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4000

ESSENTIAL

ENGLISH

WORDS

6

**SECOND
EDITION**

Paul Nation



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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



- adverse** [ædvɜ:rs]
adj. Something that has an **adverse** effect can be harmful, dangerous, or unfavorable.
I worry that the tornado will have an **adverse** effect on the farm.



- alternate** [ɔ:ltərnət]
adj. An **alternate** option is a different option.
Taking the bus and driving to work are **alternate** ways to travel.



- biodegradable** [bàioudigréidabl]
adj. Materials that are **biodegradable** break down naturally into substances that do not harm the environment.
I use **biodegradable** compost to feed my garden.



- boxed** [bakst]
adj. When something is **boxed**, it is inside a package.
Justine brought a **boxed** gift to the birthday party.



- choke** [tʃouk]
v. If you **choke** on something, it stops you from breathing.
The gum Malinda swallowed made her **choke**.



- convenient** [kənvi:njənt]
adj. When something is **convenient**, it saves you time or effort.
Walking through the park is a **convenient** way to exercise on the way to work.



- discard** [diskɑ:rd]
v. To **discard** something is to throw it away.
After repairing the window, **discard** any broken glass.



- dolphin** [dólfín]
n. A **dolphin** is a large sea mammal that breathes air.
Intelligent **dolphins** have learned to communicate with humans.



- ecologically** [èkəládʒikəli]
adv. **Ecologically** means that something is done in a way that concerns living organisms and the environment.
We planted our garden according to **ecologically** correct practices.



- fatal** [féitl]
adj. Something that is **fatal** results in someone's death.
Being shot by the attacker proved **fatal** to the victim.



- incidence** [ɪnsədəns]

n. The number of times something happens is the **incidence** of the event.
We need to increase the **incidence** of success in school.



- municipal** [mjuːnɪsəpəl]

adj. **Municipal** means that something belongs to a city or local government.
The **municipal** parking lot downtown can fit one hundred cars.



- overuse** [əʊvərjuːz]

n. **Overuse** occurs when something is utilized too many times.
Rochelle's **overuse** of the exercise bike caused the gears to break.



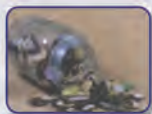
- pond** [pɒnd]

n. A **pond** is a freshwater body that is smaller than a lake.
I learned to swim at the **pond** behind the recreation center.



- recycle** [riːʃəbl]

v. When you **recycle** an object, you use its parts to make something else.
We **recycle** our newspapers so that they can be made into packing boxes.



- reusable** [riːʃəbl]

adj. An object that is **reusable** can be utilized over and over again.
Saburo keeps his empty jelly jars because they are **reusable** for storing sewing supplies.



- stuffed** [stʌft]

adj. When something is **stuffed**, it is pushed into a small space.
The newspapers were all **stuffed** into the drawer.



- tragic** [trædʒɪk]

adj. A **tragic** event causes sadness because it might involve death or suffering.
The entire community attended the memorial service for the victims of the **tragic** fire.



- utilize** [juːtəlaɪz]

v. To **utilize** something is to use it for a specific purpose.
The team can **utilize** the lab equipment to complete the experiment.



- whale** [hweɪl]

n. A **whale** is a very large mammal that lives in the ocean.
We were surprised when a **whale** surfaced next to our boat.

EXERCISES

A Circle the word that fits the definition.

- having a bad effect on something**
 a. adverse b. convenient c. municipal d. overuse
- breakable into natural pieces**
 a. alternately b. biodegradable c. chokable d. discardable
- a small body of water**
 a. boxed b. ecologically c. fatal d. pond
- to use an alternative to throwing something away**
 a. discard b. recycle c. tragic d. whales
- how many times something happens**
 a. dolphins b. incidence c. stuffed d. utilized

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

- a. recycle b. oceans c. reusable d. countries
- a. whales b. flyers c. trees d. dolphins
- a. scientifically b. ecologically c. easily d. hurriedly
- a. deadly b. fatal c. sickly d. mythical
- a. squared b. opened c. boxed d. packaged

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

alternate choke pond recycle reusable

- When I walk past the factory, I _____ on the smells.
- The _____ is full of fish.
- The _____ route to the airport takes much longer than this route.
- A broken glass is not _____ because of its jagged edges.
- You can _____ old cans to be used in new products.

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

- Because we chose a convenient location, our friends _____.
 - a. arrived on time
 - b. traveled a long time
- A tragic misunderstanding resulted in her _____.
 - a. award for perfect attendance
 - b. dismissal from her job
- I utilized the fastest delivery service, so _____.
 - a. let's find the closest restaurant
 - b. you'll get your gift soon
- Because he stuffed his suitcase with too much clothing, _____.
 - a. it broke open on the airplane
 - b. it fit perfectly into the small space
- Kelly boxed the old clothing so it would _____.
 - a. be easy to wash
 - b. stay clean in storage

Environment Over Convenience

Plastic shopping bags are **utilized** almost everywhere. They are lightweight, strong, and inexpensive. Customers like them because they make carrying goods so **convenient**. Stores of all kinds print advertising messages on the bags and give them to customers. Why then, are so many countries regulating or even banning their use?

Unfortunately, because of these very attributes, plastic bags have an **adverse** effect on the environment. Their low cost leads to their **overuse**. For example, environmental groups have estimated that in Taiwan, citizens used to **discard** 16 million plastic bags a day. Residents of the state of Massachusetts in the United States used more than two billion plastic bags per year. Since plastic is made from chemicals found in oil, these single-use bags never break down and decay. When they are thrown away, they last forever—along roads, in **ponds**, and eventually, in the oceans. There is no proven or efficient way to remove plastics once they enter large bodies of water.

Some animals that dwell in the sea, such as turtles and **dolphins**, mistake plastic bags for food. If a bag becomes **stuffed** down their throats, it can cause **fatal** suffocation. Thousands of animals **choke** on the bags every year. Eventually, the plastic fragments may break down into smaller pieces, but they can still be ingested by a wide range of sea animals, from oysters to **whales**. In this way, microplastics enter the human food chain and cause **tragic** damage to people's health.

Beginning around the year 2000, cities, provinces, and entire countries decided to take action against this form of pollution. At first, **municipal** governments tried to minimize the use of these bags by requiring stores to charge customers for each one. This reduced the **incidence** of bags entering the waste stream, yet billions of bags were still being thrown out each day. As the costs of trying to clean the environment rose, more places enacted outright bans on the bags. Now, **ecologically**-conscious people around the world use **alternate** means of carrying packages. They bring their own **reusable** bags when they go shopping, pack their purchases in paper bags, **recycle** the bags in special collection bins, or have their purchases **boxed** and delivered to their homes in **biodegradable** packaging.



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. ____ People in Taiwan used to discard up to two billion plastic bags a day.

2. ____ Discarded plastic bags can last forever.

3. ____ Plastic enters the human food chain when sea animals eat small bits of plastic bags.

4. ____ Some municipalities banned plastic bags when the costs to produce them became too high.

5. ____ People can use fewer plastic bags by having goods delivered to them in recyclable packages.

PART B Answer the questions.

1. What is this reading about?
 - a. Users of plastic bags
 - b. How to use plastic bags
 - c. How to make plastic bags
 - d. The impact of plastic bags
2. Why are so many plastic bags used?
They are cheap and

3. Why don't plastic bags decay after they are discarded?
They are made from

• SECOND EDITION •

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

