

4000

ESSENTIAL

ENGLISH

WORDS

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Introduction 6

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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.

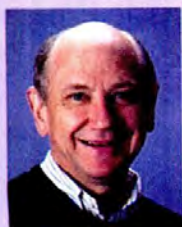
Table 1: The books in the 4000 ESSENTIAL ENGLISH WORDS series, frequency levels, and CEFR levels

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.



Author Paul Nation

Paul Nation is Emeritus Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning.

Paul Nation's website

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

WORD LIST



- archaic** [a:rkéiik]
adj. If something is **archaic**, it is very old or outdated.
 To be competitive, we must update our **archaic** equipment.



- brass** [bræs]
n. **Brass** is a metal that is used to make musical instruments and ornaments.
Brass is used to make musical instruments like trumpets.



- capitalism** [káepətəlizm]
n. **Capitalism** is an economic system where private companies make goods for profit.
 Most economies in the world today are based on **capitalism**.



- component** [kəmpóunənt]
n. A **component** is a part of a larger machine.
 Computers have many different **components**, so they are complicated to build.



- dependence** [dipéndəns]
n. **Dependence** is a situation in which somebody relies on something else.
 Young children have a **dependence** on their parents.



- diminish** [dəmínij]
v. To **diminish** means to reduce or get smaller.
 As the economy got worse, my savings **diminished**.



- drawback** [dró:bæk]
n. A **drawback** is a disadvantage.
 The **drawback** of having a car is that it is very expensive to maintain.



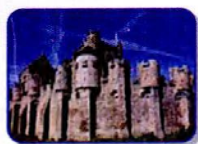
- impose** [impóuz]
v. To **impose** means to interrupt or force your ideas on other people.
 He **imposes** on his wife every morning by expecting her to make his breakfast.



- industry** [índəstri]
n. **Industry** is a kind of business that produces services or things for sale.
 The tourist **industry** is doing well all around the world.



- managerial** [mænidʒiəriəl]
adj. **Managerial** describes something related to a manager or management.
 Nancy has a **managerial** position at the bank.



- medieval** [mɪˈdiːvəl]

adj. If something is **medieval**, it comes from the period between 650 and 1500 CE. We visited a castle that was built during **medieval** times.



- obsolete** [əbsəˈliːt]

adj. If something is **obsolete**, it is not used anymore because something better exists. Since computers became inexpensive, typewriters have become **obsolete**.



- oriented** [ɔːriəntɪd]

adj. When you are **oriented** towards something, you are faced in that direction. He is living a money-**oriented** lifestyle.



- peninsula** [pəˈnɪnsjələ]

n. A **peninsula** is a large piece of land that is surrounded by the sea on three sides. The state of Florida is an example of a **peninsula**.



- prestige** [preˈstɪːʒ]

n. If a person has **prestige**, people admire or respect them. The young actress gained much **prestige** after she won an award.



- proportion** [prəˈpɔːrʃən]

n. A **proportion** is an amount that shows the link between the parts and the whole. Only a small **proportion** of the people in this town actually work here.



- radical** [ˈrædɪkəl]

adj. If something is **radical**, it is very new or different. The president is planning to make some **radical** changes to the law.



- refute** [rɪfjuːt]

v. To **refute** something means to prove that it is false or incorrect. The bank manager has **refuted** the claims that he lied to his customers.



- spectacular** [spekˈtækjələr]

adj. If something is **spectacular**, it looks or sounds very impressive. There was a **spectacular** fireworks display in the park at New Year.



- weave** [wiːv]

v. To **weave** means to make cloth using horizontal and vertical threads. We saw a woman **weave** a blanket on our vacation to South America.

EXERCISES

A Circle the answer that best fits the question.

1. What is something that is archaic?
a. A computer
b. An Egyptian pyramid
c. Some bread
d. Spaceships
2. Which of these things is often made of brass?
a. A saxophone
b. A coat
c. A chair
d. A doll
3. Which of these is a component in a radio?
a. Music
b. Wires
c. A television
d. Diamonds
4. Which of these things could be seen during the medieval ages?
a. Telephones
b. Skateboards
c. Castles
d. Soda
5. If you are on a small peninsula, you will be quite near to _____.
a. the mountains
b. a forest
c. the sea
d. the moon

B Circle the one that is opposite in meaning to the given word.

1. **weave**
a. to sew
b. to create
c. to pull apart
d. to move
2. **managerial**
a. entry-level
b. legislative
c. ruling
d. supervisory
3. **prestige**
a. fame
b. honor
c. sin
d. lowliness
4. **drawback**
a. artist
b. benefit
c. disadvantage
d. boost
5. **obsolete**
a. old
b. innovative
c. stale
d. bright

C Circle the one that is similar in meaning to the given word.

1. **oriented**
a. crazy b. facing a certain way c. angry d. becoming smaller
2. **diminish**
a. buy b. decide c. ignore d. decrease
3. **radical**
a. new b. closure c. picture d. disadvantage
4. **spectacular**
a. unusual b. sad c. amazing d. sudden
5. **industry**
a. business b. annoyance c. equipment d. sale

D Write the word that best fits each sentence.

1. medieval / obsolete
A historian was consulted when restoring the _____ castle.
With the invention of cell phones, home phones have become _____.
2. radical / spectacular
The crowd cheered at the _____ firework show.
All ideas seem _____ when they are new.
3. impose / weave
The government plans to _____ a tax on tobacco beginning next month.
My grandmother taught me how to _____ a basket.
4. refuted / diminished
The man _____ the claim of fraud despite evidence to the contrary.
After a month of not finding the girl, hope had _____ significantly.
5. capitalism / drawback
The economy class debated the pros and cons of _____.
The one _____ to this plan is that it costs a lot of money.

The Weaving Machine



Track 6-2

Mr. Joseph Franklin invented a machine that could **weave** cloth. It wove faster and straighter than anyone could weave by hand. He decided to take it to two cities on a **peninsula**: Netherton and Wilton. In these cities, a large **proportion** of the people worked in the weaving **industry**. Joseph felt sure he could sell his machine there.

Joseph first took his machine to the mayor of Netherton. "Think of the money you will earn from this machine!" Joseph said to him.

But the mayor was a people-**oriented** man. He knew about the people's **dependence** on weaving for their livelihood. If he bought the machine, the people would lose their jobs. So he refused to buy it.

Joseph said, "We are no longer in the **medieval** age! Soon everything will be made by machines. Cloth made by hand will soon be **obsolete**. If you don't change your **archaic** ways, your town's income will **diminish**!"

But the mayor said, "I don't like **capitalism**. Don't **impose** your **radical** ideas on my town. Go away!"

So Joseph took his machine to the mayor at Wilton. This mayor thought Joseph's machine was **spectacular** and spent a long time looking at its different **components** made of **brass**. The mayor couldn't **refute** the fact that the machine had **drawbacks** that would affect the people's jobs. But he realized the machine could bring money and **prestige**. So he ordered Joseph to build twenty of them.

Within a year, Wilton was a wealthy city, famous for its wonderful cloth. People no longer wove but worked in **managerial** jobs at cloth factories instead. Nobody bought the cloth from Netherton anymore. The people of Netherton became poor and hungry.

Finally, the mayor of Netherton called Joseph and said, "Now I realize that your machine is not just a crazy idea. To succeed in business, we must be willing to change." He then ordered twenty weaving machines.

After that, both Netherton and Wilton became rich cities, famous throughout the land for their wonderful cloth.

READING COMPREHENSION

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

1. ____ The mayor of Netherton wanted Joseph to impose his radical idea on the town.

2. ____ Joseph thought the mayor of Netherton's ideas were medieval and archaic.

3. ____ The mayor of Wilton refuted the fact that the machine had drawbacks.

4. ____ In Wilton, the people who used to weave got managerial positions at the factories.

5. ____ In the end, capitalism brought prestige to both cities.

PART B Answer the questions.

1. What is the passage about?
 - a. Asking for help
 - b. Being greedy
 - c. Dying fabrics
 - d. Being stubborn
2. What job did a large proportion of the people on the peninsula do?
A large proportion of the people

3. According to Joseph, what would soon be obsolete?
Cloth made by

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4000 ESSENTIAL ENGLISH WORDS

6

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

