

4000 ESSENTIAL ENGLISH WORDS 3

• SECOND EDITION •

Jangal Publication



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4000
ESSENTIAL
ENGLISH
WORDS **3**

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• SECOND EDITION •

4000 ESSENTIAL ENGLISH WORDS

3



Paul Nation

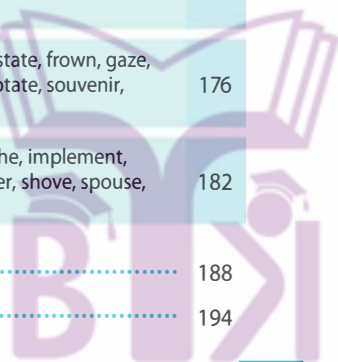
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INTRODUCTION

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.

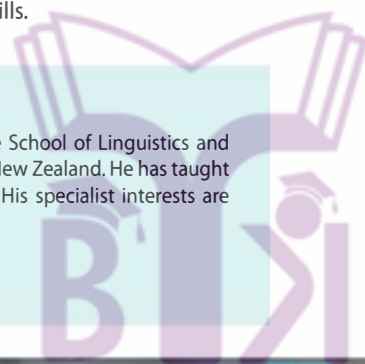


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Paul Nation's website

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



UNIT 1

WORD LIST



acre [éikər]

n. An **acre** is a unit for measuring area.
They lived on a 150-**acre** farm.



afterlife [æftərlaɪf]

n. The **afterlife** is a life that some people believe begins when a person dies.
I believe that there is an **afterlife**.



archaeology [ɑːrkiələdʒi]

n. **Archaeology** is the study of the remains left by ancient societies.
He enjoyed visiting the Great Pyramids of Egypt because he loves **archaeology**.



chamber [tʃéimbər]

n. A **chamber** is a closed space or room used for a special purpose.
The meeting was held in the faculty **chamber**.



channel [tʃænl]

n. A **channel** is a long, deep space between two edges.
The river cut a **channel** through the rocks.



core [kɔːr]

n. A **core** is the main or central part of something.
Earth has a solid inner **core**.



corridor [kɔːrɪdər]

n. A **corridor** is a narrow passage that leads into other areas.
He took the **corridor** on the left to go to his office.



distinct [dɪstɪŋkt]

adj. A **distinct** thing is different or stands out.
He has a **distinct** accent.



elite [eɪliːt]

adj. **Elite** means of or from a high-level group.
Only an **elite** group was allowed membership into the club.



engineer [ɛndʒiniər]

v. To **engineer** something is to skillfully plan out how to make that thing.
After **engineering** the robot, they needed to find the correct parts to build it.



Track 1-1



found [faʊnd]

v. To **found** something means to start, organize, or establish that thing.
My grandfather **founded** the City Bank.



gap [gæp]

n. A **gap** is a space between two things.
There is a small **gap** between the blocks of wood.



glory [glɔːri]

n. **Glory** is the importance, magnificence, or specialness of something.
They enjoyed the **glory** of the beautiful sunset.



interior [ɪntɪəriər]

n. An **interior** is the inside of something.
They looked at the **interior** of the box.



lion [laɪən]

n. A **lion** is a large animal in the cat family.
We went to see the **lion** at the zoo.



role [roʊl]

n. A **role** is a job, position, or part in something.
Her **role** in the office is to sell products to customers.



royal [rɔɪəl]

adj. **Royal** means related to a king or queen.
The Duchess was part of the **royal** family.



sole [soʊl]

adj. A **sole** person or thing is the only one.
She was the **sole** woman in the room.



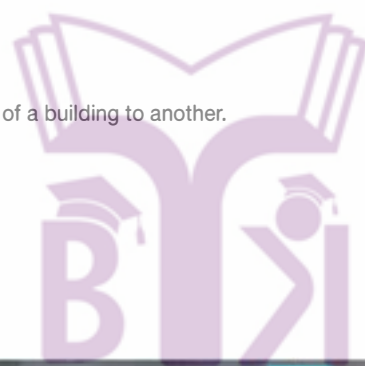
stairs [steərz]

n. **Stairs** are a set of steps built to go from one level of a building to another.
He took the **stairs** instead of the elevator.



surface [sɜːrfɪs]

n. The **surface** is the top layer of something.
She wiped the **surface** of the table.



EXERCISES

A Circle the word that fits the definition.

- The study of ancient societies by examining their buildings, tools, and other things
a. archaeology b. surface c. stairs d. corridor
- A large animal from the cat family
a. sole b. distinct c. sphinx d. lion
- Another life that some people believe begins after death
a. king b. pyramid c. chamber d. afterlife
- A unit for measuring area
a. royal b. limestone c. acre d. soul
- The inside of something
a. interior b. sphinx c. glory d. elite

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

WORD BANK

glory distinct interior role elite

- Members of the _____ group were allowed to enter without a problem.
- She had a(n) _____ birthmark on her forearm.
- The Statue of Liberty was displayed in all its _____.
- The _____ of the royal chamber was beautifully designed.
- Thomas Jefferson played an important _____ in the history of the United States.

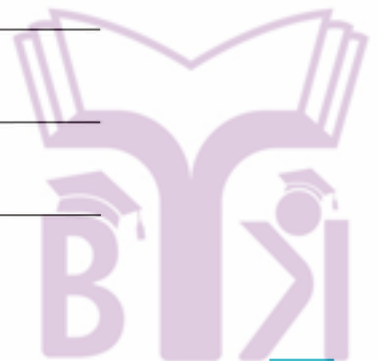
C Write the phrase that best fits each sentence.

- a. there was a huge gap under the door
- b. planned the design carefully
- c. she is a queen
- d. he is an only child
- e. differs by religion

1. He wanted to **engineer** the machine, so he _____.
2. Queen Elizabeth can be considered a member of the **elite** class because _____.
3. He is the **sole** heir of the family fortune because _____.
4. A **lion** was able to come into the house because _____.
5. The idea of an **afterlife** and what happens after death _____.

D Match to complete the words. Then write the part of speech.

1. archaeo • • terior → _____
2. in • • life → _____
3. sur • • face → _____
4. cham • • ber → _____
5. after • • logy → _____



The Great Pyramids Of Egypt

The **distinct** history of the famous Great Pyramids has been studied for many years by people who study **archaeology**. The pyramids were built nearly 5,000 years ago!

According to ancient Egyptians, kings played an important **role** in the building of the pyramids. Egyptians believed that kings were chosen by the gods and that, when a king died, he went on to become the god of the dead in the **afterlife**. Gold, food, and clothes were buried with the body so that the spirit would have these things in the afterlife. The **royal** family and other **elite** individuals were also buried near the king. Pyramids were **founded** for the **sole** reason of helping the king by containing his things for the afterlife.

The biggest of the three pyramids is known as the Great Pyramid. This structure took over twenty years to **engineer**. The Great Pyramid is made of over 2.5 million stone blocks; the base alone covers an area of thirteen **acres**. (One acre is almost the size of a football field.) The visible **core** of the Great Pyramid was originally covered by smooth casing stones. Some of the casing stones that cover the **surface** can still be seen at the base. The stones were laid so well that there is not a single **gap** between them.

The **interior** of the Great Pyramid is accessible through **stairs** that lead to a **channel**, which then divides into a **corridor** going up and another going down. The rising corridor goes up to the Queen's Chamber, the Grand Gallery, and the King's **Chamber**. The other corridor goes down to a underground chamber and an escape tunnel.

The Sphinx is a big statue of a **lion** with a human head and can be found near the Great Pyramid. The statue is also made from big stones, and it is said to guard the pyramid.

Surrounded by history and mystery, the Great Pyramids of Egypt are a popular place to visit, and tourists come from around the world to see their **glory**.



READING COMPREHENSION

PART A

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

1. ____ The Great Pyramids are located in China.

2. ____ Kings lived in the pyramids when they were alive.

3. ____ The Great Pyramids of Egypt were built in 2000.

4. ____ A queen and king shared the same chamber inside the Great Pyramid.

5. ____ The Great Pyramids of Egypt are a popular spot for visitors.

6. ____ In the afterlife, a king went on to become the god of the pyramid.

PART B

Answer the questions.

1. Why did a king play an important role in ancient Egyptian culture?
 - a. He was special because he was chosen by the gods.
 - b. He built the Sphinx.
 - c. He liked gold.
 - d. He was a god during his lifetime.
2. Why did ancient Egyptians build the Great Pyramids?
 - a. To help their king and provide for him in the afterlife
 - b. So that Egyptians could be famous
 - c. So that people from all over the world would visit Egypt
 - d. To employ the workers who built the pyramids
3. Why was the king buried with gold, food, and clothing?
 - a. So he would not have to leave those things to his children
 - b. So his spirit would have everything it required in the afterlife.
 - c. So the queen would miss him when he died
 - d. So that tourists would not be able to take his gold



Track 1-2

UNIT 2

WORD LIST



agreement [əgrɪ:mənt]

n. An **agreement** is a formal decision about future action.
I think you'll get Tom's **agreement** to this proposal.



arise [əraɪz]

v. To **arise** is to happen.
Difficulties **arose** with his computer because it was old.



benefactor [bɛnɛfæktər]

n. A **benefactor** is a person who gives money to help someone.
The student's **benefactor** gave him money to spend on his studies.



blacksmith [blæksmɪθ]

n. A **blacksmith** is a person who makes things out of metal.
The **blacksmith** pounded the piece of metal until it was flat.



chimney [tʃɪmni]

n. A **chimney** is a tall pipe used to carry smoke out of a building.
The cat was sitting on the roof next to the **chimney**.



compensate [kɑmpənsɛɪt]

v. To **compensate** is to pay someone for the time they spent doing something.
Her boss **compensated** her for the extra work she did last week.



encounter [ɪnkáuntər]

v. To **encounter** is to find or meet a person or thing.
I **encountered** a sea turtle while I was swimming.



exceed [ɪksei:d]

v. To **exceed** is to be more than something.
Since I **exceeded** my limit, I decided to get rid of my credit cards.



forge [fɔ:rdʒ]

v. To **forge** is to make or produce, especially with difficulty.
Stacy and Heather **forged** their friendship when they were teenagers.



humble [hʌmbəl]

adj. People who are **humble** do not believe that they are better than other people.
Even though Bob is the smartest boy in his class, he is **humble**.



Track 2-1



iron [áíərn]

n. **Iron** is a strong metal that is used to make many objects.
The horse had shoes made of **iron**.



ladder [lædədər]

n. A **ladder** is an object that is used to climb up and down things.
He used a **ladder** to climb to the top of his tree house.



modest [mɒdɪst]

adj. If people are **modest**, they do not think that they are too important.
Derek is very **modest** for someone who is so rich.



occupy [ɒkjʊpài]

v. To **occupy** a place is to live, work, or be there.
Kevin and Alice **occupied** the chairs and had a long discussion.



penny [péni]

n. A **penny** is a coin worth one cent.
US President Abraham Lincoln is on the **penny**.



preach [pri:tʃ]

v. To **preach** is to talk about and promote a religious idea.
Aaron often **preached** about living an honest life.



prosper [prɒspər]

v. To **prosper** is to be successful or make a lot of money.
Frank's new business finally **prospered** after many years of hard work.



province [právinz]

n. A **province** is an area that is controlled by a country.
Canada is divided into several different **provinces**.



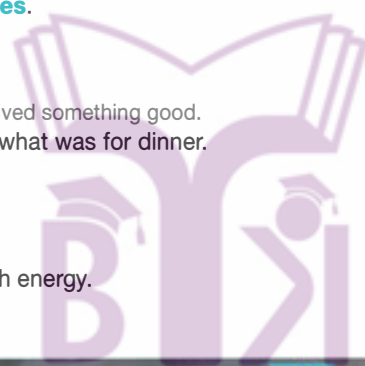
satisfaction [sætɪsfækʃən]

n. **Satisfaction** is the feeling of having done or received something good.
Brad was filled with **satisfaction** when he saw what was for dinner.



sustain [səsteín]

v. To **sustain** something is to keep it going.
Wind power is a clean way to **sustain** a city with energy.



EXERCISES

A Circle the word that fits the definition.

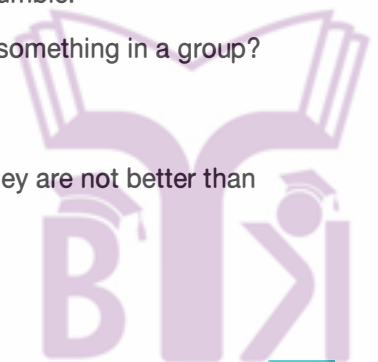
- to make or produce with difficulty
a. prosper b. arise c. penny d. forge
- a person who works with metal
a. iron b. blacksmith c. agreement d. benefactor
- to keep something going
a. exceed b. sustain c. preach d. occupy
- an area that is part of a country
a. ladder b. province c. encounter d. compensate
- thinking of oneself as not being too important
a. penny b. satisfaction c. chimney d. modest

B Circle the right definition for the given word.

- benefactor
a. giver b. an area c. money d. too much
- compensate
a. where smoke goes b. to shape metal
c. a tool used to climb d. to pay someone
- occupy
a. to be rich b. to happen
c. to see someone you know d. to be in a place
- iron
a. a small coin b. a type of metal
c. a good feeling d. a person who makes things with metal
- exceed
a. to keep something going b. to not talk about yourself too much
c. to be kind to others d. to go past a certain limit

C Circle the answer that best fits the question.

- Which of the following is a form of money?
 - A province
 - A penny
 - A blacksmith
 - A ladder
- If you meet a boy on the street, you _____ him.
 - exceed
 - occupy
 - encounter
 - sustain
- Which of the following is a good feeling?
 - Modest
 - Humble
 - Satisfaction
 - Charitable
- Which one is part of a house?
 - Forge
 - Compensate
 - Arise
 - Chimney
- Which word relates to religion?
 - Iron
 - Preach
 - Benefactor
 - Prosper
- Which of the following means to *happen*?
 - Sustain
 - Arise
 - Province
 - Prosper
- Which of the following do people use to reach high places?
 - A chimney
 - A blacksmith
 - A benefactor
 - A ladder
- If you are smart with your money, then what will happen to you?
 - You will occupy a jail cell.
 - You will forge a strong relationship.
 - You will prosper.
 - You will become humble.
- What do we require from everyone before beginning something in a group?
 - Laughter
 - Agreement
 - Home
 - Ladder
- Which of the following describes people who think they are not better than others?
 - Benefactor
 - Satisfaction
 - Humble
 - Compensate



The Real Saint Nick

At Christmas, children wait for Saint Nicholas to bring gifts down the **chimney**. But it's not just a story. Saint Nicholas was a real person.

A long time ago, a man named Marcus **occupied** a house with his family. He was not **modest**. He always told everybody he was the strongest man in the **province**.

He worked hard, but he could barely **sustain** his family. He wanted to save money and **prosper**. Still, he could never earn a **penny** more than he needed.

One day, Marcus made an agreement with a **blacksmith**. The blacksmith had a lot of work to do, but he couldn't do it all by himself. Marcus wanted to help him **forge iron**. The blacksmith agreed to **compensate** him with a lot of money.

In the same town, there was a man named Nicholas. At an early age, Nicholas started **preaching**. But he also believed that he should be **humble** and helpful. He learned that helping people gave him even more **satisfaction** than preaching.

One day, Nicholas **encountered** Marcus. Marcus told Nicholas about his **agreement** with the blacksmith. "I worked hard for him," Marcus said, "but a problem **arose**. Even though I worked for him, he didn't pay me."

Nicholas wanted to help Marcus. That night, he went back to Marcus's house. He brought a bag of gold. It **exceeded** the amount that Marcus needed. Nicholas climbed up a **ladder** and dropped the bag of gold down the chimney. Marcus thanked his **benefactor**.

Soon, people found out about Nicholas's gift. He became well known and loved. Even today, people still give secret gifts to children. And we say they are from Saint Nicholas.



READING COMPREHENSION

PART A

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

1. ____ Marcus occupied a home with Nicholas.

2. ____ Marcus told Nicholas about his problem when he encountered Nicholas.

3. ____ A problem arose for Marcus because he enjoyed preaching.

4. ____ Nicholas got a lot of satisfaction from being charitable and humble.

5. ____ Marcus was compensated by the blacksmith for helping forge iron.

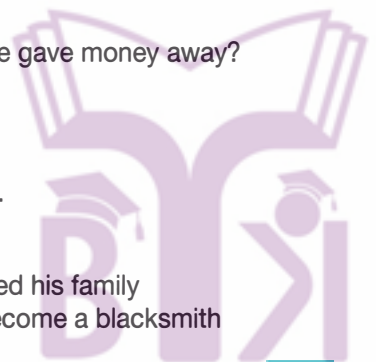
6. ____ The money that Nicholas gave Marcus exceeded the amount he needed.

PART B

Answer the questions.

1. Which of the following is true about the job Marcus did?
 - a. He made pennies.
 - b. He was always compensated fairly.
 - c. He preached to people.
 - d. He barely sustained his family.
2. Why didn't Nicolas tell people that he gave money away?
 - a. He prospered.
 - b. He didn't want to be modest.
 - c. He wanted to be humble.
 - d. He wasn't popular in the province.
3. Why did Marcus want more money?

a. To buy more iron	b. To feed his family
c. To give it away	d. To become a blacksmith



UNIT 3

WORD LIST



acquire [əkwáɪər]

v. To **acquire** something is to get or gain possession of that thing.
Tina **acquired** a strange package yesterday.



awkward [ó:kwərd]

adj. An **awkward** thing is embarrassing and uncomfortable.
After dropping his coffee cup, Robbie felt **awkward**.



caretaker [kéərtèikər]

n. A **caretaker** is a person who takes care of very young, old, or sick people.
My grandmother's **caretaker** helps her get around the house.



deceive [disi:v]

v. To **deceive** is to make someone believe something that is not true.
He tried to **deceive** his friends with a card trick.



discourage [diské:ridʒ]

v. To **discourage** is to make someone feel less excited about something.
Mr. Perry **discouraged** the students from quitting school.



fake [feik]

adj. A **fake** thing is made to look real in order to trick people.
The model was wearing **fake** hair.



hatred [héitrid]

n. **Hatred** is a strong feeling of not liking someone or something.
I have a **hatred** for the taste of medicine.



hut [hʌt]

n. A **hut** is a house made of wood, grass, or mud that has only one or two rooms.
We all went into the **hut** to sleep.



inferior [ɪnfɪəriər]

adj. An **inferior** thing is not as good as something else.
Cars built a hundred years ago are **inferior** to ones built today.



lodge [lɒdʒ]

n. A **lodge** is a house in the mountains used by people who hunt or fish.
During our ski trip, we stayed at a **lodge**.