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ESSENTIAL

ENGLISH

WORDS

1

**SECOND
EDITION**

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

UNIT 1

WORD LIST



- agree** [əgrɪ:]
v. To **agree** is to have the same opinion or belief as another person.
 The students **agree** they have too much homework.



- alcohol** [ælkəhɒ:l]
n. **Alcohol** is a type of drink that can make people drunk.
 A person should not drive a car after he or she has been drinking **alcohol**.



- arrive** [əraɪv]
v. To **arrive** is to get somewhere.
 They **arrived** at school at 7 a.m.



- August** [ɔ:gəst]
n. **August** is the eighth month of the year.
 Is your birthday in **August**?



- boat** [bəʊt]
n. A **boat** is a vehicle that moves across water.
 There is a small **boat** on the lake.



- breakfast** [brekfəst]
n. **Breakfast** is the morning meal.
 I ate eggs for **breakfast**.



- camera** [kæməərə]
n. A **camera** is a piece of equipment that takes pictures.
 I brought my **camera** on my vacation.



- capital** [kæpətɪl]
n. A **capital** is a city where a country's government is based.
 The **capital** of the United States is Washington, D.C.



- catch** [kætʃ]
v. To **catch** is to grab or get something.
 Did you **catch** the ball during the baseball game?



- duck** [dʌk]
n. A **duck** is a small water bird.
 People feed **ducks** at the lake.



Track 1-1



- enjoy** [ɪndʒɔɪ]
v. To **enjoy** is to like something.
 The woman **enjoys** riding her bicycle.



- invite** [ɪnváɪt]
v. To **invite** is to ask someone to come to a place or event.
 I will **invite** my friends to my birthday party.



- love** [lʌv]
v. To **love** is to like something or someone a lot.
 I **love** my family very much.



- month** [mʌnθ]
n. A **month** is one of 12 periods of time in one year.
 January is the first **month** of the year.



- travel** [trævəl]
v. To **travel** is to go to a faraway place on vacation or business.
 They will **travel** to Argentina this summer.



- typical** [tɪpɪkəl]
adj. If something is **typical**, it is normal, or something that usually happens.
 My **typical** breakfast is toast and eggs.



- visit** [vɪzɪt]
v. To **visit** is to go and spend time in another place or see another person.
 She wants to **visit** her grandmother.



- weather** [weðər]
n. **Weather** is the temperature and the state of the outdoors.
 Today's **weather** is rainy and cloudy.



- week** [wi:k]
n. A **week** is a period of time that is seven days long.
 What are you doing next **week**?



- wine** [waɪn]
n. **Wine** is an alcoholic drink made from grapes.
 The store carried both red and white **wine**.

EXERCISES

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

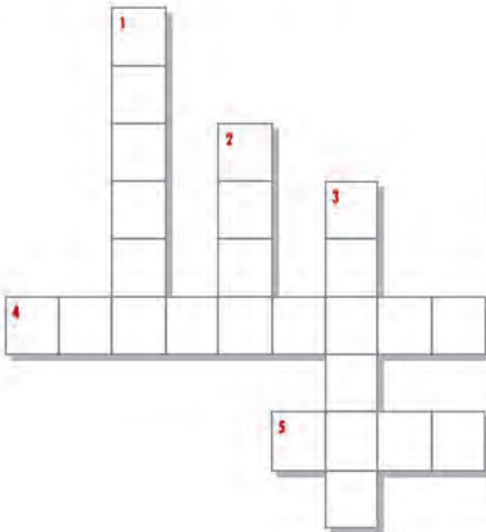
WORD BANK

agree	invite	August	boat	camera
capital	month	travel	typical	weather

1. Tom uses a(n) _____ to take photos.
2. The _____ today is hot and sunny.
3. December is a cold _____ in South Korea.
4. The parents _____ that their children should go to bed early.
5. My family likes to _____ during the winter.
6. How many people did you _____ to the party?
7. The boy is annoying his sister like a(n) _____ brother does.
8. _____ is in the summer in Canada.
9. What is the _____ of South Korea?
10. Let's take the _____ out on the lake tomorrow.

B Circle the two words in each group that are opposites.

1. a. exciting b. enjoy c. dislike d. disapprove
2. a. leave b. fly c. arrive d. swim
3. a. stay b. enjoy c. walk d. travel
4. a. nervous b. tired c. love d. hate
5. a. wear b. drop c. use d. catch

C Complete the puzzle with the word that is similar in meaning to the bolded part.

DOWN

1. She will **ask** her friend to dinner.
2. The **bird** floats on the lake.
3. We will **go to other places** this coming fall.

ACROSS

4. He always eats cereal for **his first meal of the day**.
5. Do you have a busy **period of seven days**?

The Amalfi Coast

The Amalfi Coast in Italy is a beautiful place to **travel**. It's a beautiful area with an interesting culture. Located on the Tyrrhenian Sea next to the Mediterranean in southern Italy, the Amalfi Coast has high mountains and amazing beaches. Amalfi is on the west coast of Italy, and it takes less than four hours to drive there from Rome, the country's **capital**. You'll **love** it from the moment you **arrive** there!

There are many activities for travelers, including beautiful beaches for swimming. You can also play games on the beach and **catch** frisbees. A **boat** trip is a good way to spend the day, and you may see **ducks** and other birds sitting on the water. Fishing is also a popular activity. There are dozens of villages on the Amalfi Coast, and you can **visit** one of them to see how a **typical** local person lives. If you're friendly, you might even get **invited** into someone's house to **enjoy** home-cooked Italian food!

Italians like drinking **alcohol**, especially **wine**. The Amalfi Coast has lots of gardens to explore. Italy is famous for its pizza and pasta. However, the Amalfi Coast is also well known for fish and octopus because it is located next to the water. Pastries are a popular **breakfast** food on the Amalfi Coast.

August is a popular **month** to travel to the Amalfi Coast because the **weather** is warm. It's easy to spend a **week** traveling around the area. Make sure to take a **camera** so you can take a lot of photos. We're sure you'll **agree** that it's a great place!



READING COMPREHENSION

Answer the questions.

1. What is the passage about?
 - a. Eating Italian food
 - b. Traveling around the world
 - c. Going fishing
 - d. Visiting the Amalfi Coast
2. What is not an activity travelers can do on their trip?
 - a. Go to the beach
 - b. Ski in the mountains
 - c. Go on a boat
 - d. Eat great food
3. What is a popular breakfast food?
 - a. Potatoes
 - b. Pasta
 - c. Pastries
 - d. Pizza
4. According to the passage, why is August a popular time to visit?
 - a. Many people do not work in August.
 - b. The weather is warm.
 - c. Italian food is best in August.
 - d. It does not rain.
5. Do you think the author likes the Amalfi Coast? Give at least one reason that explains your thinking.



UNIT 2

WORD LIST



- adventure** [ədventʃər]
n. An **adventure** is a fun or exciting thing that you do.
Riding in the rough water was an **adventure**.



- approach** [əprəʊtʃ]
v. To **approach** something means to move close to it.
The boy **approached** his school.



- carefully** [kɛəfəli]
adv. **Carefully** means with great attention, especially to detail or safety.
The baby **carefully** climbed down the stairs.



- chemical** [kémikəl]
n. A **chemical** is something that scientists use in chemistry.
The scientist mixed the **chemicals**.



- create** [kri:ɛt]
v. To **create** means to make something new.
She **created** an igloo from blocks of snow.



- evil** [i:vəl]
adj. **Evil** describes something or someone bad or cruel, not good.
They felt a strange, **evil** presence as they got closer to the house.



- experiment** [ɪkspɛrəmənt]
n. An **experiment** is a test that you do to see what will happen.
The student did an **experiment** in science class.



- kill** [ki:l]
v. To **kill** someone or something is to make them die.
I **killed** the fly.



- laboratory** [læbərətɔ:ri]
n. A **laboratory** is a room where a scientist works.
My mother works in a **laboratory**.



- laugh** [læf]
n. **Laugh** is the sound made when someone is happy or a funny thing occurs.
The sound of her **laugh** filled the room.



loud [laʊd]

adj. If a sound is **loud**, it is strong and very easy to hear.
The man's voice was so **loud** that we all could hear him.



nervous [nə:'rʌs]

adj. When a person is **nervous**, they think something bad will happen.
The boy became **nervous** when he heard the news.



noise [nɔɪz]

n. A **noise** is an unpleasant sound.
The crying baby made a loud **noise**.



project [prɒdʒekt]

A **project** is a type of work that you do for school or a job.
His afternoon work **project** was to paint the room green.



scare [skeɪə:r]

v. To **scare** someone is to make them feel afraid.
My uncle was **scared** by what he saw in the room.



secret [si:'kri:t]

n. A **secret** is something that you do not tell other people.
The two boys were sharing a **secret**.



shout [ʃaʊt]

v. To **shout** is to say something loudly.
My boss **shouted** at me because I was late for work.



smell [smel]

v. To **smell** something means to use your nose to sense it.
The two friends **smelled** the flower.



terrible [tə'reɪəbəl]

adj. If something is **terrible**, it is very bad.
The way he treated his classmate was **terrible**.



worse [wɜ:rs]

adj. If something is **worse**, it is of poorer quality than another thing.
Business was **worse** this month than last month.

EXERCISES

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

- a. laboratory b. experiment c. shout d. smell
- a. shout b. carefully c. create d. laugh
- a. nervous b. terrible c. approach d. worse
- a. chemical b. secret c. loud d. noise
- a. nervous b. adventure c. project d. scare

B Write a word that is similar in meaning to the underlined word(s).

- William wanted to make a new thing.
_ _ e _ _ _ _
- I'm not having fun, so let's go on an exciting trip.
_ _ v _ n _ _ _ _
- Mrs. O'Malley asked me to get close to the desk and write my name.
_ p _ _ _ _ _ _
- Don't worry. I won't tell anyone your thing that other people don't know.
_ e _ _ _ _ _
- I have to finish my special job before I can go home.
_ r _ _ _ _ _

C Check (✓) the one that best fits the blank.

1. When the jar hit the floor, _____.
 a. it made a very loud sound b. it shouted on the ground
2. When the sun went down, _____.
 a. it was scared b. the woods looked evil
3. To test his idea, the scientist _____.
 a. went on an adventure b. did an experiment
4. Your phone will not work _____.
 a. if it does not create something
 b. if you don't carefully pay attention to your power supply
5. The dog seemed unhappy when _____.
 a. I approached it b. it created me
6. Alex likes his class because he gets to _____.
 a. do fun projects b. be a laboratory
7. What is wrong with your hair? _____!
 a. It is a chemical b. It looks terrible
8. She's quite funny. We always _____.
 a. laugh at her jokes b. don't tell me your secret
9. Did you hear that? _____.
 a. I just made it worse b. There was a noise
10. I have a very important test tomorrow. _____.
 a. I am nervous b. I will smell it

The Laboratory

Mia's father had a **laboratory**, but she had no idea what was in it. Her dad always closed and locked the door when he went in. She knew that he used it to do projects for work. He never told Mia what these **projects** were.

One night, Mia **approached** the door to the laboratory. She stopped and thought, "I wonder what crazy **experiment** he is doing now." Suddenly, she heard a **loud noise**. It sounded like an **evil laugh**. The noise **scared** her, so she walked quickly back to her room.

The next night, her friend Liz came to her house. When Liz arrived, Mia told her about the night before. "Oh, it was **terrible**," she said.

"Why don't we see what is in there?" Liz asked. "It will be a fun **adventure!**"

Mia felt **nervous** about going into her father's laboratory, but she agreed. As always, the door was locked. They waited until Mia's father left the laboratory to eat dinner. "He didn't lock the door!" Liz said. "Let's go."

The laboratory was dark. The girls walked down the stairs **carefully**. Mia **smelled** strange **chemicals**. What terrible thing was her father **creating**?

Suddenly, they heard an evil laugh. It was even **worse** than the one Mia heard the night before. What if a monster was going to **kill** them? Mia had to do something. She **shouted** for help.

Mia's father ran into the room and turned on the lights. "Oh, no," he said. "You must have learned my **secret**."

"Your monster tried to kill us," Mia said.

"Monster?" he asked. "You mean this?" He had a pretty doll in his hands. The doll laughed. The laugh didn't sound so evil anymore. "I made this for your birthday. I wanted to give it to you then, but you can have it now. I hope you like it!"

READING COMPREHENSION

Answer the questions.

1. What is this story about?
 - a. A girl's terrible experiment
 - b. A secret that two girls have
 - c. A girl who gets nervous about what's in a laboratory
 - d. A man who creates chemicals
2. What scares Mia when she approaches the door?
 - a. The room is very dark.
 - b. She hears a person shout.
 - c. She smells fire.
 - d. She hears a loud noise.
3. What is true of Mia in the story?
 - a. A monster kills her friend.
 - b. She does not like adventures.
 - c. She always locks the door of her room.
 - d. Her birthday has not come yet.
4. What project was Mia's father working on?
 - a. A doll to give to Mia for her birthday
 - b. A way to keep the door closed
 - c. A chemical that smells like smoke
 - d. A monster that has an evil laugh
5. When did Mia and Liz go into the laboratory?



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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

