

4000

ESSENTIAL

ENGLISH

WORDS

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TABLE OF CONTENTS

Introduction

	Reading Passage	Target Words	Page
1	Social Media	accountable, addictive, agenda, coin, correlate, depression, digital, importance, keyboard, loneliness, media, platform, poor, presence, subject, surge, survey, target, trend, validate	8
2	Enhanced Weathering	carbon, carbon dioxide, dust, emit, enable, grind, heal, integrate, leading, moreover, object, pollutant, powder, prompt, reject, skeptic, substance, substantially, ton, transport	14
3	Le Chambon-sur-Lignon	align, authority, barn, betray, Bible, Catholic, cooperate, detain, exit, exceptional, flee, network, outrage, parish, passage, pastor, patrol, raid, rail, tunnel	20
4	Women in Tech	comfortable, education, encouragement, endorse, equal, face, field, foster, guidance, hold, inclusion, inspire, mere, position, power, responsibility, soar, tool, vocal, workplace	26
5	Impressionism	academic, acceptance, array, blur, café, canvas, cinema, class, distinctive, key, movement, practice, realistic, reflection, rule, stroke, sunlight, traditional, unlike, width	32
6	Anzac Day	anthem, beyond, determination, fighting, joint, landing, mark, mobilize, nation, originally, outbreak, pray, prisoner, sacrifice, silence, thus, tribute, victory, wild, wound	38
7	Endangered Languages	assimilate, attempt, case, cease, danger, devastating, diversity, earthquake, endangered, extinction, forever, generally, genocide, hit, lose, native, percent, reason, reference, urban	44
8	The Ketogenic Diet	burn, check, coconut, epilepsy, fat, gain, glucose, high, keep, known, liver, low, management, metabolic, oil, olive, performance, powerful, starch, summary	50
9	The Bachelor's Lesson	analytic, area, bachelor, cognitive, collision, competent, diploma, excel, geology, integral, intellect, job, keen, minimum, psychology, radioactive, relativity, sociology, theoretical, weak	56
10	The Corrupt Administrator	administrator, affluent, audit, automate, bribe, corrupt, dispose, headquarters, incentive, infrastructure, legislate, legitimate, manipulate, merchandise, retail, revenue, rubbish, subsidy, transaction, violate	62
11	A Famous Accident	assess, astonish, commence, essence, extract, fabulous, haste, impulse, inhibit, latter, molecule, ongoing, precise, proximity, publicity, remedy, significance, subsequent, synthetic, terminal	68
12	Beethoven's Gift	acute, aggression, biography, boost, clap, classical, compel, creation, dominance, gorgeous, inevitable, legacy, masterpiece, multiple, narrate, notorious, overall, partiality, spontaneous, virtue	74
13	A Day Without Sight	aspect, asset, assignment, awareness, bud, coordinate, credit, disprove, humanitarian, hypothesis, informative, optic, premise, rack, Renaissance, spatial, specify, tie, undertake, wax	80
14	The History of Parachutes	addict, archeological, archeology, brainstorm, budget, chaotic, cite, correspond, courtyard, estate, fraud, hydrogen, integrity, outlook, parachute, prehistoric, proponent, refine, restrict, team	86
15	Microchips	aggregate, antibiotic, circuit, complement, compress, database, equivalent, immune, input, intimate, magnet, metabolism, microchip, phase, pinch, prevalent, quantum, ratio, spiral, viral	92

	Reading Passage	Target Words	Page
16	The New Bioco	acid, administration, administrative, biotechnology, cholesterol, coalition, deceptive, diabetes, eliminate, erosion, ethics, explicit, framework, manufacture, mechanism, minimize, nectar, notion, regime, straightforward	98
17	The Resourceful Landlord	bankrupt, conform, employ, expel, extension, forthcoming, furnish, hygiene, hygienic, landlord, lease, mandatory, mend, mortgage, personnel, plumbing, quote, tenant, utility, whereby	104
18	The First Organ Transplant	adapt, biological, cellular, dynamic, fantasy, heredity, internal, minimal, pioneer, prescribe, respective, rigid, sequence, similar, substitute, surgeon, therapy, transfer, transition, transplant	110
19	The North Star	astrology, couple, deviate, differentiate, disrupt, equation, err, erroneous, frantic, inadvertent, improvise, latitude, mariner, multitude, nuisance, permanence, revolve, soothe, stranded, technique	116
20	Dressed to Excess	absurd, aristocracy, aristocrat, attire, craze, denote, enlarge, excess, feminine, hierarchy, pad, partner, predominant, protocol, reputable, signify, strap, style, tangle, vanity	122
21	Amazing Komodo Dragons	ashore, contradict, counterpart, devoid, diverge, embryo, finally, gazette, homogeneous, individual, major, obstruct, plunge, prolong, publicize, surplus, survive, theorize, verify, vigorous	128
22	Greek Magical Papyri	altar, arthritis, botany, credible, deceased, deception, document, dung, dusk, gratify, hone, interpret, motive, pneumonia, psychic, psychotic, scope, sinister, strife, text	134
23	Dangerous Bites	artery, deterioration, elusive, ensure, induce, inseparable, invalid, magnify, mainstream, microbe, minor, negligible, paralysis, pest, prevail, pursuit, rupture, savage, stun, susceptible	140
24	The Lydian King	advocate, albeit, authorize, civilian, commodity, communicate, conquest, disclose, dynamics, enroll, envious, festive, indicate, lentil, marshal, morale, mood, prophecy, senate, unrest	146
25	The End of Smallpox	certify, coherent, collaborate, compile, curb, diagnose, enact, federation, gross, humane, needy, onset, pledge, prohibit, render, smallpox, transform, transmit, vow, widespread	152
26	Epidemic in Zimbabwe	adhere, administer, compassionate, contaminate, deficiency, emphasis, epidemic, hazard, imperative, intestines, manifest, overcrowded, practitioner, provision, replenish, reverse, sterile, upgrade, viable, voluntary	158
27	Seizures Then and Now	airway, Almighty, advent, cycle, definitive, equate, found, ideology, inhale, invoke, lunar, novelty, outmoded, personalize, psychiatric, psychiatry, reflex, seizure, session, utensil	164
28	The Ice House	allocate, appetizing, assign, cavity, clockwise, concentric, courtesy, crisp, discord, generate, item, interchange, multicultural, omission, oversee, pierce, select, structure, visual, wavy	170
29	Preparing for Future	conversion, cram, defer, export, fume, habitual, justify, notwithstanding, output, overpopulation, patent, penalize, petroleum, region, scrap, sector, subscribe, subsist, suspend, synthesis	176
30	Hundred Plays	acrobat, advocacy, communal, fluid, harmonize, industrious, inventive, Mandarin, metropolitan, mimic, misguided, rehearse, resourceful, scorn, sensory, statute, technical, veteran, villain, vine	182
	Index		188

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.

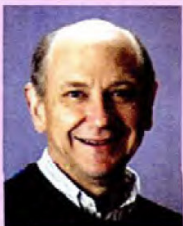
Table 1: The books in the 4000 ESSENTIAL ENGLISH WORDS series, frequency levels, and CEFR levels

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

WORD LIST



- comfortable** [kʌmfərtəbl]

adj. When something is **comfortable**, it makes you feel relaxed, confident, and not worried.

Will loves his **comfortable** new sofa.



- education** [ədʒukéɪʃən]

n. **Education** is the process of teaching and learning, usually at a school, college, or university.

These students are receiving their **education** at a private school.



- encouragement** [ɪnkəːrɪdʒmənt]

n. **Encouragement** is something that makes someone more determined, hopeful, or confident.

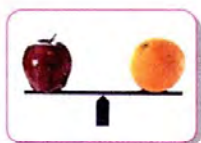
The mother gives constant **encouragement** to her son.



- endorse** [ɪndɔːrs]

v. To **endorse** is to express formal support or approval for someone or something.

The committee will **endorse** their leader for the upcoming election.



- equal** [iːkwəl]

adj. When something is **equal**, it is the same in size, number, amount, or value as something else.

The apple and orange are **equal** in weight.



- face** [feɪs]

v. To **face** is to deal with something in a direct way.

Justin will **face** many challenges at work.



- field** [fiːld]

n. A **field** is a subject that people study or an area of activity that they are involved in as part of their work.

Jane works in the healthcare **field**.



- foster** [fóːstər]

v. To **foster** is to help a skill, feeling, or idea develop over a period of time.

The afterschool program is designed to **foster** a sense of community at school.



- guidance** [gáɪdn̩s]

n. **Guidance** is help and advice that is given to someone about their work, education, or personal life.

Ms. Smith provided valuable **guidance** to all her students.



- hold** [hould]

v. To **hold** is to have a particular degree, title, record, job, or position.

Damian will soon **hold** a degree in business administration.



inclusion [ɪnklúːʒən]

n. **Inclusion** is the act of including someone or something in a larger group or set. The school promotes the **inclusion** of parents in their students' education.



inspire [ɪnspáɪər]

v. To **inspire** is to encourage someone by making them feel confident and eager to do something.

Jim's father likes to **inspire** his son by encouraging him to follow his dream.



mere [mɪər]

adj. **Mere** is used to emphasize how small or unimportant something or someone is. Scott lost the race by a **mere** two seconds.



position [pəzɪʃən]

n. A **position** is a rank or role of someone in an organization or company.

Kyle is interviewing for a marketing **position**.



power [páʊər]

n. **Power** is the ability to influence people or give them strong feelings.

The coach has the **power** to keep the players from playing if they don't show up to practice.



responsibility [rɪspɒnsəbɪləti]

n. **Responsibility** is a task or duty that you are expected or required to do.

Parents have the **responsibility** to raise their children with love.



soar [sɔːr]

v. To **soar** is to increase quickly to a high level.

The temperature today will **soar** to a high of 100 degrees Fahrenheit.



tool [tuːl]

n. A **tool** is a piece of equipment or a skill that is useful for doing your job.

Presentation skills are an important **tool** for communication.



vocal [vókəl]

adj. When someone is **vocal**, he or she expresses a strong opinion publicly.

Shawn gets **vocal** when someone disagrees with his opinions.



workplace [wɜːrkpleɪs]

n. A **workplace** is the room or building where you work.

Diversity is important in the **workplace**.

EXERCISES

A Write the phrase that best fits each sentence.

- a. a new energy drink
- b. enjoys teaching
- c. to make sure the plants are watered
- d. at a community college
- e. a Master's degree

1. I received my **education** _____.
2. The boxing champion **endorsed** _____.
3. My sister **holds** _____.
4. Ellen wants to work in the education **field** since she _____.
5. My **responsibility** is _____.

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

1. a. uptight b. comfortable c. stressed d. relaxed
2. a. reward b. dissuade c. motivate d. inspire
3. a. mere b. just c. several d. millions
4. a. advice b. insistence c. guidance d. lazy
5. a. inclusion b. workplace c. office d. guidance

C Write the word from the word bank that best fits each sentence.

WORD BANK

face	position	vocal	encouragement	equal
power	soar	inclusion	foster	tool

1. Amy is very _____ about women's rights.
2. We are working toward _____ pay for men and women.
3. The coach did her best to _____ a sense of unity between the players.
4. Dave doesn't like to _____ challenges.
5. My art piece was chosen for _____ in the school exhibition.
6. Children need lots of _____ from their parents.
7. The new law will be an effective _____ to decrease homelessness.
8. Housing prices will _____ soon, so I have to buy a house now.
9. I will be promoted to a management _____ next month.
10. I have no _____ over my siblings; they do whatever they want.

Women in Tech

The digital economy is **soaring**. There are over seven million jobs in the computer science and technology industries in the United States alone. Yet there is still a major gender gap when it comes to women in tech. These women **face** many challenges, as seen in a quit rate of 41 percent. So what can be done to close this gender gap? How can we ensure fair pay and **equal** opportunities?

First, women need to be **inspired** and motivated to enter the **fields** of science, technology, engineering, and mathematics (STEM), as well as computer science. According to statistics, 74 percent of young women express interest in STEM subjects and computer science. However, women **hold** only 18 percent of undergraduate computer science degrees and 26 percent of tech jobs. Early **education** must convey technology as a **tool** that can be applied to real life to solve problems.

Many young women are put off because they view the technology sector to be too male-dominated. Women lack prominent roles, holding only a **mere** five percent of tech leadership **positions**. Therefore, women who are already in tech positions must act as mentors and **endorse** other women in these fields. They can play a huge role for young women by giving them **encouragement**, support, and **guidance**. These women can help attract and retain more women and, therefore, create a level-playing field.

However, it is not just the women in tech who must be **vocal**. Men working in the tech industry have a **responsibility** to listen to women and **foster** a **comfortable** work culture. The leaders in the industry have the **power** to create new opportunities and promote the **inclusion** of women to close this gender gap.

There must be a systematic approach from schools to **workplaces**, including the motivation of young women to study STEM and computer science. Women must provide support and mentorship, and men must listen to and encourage women. If we continue to empower women in the tech sector, it will be good for everyone.



Track 4-2

READING COMPREHENSION

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

1. ____ The US alone has over seven million jobs in the computer science and technology industries.

2. ____ The quit rate for men is 41 percent.

3. ____ Many young women are interested in the STEM fields and computer science.

4. ____ There is a big gender gap in the computer science and technology industries.

5. ____ Only men should be mentors for other women in tech.

PART B Answer the questions.

1. What is the passage about?
 - a. Mentorship programs
 - b. College admissions
 - c. Tech work culture
 - d. Gender gap in IT
2. Why are young women discouraged from working in tech industries?
Many young women are discouraged because

3. What do men need to do?
Men need to

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4000 ESSENTIAL ENGLISH WORDS

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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

