

**4000**

**ESSENTIAL**

**ENGLISH**

**WORDS**

**3**



**Paul Nation**

**4000 ESSENTIAL ENGLISH WORDS 3**

• SECOND EDITION •



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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.

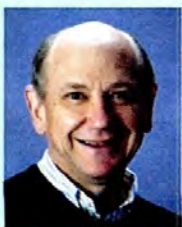
**Table 1: The books in the 4000 ESSENTIAL ENGLISH WORDS series, frequency levels, and CEFR levels**

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 3

## WORD LIST



**acquire** [əkwáɪər]

*v.* To **acquire** something is to get or gain possession of that thing.  
Tina **acquired** a strange package yesterday.



**awkward** [ɔːkwərd]

*adj.* An **awkward** thing is embarrassing and uncomfortable.  
After dropping his coffee cup, Robbie felt **awkward**.



**caretaker** [kɛərtèikər]

*n.* A **caretaker** is a person who takes care of very young, old, or sick people.  
My grandmother's **caretaker** helps her get around the house.



**deceive** [dɪsɪːv]

*v.* To **deceive** is to make someone believe something that is not true.  
He tried to **deceive** his friends with a card trick.



**discourage** [dɪskəːrɪdʒ]

*v.* To **discourage** is to make someone feel less excited about something.  
Mr. Perry **discouraged** the students from quitting school.



**fake** [feɪk]

*adj.* A **fake** thing is made to look real in order to trick people.  
The model was wearing **fake** hair.



**hatred** [hétɪrɪd]

*n.* **Hatred** is a strong feeling of not liking someone or something.  
I have a **hatred** for the taste of medicine.



**hut** [hʌt]

*n.* A **hut** is a house made of wood, grass, or mud that has only one or two rooms.  
We all went into the **hut** to sleep.



**inferior** [ɪnfɪəriər]

*adj.* An **inferior** thing is not as good as something else.  
Cars built a hundred years ago are **inferior** to ones built today.



**lodge** [lɒdʒ]

*n.* A **lodge** is a house in the mountains used by people who hunt or fish.  
During our ski trip, we stayed at a **lodge**.





Track 3-1



**neglect** [nɪɡlɛkt]

*v.* To **neglect** someone or something is to not take care of it properly.  
William **neglected** his room, so it is a complete mess.



**newcomer** [nju:kʌmə:r]

*n.* A **newcomer** is a person who has recently arrived at a place or a group.  
The students happily welcomed the **newcomer** to the school.



**offense** [ə'fɛns]

*n.* An **offense** is behavior that is wrong or breaks a law.  
Stealing a car is a very serious **offense**.



**overlook** [əu'vɜ:lʊk]

*v.* To **overlook** something is to not notice it or to not realize that it is important.  
Brenda **overlooked** the last step and had a bad fall.



**repay** [ri:'peɪ]

*v.* To **repay** is to pay back or to reward someone or something.  
She **repaid** her friend for all of his hard work with a small gift.



**ridiculous** [rɪdɪkjələs]

*adj.* A **ridiculous** thing is silly or strange.  
Steve looked **ridiculous** with those huge blue sunglasses.



**satisfactory** [sætɪs'fæktəri]

*adj.* A **satisfactory** thing is good enough.  
Mina often received **satisfactory** grades since she studied so hard.



**shepherd** [ʃepərd]

*n.* A **shepherd** is a person who protects and cares for sheep.  
The **shepherd** moved the sheep to another field.



**venture** [vɛntʃər]

*v.* To **venture** is to go to a place that may be dangerous.  
Even though it was dangerous, they **ventured** up the mountain.



**wheat** [hwi:t]

*n.* **Wheat** is a plant from which we get the grain used to make bread.  
The field of golden **wheat** was ready to be harvested.

# EXERCISES

## A Circle the word that fits the definition.

1. a strong feeling of not liking someone or something  
a. deceive                      b. repay                      c. offense                      d. hatred
2. not as good as  
a. inferior                      b. hatred                      c. satisfactory                      d. venture
3. to get something  
a. overlook                      b. discourage                      c. lodge                      d. acquire
4. to go to a dangerous place  
a. wheat                      b. venture                      c. newcomer                      d. caretaker
5. a plant from which we get  
a. fake                      b. wheat                      c. shepherd                      d. hut

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

1. satisfactory  
a. to pretend                      b. to care for  
c. good enough                      d. project
2. newcomer  
a. not comfortable                      b. someone new to a place  
c. not as good as                      d. a glass lamp
3. repay  
a. to give back                      b. to not pay attention to  
c. a house for hunting                      d. a bad thing that someone does
4. fake  
a. to fail to notice                      b. not real  
c. to get                      d. to protect
5. discourage  
a. to go to a high place                      b. to dislike a lot  
c. to make not real                      d. to make less excited

**C Circle the two words in each group that are most closely related.**

1. a. discourage      b. lodge      c. venture      d. hut
2. a. shepherd      b. caretaker      c. repay      d. wheat
3. a. offense      b. fake      c. hatred      d. deceive
4. a. acquire      b. awkward      c. newcomer      d. ridiculous
5. a. overlook      b. inferior      c. neglect      d. satisfactory

**D Write the word that best fits each blank.**

1. fake / newcomers  
The girl didn't like the \_\_\_\_\_, so she played a joke on them. She put \_\_\_\_\_ bugs in their drinks.
2. repay / neglected  
She was eager to \_\_\_\_\_ the boy who had helped repair her bike. While others had simply \_\_\_\_\_ her, he was happy to help.
3. offenses / discouraged  
Going to jail \_\_\_\_\_ the man from any \_\_\_\_\_ in the future.
4. shepherd / venturing  
In the middle of the storm, the \_\_\_\_\_ looked for his lost sheep by \_\_\_\_\_ up the mountain.
5. deceive / ridiculous  
My little brother tried to \_\_\_\_\_ us by dressing in my dad's clothes, but he just looked \_\_\_\_\_.
6. wheat / hut  
The farmer built his \_\_\_\_\_ close to the \_\_\_\_\_ field so he could constantly watch it.
7. awkward / caretaker  
After the \_\_\_\_\_ started a small fire in the kitchen, he felt very \_\_\_\_\_.

# The Shepherd and the Wild Sheep

Once, there was a **shepherd**. Every night, he gathered and counted his sheep. He made sure never to **overlook** any of them. One night, he saw some wild sheep had joined his herd. He hoped to **acquire** the **newcomers**.

It snowed that night. In the morning, the shepherd couldn't take his sheep out of his **lodge**. Instead, he had to feed them inside. He gave a small amount of **wheat** to his own sheep. But he gave more of the food to the wild sheep. He thought the extra wheat would **discourage** them from leaving.

It snowed for several days. During that time, the shepherd's sheep ate very little. The wild sheep, however, ate very well. At last, the snow melted, and they **ventured** outdoors. As soon as he opened the door of his **hut**, the wild sheep started to run away.

"Wait! This is how you **repay** me? After I treated you so kindly, why do you run away?" the shepherd asked. His voice was full of **hatred**. The wild sheep stopped and turned toward the shepherd.

"We're leaving because you fed us better than your own sheep," one of the wild sheep replied. "You tried to **deceive** us with your **ridiculous** plan. Yesterday, you treated us kindly, but tomorrow you might be different. If more wild sheep joined your herd, you would treat us as **inferior** sheep."

As the wild sheep ran away, the shepherd understood his **offense**. He knew this **awkward** situation was his own fault. He had not been a **satisfactory caretaker**. He was a **fake** friend to the wild sheep. Because of this, he had **neglected** his own sheep.

# READING COMPREHENSION

## PART A

Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. \_\_\_\_ The shepherd counted his sheep because he didn't want to overlook any of them.  
\_\_\_\_\_
2. \_\_\_\_ The shepherd couldn't take the sheep outside because it was dark outside.  
\_\_\_\_\_
3. \_\_\_\_ The shepherd gave a little wheat to the wild sheep. But he gave his own sheep more.  
\_\_\_\_\_
4. \_\_\_\_ The wild sheep ran away from the shepherd after the snow melted.  
\_\_\_\_\_
5. \_\_\_\_ The wild sheep thought the shepherd had neglected his own sheep.  
\_\_\_\_\_
6. \_\_\_\_ The shepherd never knew what he had done wrong.  
\_\_\_\_\_

## PART B

Answer the questions.

1. What was the shepherd's hope for the wild sheep?
  - a. That they wouldn't be awkward
  - b. That they would feel hatred for him
  - c. That he could acquire them
  - d. That he could repay them
2. How did the shepherd hope to discourage the wild sheep from running away?
 

a. By giving them extra food	b. By locking them in his hut
c. By selling his own sheep	d. By being their friend
3. All of the following describe what kind of caretaker the shepherd was EXCEPT \_\_\_\_\_.
 

a. fake	b. ridiculous
c. inferior	d. satisfactory



SECOND EDITION

# 4000 ESSENTIAL ENGLISH WORDS 3

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

