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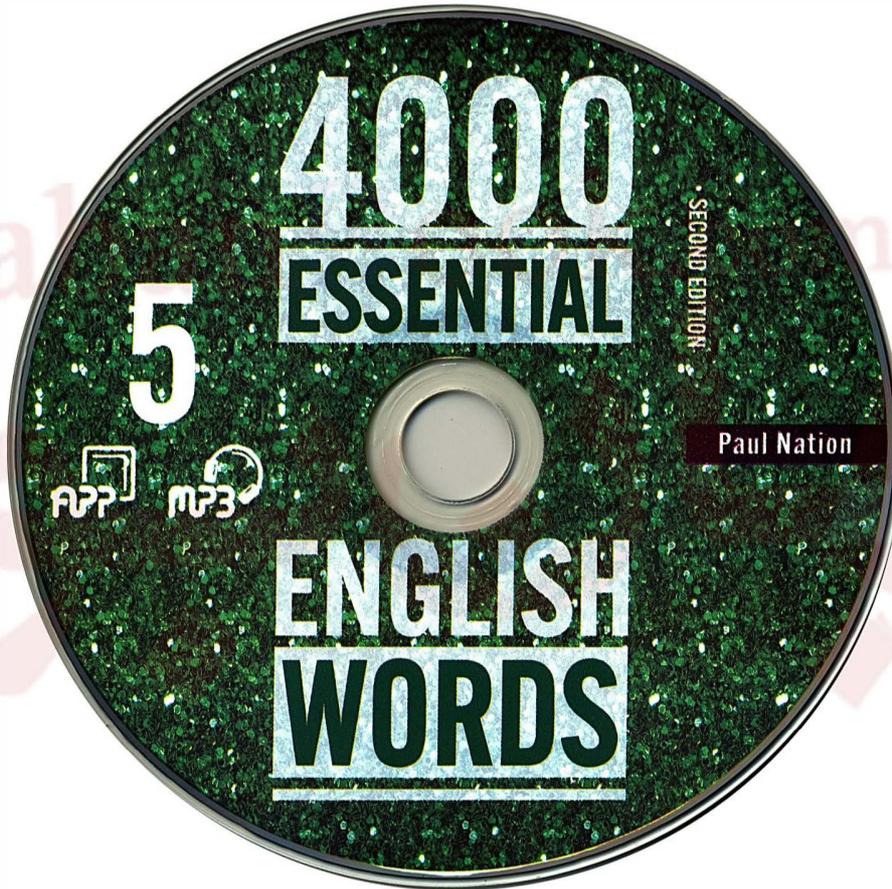
Paul Nation



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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.

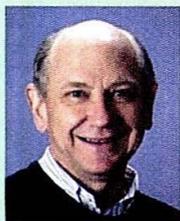
Table 1: The books in the *4000 ESSENTIAL ENGLISH WORDS* series, frequency levels, and CEFR levels

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



- aroma** [ə'roumə]
n. An **aroma** is a scent or smell.
 I love the **aroma** of coffee in the morning.



- beverage** [bé'veeridʒ]
n. A **beverage** is a drink.
 The waiter brought our **beverages** first. Then he brought our food.



- cluster** [klá'stər]
n. A **cluster** of things is a small group of them placed close together.
 She held a large **cluster** of grapes in her hand.



- combine** [kəmbáin]
v. To **combine** is to join together to make a single thing or group.
 Mina **combined** peanut butter and jelly to make a sandwich.



- condensed** [kəndénst]
adj. When a liquid is **condensed**, it is made thicker.
 One way to make a dessert thick and sweet is to use **condensed** milk.



- contemporary** [kəntémpərèri]
adj. When something is **contemporary**, it is related to the present time.
Contemporary scientists have learned quite a bit about DNA.



- cultivate** [káltəvèit]
v. To **cultivate** plants is to care for them and help them grow.
 A research company is **cultivating** new kinds of rice to aid poor countries.



- divine** [diváin]
adj. When something is **divine**, it is related to gods.
 Legends say that music was given to humans as a **divine** gift from the gods.



- humid** [hjú:mid]
adj. When it is **humid**, there is a lot of water in the air.
 It is very **humid** inside a sauna.



- odor** [óudər]
n. An **odor** is a very distinct smell.
 He knew there was a leak when he noticed the strong **odor** of natural gas.



- palate** [pælit]
n. The **palate** is the top part of the mouth.
 You can touch your **palate** with your tongue.



- paradise** [pæredàis]
n. **Paradise** is the place or condition of happiness where things are perfect.
 My vacation in Hawaii was like being in **paradise**.



- plantation** [plæntéifən]
n. A **plantation** is a big farm that only grows certain kinds of crops.
 In the 1800s, there were many cotton **plantations** in the southern US.



- rapid** [ræpid]
adj. When something is **rapid**, it moves or changes very quickly.
 His mother was surprised by her son's **rapid** growth.



- rate** [reit]
n. A **rate** is the speed at which something happens.
 Grass tends to grow at a very slow **rate**.



- soothing** [sú:ðin]
adj. When something is **soothing**, it makes you calm or relaxed.
 The **soothing** music helped the baby fall asleep.



- subtle** [sʌtl]
adj. When something is **subtle**, it is not easy to see or notice.
 The handsome man has a **subtle** smile.



- texture** [tékstʃər]
n. The **texture** of something is the way its surface looks and feels.
 The **texture** of a rock found in the water is typically very smooth.



- toxic** [táksik]
adj. When something is **toxic**, it is poisonous and very dangerous.
 Please check the label to see if the product is **toxic**.



- vary** [veəri]
v. To **vary** means to be different from another thing in size or amount.
 The heights of the people in my class **vary** by a large amount.

EXERCISES

A Write the word that best fits each blank.

1. rapid / rate

The population growth in the city was incredibly _____. It is quite surprising that people settled there at such a fast _____.

2. contemporary / vary

Many _____ laws make it illegal for business to compete in unfair ways. However, the specific laws in different countries _____ greatly.

3. humid / toxic

Because it is quite _____ on the island, various kinds of plants grow well there. However, some of these plants are _____ to humans.

4. texture / aroma

The cheese has a smooth _____. However, some people find it hard to eat because of its powerful _____.

5. cluster / combined

A _____ of people suggested that nearby cities could fight the invaders if they cooperated with each other. As a result, everyone _____ their efforts and defeated the invaders.

6. soothing / subtle

The artist uses _____ differences of color in her landscapes. This has an overall calming and _____ effect on the viewer.

7. cultivated / odor

A huge garden was _____ in the middle of the city. However, a species of rare plants gave off an unpleasant _____.

8. beverage / palate

During a four-course meal, one should drink something to clean the _____ between courses. The perfect _____ for this is, of course, water.

9. condensed / divine

I can explain the basic story in a simple, _____ way. A boy is given a _____ message, and he begins an exciting adventure.

10. plantations / paradise

The island of Oahu is not a natural _____ like Maui. However, tourists still have plenty to enjoy on Oahu, from visits to pineapple _____ to traditional celebrations.

B Match the phrases to make complete sentences.

- | | |
|-----------------------------------|------------------------------------------|
| a. was surprisingly fast | b. includes work from the 21st century |
| c. feels so smooth | d. covered almost a third of the country |
| e. was too strong to be enjoyable | f. several species of flowers as a hobby |
| g. to insects and small animals | h. twenty workers who grew cotton |
| i. is good for a sore throat | j. the shoulder of Taurus the Bull |

1. A **soothing** cup of tea _____.
2. The **odor** of the cheese _____.
3. The pot's **texture** _____.
4. The chemical is **toxic** _____.
5. The **contemporary** fiction class _____.
6. The **rate** at which these flowers grew _____.
7. My mother **cultivates** _____.
8. The **plantation** had _____.
9. The thick and **humid** forest _____.
10. That **cluster** of stars in the sky makes _____.

C Match the clauses to make complete sentences.

- | | |
|------------------------------------------|------------------------------------------------------|
| a. so economic growth was rapid | b. and Jim thought it was a divine message |
| c. people call it a paradise | d. the effects of the medicine will vary |
| e. and she looked at his palate | f. and she smelled the aroma of cookies |
| g. so they combined the chemicals | h. because it has a subtle taste of chocolate |
| i. but I wanted my own beverage | j. but the condensed version was shorter |

1. The scientists wanted to find a cure for the sickness, _____.
2. He offered to share his water, _____.
3. I prefer mocha to coffee _____.
4. Many new jobs were created, _____.
5. The report was ten pages long, _____.
6. The doctor asked him to open his mouth, _____.
7. She walked in the door, _____.
8. Because the island is so warm and beautiful, _____.
9. Because patients' bodies are so different, _____.
10. It didn't rain all summer, _____.

The History of Chocolate

Many people believe that chocolate originally came from Europe. However, chocolate, called the "food of the gods," was first made in the Americas. The first chocolate was very different from **contemporary** chocolate.

Wild chocolate trees can grow easily in the **humid** Amazon rainforest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found each seed. Cacao beans are the ingredient needed to create sweet, **soothing**, and delicious chocolate treats.

The Mayan and Aztec cultures both thought that chocolate trees were brought from **paradise** by gods. The Mayans and Aztecs used the beans from this **divine** tree to create a special **beverage** with a very pleasant **odor**. Surprisingly, the Aztecs believed that it was **toxic** to women and children.

In the 1500s, the Spanish explorer Cortes met the Aztecs. Cortes became quite interested in the **plantations** where the Aztecs **cultivated** chocolate trees. When he returned to Europe, he took cacao beans with him. He introduced the people of Spain to the Aztecs' chocolate beverage.

Over the next 100 years or so, kings, queens, and members of the upper class enjoyed drinking chocolate. They enjoyed it even more once they learned to add sugar to the beverage! Soon, chocolate had spread all across Europe. New machines allowed chocolate makers to perfect their products and produce them at a very **rapid rate**. Preparing the beans in special ways brought out the **aroma** of chocolate. The beans were **combined** with **condensed** milk to give the chocolate a smooth **texture**.

Today, contemporary chocolates with **subtle** flavors fill the shelves of chocolate shops. The different types of chocolate available today **vary** widely. True chocolate lovers can tell which is best, though. They will tell you that the flavor of high-quality chocolate stays on the **palate** long after you finish it.



Track 1-2

B Write a word that is similar in meaning to the underlined part.

1. Factories built in the early 1900s continue to release chemicals into the air.

2. My soccer team is playing in a competition next weekend.

3. When the new buildings are finished, they will be the same distance away from each other.

4. In order for my science project to work, I need to alter it.

5. Amy hurt Jane's feelings when she made fun of her.

6. In this period of time, it's more common for kids to play video games than read books.

7. Kate is very shy and doesn't like to talk to and do things with the other girls.

8. Tom wants to add more colors into his painting.

9. My grandfather used to race cars across long distances in endurance races.

10. The person competing for the job interviewed very well.

C Circle the answer that best fits the question.

1. Which of the following means "confidential"?
a. Soft b. Compete c. Moveable d. Secret
2. What is the word solar related to?
a. Lines b. Land c. The sun d. A car
3. Which of these is mobile?
a. A tree b. A bus c. A building d. A sidewalk
4. Which of the following is a form of transportation?
a. A friend b. An airplane c. A new job d. A meal
5. Which of these words are related to "corporate"?
a. Business b. Time c. Competition d. Winning

The Solar Car Race



Track 29-2

We live in a **mobile** society. But the cars we drive require too much gas; plus, they **pollute** the air. Eventually, the natural resources used to make gas will run out. So, what happens then? Many people think **solar**-powered **automobiles** are the answer. To learn more about this type of **transportation**, teams from universities and **corporate** organizations gather in Australia every two years for a solar car race.

The race is called the World Solar Challenge. **Candidates** for this **tournament** must design their own cars. The teams keep all their plans **confidential**. They don't **interact** with other teams because the race is very competitive. And these cars aren't just **enhanced** and **modified** versions of normal cars. They are completely different.

The cars only have room for one person and are very simple inside—they don't even have a cushion for the driver to sit on.

These cars are shorter and much more flatter normal cars. Most importantly, the outside of the cars **incorporate** solar panels that lie **parallel** to each other. These panels are made from materials that take in light from the sun and turn it into electric energy. The cars use this energy to move.

These cars race over 3,000 kilometers across the Australian **territories**. The drivers have to follow strict **guidelines**. They must stop at certain **intervals** to charge their batteries. And unlike normal race cars, they can't go very fast. They have to drive at the normal speed limits. Although the drivers want to finish the race quickly, that is not the main goal. The objective is to see how well the cars work under normal driving conditions. Because of the World Solar Challenge, a new **era** in car making and driving is beginning. People may **ridicule** the solar cars because they look strange, but this is a **phenomenon** that isn't going away. Using the technology from the vehicles, car makers will eventually create solar cars for the rest of us.

READING COMPREHENSION

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

1. ____ Candidates for this tournament must design their own cars.

2. ____ Before the race, teams keep their plans confidential.

3. ____ The outside of the cars incorporate metal panels that lie parallel to each other.

4. ____ These cars drive less than 3,000 kilometers across the Australian territories.

5. ____ The drivers have to heed strict transportation guidelines.

6. ____ They must stop at certain intervals to put air in their tires.

PART B Answer the questions.

1. What is the passage about?
 - a. Designing environmentally-friendly cars
 - b. Entering a contest
 - c. Winning a race
 - d. Using solar power
2. What is the most important feature of the race cars?
The most important feature

3. Why don't the teams interact with other teams?
The race

The Heirs



Martin, Paul, and Tom were brothers. They were very different, but they were **consistent** about two things. They couldn't succeed in business, and they never agreed about anything. Martin was a hardworking farmer, growing **organic** vegetables and raising **poultry**. But he was disorganized and forgot to pay his **bills**. Paul owned a **textile** factory that produced clothes. He was organized, but he was greedy and used too much for his own clothing. His **wardrobe** was filled with his own products. Tom was once a **sergeant** in the army. He ran a **martial** arts school, but his **stance** on discipline was too strong. He had almost no students.

One day, they received a **telegraph** saying that their father had died. They were **heirs** to his old farm. They planned to sell it as soon as possible, so they went to see it even though there was a terrible storm. The house didn't look great, but there was a lot of land. There was so much, in fact, that they could barely see its **boundary**.

Suddenly, the storm got worse. The **sheer** force of the wind almost knocked them over. Martin said, "Look, it's a **typhoon!**" Paul said, "No, it's a **cyclone.**" Tom said, "No, it's a **tornado!**" They argued until Paul began to **wail** and said, "Whatever it is, it's coming right at us! We're **doomed!**" The three brothers **scrambled** inside the old house. Martin said, "If we survive, we must stop fighting. This farm could be great if we fixed it up. With my hard work, Paul's organization, and Tom's discipline, we could run a great business together!" The storm finally ended. And luckily, it didn't wreck the farm.

"Just think," Martin said, "it took the **chaos** of a typhoon to bring us together." Paul replied, "You mean a cyclone brought us together." Tom said, "Didn't I tell you both that it was a tornado?" The brothers never agreed on what kind of storm it was, but by combining their skills, they started a successful farm.

READING COMPREHENSION

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

1. ____ Tom was a farmer who grew organic vegetables and poultry.

2. ____ Paul's wardrobe was filled with clothes from his factory.

3. ____ Tom was a sergeant in the army before running a martial arts school.

4. ____ Martin's stance on discipline was too strong.

5. ____ The brothers learned of their father's death through a telegraph.

6. ____ The brothers could see the land's boundary.

PART B Answer the questions.

1. What is the passage about?

- Fixing a bad trait
- Putting aside differences to work together
- Trying to create a new business
- Surviving a bad storm

2. What two things were the brothers consistent about?

The brothers were

3. Why wasn't Paul's textile factory successful?

He was

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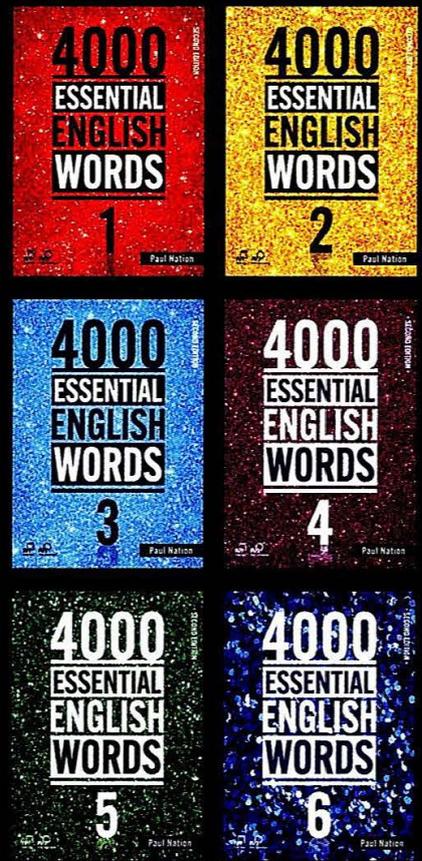
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4000 words to help you master work, school, and everyday life!

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.

- ◆ 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



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