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Cambridge English

Vocabulary
for IELTS Advanced
with answers

剑桥雅思
核心词汇精讲精练
高级篇

(英) **PAULINE CULLEN** 编著



Self-study vocabulary practice

Official Cambridge preparation materials for IELTS



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前言

本书参考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、学习语言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单元分别指导考生学习词汇以及应对雅思阅读、写作、听力和口语测试的答题技巧。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、阅读和听力原文的翻译以及每个单元的单词表。

本书单词囊括了雅思6.5分及以上的词汇，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，涵盖学术类阅读、写作以及听力中的测试内容；

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。

本书专门为中高级以及高级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，是为全球雅思考生量身定做的必备用书。本书可供自学，也可在教师指导下使用。

Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Human nature	Character, psychology	Listening Section 4
Unit 2	Time for a change	Time, change	Reading
Unit 3	No man is an island	Individuality, community	Writing Task 1
Unit 4	Scientific discovery	Chemistry, medicine	Reading
Unit 5	Striving to achieve	Study, work	Speaking
Unit 6	Powers of persuasion	Advertising, marketing	Reading
Unit 7	Ways and means	Tourism, travel	Writing Task 1
Unit 8	State control	Government, society	Writing Task 2
Unit 9	Natural history	Animals, conservation	Reading
Unit 10	Rocket science	Space, physics	Listening Section 4
Unit 11	Progress	Technology, design	Reading
Unit 12	The latest thing	Fashion and trends, consumerism	Reading
Unit 13	Urban jungle	Rural life, city life	Listening Section 1

Unit number	Title	Topics	Test practice
Unit 14	Tackling issues	Problems, solutions	Writing Task 2
Unit 15	This Earth	Natural phenomena, agriculture	Listening Section 3
Unit 16	Energy efficient	Energy, natural resources	Writing Task 2
Unit 17	Getting down to business	Management, personal finance	Reading
Unit 18	Law enforcement	Crime, punishment	Writing Task 2
Unit 19	The media	Fame and the media, media bias	Speaking
Unit 20	A matter of taste	The arts, personal taste	Reading

Reference section			
Unit 21	Learning vocabulary	Dictionaries, wordlists	
Unit 22	IELTS Reading	Reading skills, question types	
Unit 23	IELTS Writing	Writing Task 1, Writing Task 2	
Unit 24	IELTS Listening	Section 1 and 2, Section 3 and 4	
Unit 25	IELTS Speaking	Part 1, Part 2, Part 3	

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？

本书是为那些打算自己复习和拓展词汇的中高级以及高级英语学习者编写的。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？

考生可以按照任意顺序学习教学单元，但如果考生想要全面备考并扩展词汇量的话，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或者符合考生的兴趣，因此考生也可以从某个特定单元开始学习。本书Unit 21对于学习词汇给出了有用的建议，所以可以先学习这部分。

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。考试练习的材料对于扩展词汇量同样有用。考生做完练习之后可以回看阅读文章和听力材料，找出犯错

的地方，将不认识或者对考试有帮助的词汇记下来。

单元是如何组织的？

本书共有25个单元。前20个单元按照学术话题介绍和练习词汇。每个话题分成两个部分。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，还包含语音聚焦。此外，每个单元都有考试练习，包括以下试卷中所有不同的题型：学术类阅读、写作、听力和口语。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5个单元提供了学习和使用新词汇的指南。Unit 21给出了如何扩展词汇和使用词典的方法。Unit 22至Unit 25侧重于雅思考试各个部分的备考策略。

听力录音光盘里面有什么？

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几个单词一组，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，老师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，或者考生可以请同学帮忙测试。当考生读到或听到这些单词时，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。

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。这些范文可以作为组织观点和准确、有效运用词汇方面的指南。

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汇总的词汇。在口语考试的第二部分，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？

本书共有五个测试。每个测试考查五个单元的词汇。学完五个单元后，做测试并进行打分。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，可以在开始学习各个单元之前先做测试，检测自己到底认识多少单词。这样可以帮助考生找到薄弱环节。

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。

如何学习和复习词汇？

单元中的有些单词考生可能没见过，有的可能熟识但还不能准确使用。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可以帮助考生培养良好的词汇学习技巧。

IELTS Test summary

听力 (大约30分钟)

听力有四个部分，共40道题。录音放完后有10分钟的时间供考生将答案誊抄到答题纸上。听力考试中，录音只放一次。题目难度依次增加。拼写很重要，但若考生觉得自己的字迹难以辨认，也可以将答案用大写字母写出来。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。	8, 13, 24
2	有关某个普遍性话题的独白，比如广播。	20, 24
3	学术环境下两三个人之间的对话，比如讨论一门功课。	15, 16, 19, 24
4	学术环境下的独白，比如讲课。	1, 2, 4, 5, 7, 10, 11, 13, 15, 16, 18, 24

每部分有10个问题。关于每种不同题型的详细描述，请访问：www.ielts.org。考生可以学习Unit 24了解更多的听力测试技巧。

学术类阅读 (1小时)

阅读有三篇文章，共40道题。誊抄答案不另给时间，所以考生需要将答案直接写在答题纸上。阅读文章具有权威性和学术性。例子请见Unit 2, 4, 6, 9, 11, 12, 17和20。关于每种不同题型的详细描述，请访问：www.ielts.org。考生可以学习Unit 22了解更多的阅读测试技巧。有些考生可能在第一篇文章上花费太长的时间，以致最终时间不够用。因此，请按照每部分建议的答题时间来作答。

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分值更大。考生可以学习Unit 23了解更多的写作测试技巧。写作考试包括以下部分：

Task	时间	长度	要求	评估	示范单元
Task 1	20分钟	至少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	3, 7
Task 2	40分钟	至少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	8, 14, 16, 18

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。考生语言的流畅与连贯、词汇资源、语法范围与准确性以及发音都会被作为评分标准。面试分为三个独立的部分，具体如下：

部分	时间	要求	示范单元
1	4~5分钟	回答有关熟悉话题的问题，如爱好、喜欢与不喜欢的事物、日常工作。	5, 13, 19
2	3~4分钟	考生会拿到一张话题卡，比如“描述一次旅行”，或“你对新闻中的什么内容感兴趣”。考生有1分钟时间做笔记，然后需要在1~2分钟内谈论该话题。	1, 5, 7, 12, 19
3	4~5分钟	回答有关第2部分话题中更加抽象的问题，比如“友谊有多重要？”	4, 5, 19

切记回答的内容要充分，并在回答过程中展示自己的词汇量和清晰的发音。考生可以学习 Unit 25 了解更多的口语测试技巧。

本书特色

Cambridge English Corpus

“错误警示”中的实例来源于剑桥英语语料库，并为考生解决词汇常犯错误，以获得雅思6.5及以上分数。

Dictionary

在某些情况下，做练习之前查字典也许是有用的。这些练习前都标有字典的图标。考生可以学习 Unit 21 了解更多的字典使用技巧。

PARAPHRASE

对于雅思考试而言，识别并理解意译十分重要。为了测试考生对于考试中听力或阅读文章的理解程度，题目会用意思相近的其他词表达与材料中一样的意思。本书包含许多帮助考生提高对意译理解的练习。

COLLOCATION

本书另一个特色就是提供关于搭配的练习。搭配是指单词的共现关系。在雅思口语和写作测试中，考生使用词汇的精确度影响着最终得分。这意味着考生必须选择合适的单词以及正确的搭配。在学习新单词的同时，学习与该单词搭配使用的介词或动词同样重要。本书中有关搭配的练习会提高考生这方面的意识。

1


Human nature

Character, psychology

Character

1.1 Look at the following adjectives and decide if any of them apply to you.

talkative eccentric cheerful indecisive clumsy

1.2  **02** Now listen to three people. Decide who they are talking about and choose the adjectives in 1.1 to describe that person. Then complete the sentences.



- 1 Speaker 1 is describing his _____, who sounds _____.
- 2 Speaker 2 is describing her _____, who sounds _____ but _____.
- 3 Speaker 3 is describing his _____, who sounds _____.

1.3 Write the adjectives in the box in the correct part of the table.

anxious apprehensive assertive
charming cheerful clumsy cynical
egotistical gullible self-confident
self-conscious sensible tactful well-liked

Positive qualities	Negative qualities

1.4 Some adjectives which describe character use the prefixes *self-* and *well-*. Choose between *self-* and *well-* for each of the following adjectives and write the new adjectives below.

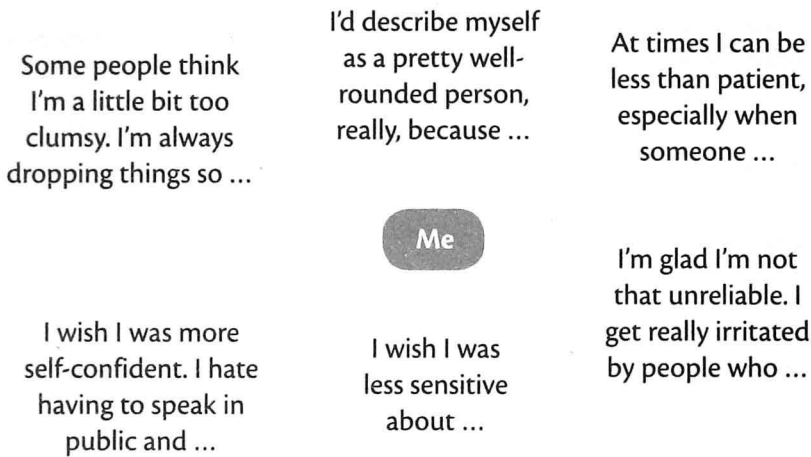
absorbed adjusted assured behaved bred brought-up centred confident congratulatory
deprecating dressed educated important informed mannered reliant rounded

self- _____
well- _____

1.5 The following adjectives describe positive qualities. Add prefixes to make them negative.

considerate sensitive decisive patient reliable

2.1 A student has filled in this mind map. Make a mind map about yourself. Use it to practise talking about yourself for one to two minutes.



2.2 Complete the sentences with the singular or plural form of *personality*, *character* or *characteristic*.

- 1 She's always the life and soul of the party because she has such a bubbly _____.
- 2 Dedication, commitment and knowledge are all _____ of a good teacher.
- 3 I don't believe he said that; it would be really out of _____.
- 4 I didn't get along with my business partner because our _____ clashed.
- 5 Children may display _____ of either of their parents.

2.3 In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. Use the language and ideas in your mind map to answer these questions. Make a recording of yourself if possible.

Describe a friend you have known for a long time.

You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common

and say what you like doing together.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

2.4 Listen to your recording and check there is no hesitation in the middle of sentences and that your pronunciation is clear. Check the range of vocabulary in your answer and make sure there is not too much repetition.

V Vocabulary note

If you are a visual learner, making a mind map can help you to turn a list of vocabulary into a single image which you are more likely to remember.

V Vocabulary note

The words *personality* and *character* are very close in meaning but they are not always used in the same way. *Personality* = the way you behave, feel and think, especially socially. *Character* = a combination of qualities which make someone different from other people. *Characteristic* = things that are typical or noticeable about a person or thing (it can be a noun or an adjective).



Test tip

After Part 2 of the Speaking test, you may be asked one or two rounding-off questions, e.g. *Do you still see this person?* or *Do you often make new friends?* The examiner can ask these questions to help you extend your speaking time.

Psychology

3.1 Read the passage below. Are the following statements *True*, *False* or *Not given*? Before you answer the questions, highlight or underline the part of the passage you think will give you your answer.

- 1 The ANU study found that *young people* in Canberra confuse being well-liked with being popular.
- 2 The ANU study showed that most young people in Canberra *wish they were popular*.
- 3 According to Ms Hawke, popular students may *look down on* other students.
- 4 According to Ms Hawke, popular students can *prevent others from learning*.
- 5 According to Ms Hawke, students who are well-liked *tend to mix with others* who are well-liked.
- 6 Being well-liked tells us more about someone's *true character* than being popular.
- 7 There is often one popular student in a year group who is *thought to* have more power than the others.



Test tip

There are no tricks involved in *True / False / Not given* questions. Is the information not actually there (*Not given*) or is it the same as or the opposite of the information in the question (*True* or *False*)?

Would you prefer to be 'popular' or 'well-liked'? A new study from The Australian National University (ANU) has shown that for Canberra's young people, being well-liked is much more desirable than being popular, and being popular does not always mean you're well-liked. The study by Stephanie Hawke, a PhD candidate in clinical psychology at ANU, looked at nearly 200 Year 9 and Year 11 students from across Canberra. It found that adolescents saw being popular and being well-liked as two very different things, and that young people may not see popularity as a desirable trait.

The research has been released as part of National Psychology Week. It is the first Australian study to address the issue of popularity and what it means to young people. 'Both boys and girls agreed that many popular teenagers are disliked by the year group as a whole,' said Ms Hawke. 'This can be for several reasons such as bullying, having an attitude of superiority and disrupting the classroom. Those students who are described as being both popular and well-liked manage to balance their high social status with positive qualities such as being kind and friendly.'

The study also found that there was a complicated relationship between both individual and group popularity, and how these were perceived by students. 'One interesting finding is that popular students are likely to belong to popular groups. This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers,' said Ms Hawke. 'It seems that being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics. Almost all of the students interviewed said that they would prefer to be known as well-liked, as opposed to popular, because this is a reflection of who they are as a person.' She added that the results indicate that 'popular' students are not idealised in the way that popular culture sometimes portrays, and that once other students are aware that many 'popular' students are not liked by others in the year group, it is possible that they will lose the power they are perceived to have.

3.2 PARAPHRASE Now find words or phrases in the passage with a similar meaning to the words in italics in 3.1.

Listening Section 4



Questions 1–10

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.



Test tip

Remember that although the information on the question paper will paraphrase the information that you hear, it will be in the same order. Make sure you keep to the word limit you are given and be careful to check your spelling at the end. You can write your answers in capital letters or lower case.

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

Current views

- More than one type of intelligence – these can be seen in our **1**
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) **2** (science and maths)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and **3**
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the **4** of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too **5**

Uses in education

- Adapt activities to suit the type of student you are, e.g.
 - a kinaesthetic type learner will not learn well from a **6** – they would learn better from taking part in a **7**
 - visual learners could create their own **8**
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - a visual learner would prefer to use a **9**
 - a kinaesthetic learner would prefer to do a **10**

2

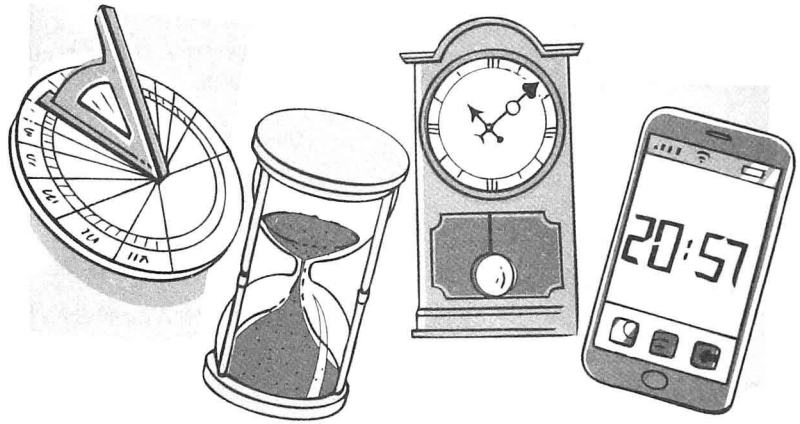
Time for a change

Time, change

Time

1.1 Answer these questions.

- 1 Has your attitude to your free time changed since you were a child? (In what way?)
- 2 What value is there in teaching history to children?
- 3 What is the best way to learn about history?
- 4 Do you think older people are more interested in the past than children are? (Why? / Why not?)
- 5 What influence do you think the past has over the present?



1.2 04 Listen to two people answering the questions in 1.1. Which question are they answering?

Speaker 1 ____ Speaker 2 ____


1.3 04 COLLOCATION Now listen again and note the expressions connected with time. You may need to listen several times and/or read recording script 04 at the back of the book.

2.1 Do the words in the box refer to the past or the present?

retrospect contemporary bygone immediate preceding current topical status quo

2.2 COLLOCATION Complete the sentences with the words in the box in 2.1. Use a dictionary to help you and to check collocations with the words in bold. There may be more than one possible answer.

- 1 The exhibition contains faded photographs reminding us of a _____ era.
- 2 He mixes _____ **ideas** with those of years gone by.
- 3 There will always be people who resist change and want to **maintain the** _____ .
- 4 The _____ **effect** of the war was a breakdown in law and order on the streets.
- 5 **In** _____ , and with the benefit of hindsight, it is clear that this was a bad decision.
- 6 I prefer this newspaper because it covers the most _____ **news** stories.
- 7 On New Year's Day, people often stop and reflect on all that happened in the _____ **year**.
- 8 In previous years, the library was always very busy, but our _____ **students** seem to prefer to study in the privacy of their own room.

3.1  **05** Listen to a talk about archaeology and complete the summary using **NO MORE THAN TWO WORDS** for each answer.

Years before the arrival of our ancestors, who were the ¹ _____ of colonial times, ancient societies lived in the lake area. In some places, archaeologists have discovered the remains of ² _____ hidden under many layers of earth. But digs in other areas have only produced charcoal deposits from ³ _____. Because of these finds, we can now protect the ⁴ _____, e.g. they may be put on an official list of ⁵ _____. It is very important that they are kept safe. They are at risk of disappearing altogether because of erosion and looters. The looters take things from the area because they hope to sell them as ⁶ _____. The researchers plan to totally ⁷ _____ the area and take away any ⁸ _____ they find to put them in a safe place. If people steal from these areas, we lose the possibility of understanding more about our cultural heritage.

3.2  **05** PARAPHRASE Now listen again and note the words and phrases with a similar meaning to the words in italics in the summary.

Change

4.1 The word *change* can collocate with all of the adjectives in the box. Do the adjectives mean *large* or *small* (change)?

enormous minute total dramatic modest
complete immense gradual profound
extraordinary sweeping minor tremendous
infinitesimal moderate drastic slight major huge

4.2 The adjectives in the box can describe the nature or speed of change. Highlight or underline the synonyms of *change* in the sentences below. Then complete the sentences with adjectives from the box.

smooth gradual turbulent abrupt sudden rapid temporary

- Everyone was grateful that there had been a very _____ transition between governments.
- The stock market crash led to a very _____ reversal in fortunes for many people.
- The government is hoping that this is only a _____ shift in public opinion.
- There was a _____ improvement in our sales figures from 1990 to 2010, and this helped bring about our transformation from a small local company to a global leader.
- This has been a _____ period involving a great deal of struggle and hardship. But it is a necessary part of our evolution.
- We are slowly witnessing a _____ movement in favour of surveillance.

V Vocabulary note

Change is often used in the active form when it has a passive sense, e.g. My home town **has changed** recently. NOT ~~has been changed~~

Try to use a range of adjectives and adverbs to intensify or weaken the word *change*, e.g. There was a **profound change** in attitudes. Or Attitudes **changed completely**. NOT ~~Attitudes had a big change~~