

# Introduction

## What does the book aim to do?

This book aims to extend and improve the range and accuracy of your vocabulary, and help you prepare for the IELTS exam. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. This book also gives you opportunities to practise using new words so that they can become part of your active vocabulary.

## Who is it aimed at?

The book is designed for upper-intermediate or advanced level students working alone who want to revise and extend their vocabulary. But it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is also suitable for advanced general English students, or those preparing to study English for academic purposes.

## What order should I do the units in?

You can work through the units in any order, but you should study all the units if you want to prepare thoroughly for the test and extend your vocabulary. You may want to start with a particular unit because it relates to a topic in your course book or because you have a particular interest in that area. Unit 21 provides a very useful introduction to learning vocabulary so it may be a good idea to look at this first.

## How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test. The practice test materials are also useful for extending your vocabulary. Once you have completed the practice test questions, look at the reading and listening texts and focus on the areas where you made mistakes. Make a note of any vocabulary you do not know or any words or phrases that may be useful for you to use in the test.

## How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on academic topics. Each topic is divided into two sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and speaking materials similar to those found in the IELTS test. There is also a focus on pronunciation. In addition, there is a test practice at the end of each unit, which includes examples of tasks in the following papers: Academic Reading; Academic Writing; Listening and Speaking. These tasks resemble the level and task types found in the real test as closely as possible and can be used for timed test practice.

Following this introduction is a summary of what is in each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary. Unit 21 gives useful tips on developing and using a dictionary, and Units 22–25 focus on strategies for the Reading, Writing, Listening, and Speaking sections of the test.

## How do I use the wordlist?

There is a wordlist for each unit at the back of the book. Some of the words and phrases may be specific to one topic area but many of them can be found and used in a wide variety of contexts. You may want to divide these lists up into smaller groups of words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively, your teacher might use the wordlist as a test or review at the end of each unit, or you could ask a friend to test you. You should be able to understand these words when you read or hear them, but you should also try to extend your active vocabulary by using them in your writing and speaking tasks. You should learn the correct spellings of words as well as any words that collocate with them.

## How do I do the Writing test practice?

The Writing test practice questions give an opportunity to actively use the vocabulary from the unit. There are model answers in the answer key. Try to write your own answers before looking at the model answer. These can be used as a guide to organising ideas and using vocabulary accurately and effectively. You will be penalised if you produce a learnt essay in the IELTS test, so you should not attempt to do this.

## How do I do the Speaking test practice?

The Speaking test practice questions provide opportunities to actively use the vocabulary from the unit. In Part 2 of the Speaking test, you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation and intonation as well as the words you used. How could you improve your answer? Ask a friend or teacher for their comments.

## When should I do Tests one to five?

There are five vocabulary tests. Each test helps you to review the vocabulary from the previous five units. When you have finished five units, do the test and mark it using the answers at the back of the book. Highlight the questions you got wrong and go back to the units you need to look at again. If you are a more advanced student, you may want to take the test before you begin the units to see how much you already know. This may help to pinpoint your weak areas.

## When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in working out the meaning of words from context, so you should try to do each exercise without a dictionary first. When you have finished, use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary to look up any words you don't know. Try to be aware of words that you need to look up more than once as these are likely to be key words for you to learn. Write them down with their meanings, together with them, and it is a good idea to make a note of these as well. Look at Unit 21 if you need more help on how to use a dictionary.

## How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word already, you may be making collocation mistakes and using the incorrect preposition or verb. You might like to use a notebook and organise your vocabulary in the following categories:

- New words to learn
- Words I need to use more often
- Words I often make mistakes with
- Topic words, e.g. The environment; Fuel; Energy; Work, etc.

Alternatively, you could simply highlight these words using a different colour highlighter for each category, e.g. a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on. Unit 21 will help you develop good vocabulary learning techniques.

## IELTS test summary

### Listening (approximately 30 minutes)

There are four parts and 40 questions. There are also ten minutes at the end to transfer your answers from the question paper to the answer sheet. In the IELTS Listening test, you will hear the recording once only. Each section is a little more difficult than the one before. Spelling is important but you can write your answers in capital letters if you think your handwriting is difficult to read. The test is divided up as follows:

Part	What will I hear?	Example units
1	A conversation between two people, e.g. finding out information about travel	8, 13, 24
2	A monologue on a general topic, e.g. a radio broadcast	4, 20, 24
3	A dialogue between two or three people in an academic context, e.g. discussing an assignment	15, 16, 19, 24
4	A monologue in an academic context, e.g. a lecture	1, 2, 4, 5, 7, 10, 11, 13, 15, 16, 18, 24

There are ten questions for each section. Visit the IELTS website at [www.ielts.org](http://www.ielts.org) for a detailed description of each of the different question types. Study Unit 24 for Listening test strategies.

### Academic Reading (1 hour) (NB This includes the time needed to transfer your answers, there is no extra time given for this)

There are three Reading passages and 40 questions. There is no extra time for the transfer of answers so write your answers directly on the answer paper. The texts are authentic and academic in nature. Examples can be found in Unit 2, 6, 9, 11, 12, 17, 20 and 22. Visit the IELTS website at [www.ielts.org](http://www.ielts.org) for a detailed description of each of the different question types. Study Unit 22 for Reading test strategies. Some candidates spend too long on the first passage and run out of time. Make sure you keep to the suggested times for each section.

### Academic Writing (1 hour)

There are two writing tasks, Writing Task 1 and Writing Task 2. You must complete both tasks. Task 2 contributes twice as much as task 1 to your overall writing score. Study Unit 23 for Writing test strategies. The test is divided up as follows:

Task	Timing	Length	What do I have to do?	Assessment	Example units
Writing Task 1	20 minutes	150 words minimum	Describe visual information, e.g. a diagram, chart, graph or table.	<ul style="list-style-type: none"> <li>Task achievement</li> <li>Coherence and cohesion</li> <li>Lexical resource</li> <li>Grammatical range and accuracy</li> </ul>	3, 7, 17, 23
Writing Task 2	40 minutes	250 words minimum	Write a discursive essay. You may be asked to: discuss and evaluate one opinion and say to what extent you agree with this opinion; discuss and evaluate two differing opinions and give your own opinion; discuss and evaluate the advantages and disadvantages of something; discuss whether a development is positive or negative; evaluate a problem and suggest possible solutions.	<ul style="list-style-type: none"> <li>Task response</li> <li>Coherence and cohesion</li> <li>Lexical resource</li> <li>Grammatical range and accuracy</li> </ul>	7, 8, 14, 16, 18, 23

## Speaking (11 to 14 minutes)

In the IELTS Speaking test, you will be interviewed on your own by an examiner, who will record your response. You will be assessed on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The interview has three separate parts and is divided up as follows:

Part	Timing	What will I need to talk about?	Example units
1	4–5 mins	Questions on familiar topics, e.g. hobbies; likes and dislikes; daily routine	2, 5, 13, 19, 25
2	3–4 mins	You are given a card with a topic (e.g. describe a good friend) and some suggestions for what to say on it. You have one minute to make notes. You then talk about the topic for 1–2 minutes.	1, 5, 7, 12, 19, 25
3	4–5 mins	The examiner will ask you more detailed and more abstract questions about the topic in Part 2, e.g. 'How important is friendship?'	3, 4, 5, 10, 19, 25

Remember to give long answers to the questions, display your knowledge of vocabulary and have clear pronunciation throughout. Study Unit 25 for Speaking test strategies.

## Features of the book



### Cambridge English Corpus

The 'Error warning' boxes are informed by the Cambridge English Corpus and deal with vocabulary which is known to cause problems for IELTS candidates at band 6.5 and above.

### PARAPHRASE

Recognising and understanding paraphrase is important for the IELTS test. In order to test how well you can understand a Listening or Reading text, the questions in the IELTS test will present the ideas in the texts using different words to the ones you hear or read. Throughout this book you will find many exercises that help you to identify paraphrase.



### Dictionary

In some exercises it may be useful to use your dictionary to check the vocabulary first, before you do the exercise. These exercises are marked with a dictionary icon. Look at Unit 21 if you need more help on how to use a dictionary.

### COLLOCATION

Another feature of this book are the exercises on collocation. Collocation refers to the way words are used together. In the IELTS Speaking and Writing tests, you will be assessed on how accurately you can use vocabulary. This means choosing the correct words to use and combining them correctly. When you are learning new words, it is important to also learn the prepositions or verbs that should be used with them. The collocation exercises in this book will help to make you aware of this.

## 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 adjectives from 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

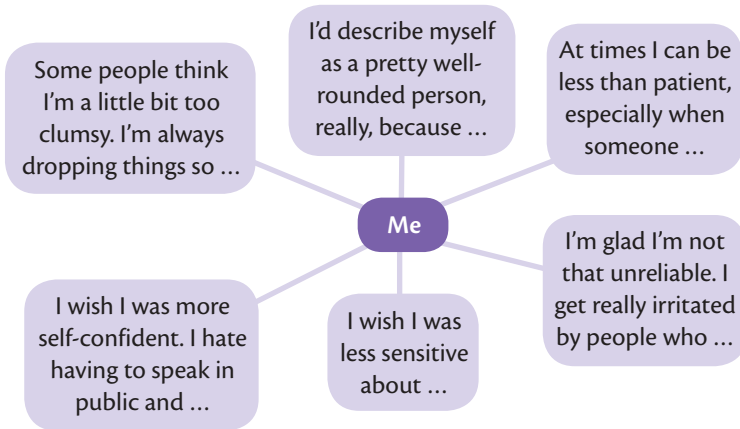
*self-* \_\_\_\_\_

*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.



**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.

**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.

**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).

**2.3** In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. You have one minute to think about what you are going to say, and you can make notes if you wish. For this task, use the language and ideas in your mind map to help you. Make a recording of yourself if possible.

Describe a friend you have known for a long time. You should say:

- how long you have known each other
- where and how you met this friend
- how you are similar to and different from this friend

and say what you like doing together.

**💡 Test tip**

Use your notes and the bullets in the question to help you keep going. 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?*

**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.

# 1 Human nature

## 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. You need to read the information in the passage carefully, then decide if the statements are correct (*True*), incorrect (*False*), or whether you cannot check because there is not enough information about this (*Not given*).

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.



# Test practice

## Listening Part 4

### ▶ Test Practice Track 1

#### 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.

## Multiple Intelligence Theory

### Past views of intelligence

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

### More current views

- More than one type of intelligence – these can be shown through your **1** .....
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
  - i) linguistic (i.e. words and language)
  - ii) **2** ..... (maths and science)
  - iii) musical
  - iv) kinaesthetic (i.e. the body and **3** .....
  - v) spatial/visual (relating to images and ability to visualise)
  - vi) **interpersonal** (conscious of the **4** ..... of other people)
  - vii) **intrapersonal** (relating to self-awareness)
- 1995 – Gardner added naturalistic intelligence – others have been suggested but are not generally included because they are too **5** .....
- The theory has been criticised by some **6** .....
  - > a visual learner would use a **9** .....
  - > a kinaesthetic learner would probably do a **10** .....



## 2

## Time for a change

## Time, change

## Time

## 1.1 Answer these questions.

- Has your attitude to your free time changed since you were a child? (In what way?)
- What value is there in teaching history to children?
- What is the best way to learn about history?
- Do you think older people are more interested in the past than children are? (Why? / Why not?)
- 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.

- The exhibition contains faded photographs reminding us of a \_\_\_\_\_ era.
- He mixes \_\_\_\_\_ ideas with those of years gone by.
- There will always be people who resist change and want to **maintain the** \_\_\_\_\_.
- The \_\_\_\_\_ effect of the war was a breakdown in law and order on the streets.
- In \_\_\_\_\_, and with the benefit of hindsight, it is clear that this was a bad decision.
- I prefer this newspaper because it covers the most \_\_\_\_\_ news stories.
- On New Year's Day, people often stop and reflect on all that happened in the \_\_\_\_\_ year.
- 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 <sup>1</sup>\_\_\_\_\_ of colonial *times*, ancient *societies lived* in the lake area. In some places, archaeologists have discovered the *remains* of <sup>2</sup>\_\_\_\_\_ *hidden under* many layers of earth. *But* digs in other areas have only *produced* charcoal deposits from <sup>3</sup>\_\_\_\_\_. Because of these *finds*, we can now protect the <sup>4</sup>\_\_\_\_\_, e.g. they may be put on an *official list* of <sup>5</sup>\_\_\_\_\_. 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 <sup>6</sup>\_\_\_\_\_. The researchers plan to *totally* <sup>7</sup>\_\_\_\_\_ the area and take away any <sup>8</sup>\_\_\_\_\_ 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 2010 to 2020, 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.

### 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*