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# 4000

## ESSENTIAL

# ENGLISH

## WORDS

# 4

**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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# WORD LIST



**accountable** [əkauntəbl]

*adj.* When someone is **accountable**, he or she is responsible for the effects of his or her actions.

Political leaders are **accountable** to the people they represent.



**addictive** [ədiktiv]

*adj.* If something is **addictive**, it is hard to stop doing.

I think this game is very **addictive**.



**agenda** [ədʒəndə]

*n.* An **agenda** is a plan or goal that guides someone's behavior.

The man is pushing his questionable **agenda** on his colleagues.



**coin** [kɔɪn]

*v.* To **coin** is to create a new word or phrase that other people begin to use.

The coach **coined** the phrase, "There is no 'I' in team."



**correlate** [kɔːrəleɪt]

*v.* To **correlate** is to have a close connection to something.

Scientists believe that brain size might **correlate** with intelligence.



**depression** [dɪprɛʃən]

*n.* **Depression** is a medical condition that makes a person very unhappy for long periods of time.

Ron decided to get help for his **depression**.



**digital** [dɪdʒətl]

*adj.* When something is **digital**, it is characterized by computer technology.

Students prefer to take notes on their laptops and other **digital** devices.



**importance** [ɪmpɔːrtəns]

*n.* **Importance** is the quality or state of being important, valuable, or significant.

The professor lectured the students on the **importance** of communication strategies.



**keyboard** [kɪbɔːrd]

*n.* A **keyboard** has buttons marked with letters and numbers that are pressed to put information into a computer.

Paul spilled coffee all over his **keyboard**.



**loneliness** [lɔːnlnɪs]

*n.* **Loneliness** is the unhappiness that is felt by someone if they do not have any friends.

Many people join social clubs to escape **loneliness**.


 **media** [miˈdiə]

*n.* **Media** is the different ways of entertaining and giving information to the public. Many people like to express their opinions online using social **media**.


 **platform** [plætfɔːrm]

*n.* A **platform** is something that allows someone to tell a large number of people about an idea, product, etc. The band uses their music as a **platform** to express their political beliefs.


 **poor** [puə]

*adj.* When something is **poor**, it is not as good as it could or should be. The condition of the sidewalk is very **poor**.


 **presence** [prezns]

*n.* **Presence** is when someone or something is present in a particular place. The researcher discovered the **presence** of bacteria in the water sample.


 **subject** [sʌbdʒɪkt]

*v.* To **subject** is to cause or force someone or something to experience something harmful or unpleasant. The location of the trees will **subject** them to strong winds from the hurricane.


 **surge** [sɜːrdʒ]

*n.* A **surge** is a sudden, large increase in something. All at once, there was a **surge** of runners at the finish line.


 **survey** [sɜːveɪ]

*n.* A **survey** is a set of questions that are asked to a large number of people in order to find out about opinions. I filled out a **survey** about my shopping experience at the department store.


 **target** [tɑːrɡɪt]

*v.* To **target** is to aim an attack at someone or something. Scientists are looking for new drugs to **target** cancer cells.


 **trend** [trend]

*n.* A **trend** is a general tendency in the way a situation is changing or developing. Lucy likes to think she started this fashion **trend**.


 **validate** [vælədèɪt]

*v.* To **validate** is to make someone feel that his or her ideas and feelings are respected. Winning first prize will **validate** all of Tony's hard work.

# EXERCISES

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

## WORD BANK

presence      poor      surge      trend      addictive

1. I grew up in a neighborhood with \_\_\_\_\_ schools.
2. People in their 30s living at home to save money is a recent \_\_\_\_\_.
3. Caffeine is a very \_\_\_\_\_ substance.
4. People \_\_\_\_\_ toward the doors when the mall opens in the morning.
5. I could feel a strange \_\_\_\_\_ in the dark room.

**B** Write the phrase that best fits each sentence.

- a. **loneliess** after my favorite colleague left the company
- b. the **importance** of mutual respect
- c. **targeted** by the bullies at school
- d. **depression** for a long time
- e. be held **accountable** for his mistakes

1. Harold has been suffering from \_\_\_\_\_.
2. The manager should \_\_\_\_\_.
3. I experienced a great deal of \_\_\_\_\_.
4. The boy was \_\_\_\_\_.
5. The parents want to teach their children \_\_\_\_\_.



**C Circle the word that fits the definition.**

1. using computer technology  
a. electricity      b. digital      c. screen      d. media
2. a plan or goal that affects behavior  
a. schedule      b. list      c. clock      d. agenda
3. to have a close connection  
a. change      b. marry      c. correlate      d. hold
4. something you type on  
a. piano      b. pencil      c. keyboard      d. notepad
5. to cause or force someone to experience something bad  
a. subject      b. produce      c. affect      d. object
6. to make someone feel respected  
a. promote      b. guarantee      c. combat      d. validate
7. to create a new word or phrase  
a. coin      b. imagine      c. develop      d. play
8. something that allows people to tell other people about something  
a. shelf      b. platform      c. chair      d. step
9. a set of questions to find an opinion about something  
a. list      b. experiment      c. survey      d. exam
10. the different ways of giving information to the public  
a. media      b. film      c. journal      d. newspaper

# Social Media

All around the world, people who have mobile devices are likely to have a **presence** on social **media**. However, data reveals a link between social media use and a **surge** in health issues. Anxiety and **depression** are two such issues.

Research suggests that social media use may be **correlated** to lower self-control. Lower self-control often causes **poor** or **addictive** behavior. Social media has been described to be more addictive than tobacco and alcohol. People may rely on social media as a form of escapism and for mood-modifying effects. These are similar to the reasons people become dependent on addictive substances.

**Surveys** about social media show that a surprising number of teenagers have been **subjected** to cyberbullying. Cyberbullies can easily remain anonymous. They are **accountable** to no one, so they use social media to **target** victims and spread rumors. This has become so common that the term "**keyboard warrior**" has been **coined**. A keyboard warrior's **agenda** is to write abusive posts while staying hidden. The effects of cyberbullying can be traumatic.

There are other negative effects of social media's popularity. People sometimes use social networking **platforms** to show their best selves. A recent social media **trend** is to upload and broadcast video clips to share a piece of one's life. However, instead of feeling accepted and **validated**, people end up comparing their lives with other people. This trap of comparing lives may lead to symptoms of depression.

Social media use has also been linked to feelings of social isolation. The more people use social media, the more they realize that their **digital** friends may not actually be real friends. This feeling of isolation may cause a person to experience extreme **loneliness**.

We see social media used in the personal and professional lives of those around us. It's apparent that it's here to stay. Therefore, it's necessary to consider the **importance** of educating people on how to use social media effectively and safely.



Track 1-2

# READING COMPREHENSION

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

1. \_\_\_ There is no link between social media use and health issues.  
\_\_\_\_\_
2. \_\_\_ Social media is less addictive than tobacco and alcohol.  
\_\_\_\_\_
3. \_\_\_ A keyboard warrior is someone who writes negative posts while revealing their identity.  
\_\_\_\_\_
4. \_\_\_ Uploading video clips of one's life is a recent trend.  
\_\_\_\_\_
5. \_\_\_ Using social media can lead to loneliness.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What is the passage about?
  - a. Different types of social media
  - b. Latest improvements in social media
  - c. Negative effects of social media
  - d. Security concerns of social media
2. What do cyberbullies use social media for?  
**They use** \_\_\_\_\_  
\_\_\_\_\_
3. Why might social media use lead to loneliness?  
**It can lead to loneliness** \_\_\_\_\_  
\_\_\_\_\_

• SECOND EDITION •

# 4000 ESSENTIAL ENGLISH WORDS

# 4

**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

