Applied Language Studies and the Department of Applied Linguistics in Swansea in 1985. He also works on publishing and consultancy projects both in the UK and around the world, including China, South Korea, Singapore, Greece, and Italy. His main areas of interest are second language acquisition, vocabulary learning, and the mental lexicon. His publications include Dimensions of Vocabulary Knowledge (2014, with Tess Fitzpatrick), Measuring Second Language Vocabulary Acquisition (2009), and Modelling and Assessing Vocabulary Knowledge (2007, with Helmut Daller and Jeanine Treffers-Daller). When we create tests, we have to know that learners have sufficient vocabulary to engage with the reading and listening materials. If the level is too high, the texts will not be accessible and the test will be too difficult. Alternatively, if the vocabulary is too basic, the test may be too easy. Consequently, when we develop reading and listening materials for Oxford University Press, we have to make sure that the materials are challenging for test-takers, but not too difficult. To do this, we’ve created special word lists. Continue reading The Oxford Advanced Learner’s Dictionary (OALD) was first published in 1948. Since then, over 100 million English language learners have used OALD to develop their English skills for work and study, and that’s why it’s the world’s bestselling advanced-level dictionary for learners of English. THE OALD COMPETITION HAS NOW CLOSED. You can still tell us your OALD story using the comments box below, find others stories about the dictionary here, and use our teaching resources below to build your students’ vocabulary. Continue reading Teaching in the last few years has challenged us to adapt quickly and learn on the go! But how much time have you spent on your own professional development, and how prepared do you feel for the start of next term? As the holidays approach there is a sense of relief as we get to have a well-deserved break, but it is also a chance to get ready for the new term, whatever it may bring. To help you prepare for every scenario, we’ve created an essential reading list with English language teachers in mind! Explore the pros and cons and get practical tips for teaching online, prepare to assess your students in new ways, and learn to prioritise your own wellbeing. We’ve got you covered with best-sellers and the latest professional development books and papers written by ELT experts. Continue reading The Oxford ELT Dictionaries team has relaunched its core word list, the Oxford 3000, billed as ‘the most important words to learn in English’, 14 years on from its initial launch in 2005. So let’s start with a brainstorm: what has changed in the last 14 years? Jot down any words or phrases that occur to you. Here are some images to get you started. Continue reading It’s very difficult to say exactly how many words there are in the English language because it depends how you count them and, of course, language is changing and growing all the time. But even at a conservative estimate, there are well over a quarter of a million distinct English words. That makes the task of teaching vocabulary to learners of English seem a rather daunting one. Thankfully, Zipf’s Law comes to our rescue. This states that a handful of the most frequent words in the language account for a disproportionately large chunk of any text, either written or spoken. The top 2000 most frequent words, in particular, make up somewhere around 80% of most texts. That makes frequency a good rule-of-thumb indicator of the words we should probably focus on teaching first. The Oxford 3000TM; then and now With this aim in mind, the Oxford 3000 word list was first put together back in 2005. Since then, the list has been widely used by learners, teachers, syllabus designers and materials writers to help them choose which vocabulary is worth spending most time over. Fourteen years on, however, it was time for an update. The new Oxford 3000 has had a thorough revision including a new look at the criteria for inclusion and the use of new frequency data based on a much larger and more up-to-date corpus. Frequency vs. relevance Whilst frequency is the guiding principle behind choosing which words to include on the list, it doesn’t quite work as a basis for selection on its own. That’s in part because there are a surprising number of words that describe basic things in the world around us and that learners would expect to learn quite early on that actually wouldn’t qualify for a top 3000 on frequency alone. So, words like apple and passport, for example, probably wouldn’t make the cut. Thus, the new Oxford 3000 balances frequency with relevance to the average learner. As well as how common they are, the list compilers took into account whether words are typically used to talk about the kinds of themes and functional areas common in an ELT syllabus, and the types of tasks and topics needed in English exams. A core vocabulary as a starting point It would be wrong, however, to assume that 3000 words will be enough on their own for a learner to read and communicate successfully in English. The Oxford 3000 aims to provide a core vocabulary, that is, a solid basis that students can build around. At the lowest levels, words on the list are likely to make up the bulk of the learner’s repertoire. So, for an A1 learner, for example, 90% of their vocabulary might consist of basic core words. As learners progress and want to read about and express a wider range of ideas, though, while they will still rely heavily on that core, they will also need to supplement it with vocabulary from other sources. The Oxford 3000 aims to provide a core vocabulary for learners up to roughly B2 level. By this stage, more and more of the vocabulary they acquire will reflect the unique interests and needs of each individual learner. Julie Moore is a freelance ELT writer, lexicographer and corpus researcher. She’s written a wide range of ELT materials, but has a particular passion for words and always gets drawn back to vocabulary teaching. She’s worked on a range of learner’s dictionaries and other vocabulary resources, including the Oxford Academic Vocabulary Practice titles. Click here to access the Oxford 3000, Oxford 5000 and Oxford Phrase List.