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柯林斯词汇妙用

Helping learners with real English



中国对外翻译出版公司

柯林斯词汇妙用

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出版说明

本书系根据英国柯林斯出版公司 (HarperCollins Publishers Ltd) 1996 年版 Vocabulary builders Book 1-4 合编而成的自学练习类读物。

全书分为四个部分，每部分都侧重于日常生活中某个特定领域，如工作、休闲、时间、社会、家庭等来编写练习单元；每个单元又巧妙地编排为相对的两页，每页都有填空练习，由读者选择单词适当的时态填入，正确答案可在相对的页面找到。通过大量灵活多变的练习，可使读者加深对英语常用频率最高的 664 个单词的理解，增强在不同语境自如运用词汇的能力。书中练习根据享有盛誉的 Collins COBUILD 英语词典中精选的释义和例句编写而成，附加的例句均选自英语数据库。书后附表为本书所收常用词汇表，很有参考价值。

本书适于中、高年级学生个人自学，同时也能为教师教学提供有益的帮助。

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编者

2000 年 10 月

Foreword

This series of *COBUILD Vocabulary Builders* is intended to help learners improve their knowledge of the most frequent words in English. The exercises are derived from the definitions and examples in the *Collins COBUILD English Dictionary*, but the author, Jim Lawley, has reworked the material in a novel and appealing way. We are all familiar with dictionaries as reference books, but they can be so much more than that; here the material from the dictionary is used for the active learning of key vocabulary items. By working out the missing words in the definitions for themselves, and by checking their answers later, students will find it easier to remember not just the meaning of a word but also how it is typically used.

It is well known that COBUILD publications use only real examples; here, new examples from The Bank of English have been added to those from the dictionary in order to increase the information available to the user.

The idea behind the books is based partly on recent pedagogical theory, although the author's implementation of the theory in this way is new. I hope that people using these books will enjoy learning from them. Please write or e-mail me with any comments or suggestions about how to improve these, or any other COBUILD publications.

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Introduction

This book is one of a series of four books which will help you to understand and use the 700 or so most frequent words in the English language. These words are very, very important because they account for nearly 70 per cent of everything that is said and written in English. Some of them combine into phrases (e.g. 'of course' and 'no longer') and phrasal verbs (e.g. 'get up' and 'bring on'), most of them have more than one meaning, and all of them are used by native speakers every day – again and again. Being good at English means being good at using these words. In the *Collins COBUILD English Dictionary* these words appear with five black diamonds (◆◆◆◆◆) to show how important they are. In this book, you will find them listed on pages 111–115. By the time you have worked through these four books you will understand these 'five-diamond' words much better and you should be able to use them correctly and naturally whenever you need to.

How to use this book

There are 55 units in this book. Each unit takes up two facing pages, and is divided into eight separate items indicated by the letters A to H. Each unit is concerned with a particular topic, e.g. 'Talking about People', 'Everyday Situations', 'Body and Health', and each of the items looks at a different five-diamond word connected with that topic.

To see how each item works, look at this example, which focuses on the word 'know'. The following text is taken from the first (left-hand) page of the unit:

*She'd known her husband for four years before their wedding.
We all know each other quite well.*

If you **know** someone, you are **familiar with** them because you have _____ them and talked to them before.

Here, then, you see two examples of the verb 'know' in use and then a definition of the verb 'know' without one of its words. The place where the missing word goes is indicated by an underlined space (_____). The rest of the page consists of another seven words treated in the same way – that is, examples of each word in use followed by its definition from which one word is missing.

The second (right-hand) page of the unit treats the same eight words in a slightly different way. In the case of the verb 'know', for example, on the second page you find:

A If you _____ someone, you are **familiar with** them because you have **met** them and talked to them before.

He doesn't _____ anybody in New York.

On the second page, then, it is the word being defined (in this case 'know') which is omitted from the definition and the example (or examples – sometimes there is more than one). So, using this book is easy:

- The words which are missing on the first page of the unit can be found on the second page; the words which are missing on the second page can be found on the first page.
- You simply fill in the eight gaps on the first page; then check your answers by looking at the second page.
- Later, you fill in the gaps on the second page and check your answers by looking at the first page.

In fact, we suggest you study each unit in four stages:

(1) Look at the first page of the unit. Remember that the main aim of this page is to test your *understanding* of the eight words. Read the examples and the definition of each word and try to decide what the word missing from each definition is. If you can't think of the answer straight away, you can try and find it in the lists on pages 111–117. Next, check your answers by looking at the definitions of the words on the second page of the unit. (The definitions appear in a different order on the second page so that you do not see the answer by accident before you want to.) In the case of 'know' above, for example, the missing word is 'met'. The missing word is often also a five-diamond word, and is usually, too, the only word which sounds completely natural in this context. If this is the word you thought of – excellent. If you have thought of a different word which means the same (or nearly the same) as the word given on the second page of the unit, then at least you can feel satisfied that you have understood the definition. However, there will usually be good reasons why the word you have chosen is not quite the best answer. For instance, in the following item:

A *We need to do something about the safety of our children.*

If you do something **about** a problem, you take action in order to try and _____ it.

you might want to fill the space with a verb such as 'stop' or 'prevent'. Either of these would produce a perfectly grammatical English sentence, and the resulting definition would come very close to the actual meaning of 'about'. However, the English verb that is most typically used when you are talking about stopping or preventing problems is 'solve', and this is the word you will find in the corresponding definition on the right-hand page.

A If you do something _____ a problem, you take action in order to try and solve it.

Even when we knew it was wrong we still did nothing _____ it.

So, your English will improve even more if, in time, you can succeed in giving the same answer as the book – that is, the word on the second page.

In some left-hand page definitions, you will find two (or occasionally more) spaces:



*I pointed at the boy sitting nearest me.
He pointed to a chair, signalling for her to sit.*

If you **point** at someone, you hold out your _____ towards them in order to show someone else where they are. If you **point** at something, you hold out your _____ towards it to make someone notice it.



*I woke up in the middle of the night.
It was now the middle of November.*

The **middle** of an event or period of time is the part that comes _____ the first part and _____ the last part.

Sometimes, it is the same word which fits both spaces; in other cases two different words are required, usually two words that are closely related to each other. It should not be too difficult for you to decide whether you have to put the same word or different words in the two spaces. For instance, in item D above you need the word 'finger' for both spaces, and in item E you need 'after' for the first space and 'before' for the second.

(2) A day or two later, study the second page of the unit. This page tests your ability to *produce* the eight words or phrases highlighted on the first page. Remember: since they are treated in a different order on this page, you can be sure that it is not the position of the definition on the page which will suggest the answer. Read the definitions and examples and try to decide which is the word (or phrase) which is missing from each definition and its following example (or examples). Check your answer by looking back at the definition on the first page of the unit. For example, in the first item we looked at at the beginning of this Introduction:

A

If you _____ someone, you are familiar with them because you have met them and talked to them before.

He doesn't _____ anybody in New York.

the word missing from the definition and the example is, of course, 'know' – the word you can find in the definition on the previous page.

As with the items on the left-hand page, there is usually only one common word which fills the gap satisfactorily. Take a look at the following definitions and examples:

B If it is your _____ in a game, it is your turn to do something, for example to play a card or move a piece.

I'm two behind but it's your _____.

F A _____ person, thing, or amount of something is not large in physical size.

Stick them on using a _____ amount of glue.

In item B, the word you will find on the left-hand page is 'go'. Although 'turn' means the same as 'go' in this context, and also sounds natural, the fact that it is already included in the definition tells you that it is not the answer required. In item F, the only word that sounds completely natural is 'small' – and that is the word you will find on the previous page. Although 'little' means almost the same, the phrase 'a little amount of' sounds unnatural.

Note that, in the right-hand page definitions and examples, a single underlined space often represents two or more words which are used together, or a whole phrase (whereas on the left-hand page, it is always a single word). In a few instances, you will find more than one space in a right-hand page definition or example, as in the following item:

D When you _____ things _____ or you _____, you put away the things that you have been using, especially for eating or cooking.

*_____ that stuff _____ will you, Jim?
I was helping Mrs. Blount _____ the things
from the table.*

The reason there are so many spaces in this item is that you are being asked to supply the phrasal verb 'clear away', and the two parts of the verb can be separated from each other in the sentence. The only way to show this is to have separate spaces for 'clear' and 'away'.

(3) The examples of the words on both the left- and the right-hand pages have been chosen from among hundreds and hundreds of instances of each five-diamond word taken from books, newspapers, magazines, radio programmes, and everyday conversations. The examples chosen show typical grammatical patterns, typical vocabulary, and typical contexts. So the time spent studying them will be time well-spent. Here are some suggestions which may help you focus on the way these words are used:

- Read the examples out loud, perhaps trying to say them in the way you imagine they may have been originally said.

- Look up the meaning of any unfamiliar words in the examples, in a COBUILD dictionary.
 - Translate some of the examples into your language. Then wait a day or so before trying to translate them back into English.
- (4) Make a note of the days when you have studied the unit and the words you have found difficult. After a while return to the unit and study it again. The more often you return to the unit, the easier you will find it. Good luck!

Jim Lawley
Ávila 1996

Communication: 1

A *I have just met the man I want to spend the rest of my life with.
We met by chance.*

If you **meet** someone, you happen to be in the same place as them and start _____ to them. You may know the other person, but be surprised to see them. or you may not know them at all.

B *Please read the full competition rules on page 179 before entering.
The numbers she put on the chart were 98.4, 64, and 105.*

If there is something **on** a piece of _____, it has been written or printed there.

C *He speaks with a lisp.
I rang the hotel and spoke to Louie.
She cried when she spoke of Oliver.*

When you **speak**, you use your voice in order to _____ something.

D *The book is clear, readable and adequately illustrated.
The space telescope has taken the clearest pictures ever of Pluto.*

Something that is **clear** is _____ to understand, see, or hear.

E *In the evening I returned to tell Phyllis our relationship was over.
I called Andie to tell her how spectacular the stuff looked.
Her voice breaking with emotion, she told him: 'It doesn't seem fair.'*

If you **tell** someone something, you give them _____.

F *The words of the young woman doctor echoed in his ears.
He looked exhausted and sounded like he was reading someone else's words.*

Someone's **words** are what they say or _____.

G *Rachel already knows as many words in German as she does in English.
Her new classmates knew no Latin.*

If you **know** a language, you have _____ it and can understand it.

H *Stella knew what he meant by 'start again'.*

If you say what someone _____ **by** a particular word or expression, you are saying what they intend the word or expression to refer to.

Communication: 1



Something that is _____ is easy to understand, see, or hear.
He repeated his answer, this time in a _____, firm tone of voice.



If you _____ a language, you have learnt it and can understand it.
It helps to _____ French and Creole if you want to understand some of the lyrics.



If you _____ someone something, you give them information.
*Claire had made me promise to _____ her the truth.
_____ us about your moment on the summit.*



If you _____ someone, you happen to be in the same place as them and start talking to them. You may know the other person, but be surprised to see them, or you may not know them at all.
I never believed I would _____ such a charming and sophisticated man.



When you _____, you use your voice in order to say something.
*He tried to _____, but for once, his voice had left him.
She says she must _____ with you at once.*



If you say what someone means _____ a particular word or expression, you are saying what they intend the word or expression to refer to.
'You're unbelievably lucky'—'What do you mean _____ that?'



If there is something _____ a piece of paper, it has been written or printed there.
How does a poem change when you read it out loud as opposed to it being _____ the page?



Someone's _____ are what they say or write.
Allied military leaders have said they want actions, not _____.

Everyday Situations: 1

A

They have to get up early in the morning.

When you **get up**, you get out of

B

You can't see colours at night.

I saw a man making his way towards me.

She can see, hear, touch, smell, and taste.

When you **see** something, you notice it using your

C

A cup of black tea or black coffee contains no calories.

Black coffee or tea has no or cream added to it.

D

A lot of the money that you pay at the cinema goes back to the film distributors.

Players should be allowed to earn money from advertising.

Money is the coins or bank notes that you use to things, or the sum that you have in a bank account.

E

I keep forgetting it's December.

I turned back after a while, but he kept walking.

If you **keep** doing something, you do it repeatedly or to do it. If someone or something **keeps** you doing something, they cause you to do it repeatedly or to to do it.

F

I lost my keys.

I had to go back for my checkup; they'd lost my X-rays.

If you **lose** something, you do not where it is, for example because you have forgotten where you put it.

G

The shower is easy to install.

It's easy to get a seat at the best shows in town.

If a job or action is **easy**, you can do it without difficulty or effort, because it is not complicated and causes no

H

Mama made him clean up the plate.

All non-payers of poll tax will be traced and made to pay.

If you **make** someone do something, you them to do it.

Everyday Situations: 1

C

_____ is the coins or bank notes that you use to buy things, or the sum that you have in a bank account.

*She probably had more _____ but she didn't spend it.
... discounts and _____ saving offers.*

S

If a job or action is _____, you can do it without difficulty or effort, because it is not complicated and causes no problems.

*This is not an _____ task.
The home is situated within _____ access of shops and other facilities.*

C

If you _____ doing something, you do it repeatedly or continue to do it. If someone or something _____ you doing something, they cause you to do it repeatedly or to continue to do it.

I will let you have my answer tomorrow. I won't _____ you waiting.

A

When you _____, you get out of bed.

He used to _____ about seven, have some toast and coffee and then sit down to read the papers.

C

_____ coffee or tea has no milk or cream added.

I drink coffee _____.

H

If you _____ someone do something, you force them to do it.

You can't _____ me do anything.

B

When you _____ something, you notice it using your eyes.

*One could _____ that the dress had been carefully starched.
Did you _____ what happened?*

F

If you _____ something, you do not know where it is, for example because you have forgotten where you put it.

Bess didn't _____ the compass. Néd saw Paula take it out of Bess's pocket.

Grammar Words: 1

A *A waiter came and hovered. John caught my look and we both got up and, ignoring the waiter, made our way to the buffet.*

You use **the** at the beginning of noun groups to refer to someone or something that you have _____ mentioned or identified.

B *People who can't afford to go to the theatre or concerts can afford to go to football matches.*

We cannot buy food, clothes and pay for rent and utilities on \$20 a week.

You use **cannot** to indicate that someone is not _____ to do something because circumstances make it impossible for them to do it.

C *I invited him back to my flat for a coffee.*
John's my best friend.

A speaker or writer uses **my** to indicate that something _____ or relates to himself or herself.

D *The problem and the answer are very simple.*
It is very, very strong evidence indeed.
I'm very sorry.

Very is used to give _____ to an adjective or adverb.

E *I waved goodbye and went down the stone harbour steps.*

You use **and** to link two statements about events when one of the events _____ the other.

F *I have never lost the weight I put on in my teens.*
Never had he been so free of worry.
That was a mistake. We'll never do it again.

Never means at _____ time in the past or at _____ time in the future.

G *He could never quite remember all our names.*
He lives in Rapid City, South Dakota.

You use **he** to refer to a _____, boy, or male animal.

H *Little traffic was to be seen on the streets.*

You can say that something is **to be** seen, heard, or found in a particular place to mean that people _____ see it, hear it, or find it in that place.

Grammar Words: 1

D _____ is used to give emphasis to an adjective or adverb.

They are getting the hang of it _____ quickly.

Thank you _____ much.

The men were _____ much like my father.

G You use _____ to refer to a man, boy, or male animal.

Rex did all sorts of tricks. I cried when _____ died.

E You use _____ to link two statements about events when one of the events follows the other.

He asked for ice for his whiskey _____ proceeded to get drunk.

A You use _____ at the beginning of noun groups to refer to someone or something that you have already mentioned or identified.

Six of _____ 38 people were Soviet citizens.

C A speaker or writer uses _____ to indicate that something belongs or relates to himself or herself.

I received a bill for the car rental from _____ credit card company.

_____ understanding was that we'd meet at her place.

H You can say that something is _____ seen, heard, or found in a particular place to mean that people can see it, hear it, or find it in that place.

They are _____ found all over the world.

B You use _____ to indicate that someone is not able to do something because circumstances make it impossible for them to do it.

She _____ sleep and the pain is often so bad she wants to scream.

F _____ means at no time in the past or at no time in the future.

_____ say that. _____, do you hear?

He was _____ really healthy.

This is _____ to happen again.

Essential Words: 1

A *I started to follow him up the stairs.
It was 1956 when Susanna started the work on the garden.
She started cleaning the kitchen.*

If you **start** to do something, you do something that you were not doing before and you _____ doing it.

B *Pat refused to give her any information about Sarah.
Each centre would provide information on technology and training.
For further information contact the number below.*

Information about someone or something consists of _____ about them.

C *I don't like myself without a beard.
She wore a brown shirt pressed without a wrinkle.*

You use **without** to indicate that someone or something does not _____ or use the thing mentioned.

D *The Pike lives mainly in large rivers and lakes.
In the largest room about a dozen children and seven adults are sitting on the carpet.*

A **large** thing or person is greater in _____ than usual or average.

E *Nora thought he was seventeen years old.
The storm is thought to be responsible for as many as four deaths.*

If you say that you **think** that something is true or will happen, you mean that you have the impression that it is true or will happen, although you are not _____ of the facts.

F *I like your interpretation better than the one I was taught.
I'd like nothing better than to join you girls.*

If you like one thing **better** than another, you like it _____.

G *The boys were getting bored.
There's no point in getting upset.*

You use **get** with adjectives to mean '_____'. For example, if someone **gets cold**, they _____ cold, and if they **get angry**, they _____ angry.

H *The £5 banknote was first issued at the end of the 18th century.
The report is expected by the end of the year.*

The **end** of something such as a period of time, an event, a book, or a film is the _____ part of it or the final point in it.