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Cambridge English

Vocabulary for
IELTS
with answers

剑桥雅思
核心词汇精讲精练

(英) PAULINE CULLEN 编著

Self-study vocabulary practice

mp3 included



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前言

本书参考自剑桥国际语料库和剑桥学习者语料库中的权威资料，以结合雅思备考、语言学习为原则精心编纂而成。全书分为25个单元：第1单元到第20单元以雅思学术类和培训类考试所涉及的话题为依据，将每个话题细分为更具体的情节，将单词体现在情境中，考生可以根据兴趣或需要按任意顺序学习或选择想要学习的内容；第21单元到第25单元指导考生学习英语单词的技巧以及如何使用生词，其中第21单元和第22单元给出学习单词以及使用词典的技巧，第23单元到第25单元则将重点放在教会考生在参加学术类和培训类写作考试时正确使用单词。全书的听力部分均配有录音，并由外籍专家精心录制。在全书最后，附有所有练习的标准答案、听力原文以及每个单元的单词表。

本书单词囊括了雅思考试中出现的词汇，并提供了如下备考制胜法则：

错误警示：通过生动例句分析单词的错误实例，并给出正确用法，帮助考生避免一些单词使用的常见错误；

单元测试：学后即练，习题难度以雅思考试为标准，让考生得以在第一时间检验自己的学习成果；

试题练习：以雅思考试为蓝本，涵盖学术类、培训类阅读以及写作、听力中的测试内容；

有用提示：从细微之处给予考生贴心指导，使考生从容应对雅思考试；

学习技巧：根据每个单元的内容随时介绍学习和记忆单词的技巧，给考生以最实用的指导；

完备的单词表：按词性分类，将全书单词汇集成表，方便考生随时查阅。

本书专门为需要加强单词训练的雅思考生以及想提高单词使用能力的英语学习者量身定做。语言通俗易懂，单词讲解深入浅出，旨在拓展和提高雅思考生掌握词汇的准确度。内容集讲解、指导、训练、分析为一体，是全球雅思考生的必备用书。本书可供自学，也可在教师指导下使用。

Contents

Map of the book	2
Introduction	4
IELTS Test Summary	6
Unit 1 Growing up	8
Unit 2 Mental and physical development	12
Unit 3 Keeping fit	16
Unit 4 Lifestyles	22
Unit 5 Student life	26
Test One	30
Unit 6 Effective communication	32
Unit 7 On the move	38
Unit 8 Through the ages	42
Unit 9 The natural world	46
Unit 10 Reaching for the skies	52
Test Two	56
Unit 11 Design and innovation	58
Unit 12 Information technology	64
Unit 13 The modern world	68
Unit 14 Urbanisation	72
Unit 15 The green revolution	78
Test Three	82
Unit 16 The energy crisis	84
Unit 17 Talking business	90
Unit 18 The law	94
Unit 19 The media	98
Unit 20 The arts	102
Test Four	108
Unit 21 Language building 1	110
Unit 22 Language building 2	114
Unit 23 Academic Writing Task 1	118
Unit 24 Academic Writing Task 2	122
Unit 25 General Training Writing Tasks 1 and 2	126
Test Five	130
Answer key	132
Recording scripts	157
Wordlist	167
Acknowledgements	173
Tracklist	174

Contents

Map of the book	2
Introduction	4
IELTS Test Summary	6
Unit 1 Growing up	8
Unit 2 Mental and physical development	12
Unit 3 Keeping fit	16
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Test Two	56
Unit 11 Design and innovation	58
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Unit 13 The modern world	68
Unit 14 Urbanisation	72
Unit 15 The green revolution	78
Test Three	82
Unit 16 The energy crisis	84
Unit 17 Talking business	90
Unit 18 The law	94
Unit 19 The media	98
Unit 20 The arts	102
Test Four	108
Unit 21 Language building 1	110
Unit 22 Language building 2	114
Unit 23 Academic Writing Task 1	118
Unit 24 Academic Writing Task 2	122
Unit 25 General Training Writing Tasks 1 and 2	126
Test Five	130
Answer key	132
Recording scripts	157
Wordlist	167
Acknowledgements	173
Tracklist	174

Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Growing up	Relationships, families and early learning	Listening Section 1
Unit 2	Mental and physical development	The body, the mind	Speaking Part 2 General Training Writing Task 1
Unit 3	Keeping fit	Diet, health and exercise	Academic Reading
Unit 4	Lifestyles	Life, leisure	Listening Section 2
Unit 5	Student life	Study, education, research	General Training Reading Section 2
Unit 6	Effective communication	Language, linguistics	Academic Reading
Unit 7	On the move	Tourism, travel	General Training Reading Section 1
Unit 8	Through the ages	Time, history	Listening Section 4
Unit 9	The natural world	Flora and fauna, agriculture	Academic Reading / General Training Reading Section 3
Unit 10	Reaching for the skies	Space, the planets	Listening Section 3
Unit 11	Design and innovation	Building, engineering	Academic Reading
Unit 12	Information technology	Telecommunications, computers and technology	Speaking Parts 1, 2, 3
Unit 13	The modern world	Globalisation, changing attitudes and trends	Academic Writing Task 1 (describing a chart)
Unit 14	Urbanisation	Problems and solutions, big city life	Academic Reading / General Training Reading Section 3
Unit 15	The green revolution	The environment, climate change and pollution	Academic Writing Task 1 (describing a process)

Unit number	Title	Topics	Test practice
Unit 16	The energy crisis	Natural resources, alternative fuels	Academic Reading
Unit 17	Talking business	Employment, management and marketing	General Training Writing Task 1 Academic Writing Task 2
Unit 18	The law	Crime, punishment	General Training Writing Task 2
Unit 19	The media	The news, fame	Academic Writing Task 2
Unit 20	The arts	Art appreciation, the performing arts	Academic Reading

Reference section		
Unit 21	Language building 1	Using a dictionary, word families
Unit 22	Language building 2	Learning vocabulary, collocation
Unit 23	Academic Writing Task 1	Data, graphs and tables, diagrams and processes
Unit 24	Academic Writing Task 2	Linking words, opinion words, register
Unit 25	General Training Writing	Vocabulary for Writing Tasks 1 and 2

Introduction

本书的目标是什么？

本书的目标是拓展考生的词汇量，并提高词汇精确度，帮助备考雅思考试。本书通过在雅思考试中使用的听力和阅读文本来介绍词汇。在语境中学习新单词可以帮助考生记忆并理解其含义。本书也给考生练习这些新单词的机会，使这些单词成为考生自己的词汇。

本书的目标读者是谁？

本书是为那些打算复习和扩展词汇的自学考生而编写的。同时也可以用作课堂雅思教学的一部分，或者作为家庭作业。本书也适合英语程度高的英语学习者，或者正在学习专业英语的学生。

按什么顺序使用各个单元？

考生可以按照任何顺序学习教学单元(Unit 1~Unit 20)，但如果考生想要全面备考的话，应该学习所有的单元。有些单元可能与教程中的某话题有关，因此考生也可以从某个特定单元开始学习。本书Unit 21和Unit 22对于学习新词汇和如何使用词典给出了有用的建议。这些单元为学习词汇提供了非常有用的介绍，所以可以先学习这两个部分。

如何使用本书？

最好从头到尾学习每个单元，因为练习部分可能会复习前面学过的词汇。考试练习部分提供了进一步扩展词汇的机会，也提供了雅思考试各个部分的练习。

单元是如何组织的？

本书共有25个单元。前20个单元按照普通和学术

话题介绍和练习词汇。每个话题分成几个部分。每个单元有三页词汇练习，这些练习包括与雅思考试相近的听力、阅读、写作和口语材料，还有语音聚焦。此外，每个单元有一页考试练习，涉及学术类阅读考试练习的时候是三页。考试练习包括以下试卷中所有不同的题型：学术类阅读，培训类阅读，学术类写作，培训类写作，听力和口语（参见第6页到第7页的学术类和培训类考试概述）。即使考生不参加雅思考试，这些题目也提供了有用的练习和复习。

本书一开始是雅思考试各个部分的内容概述。最后五个单元提供了学习和使用新词汇的指南。Unit 21和Unit 22给出了如何扩展词汇和使用词典的方法。Unit 23至Unit 25侧重于雅思考试写作各个部分的有用词汇。Unit 23和Unit 24针对参加学术类考试的学生，而Unit 25则针对参加培训类考试的考生。

在本书结尾，考生还可以看到：

- (1) 各单元的答案，包括每道写作题的范文
- (2) 录音文本
- (3) 各单元的词汇表

听力录音光盘里有什么？

考生需要听录音光盘来做每个单元的听力和发音练习。模拟考试听力部分也在录音光盘里。在雅思听力考试中，所有内容考生只能听一遍，所以最好不要重放录音。

如何使用词汇表？

本书后面附有各个单元的词汇表。其中的一些单词和某个主题相关，但很多其他单词可以在各种文章

里找到并使用。考生可以把这些词汇表分成十个单词一组，每次学习一组。在开始每个单元之前，学习词汇表可能是个好主意。不过，也可以在每单元结束的时候把词汇表当作测试或者复习使用。当考生读到或者听到这些单词时，应该能够理解这些单词，但也应该通过在写作和口语练习里使用这些单词来扩展词汇。考生应该学习单词的正确拼写和搭配。考生可以学习Unit 21和Unit 22了解更多的词汇学习方法。

如何使用写作测试练习？

写作测试练习让考生有机会使用单元中的词汇。参考答案里有范文。这些范文可以作为观点的组织和词汇的准确有效运用方面的指南。在雅思考试中照抄范文会被扣分。

如何使用口语测试练习？

口语测试练习让考生有机会使用单元中的词汇。在口语考试第二部分考生可以做笔记，所以想想可以用到的有用词汇，并写下来帮助回答。如果可能的话，考生应该把回答录下来重放，注意发音和用词。那么，应该如何改进回答呢？考生可以找朋友或老师，请他们进行点评。

何时使用词汇测试？

本书有五个测试。每个测试考查五个单元的词汇（测试1:Unit 1~Unit 5，测试2:Unit 6~Unit 10，测试3:Unit 11~Unit 15，测试4:Unit 16~Unit 20，测试5:Unit 21~Unit 25）。做完五个单元之后，进行打分。把做错的题标示出来，并回到相关的单元查看。如果考生英语程度较高，可以在开始做各个单元之前先做测试，检测到底认识多少单词。这样可以帮助考生找到薄弱环节，从而在Unit 1~Unit 20有的放矢地学习。

何时使用词典？

每单元的听力和阅读练习旨在使考生通过上下文猜测词义，因此考生在做每个练习之前，不要查阅词典，除非老师让这么做。做完练习之后，使用《剑桥高阶英语学习词典》或者其他适合的英英词典查阅不认识的单词。考生可以对照答案检查，也可以用词典做进一步查阅。注意那些需要查阅一次以上的单词。这些单词显然是考生需要学习的核心词汇。把这些单词的含义以及词典里用到的例句写下来。好词典会列出词的搭配。因此，考生有必要把这些也记下来。记住，有的单词有不只有一个含义，所以要搞清楚单元或练习里的意思，确保找到了正确的含义。如果需要有关如何使用词典的帮助，考生可以参考Unit 21中的相关内容。

如何学习和复习词汇？

单元中的有些单词考生可能没见过，有的可能熟悉但还不能准确使用。如果考生觉得认识一个单词但可能会犯搭配错误或介词及动词误用时，应该用笔记本把词汇按照下列分类组织起来：

- (1) 需要学习的新单词
- (2) 需要再多练习的单词
- (3) 经常用错的单词
- (4) 主题词（比如环境、燃料、能源、工作等）

考生也可以使用不同颜色的荧光笔把每组单词标记出来：比如用蓝色荧光笔标记主题词，红色荧光笔标记经常用错的词，等等。

Unit 21和Unit 22可以帮助考生培养良好的词汇学习技巧。

IELTS Test Summary

学术类

学术类阅读 (1 小时)

包括誊抄答案的时间。誊抄答案不另给时间。

阅读有三篇文章，共40道题。文章真实并具有学术性。例子请见Unit 3、Unit 6、Unit 9、Unit 11、Unit 14、Unit 16、Unit 20。有关每种不同题型的详细描述，请访问以下网址进行查询：www.ielts.org。

学术类写作 (1 小时)

写作有两项任务，写作Task 1和写作Task 2。考生必须回答这两道题目。Task 2比Task 1分值大。

Task	时间	长度	要求	评估	示范单元
Task 1	20 分钟	150 词	描述图画，例如流程图、曲线图、柱状图、饼状图和表格。	(1) 任务完成情况 (2) 连贯与衔接 (3) 词汇资源 (4) 语法范围与准确性	7, 13, 15, 23
Task 2	40 分钟	250 词	写一篇议论文。要求提供解决方法，并评估问题，比较和对比不同的观点或看法，或者反驳论点或观点。	(1) 任务回应 (2) 连贯与衔接 (3) 词汇资源 (4) 语法范围与准确性	17, 19, 24

听力 (大约 30 分钟)

另有10分钟时间把答案誊抄到答题纸上。

听力有四个部分，共40道题。在雅思听力考试中，考生只能听一次录音。题目难度依次增加。听力考试包括以下部分：

部分	听力内容	示范单元
1	两个人之间的对话，比如了解有关旅行的信息。	1
2	有关某个普遍性话题的独白，比如广播。	4
3	学术环境下两三个人之间的对话，比如讨论一篇文章。	10
4	学术环境下的独白，比如讲课。	8

每部分有10个问题。有关每种不同题型的详细描述，请访问以下网址进行查询：www.ielts.org。

口语 (11~14 分钟)

雅思口语测试中有一个考官对考生进行单独面试。面试分三个独立的部分，具体如下：

部分	时间	要求	示范单元	评估
1	4~5 分钟	回答有关熟悉话题的问题，如爱好、日常工作。	12	(1) 流利度和连贯性 (2) 词汇资源 (3) 语法范围和准确性 (4) 发音
2	3~4 分钟	考生会拿到一张话题卡（比如描述一个好友），上面有些建议。考生有1分钟时间做笔记，然后在1~2分钟时间内谈论该话题。	2, 12	
3	4~5 分钟	回答有关这个话题更加抽象的问题，比如友谊有多重要？	12	

培训类

培训类考生和学术类考生听力和口语测试部分相同，只有阅读和写作部分不同。

培训类阅读 (1 小时)

培训类阅读有三部分，难度递增。具体如下：

部分	阅读文本	示范单元
1	2~3篇短文或者一些更短的文章，如广告。	7
2	2篇给出事实性信息的文章，如有关课程的信息。（注意，从2009年5月开始，本部分将变成与工作相关的信息。）	5
3	1篇长文章。	9, 14

有关每种不同题型的详细描述，请访问以下网址进行查询：www.ielts.org。

培训类写作 (1 小时)

写作有两项任务。考生必须回答这两道题目。Task 2比Task 1分值大。

Task	时间	长度	要求	评估	示范单元
Task 1	20 分钟	150 词	写一封书信，对给出的情形进行回应。	(1) 任务完成情况 (2) 连贯与衔接 (3) 词汇资源 (4) 语法范围与准确性	2, 17, 25
Task 2	40 分钟	250 词	写一篇议论文。要求提供解决方法，评估问题，比较和对比不同的观点或看法，或者反驳论点或观点。	(1) 任务回应 (2) 连贯与衔接 (3) 词汇资源 (4) 语法范围与准确性	18, 25

1 Growing up

Relationships, families and early learning

Relationships

1.1 Look at the following topics and decide whether you would discuss them with

- A your family B your friends C a teacher
- 1 a study problem 3 buying something expensive
- 2 your favourite music 4 the last film you saw



1.2 1a Listen to four people talking about the topics above. Write the number of the topic (1-4) from the list above and the person/people the speakers say they would talk to about this. Write the words that helped you decide.

Speaker	Topic (1-4)	Words that helped you	Person/people they would talk to
A	4	<i>movies, latest releases</i>	<i>classmates</i>
B			
C			
D			

Vocabulary note

将词义或词形相似的单词归类, 如 *adulthood*, *brotherhood*, *fatherhood*。注意: *hood* 用来构成名词, 表示某样东西从属于一个特定群体, 或者达到某个特定阶段 (*adulthood* = the stage of being an adult 成人期)。

1.3 1a Listen again and decide which of the speakers (A-D) the sentences apply to.

- The relationship between my brother and me is very close.C.
- I have a lot more in common with my friends than with my family.
- I have established a close connection with an older member of my family.
- The relationship between my parents and me has broken down.

1.4 COLLOCATION Use words and phrases from the recording and the statements in 1.3 to complete the sentences.

- My sister and I have totally different tastes. In fact we don't have much at all.
- There is a very close between a mother and a newborn baby.
- It is important to a good working relationship your work colleagues.
- A relationship can easily if you don't work at it.
- I really admire the relationship my mother and my grandmother.
- There can be a lot of between teenagers and their parents.

Families and early learning

2.1 Scan the text below and underline these words:

rewarding sibling relate accommodating adolescence interaction nurture

Study links early friendships with high-quality sibling relationships

Children who experience a rewarding friendship before the birth of a sibling are likely to have a better relationship with that brother or sister that endures throughout their childhood, said Laurie Kramer in a University of Illinois study published in December's Journal of Family Psychology.

'When early friendships are successful, young children get the chance to master sophisticated social and emotional skills, even more than they do with a parent. When parents relate to a child, they do a lot of the work, figuring out what the child needs and then accommodating those needs,' says Kramer. However, this is not usually the case when two children are interacting.

The research showed that the benefits of early friends are long-lasting. Children who had a positive relationship with a best friend before the birth of a sibling ultimately had a good relationship with their sibling that lasted throughout adolescence, Kramer said. And children who as preschoolers were able to coordinate play with a friend, manage conflicts, and keep an interaction positive in tone were most likely as teenagers to avoid the negative sibling interaction that can sometimes launch children on a path of anti-social behavior, she added. 'From birth, parents can nurture and help develop these social competencies (or skills) by making eye contact with their babies, offering toys and playing with them,' she said.

2.2 Read the text and match the words you have underlined to the following definitions.

- 1 help someone/something develop and grow
- 2 agreeing to a demand
- 3 brother or sister
- 4 respond to somebody
- 5 the stage between childhood and adulthood
- 6 giving a lot of pleasure
- 7 communication

Vocabulary note

通过长单词中较熟悉的单词来推断其含义，如 *correlation* (一件东西与另一件东西相关); *interrelated* (两件或两件以上事物之间的关系)。注意：前缀 *co-* (*correlation* 或 *cooperate*) 经常意为 *with* 或者 *together*。前缀 *inter-* (*interact* 或 *intercity*) 经常意为 *between*。

2.3 Read the text again and say whether these sentences are true (T) or false (F). Underline the part of the text that gave you your answer.

- 1 If young children have good friends then they will have a good relationship with their brother or sister.
- 2 Parents help their children develop more social and emotional skills than friends do.
- 3 Friends will give you what you want more often than your parents do.
- 4 Teenagers who fight with their brothers or sisters may behave in a way that is socially unacceptable.
- 5 If parents play with their children more then they will learn how to be more sociable.

1 Growing up

2.4 A lot of words connected with families and relationships can also be used in a different context. Complete the sentences with a word from the box.

- The wolf is a member of the dog
- The company decided to a new approach to staff recruitment.
- The study found a strong between a lack of friends and sibling rivalry.
- Whether you think the price of goods is high is to the amount of money you earn.
- Studies have shown that stress in adulthood can be to an unhappy childhood.
- Good teachers identify the talents of their students and them.
- This evidence seems to with the findings from previous studies.
- I am writing in to the job advertisement in yesterday's paper.

adopt	nurture	relationship
conflict	related	relative
family	relation	

Error warning

注意下列常见错误: I am writing **in relation to/with** your job advertisement. (我写信应聘贵公司的招聘职位。) 不能用 **in relation of...**。 My **relationship with** my parents is very strong. (我和父母之间的关系很亲密。) 不能用 **My relation with my parents...**。

Vocabulary note

注意以下和relationship相关的搭配。
 动词: **build a relationship** (建立关系), **develop a relationship** (建立关系), **establish a relationship** (建立关系), **form a relationship** (建立关系), **have a relationship** (建立关系)
 形容词: a **close relationship** (亲密关系), a **long-standing relationship** (长期关系), a **working relationship** (工作关系), a **successful relationship** (成功关系)
 介词: a relationship **with** someone (与某人有关系), a relationship **between** two things or people (两件事或两个人之间的关系) (不能用 **relationship to someone**)

3.1 COMPOUND NOUNS Match the words in box A with the words in box B to make 10 compound nouns. You will need to use some words more than once.

A active family maternal sibling stable
 extended immediate physical striking

B family instinct rivalry upbringing
 gatherings resemblance role

3.2 1b Think about your answers to these questions. Then listen to a student's answers and tick the phrases you hear in 3.1.

- Tell me about your family.
- Who are you most similar to in your family?
- What do you think it takes to be a good parent?



3.3 1b Listen again and find the words that match these definitions.

- caring and supportive
- the emotional connection between people or places
- similar
- your nature or character
- determined to an unreasonable degree
- handed down through a family

3.4 Now practise answering the questions fully. Record your answers, if possible.

Test practice

Test Tip



考生听到的内容可能和试卷上看到的文字并不完全相同，所以需要进行同义转述。如果错过一道题，跳过本题做下一道题。记住，问题的先后顺序和录音相一致。做填空题的时候，确保在字数限制范围内，并最后检查拼写。

LISTENING Section 1

1c

Questions 1-10

Complete the form below using **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Ascot Child Care Centre Enrolment form

Personal details

Family name: Cullen

Child's first name: (1)

Age: (2)

Birthday: (3)

Other children in the family: a brother aged (4)

Address: (5), Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6)

Development

• Has difficulty (7) during the day

• Is able to (8) herself

Child-care arrangements

Days required: (9) and

Pick-up time: (10)

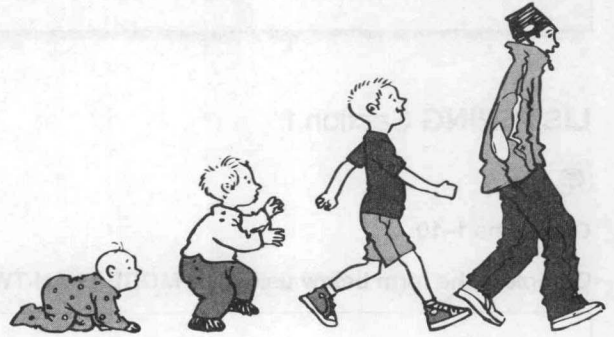
2 Mental and physical development

The body, the mind

The body

1.1 How old were you when you first learned to

- A crawl D ride a bike
- B walk E read
- C talk F tie a shoelace?



1.2 2a You will hear a talk about early development in children. Listen and complete the table below. Write NO MORE THAN TWO WORDS for each answer.

Stage	Social and emotional milestones	Physical milestones	Cognitive and communicative milestones
Infant	<ul style="list-style-type: none"> likes to mimic tries to see how parents react to their (1) 	<ul style="list-style-type: none"> can sit and stand without help 	<ul style="list-style-type: none"> can use basic words and (2) uses objects for their intended purpose
(3)	<ul style="list-style-type: none"> is more (4) takes turns 	is able to <ul style="list-style-type: none"> run (5) things ride a tricycle 	<ul style="list-style-type: none"> greater understanding of language uses (6) in play
Middle childhood	<ul style="list-style-type: none"> the (7) has a greater impact on development some children appear grown up, others are (8) 	<ul style="list-style-type: none"> growth is not as (9) as in earlier stages (10) and (11) are the same size as in adulthood 	<ul style="list-style-type: none"> good reading and writing (12)

1.3 2a Listen to the talk again and find words that mean the same as the following.

- learned (a skill)
- copying people
- without help
- in a natural, unforced way
- developed a skill to a high level
- phase (2 words)

1.4 WORD BUILDING Complete the table.

Verb	Noun	Adjective
develop		
grow		fully-
		mature