

4000

ESSENTIAL

ENGLISH

WORDS

5

Paul Nation



4000 ESSENTIAL ENGLISH WORDS 5

• 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.

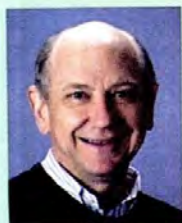
Table 1: The books in the *4000 ESSENTIAL ENGLISH WORDS* series, frequency levels, and CEFR levels

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>

WORD LIST



- awhile** [əhwáil]
adv. If you do something **awhile**, you do it for a short time.
 Wait here **awhile**, and I'll bring some tea.



- cyberspace** [sáiberspèis]
n. **Cyberspace** is the imaginary place on the Internet where activities occur.
 I didn't receive your email. It probably got lost in **cyberspace**.



- edit** [édit]
v. To **edit** means to correct a piece of writing so that it is suitable to be published.
 She asked her brother to **edit** her paper before she submitted it to her teacher.



- essay** [ései]
n. An **essay** is a short piece of writing on a certain subject.
 She had to write a two-page **essay** for her English class.



- evaluate** [iváeljuèit]
v. To **evaluate** something means to study it, so a decision can be made.
 Jo and Ken **evaluated** the plan and agreed that it would work.



- faint** [feint]
v. To **faint** means to go unconscious and fall down.
 Carol **fainted** because she hadn't eaten in over a day.



- global** [glóubel]
adj. If something is **global**, it happens all around the world.
 Pollution is a **global** problem.



- gymnasium** [dʒimnéziəm]
n. A **gymnasium** is a building with equipment that you can use to get exercise.
 When I go to the **gymnasium**, I use the treadmill for twenty minutes.



- highlight** [háillàit]
v. To **highlight** something means to mark it with a color so that it is easy to see.
 I read my vocabulary list and **highlighted** the most difficult words.



- ignorant** [ignərənt]
adj. If someone is **ignorant** about something, they have no knowledge about it.
 I'm a bit **ignorant** about his theories. Can you explain them to me?


 index [indeks]

n. An **index** is a list of words at the end of a book that gives information. If you look in the **index**, you'll find the right page number.


 lecture [léktʃər]

n. A **lecture** is a long, educational speech. His **lecture** on world hunger was very informative.


 moral [mó:rəl]

n. A **moral** is a message at the end of a story that teaches you something. At the end of the story, the mother explained the **moral** to her children.


 operate [ópərəit]

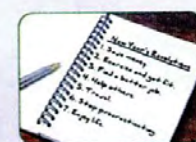
v. To **operate** means to work or function. I'm sorry, but the trains are not **operating** today.


 private [práivit]

adj. If something is **private**, it is only used by one person or group. Don't look at my diary! It's **private**!


 recent [rí:sənt]

adj. When something is **recent**, it happened a short time ago. I did not know what had caused his **recent** behavior.


 resolution [rèzəlu:ʃən]

n. A **resolution** is a personal decision. At New Year, I made a list of **resolutions** to help me have a better year.


 semester [siméstər]

n. A **semester** is a portion of a school year. Jack is in his second **semester** of college.


 typewritten [táipritn]

adj. If something is **typewritten**, it is written on a computer or typewriter. This is an important, formal project and must be **typewritten**.


 weird [wiə:rd]

adj. When something is **weird**, it is very strange. My best friend's dad is a bit **weird**.

EXERCISES

A Write the word that best fits each blank.

1. cyberspace / operate

If you know how to _____ a computer, you can get access to _____.

2. recent / global

A _____ study shows that _____ hunger is a very big problem.

3. weird / ignorant

My mom is completely _____ about computers. She thinks that email and chat rooms are _____ ways to spend one's time.

4. essays / edit

Joe has the ability to write great _____. His writing is so good that he never has to _____ his work.

5. semester / index

The report is due at the end of the _____. You should look in the _____ to see if this book will help you with the report.

6. fainted / lecture

Our teacher _____ while she was giving us a _____ about health!

7. highlighted / typewritten

Jennifer's notes are very neat! They are _____, and she has _____ the most important parts with a green pen.

8. gymnasium / resolution

I made a _____ to go to the _____ more often to improve my health.

9. moral / awhile

The _____ of the story is that you should think _____ before saying anything that might hurt someone.

10. evaluated / private

We _____ the company, and our suggestions are written in this _____ document.

B Match the phrases to make complete sentences.

- | | |
|-------------------------------|--|
| a. are getting worse | b. aren't as important as real friends |
| c. about birds | d. is halfway through the school year |
| e. to be nicer to people | f. to eat less chocolate |
| g. the success of the project | h. with a yellow pen |
| i. this large machine | j. ate soup with a knife |

- The team **evaluated** _____.
- The **moral** of the story is _____.
- The **global** economic problems _____.
- Joe **operates** _____.
- We went to a **lecture** _____.
- The friends you meet in **cyberspace** _____.
- The **weird** kid at school _____.
- You should **highlight** these words _____.
- I made a **resolution** _____.
- The end of the first **semester** _____.

C Match the clauses to make complete sentences.

- | | |
|---|--|
| a. it's private | b. so I looked under "V" in the index |
| c. but he helped me edit it | d. you wait here awhile |
| e. so I went to the gymnasium | f. so you should find a more recent one |
| g. so I wrote an essay about rocks | h. because my essay has to be typewritten |
| i. if someone faints | j. because he's ignorant about math |

- I wanted to get fit _____.
- Geology is my favorite subject, _____.
- My paper was full of mistakes, _____.
- My brother couldn't help me with my math homework _____.
- In the first-aid class, we learned what to do _____.
- I wanted to find some information about volcanoes, _____.
- That copy of the text book is too old, _____.
- I need a computer _____.
- I'll get some tea if _____.
- You mustn't tell anyone this information; _____.

The Magic Computer

I had a difficult geography project to finish by the end of the **semester**. My teacher wanted it to be **typewritten**, so I went to the school computer room. But when I got there, all the computers were turned off. Apparently, there was a **recent** problem, and technicians were fixing it.

I knew of some **private** study rooms downstairs. They were small and dark, and the computers were very old, but I had no choice. At least the computers were **operating** correctly. I typed and **highlighted** the assignment's title: "**Evaluate** the Government's Response to **Global** Warming." But I didn't know what to write in my essay. Finally, I decided to find a book to help me. I went to the library, checked the book **indexes**, and eventually found a useful book. Then, I returned to the computer.

When I looked at the screen, I saw something so **weird** that I nearly **fainted**! The **essay** was complete! Had somebody in **cyberspace** written it? I didn't know, but I was very happy. I printed it out and handed it in. I got an "A."

After that, I used the computer for all my assignments. I'd type the title, wait **awhile**, and the computer would do it. Every assignment was perfect; I never had to **edit** anything. I stopped paying attention to my teacher's **lectures** and spent my extra time in the **gymnasium**. And my grades got better and better.

A month later, I was walking into class when my friend said, "Are you prepared for the test?"

"What test?" I asked.

"The geography test!" he replied. "I hope you studied. It's worth 70 percent of our final grade!"

I failed the test, of course. I was completely **ignorant** about the subject. After that, I made a **resolution** never to use the magic computer again. The **moral** of this story is that if you cheat at school, you won't learn anything.



READING COMPREHENSION

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

1. ___ The computers were turned off because there was a recent problem.

2. ___ The private study rooms were upstairs.

3. ___ The computers in the private study rooms weren't operating correctly.

4. ___ In his project, the student had to evaluate the government's response to global warming.

5. ___ The geography test was worth 50 percent of the final grade.

6. ___ The student failed the test because he was completely ignorant about the subject.

PART B Answer the questions.

1. What is the passage about?
 - a. School facilities
 - b. Old vs. new computers
 - c. Cheating on an assignment
 - d. Research topics

2. What was the project about?

It was about _____

3. Where did the student spend his free time?

The student _____

SECOND EDITION

4000 ESSENTIAL ENGLISH WORDS

5

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.

- ◆ 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

