

English Vocabulary in Use elementary



英语在用 剑桥初级英语词汇

Michael McCarthy (英)
Felicity O'Dell (英)

60 units of vocabulary reference and practice

self-study and classroom use

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS

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(京)新登字 155 号

京权图字: 01 - 2000 - 1675

图书在版编目(CIP)数据

剑桥初级英语词汇/(英)麦卡锡(McCarthy, M.), (英)奥德尔(O'Dell, F.)著. - 北京:外语教学与研究出版社, 2001

ISBN 7 - 5600 - 2148 - 4

I. 剑… II. ①麦… ②奥… III. 英语 - 词汇 IV. H313

中国版本图书馆 CIP 数据核字(2001)第 00691 号

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©Cambridge University Press 1999

This Edition of English Vocabulary in Use, Elementary, with Answers by Michael McCarthy and Felicity O'Dell is published by arrangement with the Syndicate of the Press of the University of Cambridge, Cambridge, England.

此版本《英语在用:剑桥初级英语词汇》(附参考答案),由 Michael McCarthy and Felicity O'Dell 主持编写,由外研社与英国剑桥大学出版社合作出版。

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英语在用

剑桥初级英语词汇

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策划编辑:宋微微 任小玫

责任编辑:黄江岩

出版发行:外语教学与研究出版社

社址:北京市西三环北路 19 号(100089)

网址: <http://www.fltrp.com.cn>

印刷:中国农业出版社印刷厂

开本:787×1092 1/16

印张:10.75

版次:2001 年 2 月第 1 版 2001 年 2 月第 1 次印刷

印数:1—10000 册

书号:ISBN 7 - 5600 - 2148 - 4/H·1140

定价:22.00 元

* * *

如有印刷、装订质量问题出版社负责调换

英语学习者的“圣经”

——“英语在用”丛书简介

一套全面、实用的语法和词汇参考书是几乎所有英语学习者的梦想。如今我们欣喜地告诉大家，随着“英语在用”丛书的出版，这个梦想可以实现了。

本丛书是世界上最畅销的英语语法与词汇学习参考书，迄今读者已逾千万，被誉为“英语学习者的‘圣经’”。它专为非英语国家英语学习者编写，在结构上，条理明晰，形式简约顺达；在内容上，解析重点与难点，透彻生动，同时反复练习，巩固成效。

“英语在用”丛书包括语法和词汇两个系列，每系列分3级，分别针对初、中、高级学习者，并配有练习册。既可作为自学用书，也可作为课堂用书。

本丛书的特点是：

- **教法新颖：**以“在语境中学习语言”为原则，辅以大量生动的图表，摒弃死记硬背的陈旧方法。
- **内容实用：**取材自真实的语料库，强调内容的实用性，使您真正达到学以致用。
- **结构简明：**将语法和词汇项目分类解说，方便您挑选所需内容。
- **使用方便：**采用解说与练习左右两页对照的形式。左页解释说明语法规则和词汇意义，右页通过练习巩固本单元所学用法，随学随练，让您能每迈一步都体会到进步的成就感。
- **技巧训练：**介绍学习技巧，帮助您自己总结语法及词汇规律，养成良好的学习习惯。
- **参考答案：**详尽全面，给您充分的信息。
- **目 录：**清晰详细，说明每单元讲解的词汇和语法，便于快速寻找所需内容。
- **索 引：**将书中讲解的所有重要词汇和语法点按字母顺序列出，并标注书中位置，方便查找。
- **附 录：**丰富全面，提供多方面的参考资料。

语法附录包括：被动语态，引语，不规则动词，常见错误等。

词汇附录包括：音标表，常用习语，常见错误等。

“英语在用”丛书原书由剑桥大学出版社出版。外语教学与研究出版社引进本套丛书，旨在介绍国际先进的英语学习方法，帮助学习者对英语融会贯通，学有卓效。《荀子》“劝学篇”中有一脍炙人口的佳句：“吾尝终日而思矣，不如须臾之所学也；吾尝跂而望矣，不如登高之博见也。”又有：“学而不化，非学也。”如果大家能藉此套丛书通达学路，登顶揽胜，我们便可聊以自慰了。

“英语在用”丛书将分英文版和中文注释版两种陆续出版。首批推出：

词汇部分：

- English Vocabulary in Use: elementary 剑桥初级英语词汇
- English Vocabulary in Use: pre-intermediate and intermediate 剑桥中级英语词汇
- English Vocabulary in Use: upper-intermediate and advanced 剑桥高级英语词汇

语法部分：

- Essential Grammar in Use 剑桥初级英语语法
- English Grammar in Use 剑桥中级英语语法
- Advanced Grammar in Use 剑桥高级英语语法
- Essential Grammar in Use Supplementary Exercises 剑桥初级英语语法练习
- English Grammar in Use Supplementary Exercises 剑桥中级英语语法练习

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Acknowledgements

We would like to thank Gillian Lazar, Geraldine Mark and Stuart Redman for their invaluable reports on the initial manuscript. We are also grateful to the students and staff at various institutions who assisted in piloting the material in different parts of the world: Hülya Akgün, Özel Gökdil Lisesi, Istanbul, Turkey; Monika Barczyk, Sosnowiec, Poland; Anna Cerna, The Bell School, Prague, Czech Republic; Leigh Fergus, Paris, France; Sharon Hartle, Verona, Italy; Gary Hicks and David Parry, Embassy Language and Training Centre, Hove, England; Grazyna Kanska, Warsaw, Poland; Stephanie Lott, St. John's–Bell Language Centre, Bangkok, Thailand; Elena Marinina, Moscow State University, Moscow, Russia; Dr Mirosława Modrzewska, Gdansk, Poland; Dr Ramzy Radwan, Cairo, Egypt; M G Rogers, English One, Seville, Spain; Margot Teschendorf, Melbourne, Australia.

Many thanks are due to Nóirín Burke of Cambridge University Press, who guided this book through the editorial process. She set the deadlines that motivated us to get the book done, and chased us when we lagged behind. Geraldine Mark, as usual, proved to be the most professional of editors when the typescript passed into her hands and made many useful comments that have improved the book. Ellen Shaw, who worked on the American edition of the upper-intermediate *English Vocabulary in Use*, has continued to offer sound advice which we hope is reflected at this level. Our domestic partners must always get a special thank-you for being so tolerant of the long hours we spend away from them in the company of our computer keyboards. Whatever faults and shortcomings remain in the book must be laid entirely at our door.

Michael McCarthy

Felicity O'Dell

Cambridge, January 1998

Introduction

To the student

This book has been written to help you learn new vocabulary. You already know hundreds of English words, but to speak and write English in normal situations you need at least 1–2,000 words. In this book, there are around 1,250 new words and phrases for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we believe it is a good idea if you do Units 1 and 2 first, as they will help you to work with the rest of the book in the best possible way.

The key at the end of the book is for you to check your answers to the exercises after you do them. The key sometimes has more than one answer. This is because often there is not just one correct way of saying something. The key also has possible answers for most of the exercises which are open-ended, or where you are asked to talk about yourself.

The index at the end of the book has all the important words and phrases from the left-hand pages. The index also tells you how to pronounce words. There is a table of phonetic symbols to help you understand the pronunciation on page 157.

You should also have a dictionary with you when you use the book. This is because sometimes you may want to check the meaning of something, or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1 Study each unit of the book carefully and do all the exercises. Check your answers in the key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten. Repeating work is very important.
- 2 Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Here is an interesting example:

ready: (man at the door of a theatre, to all the people waiting) 'Have your tickets ready please!' = have your ticket in your hand.

Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. When you have finished it, you can go to the next book in the series, *English Vocabulary in Use: pre-intermediate and intermediate*, and after that, to the higher level, *English Vocabulary in Use: upper-intermediate and advanced*.

To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from a very basic level of vocabulary to a level where they can use around 2,000 words and phrases. The vocabulary has been chosen for its usefulness in everyday situations, and the authors consulted a written and spoken corpus of present-day English to help them decide on the words and phrases to be included. The new vocabulary (on average 20–25 items per unit) is presented with illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is a key and an index with pronunciation for all the key vocabulary.

The book focuses not just on single words, but on useful phrases and collocations. For example, difficult teaching points such as the difference between **do** and **make**, are dealt with through collocation (we **do** our homework, but we **make** mistakes), and useful phrases (e.g. **come along**, in the unit on **come**) are presented.

The book is organised around everyday topics, but also has units devoted to core verbs such as **get** and **bring/take**, as well as units concerned with ways of learning vocabulary. Typical errors are indicated where appropriate, and the most typical meanings and uses are focused on for each key item. The units in the book can be used in any order you like, but we would advise doing the initial units on learning vocabulary (Units 1 and 2) first, as these lay the foundations for the rest of the book.

The right-hand pages offer a variety of different types of activities, some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can be easily adapted for pair-work, group-work or whole-class activities in the usual way. The key sometimes gives alternative answers to the exercises, and also usually gives possible model answers for the more personalised ones.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that a learner needs five to seven exposures to a word or phrase before they can really know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished all the units in this book, they will be ready to move on to the two higher level books in this series: *English Vocabulary in Use: pre-intermediate and intermediate*, by Stuart Redman, and after that, to the higher level, *English Vocabulary in Use: upper-intermediate and advanced*, by the same authors as this book.

We hope you enjoy using the book.

I Talking about language

A Language words

This book uses some grammar words in English.

<i>grammar word</i>	<i>meaning</i>	<i>example</i>	<i>in your language</i>
noun	a person or thing	book, girl, pen	
verb	something we do	do, read, write	
adjective	describes a person or thing	good, bad, happy, long	
adverb	describes a verb	slowly, badly	
preposition	a little word used before a noun or pronoun	in, on, by, at	
singular	just one	book, house	
plural	more than one	books, houses	
phrase	a group of words (<i>not</i> a complete sentence)	in a house, at home, an old man	
sentence	a complete idea in writing, beginning with a capital letter and ending with a full stop	The man went into the room and closed the door.	
paragraph	a short part of a text (one or more sentences) beginning on a new line	This book has 60 units. Each unit has 2 pages.	
dialogue	a conversation between two people	Ann: How's Jo? Bill: OK, thanks.	
question	a set of words that begin with a capital letter and end with a question mark	Are you English? Do you like school?	
answer	reply to a question	Yes, I am. No, I don't.	

B The language of the exercises in this book

Here are some of the instructions which we often use for the exercises.

- Match the words on the left with the words on the right. Draw lines.
orange — ice-cream
chocolate — juice
- Fill the gaps in the sentence.
Jack is at home today.
- Correct the mistakes in the sentences.
Jack is ~~in~~ home today. *Jack is at home today.*
- Complete the sentence for yourself.
I go to work by bus.
- Add another example.
cat, dog, horse, cow.

Exercises

- 1.1** Write the grammar words in A opposite in your own language.
- 1.2** Look at B opposite. Write the exercise instructions in your own language.
- 1.3** Write these words in the correct column.

book	speak	good	word	house	have
write	new	man	right	blue	say

noun

verb

adjective

book

- 1.4** Think of four examples of prepositions.
-

- 1.5** Are these phrases, sentences or questions?

- 1 in the park *phrase*
- 2 Do you speak English?
- 3 a black cat
- 4 She's writing a book.
- 5 What's your name?
- 6 I like English.

- 1.6** Answer these questions.

- 1 What is the plural of **book**?
- 2 What is the singular of **men**?
- 3 Is **from** a verb?
- 4 Is **cat** an adjective?
- 5 Is 'Jane loves Hari.' a phrase?
- 6 Is **bad** an adverb?

- 1.7** Follow these instructions.

- 1 Fill the gap in the question. What*is*..... your name?
- 2 Add another example of a colour. black, green, blue ...
- 3 Correct these words. speak, inglish
- 4 Answer this question. Is there a river in your town?
- 5 Match the verbs on the left with the nouns on the right. Draw lines.
make homework
do a shower
have a mistake

2 Learning vocabulary

Tip: Keep a vocabulary notebook. Write the words you learn from this book in it. Use a good dictionary. Ask your teacher to recommend one. You will need it for some exercises in this book.

Here are some ways of writing down words you want to learn.

Write down words that go together (collocations)

You do the exercises in this book. Sometimes, you may **make mistakes** in your English. In your vocabulary book, write down: **do an exercise** and **make a mistake**.

When words are used together like this, we call it a **collocation**.

You go **by train**, but **on foot** (= walking)

preposition + noun

Some people are **good at** languages [NOT good in]

adjective + preposition

I saw a very **tall man** [NOT high man]

adjective + noun

Tip: Always write down collocations when you learn a new word.

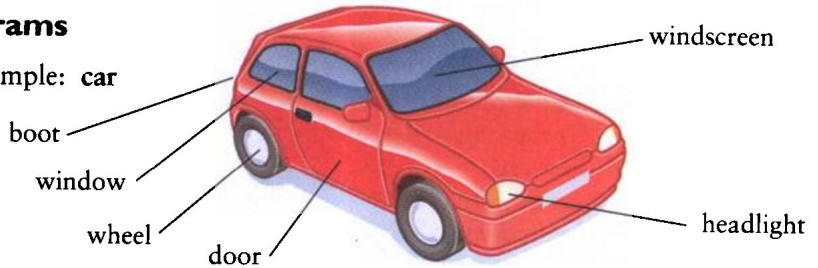
Learn words in families

<i>word family</i>	<i>some words in the family</i>
temperature	hot, warm, cool, cold
travel	ticket, passport, suitcase

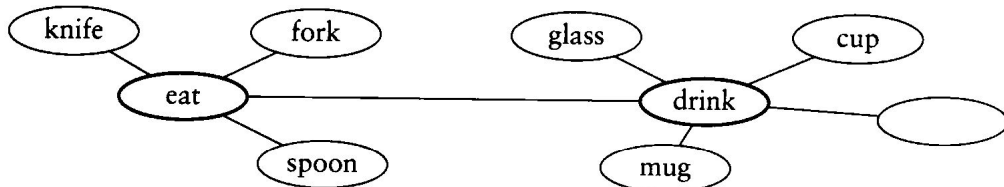
Tip: Make a page for every different word family in your vocabulary notebook.

Pictures and diagrams

Draw pictures. For example: car



Draw diagrams like this one. Put more words in as you learn them.



Tip: When you can, use pictures and diagrams.

One more tip: Look at the words you have written down again and again and again!

Exercises

2.1 Look at Unit 3 of this book. How many more collocations for *have* could you write in your vocabulary notebook?

have a party, a shower

2.2 Which words can go with *weather*? Use a dictionary.

wet high big dry warm happy cool rainy dark

wet

weather

2.3 There are two word families here. What are they? Put them in the table. Use a dictionary.

school rain sun teacher cloud exam snow ice student

<i>name of family</i>	<i>words in family</i>

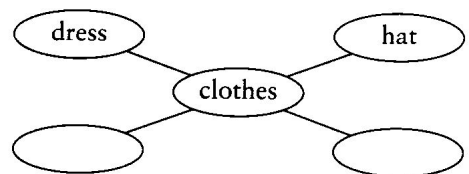
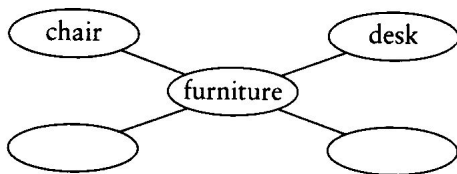
2.4 Draw simple pictures to help you remember these words, as in the example.

Example: to cry



- 1 a plane lands
- 2 sunny weather
- 3 under the table

2.5 Put words in the empty circles.



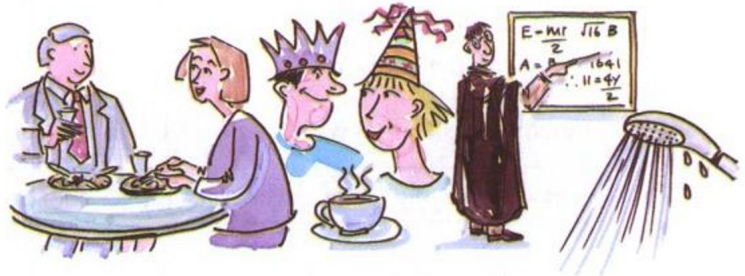
Tip: Now make sure you have started a vocabulary notebook before you do the other units in this book.

3 Have/had/had

What can you have?

You can ...

- 1 have lunch
- 2 have a party
- 3 have a lesson
- 4 have a cup of tea/coffee
- 5 have a shower /'ʃaʊə/



Other things you can have

	<i>example</i>	<i>other things</i>			
1	lunch	dinner	breakfast	a meal	something to eat
2	a party	a meeting	a competition	a game (of football/chess/cards)	
3	a lesson	an exam	homework	an appointment (with the dentist)	
4	tea/coffee	a drink	a sandwich	an ice-cream	some cheese
5	a shower	a bath	a swim	a sauna	

Expressions with have

Is that your camera? Can I have a look?
(= look at it)

Is that your bicycle? Can I have a go? (= ride it)

Goodbye! Have a good journey! (= somebody is going away)

Do you have a moment? (= have some time) Can I have a word with you? (= speak to you)

We always have a good time in our English lessons (= fun; we enjoy them)

I'm going to have my hair cut. See you later. Can you meet me at the hairdresser's?

I want to learn to ski but I don't have the time.



Have + got (speaking/informal) = have (writing/formal)

I've got three sisters. Have you got any brothers and sisters?

My house is big. It's got five bedrooms and three bathrooms.

We've got ten minutes before the train goes.

Have you got a pen?

(In a shop) A: Do you sell postcards? B: Yes, but we haven't got any at the moment.

I've got a problem. Can I have a word with you?

I've got a cold / a headache. /'hederk/

Have to

We use **have to** when the situation means you **must** do something.

The museum's not free. You **have to** pay \$10 to go in.

All students **have to** do the exam.

I haven't got a car, so I **have to** walk to school every day.



Exercises

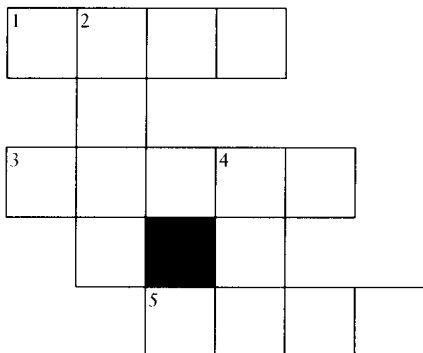
3.1 Fill the gaps in the sentences. Use words from A and B opposite.

- 1 I always have (and) for breakfast.
- 2 I have an with the dentist at 3 o'clock.
- 3 Do you want to have a game of
- 4 Jane's having a on Saturday. Are you going?
- 5 Do you want to have a? The bathroom's just here.
- 6 I have an tomorrow, so I have to study tonight.
- 7 We must have a to talk about these problems.
- 8 I'm going to the cafeteria to have a Do you want to come?
- 9 The hotel has a swimming pool, so we can have a every day.
- 10 We can have before the film, or we can eat after it.

3.2 Answer the questions about *yourself*.

- 1 Have you got any brothers or sisters?
- 2 What time do you have English lessons?
- 3 What do you have for lunch?
- 4 Do you have to go to lessons every day?
- 5 How many pens have you got with you now?
- 6 Do you always have a party on your birthday?
- 7 What do you usually have when you go to a restaurant?

3.3 Do the crossword.



Across

- 1 You have it in a restaurant.
- 3 People often have one on their birthday.
- 5 Do you want to have a of tennis?

Down

- 2 You have it at school or university.
- 4 If you don't like coffee, you can have

3.4 What do you say?

- 1 (*Someone is thirsty*) Why don't you have
- 2 (*Someone is going away*) Bye! Have a
- 3 (*Someone sneezes [Atchoo!] and has a red nose*) Oh! have you got a
- 4 (*Someone has a new camera*) Is that new? Can I have

4 Go/went/gone

Go

Go means to move from one place to another.

I go to work by bike. My brother goes by car.

We went to Paris last summer.

Shall we go to the swimming pool today?

You can go to a place on foot or in some kind of transport.

To make it clear that we are going on foot we can say:

We're walking to work this morning.



Is this train going to Granada?



Where does this road go?



Go + prepositions

Kim went **in(to)** his room and shut the door.



Yuko went **out of** the house and **into** the garden.



Rani was tired. He **went up** the stairs slowly.



The phone was ringing. She **went down** the stairs quickly.



Go away.

I'm **going back** home this evening.
(See Unit 7.)



Go + -ing for activities

Go is often used with **-ing** for different activities.



I hate **going shopping**.



I usually **go swimming** in the morning.



Let's **go dancing**.



Do you like **going sightseeing** when you are on holiday?



Hans **goes skiing** every winter.



Bob is **going fishing** today.

Future plans

be going to is often used for plans for the future:

On Saturday Jan is **going to visit** his aunt. On Sunday we're **going to stay** at home. On Monday I'm **going to meet** Sam at the restaurant.