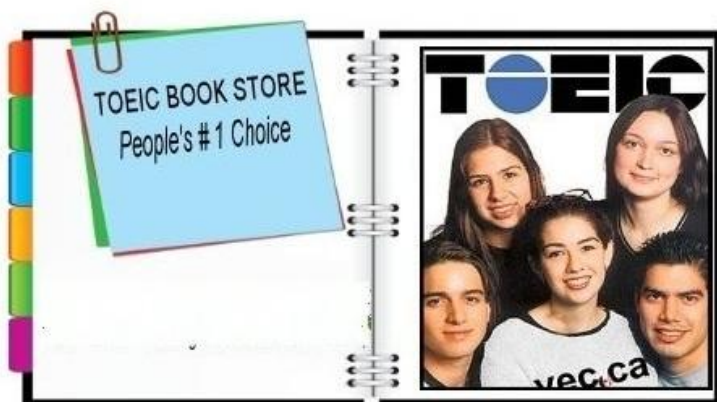


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4000 Essential English Words

2

Paul Nation

4000 Essential English Words 2

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Paul Nation

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Table of Contents

Introduction		6
Unit	Target Words	Page
1	anxious, awful, consist, desire, eager, household, intent, landscape, lift, load, lung, motion, pace, polite, possess, rapidly, remark, seek, shine, spill	8
2	bring, castle, command, counsel, ensure, explosion, jewelry, land, meteor, monster, northern, remote, southern, statue, steam, submit, temple, upper, weed, wing	14
3	arrow, battle, bow, brave, chief, disadvantage, enemy, entrance, hardly, intend, laughter, log, military, obey, secure, steady, trust, twist, unless, weapon	20
4	chest, confidence, consequence, disaster, disturb, estimate, honor, impress, marathon, narrow, pale, rough, satisfy, scream, sensitive, shade, supplement, terror, threat, victim	26
5	ancestor, angle, boot, border, congratulate, frame, heaven, incredible, legend, praise, proceed, pure, relative, senior, silent, sink, superior, surround, thick, wrap	32
6	abroad, anger, bride, brief, chase, disappoint, dive, exchange, favor, fee, forever, guy, lovely, mood, palace, permit, protest, sculpture, tribe, youth	38
7	basis, biology, cage, colleague, colony, debate, depart, depress, factual, fascinate, mission, nevertheless, occupation, overseas, persuade, route, ruins, scholar, significant, volcano	44
8	broad, bush, capable, cheat, concentrate, conclude, confident, considerable, convey, definite, delight, destination, dictate, edge, path, resort, shadow, succeed, suspect, valley	50
9	admire, aid, attempt, authority, capital, cooperate, defend, destruction, disorder, division, enable, frustrate, govern, plenty, relieve, reputation, royal, slave, struggle, stupid	56
10	citizen, council, declare, enormous, extraordinary, fog, funeral, giant, impression, income, mad, ought, resist, reveal, rid, sword, tale, trap, trial, violent	62
11	admission, astronomy, blame, chemistry, despite, dinosaur, exhibit, fame, forecast, genius, gentle, geography, interfere, lightly, principal, row, shelf, spite, super, wet	68
12	abuse, afford, bake, bean, candle, convert, debt, decrease, fault, fund, generous, ingredient, insist, mess, metal, monitor, oppose, passive, quantity, sue	74
13	anxiety, army, billion, carve, consult, emergency, fortune, guarantee, hike, initial, intense, lend, peak, potential, pride, proof, quit, spin, tiny, tutor	80
14	apparent, blind, calculate, chat, commit, compose, dormitory, exhaust, greenhouse, ignore, obvious, physics, portion, remind, secretary, severe, talent, thesis, uniform, vision	86
15	absorb, boss, committee, contract, crew, devote, dig, dine, donate, double, elevate, flavor, foundation, generation, handle, layer, mud, smooth, soil, unique	92

Unit	Target Words	Page
16	chamber, deny, document, emphasize, fever, flu, freeze, gesture, interrupt, last, likeness, moreover, perspective, rational, recover, rely, shock, shy, stare, thus	98
17	aim, attach, bet, carriage, classic, commute, confirm, criticize, differ, expense, formal, height, invent, junior, labor, mechanic, prime, shift, signal, sincere	104
18	ability, agriculture, cartoon, ceiling, convince, curious, delay, diary, element, faith, grain, greet, investigate, joy, label, monk, odd, pause, priest, profession	110
19	adopt, beg, beyond, costume, exclaim, extend, fool, forbid, illustrate, indeed, interpret, kindly, motive, nest, origin, reception, reject, silence, stream, tone	116
20	accomplish, approve, approximate, barrier, detect, duty, elementary, failure, gradual, immigrant, insert, instant, poverty, pretend, rank, recognition, refrigerate, rent, retire, statistic	122
21	astronaut, awake, courage, float, grant, gravity, jewel, miner, mineral, participate, permission, pour, presence, raw, satellite, scale, skip, stretch, telescope, underground	128
22	alarm, apart, arrest, award, breed, bucket, contest, convict, garage, journalist, pup, qualify, repair, resume, rob, slip, somewhat, stable, tissue, yard	134
23	alike, annoy, architecture, artificial, chain, distinct, distinguish, dust, excitement, heal, inherit, manner, mount, roof, shortage, solid, stock, substance, tomb, wound	140
24	bath, bend, chew, disabled, fantastic, fiction, flag, inspect, journal, liquid, marvel, nutrient, overcome, recall, regret, soul, sufficient, surgery, tough, tube	146
25	admit, bin, bowl, cabin, cash, criminal, dozen, elder, facial, fence, inspire, mere, neat, occasion, penalty, rude, settle, vehicle, wallet, yell	152
26	accuse, adjust, amuse, coral, cotton, crash, deck, engage, firm, fuel, grand, hurricane, loss, plain, reef, shut, strict, surf, task, zone	158
27	apology, bold, capture, cardinal, duke, expose, guilty, hire, innocent, jail, minister, ordinary, permanent, preserve, pronounce, resemble, symptom, tobacco, twin, witch	164
28	accompany, bare, branch, breath, bridge, cast, dare, electronic, inn, net, philosophy, pot, seed, sharp, sort, subtract, tight, virtual, weigh, whisper	170
29	abstract, annual, clay, cloth, curtain, deserve, feather, fertile, flood, furniture, grave, ideal, intelligence, nowadays, obtain, religious, romantic, shell, shore, wheel	176
30	appeal, assume, borrow, client, downtown, dull, embarrass, fare, former, formula, found, invest, loan, practical, quarter, salary, scholarship, temporary, treasure, urge	182
Appendix	188	Index
		192

Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. 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 you are studying, the words in these books will be of value to you.
- 2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.
- 3 These books as a whole 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. Firstly, 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 different 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 to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside 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. In addition, 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 students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.
- 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 a good 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 the four language skills.

Author **Paul Nation**

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○ **anxious** [æŋkʃəs] *adj.*

When a person is **anxious**, they worry that something bad will happen.
→ *She was **anxious** about not making her appointment on time.*



○ **awful** [ɔːfəl] *adj.*

When something is **awful**, it is very bad.
→ *Her performance last night was **awful**.*



○ **consist** [kən'sɪst] *v.*

To **consist** of is to be made of parts or things.
→ *Today's choices for lunch **consisted** of pizza, hamburgers, and hot dogs.*



○ **desire** [dɪzə'ɪər] *v.*

To **desire** is to want something.
→ *My sister **desires** a big house and lots of money.*



○ **eager** [iːgər] *adj.*

When a person is **eager** about something, they are excited about it.
→ *The man was **eager** to talk about the good news.*



○ **household** [həʊshəʊld] *n.*

A **household** is all the people who live in one house.
→ *Our **household** is made up of my father, my mother and me.*



○ **intent** [ɪntɛnt] *n.*

An **intent** is a plan to do something.
→ *Her **intent** is to visit Italy next summer.*



○ **landscape** [lænd'skɛɪp] *n.*

A **landscape** is how an area of land looks.
→ *The **landscape** of the country is very green.*



○ **lift** [lɪft] *v.*

To **lift** something is to move it higher.
→ *The man tried to **lift** the box.*



○ **load** [ləʊd] *v.*

To **load** is to put objects into something.
→ *The man **loaded** the boxes into a truck.*

