

# 40000

# ESSENTIAL

# ENGLISH

# WORDS

SECOND EDITION

# 2



**Paul Nation**

**4000 ESSENTIAL ENGLISH WORDS 2**

• SECOND EDITION •



**4000**

**ESSENTIAL**

**ENGLISH**

**WORDS**

**2**

**Paul Nation**

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# INTRODUCTION

## About the Vocabulary

The 600 words in each book of this series, along with the additional target words in the appendices found in the first three books of the series, include the most useful words in English. The books are based on the carefully researched BNC/COCA word frequency lists, which can be found on Paul Nation's website. Because of the way that they were chosen, these words have the following characteristics:

1. They are useful in both spoken and written English. No matter what English course a learner is studying, the words in these books will be of value.
2. Each word in these books is a high-frequency word or mid-frequency word. This means that the effort invested in learning the words will not be wasted. Learners will have many chances to encounter or use them in their studies.
3. As a whole, these books cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

## About the Books

The activities in these books are specially designed to make use of important learning conditions. The words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence which differs from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have a chance to recall the meanings of the words and adapt them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word that fits the different uses.

Images for each target word help learners visualize the word as it is used in the example sentence. These word-image associations help students grasp the meaning of the word as well as recall the word later.

Book 1 assumes that the learner knows around 400 words of English and focuses on the remaining words in the first 1000, plus some from the second 1000.

Book 4 focuses primarily on the words in Averil Coxhead's well-known Academic Word List. This list of 570 words is particularly useful for learners of English as a foreign language who need to read academic texts in English at secondary school or university level, and who need to speak, write, and listen to lectures on academic topics in English.

Although many words have more than one grammatical form, this series focuses on the word's most common form. This is mentioned to remind learners that, just because a word is labeled and used as a noun in this series, does not mean that it can never be used in another form. This series has simply focused on the word in the form in which it is most likely to be used.

To ensure that a wide range of learners in any given class can find useful words to learn in each unit, the inclusion of words does not strictly adhere to each 1000-word level. However, there is a progression from the first 1000 words to the fourth 1000 words through the books in the series. Table 1 shows the levels of the books.

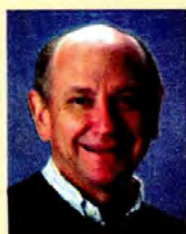
**Table 1: The books in the 4000 ESSENTIAL ENGLISH WORDS series, frequency levels, and CEFR levels**

4000 Level books	Major word level in the books	CEFR level
Book 1	1000	A2
Book 2	1000-2000	A2
Book 3	2000-3000	B1
Book 4	AWL	B2
Book 5	3000-4000	B2
Book 6	4000	C1

## Supporting Learning with Other Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. Learning can further be supported through the following activities:

1. Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.
2. Assign graded readers at appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input, which will improve student recall of the words.
3. Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is an invaluable resource for reading fluency material.
4. Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all four language skills.



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#### **Paul Nation's website**

<https://www.victoria.ac.nz/lals/about/staff/paul-nation>



# UNIT 2

## WORD LIST



**anxious** [æŋkʃəs]

*adj.* **Anxious** means feeling worried or nervous.  
She was **anxious** about not making her appointment on time.



**awful** [ɔ:fəl]

*adj.* An **awful** thing is very bad.  
Her performance last night was **awful**.



**consist** [kənsɪst]

*v.* To **consist** of certain is to be made of parts or things them.  
Today's choices for lunch **consisted** of pizza, hamburgers, and hot dogs.



**desire** [dɪzəɪə]

*v.* To **desire** is to want something.  
My sister **desires** a big house and lots of money.



**eager** [i:gə]

*adj.* **Eager** shows excitement about something.  
The man was **eager** to talk about the good news.



**household** [háushòuld]

*n.* A **household** is all the people who live in one house.  
Our **household** is made up of my father, my mother, and me.



**intent** [ɪntént]

*n.* An **intent** is a plan to do something.  
Her **intent** is to visit Italy next summer.



**landscape** [lændskèip]

*n.* A **landscape** is how an area of land looks.  
The **landscape** of the country is very green.



**lift** [lɪft]

*v.* To **lift** something is to move it higher.  
The man tried to **lift** the box.



**load** [ləʊd]

*v.* To **load** is to put objects into something.  
The man **loaded** the boxes into a truck.



 **lung** [lʌŋ]

*n.* A **lung** is a part of the body that fills with air when breathing.  
Having strong **lungs** is necessary for a healthy life.

 **motion** [móʊʃən]

*n.* A **motion** is a movement that someone makes.  
The police officer made a **motion** with his hand.

 **pace** [peɪs]

*n.* The **pace** of something is the speed at which it happens.  
I ran the race at a slower **pace** than my friend.

 **polite** [pə'laɪt]

*adj.* **Polite** shows a thoughtful and kind behavior.  
The boy was very **polite**; he behaved very thoughtfully.

 **possess** [pə'zɛs]

*v.* To **possess** something is to have it or own it.  
My uncle **possesses** three sheep, a chicken, a cow, and a dog.

 **rapidly** [ræ'pɪdli]

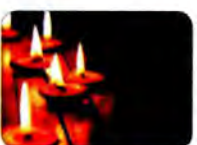
*adv.* **Rapidly** means happening very fast.  
The train moved **rapidly** on the tracks.

 **remark** [rɪ'mɑ:rk]

*v.* To **remark** is to say something.  
The teacher **remarked** on how quickly the students were learning.

 **seek** [si:k]

*v.* To **seek** is to look for something.  
If I have a problem, I **seek** my sister's advice.

 **shine** [ʃaɪn]

*v.* To **shine** is to make a bright light.  
The candles are **shining** in the dark room.

 **spill** [spɪl]

*v.* To **spill** is to accidentally make something fall out of its container.  
I **spilled** the coffee on the table.

# EXERCISES

## A Circle the word that fits the definition.

1. **a movement**  
 a. pace                      b. intent                      c. lungs                      d. motion
2. **to look for**  
 a. seek                      b. possess                      c. shine                      d. desire
3. **to pick up**  
 a. eager                      b. lift                      c. remark                      d. spill
4. **very fast**  
 a. landscape                      b. household                      c. rapidly                      d. awful
5. **feeling worried**  
 a. consisting of                      b. load                      c. polite                      d. anxious

## B Circle the right definition for the given word.

1. **possess**  
 a. to look for                      b. to own                      c. to pick up                      d. to put in
2. **desire**  
 a. to want                      b. to make up of                      c. to have                      d. to say
3. **intent**  
 a. an area of land                      b. a part                      c. a plan                      d. a feeling
4. **shine**  
 a. to learn                      b. to make light  
 c. to make something fall out                      d. to move fast
5. **polite**  
 a. thoughtful                      b. worried                      c. fast                      d. excited

**C** Check (✓) the sentence that makes the most sense according to the bold word.

1.  a. It is hard to **seek** for things when it is sunny.  
 b. A **landscape** may have snow during the winter.
2.  a. Most children are **eager** to get gifts.  
 b. Good friends are **awful** to have around.
3.  a. The **lungs** help move blood through the body.  
 b. People may feel **anxious** when they give a speech.
4.  a. It isn't **polite** to take things without asking first.  
 b. You should help **spill** the dishes after dinner.
5.  a. If you work at a fast **pace**, things will get done quickly.  
 b. It is easy to **lift** an elephant.
6.  a. People are **eager** to leave when they don't want to go anywhere.  
 b. You should get help when **lifting** heavy boxes.
7.  a. **Landscape** painting involves pictures of people.  
 b. Everyone has **awful** days when nothing goes right.
8.  a. It is good to **seek** advice when you have a problem.  
 b. Students feel **anxious** when they get good grades.
9.  a. When you breathe, air goes into your **lungs**.  
 b. One **pace** can be a kilometer long.
10.  a. **Polite** people do not say "please" or "thank you."  
 b. When you **spill** something, you should clean it up right away.

# The Twelve Months

An **awful** woman lived with her daughter and stepdaughter in her **household**. She **possessed** feelings of hate for her stepdaughter, Anna. Anna worked while her stepsister did nothing. On a cold January night, Anna's stepmother **remarked**, "Your stepsister **desires** flowers. Go and find some."

Anna was **anxious** about walking through the chilly **landscape**. The cold air made her **lungs** burn. She walked at a slow **pace** because of the snow. Soon, she saw a group of people. It **consisted** of twelve men. Anna told them about the flowers.

One of the men said they were the twelve months and that they would help Anna. January walked to her and made a **motion** with his hand. The days of the month passed **rapidly** until it was February's turn. February also made the month speed up. Then, March made the sun **shine**, and flowers grew in the field.

Anna **loaded** her basket with so many flowers that she could hardly **lift** it. Then, she gave a quick but **polite** "thank you" to the twelve men and returned home. She was very **eager** to show her stepmother all the flowers. Back at the house, she **spilled** the flowers onto the table. Then, she told her stepmother about the twelve men. Anna's stepmother and stepsister went to **seek** the twelve months. Their **intent** was to ask for gifts. They looked and looked. They became lost and never found their way home, so Anna lived happily by herself.

# READING COMPREHENSION

**Answer the questions.**

1. What is the story about?
  - a. Why a year consists of twelve months
  - b. How a girl made the sun shine in winter
  - c. Why moving at a slow pace is good
  - d. How the months helped a polite girl
  
2. Why did Anna need to seek flowers?
  - a. Her stepmother remarked that she liked them.
  - b. Her awful stepsister desired them.
  - c. She spilled the ones she already possessed.
  - d. She was eager to walk in the snow.
  
3. In paragraph 4, readers can infer that \_\_\_\_\_.
  - a. the months rapidly helped Anna load her basket
  - b. Anna asked the months to live in her household
  - c. Anna's awful stepmother and stepsister never found the months
  - d. Anna got lost going across the dark landscape on her way home
  
4. According to the passage, all the following are true EXCEPT \_\_\_\_\_.
  - a. the cold air hurt Anna's lungs
  - b. Anna's stepmother lifted the basket
  - c. January made a motion to speed up time
  - d. Anna was anxious about going out in the cold, dark night
  
5. What was Anna's stepmother's and stepsister's intent when they left?

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Track 2-2

SECOND EDITION

# 4000 ESSENTIAL ENGLISH WORDS

# 2

4000 words to help you master work, school, and everyday life!

*4000 Essential English Words* is a six-book series that is designed to focus on practical high-frequency words to enhance the vocabulary of learners from high beginner to advanced levels. The series presents a variety of words that cover a large percentage of the words that can be found in many spoken or written texts. Thus, after mastering these target words, learners will be able to fully understand vocabulary items when they encounter them in written and spoken form.

Each unit presents twenty words which are defined and used in sample sentences. The activities in the books are designed to present the words in different uses so that learners can fully see how they can be utilized. Also, at the end of each unit, there is a story which contains the unit's target words to give learners further examples of the words in use. Each level properly prepares the learner for the next, progressively challenging the learner with more sophisticated vocabulary and stories.

### Features

- ◆ Clear, easy-to-understand definitions and examples for all target words
- ◆ Various activities to reinforce target vocabulary
- ◆ Progressive development of vocabulary across levels
- ◆ Reading passages which utilize target words
- ◆ Appealing photographs that illustrate each target word
- ◆ Free downloadable supplemental audio recordings of target word lists and reading passages build listening and aid in pronunciation

