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Activating

1001

Academic Words for

IELTS

互动式三步搞定雅思1001词

(澳) Keith Burgess 编著

A New Method of Vocabulary Acquisition for  
ENGLISH LANGUAGE EXAMINATIONS



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

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**1001 IELTS**  
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本书共包含 25 个单元，每个单元 40 个单词（或短语）（第 1001 个单词为样词）。每个单词的学习可以分为三部分：

Part 1 为单词的认知部分，需通过光盘文件查看。考生可在“Index”页面点击“Part 1”中相应“Lesson”的“word”进入单词学习页面。这个部分的每个单词都标注了词性、常用搭配、派生词，提供了英式和澳式两种发音。考生可以通过给出的英文例句和语境体会单词的意义和用法，并通过造句练习进行巩固。

Part 2 为单词的转述练习，需通过光盘文件查看。考生可在学习完每个单元的 Part 1 部分后，通过“Index”页面点击“Part 2”中相应“Lesson”的“Worksheet”进入该单元 Part 2 的学习。其中，考生需要使用本单元所学的单词来改写相应的例句，以达到巩固学习单词用法的目的。

Part 3 为单词的应用练习，每个单元的单词分成两组，通过互动问答的方式进行。其中问题部分为本书的主体内容，参考回答可参阅光盘文件——通过“Index”页面点击“Part 3”相应“Lesson”的“Puzzles”进入每个单元的问题参考回答部分。

每个单元另附单元练习题、拼写练习和发音练习，考生可通过点击光盘“Index”页面的“optional REVISION exercises”、“optional SPELLING exercises”及“optional PRONUNCIATION exercises”，或点击页面左侧“Quick Menu”中的相应图标进入练习页面。

在使用本书进行单词学习之前，考生可以通过书上或光盘中的“Academic Word Test”进行自我测试，并通过分数分析查找自己的薄弱处，以便在后面更有针对性地学习。

希望本系列图书能够帮助广大考生取得优异的雅思成绩！

## Foreword

One fundamental requirement for a good score in IELTS – or any other complex English language test – is the possession of a well-developed vocabulary. This is not at all surprising; teachers and students alike instinctively know when it is the lack of words that is holding back progress.

First and foremost, a chosen word must be right for its purpose. Finding the right word or phrase can be frustrating at times for native English speakers, but English language learners are disadvantaged by being unable to hear if their choice is appropriate. Something else must suffice and that can really only be targeted practice. Secondly, if its acquisition is to be of any real value, a new word or phrase must be familiar within a variety of contexts.

Keith's Method achieves both aims: that of acquisition and correct application. With regular study a student's word bank will quickly enlarge, and the vocabulary will belong where it is used – all in the shortest amount of time.

The Method is in three parts; it is simple to apply, and it works. Try it and see.

Terry Peck

### **How the 1001 Superwords and phrases were selected:**

These 1001 words and phrases were culled from various freely available word lists of universities and texts. Words that were thought to be too commonplace such as “transport”, “adult” or “odd” were rejected, as were words that seemed too specific to academic subjects such as “aggregate”, “chapter” and “ethic”.

If the Academic Word List of The School of Linguistics and Applied Language Studies of Victoria University, Wellington, is consulted, it will be found that 345 of the first 500 headwords are included. Not only the so-called headwords were used, but there has been a conscious effort to present a variety of forms. These words were also found to have high frequency in academic texts.

Keith Burgess

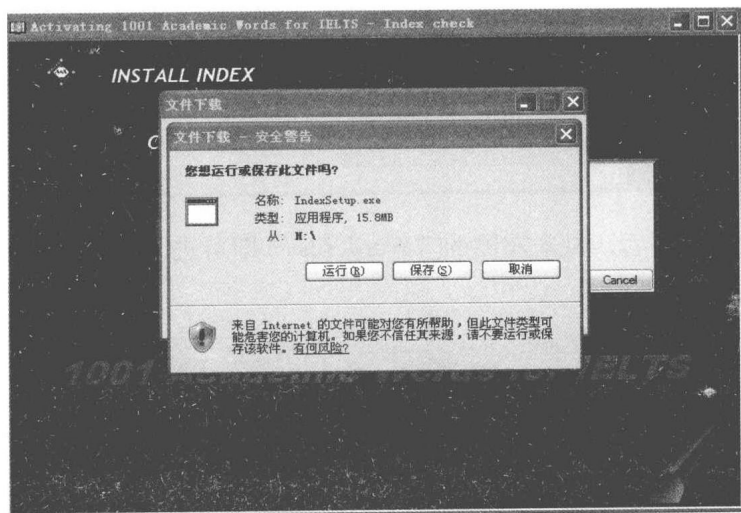


# 光盘安装说明

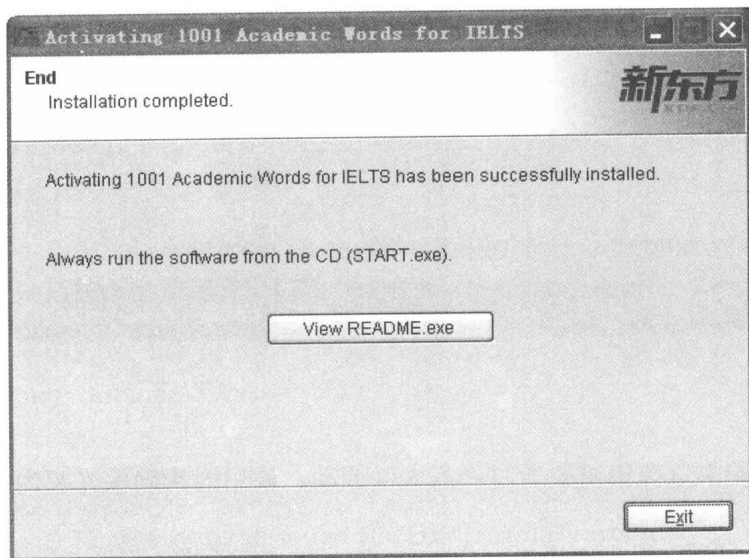
**安装环境：**本光盘内含单词测试和学习软件，请在 Windows XP 或以上版本操作系统上运行，系统上需预装 Internet Explorer 及 Adobe Flash 插件。插入光盘后请运行光盘上的 START.exe 文件进行安装和使用。（详细说明可参见光盘上 help 文件夹里的 1001.chm 帮助文件。）

## 安装步骤：

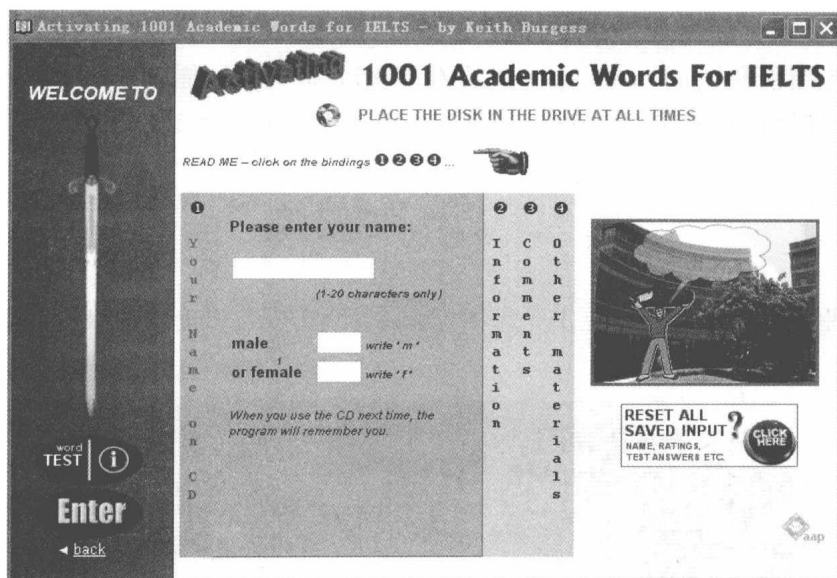
1. 在光驱内插入光盘后，点击光盘图标  会跳出安装界面（如果没有立即跳出，请耐心等待）：



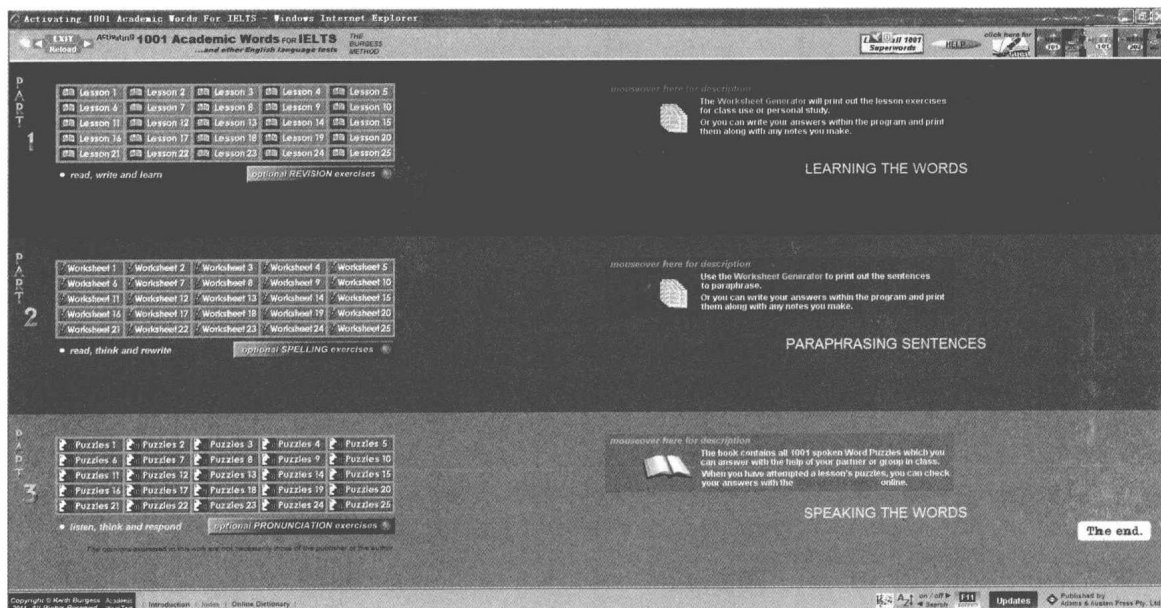
2. 点击“运行”并按提示进行安装；安装的最后会出现这样的提示：



3. 点击“View README.exe”可查看本书及光盘的英文版使用说明；点击 Exit 即完成安装，然后会跳出程序主页面：



4. 输入名字和性别后，点击左侧的“Word Test”即可进入单词测试题；点击“Enter”可进入“Index”页面：



注意：安装之后的本资源仍需要通过光盘文件启动；使用时请确保光驱内已插入光盘。

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## Principles of “*Activating 1001 Academic Words for IELTS*”

The course is designed to teach you quickly and easily the language you need for success in IELTS and similar examinations and at university level study.

本教程旨在教授考生如何快速、轻松地掌握雅思和类似考试以及大学学习过程中所需的语言。

### What this resource does for you

本教程为你提供的帮助

- Makes vocabulary learning simple through a three-part process. Learning academic language does not have to be difficult or time-consuming.  
通过“三步走”的过程，让词汇学习变得更简单。学术语言的学习不必费时、费力。
- Invites you to understand the meaning and use of words by looking at an easy context. English can be learned in the same way that you came to know your own first language.  
让你通过阅读一段简单的文章来理解单词的意思和用法。你也可以通过学习母语的方式来学习英语。
- Teaches you to observe and analyse language easily. No grammar rules to learn. You can use the knowledge you have gathered right away!  
教你轻松观察和分析语言。不必苦记语法规则，所掌握的知识可以立即运用！
- Gives you the opportunity to “think” in English and develop this necessary skill for communicating at university level.  
让你有机会用英语“思考”，并培养这种必备技能以适应大学水平的英语交流。
- Allows you to experience the word (its meaning and use) at least six times to deepen your understanding and ability to use the word.  
对于一个单词，你至少可以体验六次（其意思和用法），以此加强你对这个单词的理解和运用能力。
- Makes it possible for you to learn within a short time (not years but weeks) the 1001 words and phrases you absolutely need to be able to use.  
让你能在短时间内（不是几年而是几周）学会这 1001 个你绝对要会用的单词和短语。
- Steadily builds your knowledge, ability and confidence to use the words. First, you comprehend the basic meaning; then you see and practice using the words and phrases in wider contexts.  
帮你稳步增强掌握、使用这些词汇的能力和信心。首先全面理解其基本含义，然后观察并练习在更广阔的语境中使用这些单词和短语。



colloquial. The assessor and teacher note significant gaps in the knowledge, and there is not a great depth to the conversational skills. When pressed to fully explain or provide details or counter argue in a debate, silence and hesitation replace the former flow of words.

然而，当这些学生在进入英语学院前接受评估的时候通常会发现，他们只有社交水平的听说技能得到了提高；只有新的语言的增加——或者非常口语化。考官和教师发现了知识层面的显著差距，而且会话技能也没有深度。当要求他们详细解释或提供细节或在辩论中反击对方的论点时，他们就会变得沉默和犹豫，而不像先前那样话语流利。

This situation may be alright for English second language users who wish to operate with the language in a highly functional way in the workplace; for example, to work on the shop floor, or for a person who has the opportunity to resort to the first language for intimate communication. But teachers involved in EAP programmes are, of course, concerned most about their students ultimately failing at tertiary level – due not to their ability or motivation, but solely to their expertise in English. So here is the problem.

对于那些希望在工作场所中把英语作为第二语言使用的人，例如，在工作场所的人们，或者对于那些有机会借助于母语来进行密切交流的人们，这种状况也许不存在什么问题。但是从事 EAP 课程教学的教师们当然最担心他们的学生最终无法完成大学阶段的学习——不是因为学生们的能力和学习动力出了问题，而只是因为他们的英语不够精通。而这就是问题所在。

Obviously, students cannot fully experience their English for years in a classroom. The classroom imparts knowledge and allows practice, but in the real world of interaction the genuine learning occurs. However, the level plateaus, or the accumulation of further knowledge and the prompting of active use halts or is gradual unless the student has special gifts or is a great reader. What is the solution? The solution is a truly intensive programme.

很显然，学生们不能多年在课堂上充分体验英语。课堂传授知识，让学生进行练习，但只有在现实世界的交流中，真正的学习才会出现。然而，学生会出现英语水平无法再提高、知识的进一步积累、语言的积极运用也停滞不前或进步缓慢的状况，除非学生拥有特殊的才能或者极其好学。如何解决这个问题呢？办法就是学习真正能够进行强化训练的课程。

Firstly, the student needs to be equipped with a bare knowledge of a wide range of language so that this knowledge can be reinforced in the wider environment now and later. Thus, the student also needs multiple accessible but brief contexts in order to get a quick but deep initiation to the word or structure; a chance, in essence, to have **“thought through the word”**. The student needs to revisit the word, have an opportunity to retrieve it time and again, and to have confirmed his or her own understanding of it, and to articulate the word or to react to it; that is, to experience the language as the first language acquirer who experiences multiple exposures and challenges to react.

首先，学生需要具备语言的各方面的知识，这些知识迟早都会在更宽泛的语境中得到加强。因此，学生还需要多接触简短的语境来获得快速而深刻的认识，以此加深对单词和句子结构的理解；实际上，这也是一次“思考这个词”的机会。学生需要经常重温这个词，利用机会重复使用，并确定自

21. What **accounts for** it? The streets are wet but it hasn't been raining.

Students are encouraged to extend and revise through a number of playful exercises too. For example, students can be persuaded to become aware of differences in meaning and recognize **formal** versus **informal** contexts:

也可以通过一些有趣的练习鼓励学生拓展这些词的用法并进行复习。例如，让学生认识到词义的区别及正式语境与非正式语境的区分。

A. Match the **verbs** with their **synonyms**:

**intend      substitute      discard      plan      swap      throw away**

B. Use the lesson words and synonyms above to complete these sentences. Choose the best one for each pair.

- a. I was never able to claim the Lotto prize because I .....the ticket by mistake and of course I cannot remember its number.
- b. Packaging is not a waste if it is kept as part of a gift, but if people..... the packaging it creates a problem of rubbish disposal.

**HINT** 'discard' means 'throw away' because you have decided that you don't want it.

And students can practise changing **form** and **function**:

学生也可做些改变单词词形和词性的练习。

A. Make these **adjectives** into **adverbs**.

**deceptive      enthusiastic      significant**

B. Now join the **adverbs** to the **adjectives** or **-ed verb forms** in these sentences and take out the unnecessary language.

- a. The instructions for using the machine seemed simple, but actually they were very hard to follow.

**CLUE** *The instructions for using the machine are deceptively simple.*

- b. If a teacher has a strong sense of humor, he or she will be listened to with a great deal of attention and delight the students.
- c. The highways in and out of the city are much busier at rush hour and this has a huge effect.

Becoming further aware of **collocations** may enhance students' sensitivity to language too:

深入理解词的搭配关系也可以增强学生对语言的敏感性:

A. Match these **adjectives** with the **nouns** they can go with:

<b>sufficient</b>	<b>curious</b>	<b>hazardous</b>	<b>sustainable</b>	<b>apparent</b>
<b>phenomenon</b>	<b>waste</b>	<b>development</b>	<b>energy</b>	<b>failure</b>

B. Use the combinations of **adjectives** and **nouns** above to make simple sentences about each of these situations:

- a. The chemicals from the process can harm humans.
- b. There is more than enough electricity to supply all the households.
- c. Building fifteen new factories each year will not harm the environment very much.
- d. The advertisement asking the public for money for a new hospital has brought no money so far.
- e. Although fewer people say they believe in god, more people are attending church.

**HINT** Answer to a: 'The waste is hazardous.'

Students can practise getting words out for situations (**natural elicitation**):

学生可以练习用所学词汇来描述各种情形（自然引导）：

A. Make sure you have REVISED ALL THE LANGUAGE FOR THIS SECTION.

Study the situation below carefully and choose one word or phrase from the forty you have examined in the lesson that can best be applied to it:

"This society is very unlike my own. Here prostitution is legal. Young people are allowed to drink in public bars at only seventeen, It is also legal to smoke marijuana in public bars, such as in cafes."

Did you choose the same word or phrase as an English first language user?

B. Make a simple sentence using this word.

## Beyond The Method

There is a myriad of other games and activities that students can be enticed to play to reinforce their accumulated knowledge of lexis. At the same time as the 1001 academic words are worked at in the Method, a structural review can take place with the same principal

of asking the student to think through the language and to dexterously and originally manipulate it. A variety of structures including passives, tenses, complex subjects and objects and conditionals should be taught productively. Complementary study should demand an active use of the language in the same way that this resource does.

除了上述方法之外，还有大量其他游戏和活动可吸引学生，用以巩固他们所积累的词汇。在 Method 中对 1001 个学术词汇的用法进行学习和练习的同时，还要进行结构分析，其重要性不亚于学生用英语进行思维并灵活掌握其用法。语态、时态、复杂的主语和宾语、条件句等各种各样的结构，都应该有效地进行讲解。辅助性学习会要求学生积极使用语言，本教程也要求学生做到这一点。

The typical English learner may not be a great lover of English or of learning languages. In addition to acknowledging a student's limitations and other aspirations besides learning English, we ought to give credit to the various qualities that many students wish to bring to their study of English. For example, students' awareness of new language does not often result in immediate memorisation of it, but they are prepared to wait and look out for it and experience it again.

典型的英语学习者可能并不热爱英语或语言学习。除了认识到学生的局限以及学习英语之外的其他愿望，我们还应该肯定学生的各种优点；他们也希望能把这些优点带入到他们的英语学习之中。例如，学生能够认知新的语言却未必能将其立即记住，但是，他们愿意去等，对这种语言充满了期待，并且会重新体验这种语言。

Most importantly, we can give credit to the sensitivity and linguistic intuition our students show towards the language and, in the classroom, try to duplicate the first language user's experience. Finally, we ought also to acknowledge the extraordinary work ethic of the many students who come from cultures which prize education and knowledge.

最重要的是，在课堂上，学生对语言表现出敏感和直觉，以及他们力图像母语使用者那样去体验语言，对此我们应该表示称赞。最后，我们还应该认识到那些来自于珍视教育和知识的文化环境中的学生的超凡的学习热情。

The intensive teaching programme above (of which this Method can be a part) represents an intellectual challenge which students rise up to and makes the classroom experience a highly productive and exciting one.

以上的强化教学程序（Method 只是其中的一部分）呈现给学生一种智力的挑战，学生会奋起迎接这种挑战，从而使得课堂学习更加有效、有趣。

1001 学术词汇激活

**B** Now choose the **best answer** from the same pairs of words in **3A** to complete the following sentences:

8 points

- a. (i) For years I have been trying to ..... the right person to marry.  
(ii) There has been a lot of research but nobody ..... a definite cure for diabetes.
- b. (i) The government has failed to ..... improvements in health care that it promised.  
(ii) The new health care system ..... a great many problems to medical staff.
- c. (i) Either partner in a marriage (the husband or the wife) can ..... a divorce.  
(ii) It can be either the husband or the wife who ..... the arguments that lead to divorce.
- d. (i) I put all my spare money into a jar and after three months I take it out and ..... it.  
(ii) I want to get a car and pay it off each month. But first I will have to ..... how much it will cost me each week.

#### 4 CHANGING FORM

**A** Change these **verbs** into **nouns** using the suffixes below:

6 points

**-cation    -ion    -ment    -ation    -ing**

- a. preserve .....
- b. select .....
- c. fortify .....
- d. construct .....

iii

- e. resent .....
- f. upgrade .....

**B** Now rewrite the first part of the sentences below using those **nouns**:

6 points

- a. Making sure you have the right candidate is important for a political party.  
..... is important.
- b. Keeping historical documents in good condition is important.  
The ..... is important.
- c. To put high walls and weapons around the city is overdue.  
The ..... is overdue.
- d. To make public transport more modern from time to time is necessary.  
The ..... is necessary.
- e. Feeling hate for and being jealous of siblings is common.  
..... is common.
- f. It took hundreds of years to construct the Pyramids.  
The ..... took hundreds of years.

**C** Change these **adjectives** into **adverbs**:

6 points

- a. microscopic .....
- b. modest .....
- c. ideal .....
- d. drastic .....
- e. genuine .....
- f. immature .....

iv



- b. Fourteen-year-old boys are too young to drink alcohol. **Likewise**,  
..... 4 points
- c. It is a little bit of an unusual school. The students study self-defence and communication skills **along with** ..... 4 points
- d. Grapes have been in short supply to the winemaking industry this year; **hence**, ..... 4 points
- e. The Mink whale population is reported to be quite large in Sub-antarctic waters. **Elsewhere**, ..... 4 points
- f. Good staff leave for better opportunities and rewards. He gives his staff six weeks holiday a year, **thereby** ..... 4 points
- C Answer these questions as fully as you can using the given word or phrase:**
- a. Can you explain why religion and going to church are so much less popular these days? (**account for**) ..... 4 points
- b. If a basketball player hits another player in a game, say, punches him in the face, what do you think is the right punishment? (**justify**) ..... 4 points
- c. Why do couples choose to have such small families these days (i.e. with only one or two children)? (**be largely due to**) ..... 4 points
- d. The parents could buy a house (which they have always wanted, but never had), but instead they use the money to provide their child with a good education. What does it **testify to**? ..... 4 points
- e. The couple both had very high paying jobs, but their children needed looking after when neither was at home and their employers expected them to entertain clients at home. So, what **eroded** their income? ..... 4 points
- f. What can ambulance drivers **legally** do when they are hurrying to an accident? ..... 4 points

**SCORING SYSTEM:**

- Award 1 point for every correct answer for Sections 1 to 9.
- For Section 10 award up to 4 points for each of your answers.
- Divide the total by 16 and multiply by 10 to obtain your percentage score.

- b. Fourteen-year-old boys are too young to drink alcohol. **Likewise**,  
..... 4 points
- c. It is a little bit of an unusual school. The students study self-defence and communication skills **along with** ..... 4 points
- d. Grapes have been in short supply to the winemaking industry this year; **hence**, ..... 4 points
- e. The Mink whale population is reported to be quite large in Sub-antarctic waters. **Elsewhere**, ..... 4 points
- f. Good staff leave for better opportunities and rewards. He gives his staff six weeks holiday a year, **thereby** ..... 4 points
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## Notes



Part Two is on the CD



## PART TWO

...is an extended writing exercise.

- Having studied the forty Superwords and phrases of each lesson, extend your written use of these words by **PARAPHRASING GIVEN SENTENCES**.
- If you wish, you can print out all the Lesson worksheets from the CD.
- The optional **SPELLING** exercises provide further practice and audio links for each word and phrase.
- The exercises are designed to assist you to “see” the words you hear.

### Paraphrasing Sentences:

CORRECTIONS ON PAGE 128

999. If you set up a well-run and efficient recycling scheme, there will be so little waste that you would not notice it. (*negligible*)

There will be negligible waste that you will notice.

1000. After the divorce, the mother bought the boy a punching bag so that he didn't keep the anger which he felt toward his father inside him. (*release*)

...so that he release the anger which he felt toward his father.

1001. I did not go down the fire escape, or even try to get out of the building like all the other people, because I had no idea that there was, in fact, a fire. (*aware of*)

I did not go down the fire escape or even try to  
I was not aware that there was, in fact, a fire.\*

#### SUPERWORD #1001:

I did not go down the fire escape, or even try to get out of the building like all the other people, because I was not aware of there being a fire.

**PART 3 Lesson 1:****Superwords 1~40**

Think through the vocabulary and increase your speaking skills by taking turns at asking and answering these questions.

**Try to use the lesson words as you answer.**

2. Male sports such as rugby and football are aggressive sports which result in many injuries to the players. **Meanwhile** what?
4. How did the weather **influence** the result of the football game?
6. Computer programmers are among the most highly paid professionals in the world. There is a **correlation** between what and what?
8. He was caught taking illegal drugs and he's just a teenager. Where did he become acquainted with them and how did he become **acquainted with** them?
10. The government has increased dog licence fees by 100%. As a result, what has there been a higher **incidence** of?
12. What do you **attribute it to**? Governments in the West seldom stay in power for longer than six years.
14. What is she **particularly**? She can pick up any musical instrument and play it without a lesson.
16. Pets are great because they are excellent at keeping you company and are inexpensive to feed. Now complete this sentence: "But **in other respects**..."
18. The parents would not allow their son to watch the movie. Why? What did it **contain**?
20. Before you become a sailor, what is **vital**?
22. The boss was not paying his workers enough and then suddenly he gave them a huge raise. Why? What did the workers **threaten** the boss with? Or what did the workers **threaten** to do?
24. He stayed in the factory over night. Sometimes he did some painting and repairing. But what was he **principally** paid to do?
26. What was there a **decline** in? Women began to have fewer babies, young people went overseas for better jobs and the government cut the number of immigrants allowed into the country.