

4000 **ESSENTIAL** **ENGLISH** **WORDS** **1**

• **SECOND EDITION** •

• SECOND EDITION •
4000
ESSENTIAL
ENGLISH
WORDS **1**

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• SECOND EDITION •

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ESSENTIAL

ENGLISH

WORDS

1

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



- agree** [əgrɪ:]
v. To **agree** is to have the same opinion or belief as another person.
 The students **agree** they have too much homework.



- alcohol** [ælkəhɒl:]
n. **Alcohol** is a type of drink that can make people drunk.
 A person should not drive a car after he or she has been drinking **alcohol**.



- arrive** [əraɪv]
v. To **arrive** is to get somewhere.
 They **arrived** at school at 7 a.m.



- August** [ɔːgəst]
n. **August** is the eighth month of the year.
 Is your birthday in **August**?



- boat** [bəʊt]
n. A **boat** is a vehicle that moves across water.
 There is a small **boat** on the lake.



- breakfast** [brekfəst]
n. **Breakfast** is the morning meal.
 I ate eggs for **breakfast**.



- camera** [kæməɾə]
n. A **camera** is a piece of equipment that takes pictures.
 I brought my **camera** on my vacation.



- capital** [kæpətl]
n. A **capital** is a city where a country's government is based.
 The **capital** of the United States is Washington, D.C.



- catch** [kætʃ]
v. To **catch** is to grab or get something.
 Did you **catch** the ball during the baseball game?



- duck** [dʌk]
n. A **duck** is a small water bird.
 People feed **ducks** at the lake.



- enjoy** [ɪndʒɔɪ]
v. To **enjoy** is to like something.
The woman **enjoys** riding her bicycle.



- invite** [ɪnváit]
v. To **invite** is to ask someone to come to a place or event.
I will **invite** my friends to my birthday party.



- love** [lʌv]
v. To **love** is to like something or someone a lot.
I **love** my family very much.



- month** [mʌnθ]
n. A **month** is one of 12 periods of time in one year.
January is the first **month** of the year.



- travel** [trævəl]
v. To **travel** is to go to a faraway place on vacation or business.
They will **travel** to Argentina this summer.



- typical** [típikəl]
adj. If something is **typical**, it is normal, or something that usually happens.
My **typical** breakfast is toast and eggs.



- visit** [vízit]
v. To **visit** is to go and spend time in another place or see another person.
She wants to **visit** her grandmother.



- weather** [weðər]
n. **Weather** is the temperature and the state of the outdoors.
Today's **weather** is rainy and cloudy.



- week** [wi:k]
n. A **week** is a period of time that is seven days long.
What are you doing next **week**?



- wine** [wain]
n. **Wine** is an alcoholic drink made from grapes.
The store carried both red and white **wine**.

EXERCISES

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

WORD BANK

agree
capital

invite
month

August
travel

boat
typical

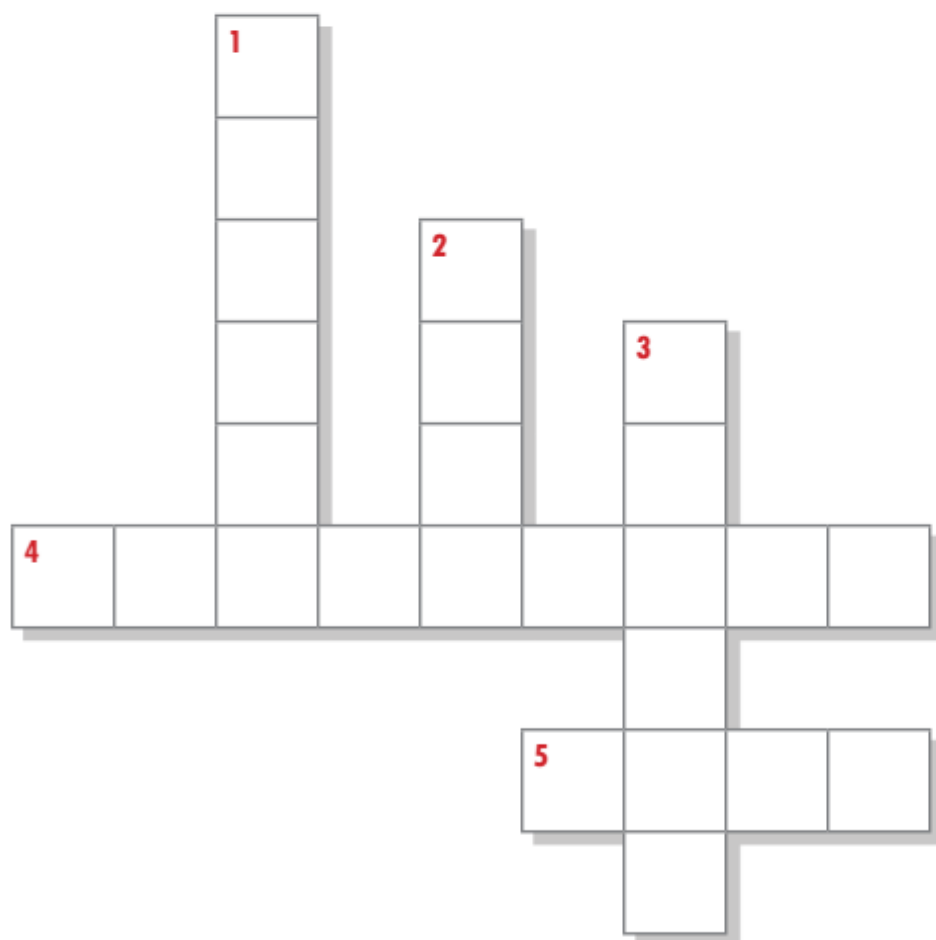
camera
weather

1. Tom uses a(n) _____ to take photos.
2. The _____ today is hot and sunny.
3. December is a cold _____ in South Korea.
4. The parents _____ that their children should go to bed early.
5. My family likes to _____ during the winter.
6. How many people did you _____ to the party?
7. The boy is annoying his sister like a(n) _____ brother does.
8. _____ is in the summer in Canada.
9. What is the _____ of South Korea?
10. Let's take the _____ out on the lake tomorrow.

B Circle the two words in each group that are opposites.

1. a. exciting b. enjoy c. dislike d. disapprove
2. a. leave b. fly c. arrive d. swim
3. a. stay b. enjoy c. walk d. travel
4. a. nervous b. tired c. love d. hate
5. a. wear b. drop c. use d. catch

C Complete the puzzle with the word that is similar in meaning to the bolded part.



DOWN

1. She will **ask** her friend to dinner.
2. The **bird** floats on the lake.
3. We will **go to other places** this coming fall.

ACROSS

4. He always eats cereal for **his first meal of the day**.
5. Do you have a busy **period of seven days**?

The Amalfi Coast

The Amalfi Coast in Italy is a beautiful place to **travel**. It's a beautiful area with an interesting culture. Located on the Tyrrhenian Sea next to the Mediterranean in southern Italy, the Amalfi Coast has high mountains and amazing beaches. Amalfi is on the west coast of Italy, and it takes less than four hours to drive there from Rome, the country's **capital**. You'll **love** it from the moment you **arrive** there!

There are many activities for travelers, including beautiful beaches for swimming. You can also play games on the beach and **catch** frisbees. A **boat** trip is a good way to spend the day, and you may see **ducks** and other birds sitting on the water. Fishing is also a popular activity. There are dozens of villages on the Amalfi Coast, and you can **visit** one of them to see how a **typical** local person lives. If you're friendly, you might even get **invited** into someone's house to **enjoy** home-cooked Italian food!

Italians like drinking **alcohol**, especially **wine**. The Amalfi Coast has lots of gardens to explore. Italy is famous for its pizza and pasta. However, the Amalfi Coast is also well known for fish and octopus because it is located next to the water. Pastries are a popular **breakfast** food on the Amalfi Coast.

August is a popular **month** to travel to the Amalfi Coast because the **weather** is warm. It's easy to spend a **week** traveling around the area. Make sure to take a **camera** so you can take a lot of photos. We're sure you'll **agree** that it's a great place!



READING COMPREHENSION

Answer the questions.

1. What is the passage about?
 - a. Eating Italian food
 - b. Traveling around the world
 - c. Going fishing
 - d. Visiting the Amalfi Coast
2. What is not an activity travelers can do on their trip?
 - a. Go to the beach
 - b. Ski in the mountains
 - c. Go on a boat
 - d. Eat great food
3. What is a popular breakfast food?
 - a. Potatoes
 - b. Pasta
 - c. Pastries
 - d. Pizza
4. According to the passage, why is August a popular time to visit?
 - a. Many people do not work in August.
 - b. The weather is warm.
 - c. Italian food is best in August.
 - d. It does not rain.
5. Do you think the author likes the Amalfi Coast? Give at least one reason that explains your thinking.



UNIT 2

WORD LIST



adventure [ədventʃər]

n. An **adventure** is a fun or exciting thing that you do.
Riding in the rough water was an **adventure**.



approach [əpróʊtʃ]

v. To **approach** something means to move close to it.
The boy **approached** his school.



carefully [kේərfəli]

adv. **Carefully** means with great attention, especially to detail or safety.
The baby **carefully** climbed down the stairs.



chemical [kémikəl]

n. A **chemical** is something that scientists use in chemistry.
The scientist mixed the **chemicals**.



create [kriéit]

v. To **create** means to make something new.
She **created** an igloo from blocks of snow.



evil [í:vəl]

adj. **Evil** describes something or someone bad or cruel, not good.
They felt a strange, **evil** presence as they got closer to the house.



experiment [ikspérəmənt]

n. An **experiment** is a test that you do to see what will happen.
The student did an **experiment** in science class.



kill [kil]

v. To **kill** someone or something is to make them die.
I **killed** the fly.



laboratory [lábərətò:ri]

n. A **laboratory** is a room where a scientist works.
My mother works in a **laboratory**.



laugh [læf]

n. **Laugh** is the sound made when someone is happy or a funny thing occurs.
The sound of her **laugh** filled the room.



loud [laʊd]

adj. If a sound is **loud**, it is strong and very easy to hear.
The man's voice was so **loud** that we all could hear him.



nervous [nɜːrvəs]

adj. When a person is **nervous**, they think something bad will happen.
The boy became **nervous** when he heard the news.



noise [nɔɪz]

n. A **noise** is an unpleasant sound.
The crying baby made a loud **noise**.



project [prɒdʒekt]

n. A **project** is a type of work that you do for school or a job.
His afternoon work **project** was to paint the room green.



scare [skeɪr]

v. To **scare** someone is to make them feel afraid.
My uncle was **scared** by what he saw in the room.



secret [sɪːkɪt]

n. A **secret** is something that you do not tell other people.
The two boys were sharing a **secret**.



shout [ʃaʊt]

v. To **shout** is to say something loudly.
My boss **shouted** at me because I was late for work.



smell [smel]

v. To **smell** something means to use your nose to sense it.
The two friends **smelled** the flower.



terrible [tɛrəbəl]

adj. If something is **terrible**, it is very bad.
The way he treated his classmate was **terrible**.



worse [wɜːrs]

adj. If something is **worse**, it is of poorer quality than another thing.
Business was **worse** this month than last month.

EXERCISES

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

1. a. laboratory b. experiment c. shout d. smell
2. a. shout b. carefully c. create d. laugh
3. a. nervous b. terrible c. approach d. worse
4. a. chemical b. secret c. loud d. noise
5. a. nervous b. adventure c. project d. scare

B Write a word that is similar in meaning to the underlined word(s).

1. William wanted to make a new thing.
___ e ___
2. I'm not having fun, so let's go on an exciting trip.
___ v ___ n ___
3. Mrs. O'Malley asked me to get close to the desk and write my name.
___ p ___
4. Don't worry. I won't tell anyone your thing that other people don't know.
___ e ___
5. I have to finish my special job before I can go home.
___ r ___

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

1. When the jar hit the floor, _____.
 a. it made a very loud sound b. it shouted on the ground
2. When the sun went down, _____.
 a. it was scared b. the woods looked evil
3. To test his idea, the scientist _____.
 a. went on an adventure b. did an experiment
4. Your phone will not work _____.
 a. if it does not create something
 b. if you don't carefully pay attention to your power supply
5. The dog seemed unhappy when _____.
 a. I approached it b. it created me
6. Alex likes his class because he gets to _____.
 a. do fun projects b. be a laboratory
7. What is wrong with your hair? _____!
 a. It is a chemical b. It looks terrible
8. She's quite funny. We always _____.
 a. laugh at her jokes b. don't tell me your secret
9. Did you hear that? _____.
 a. I just made it worse b. There was a noise
10. I have a very important test tomorrow. _____.
 a. I am nervous b. I will smell it

The Laboratory

Mia's father had a **laboratory**, but she had no idea what was in it. Her dad always closed and locked the door when he went in. She knew that he used it to do projects for work. He never told Mia what these **projects** were.

One night, Mia **approached** the door to the laboratory. She stopped and thought, "I wonder what crazy **experiment** he is doing now." Suddenly, she heard a **loud noise**. It sounded like an **evil laugh**. The noise **scared** her, so she walked quickly back to her room.

The next night, her friend Liz came to her house. When Liz arrived, Mia told her about the night before. "Oh, it was **terrible**," she said.

"Why don't we see what is in there?" Liz asked. "It will be a fun **adventure!**"

Mia felt **nervous** about going into her father's laboratory, but she agreed. As always, the door was locked. They waited until Mia's father left the laboratory to eat dinner. "He didn't lock the door!" Liz said. "Let's go."

The laboratory was dark. The girls walked down the stairs **carefully**. Mia **smelled** strange **chemicals**. What terrible thing was her father **creating**?

Suddenly, they heard an evil laugh. It was even **worse** than the one Mia heard the night before. What if a monster was going to **kill** them? Mia had to do something. She **shouted** for help.

Mia's father ran into the room and turned on the lights. "Oh, no," he said. "You must have learned my **secret**."

"Your monster tried to kill us," Mia said.

"Monster?" he asked. "You mean this?" He had a pretty doll in his hands. The doll laughed. The laugh didn't sound so evil anymore. "I made this for your birthday. I wanted to give it to you then, but you can have it now. I hope you like it!"

READING COMPREHENSION

Answer the questions.

- 1.** What is this story about?
 - a. A girl's terrible experiment
 - b. A secret that two girls have
 - c. A girl who gets nervous about what's in a laboratory
 - d. A man who creates chemicals

- 2.** What scares Mia when she approaches the door?
 - a. The room is very dark.
 - b. She hears a person shout.
 - c. She smells fire.
 - d. She hears a loud noise.

- 3.** What is true of Mia in the story?
 - a. A monster kills her friend.
 - b. She does not like adventures.
 - c. She always locks the door of her room.
 - d. Her birthday has not come yet.

- 4.** What project was Mia's father working on?
 - a. A doll to give to Mia for her birthday
 - b. A way to keep the door closed
 - c. A chemical that smells like smoke
 - d. A monster that has an evil laugh

- 5.** When did Mia and Liz go into the laboratory?



UNIT 3

WORD LIST



- alien** [éiljən]
n. An **alien** is a creature from a different world.
The **alien** came in peace.



- among** [əmʌŋ]
prep. If you are **among** certain things, they are all around you.
There was a red apple **among** the green ones.



- chart** [tʃɑ:rt]
n. A **chart** is a list of information.
We used a **chart** to see how we had improved.



- cloud** [klaʊd]
n. A **cloud** is a group of water drops in the sky.
The sky was filled with white **clouds**.



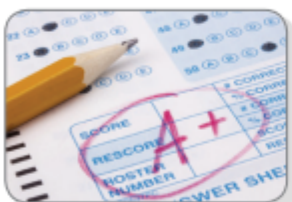
- describe** [dɪskraɪb]
v. To **describe** is to say or write what someone or something is like.
They **described** their tree as colorful, with gold ribbon and a star.



- ever** [évər]
adv. **Ever** means at any time.
Going skiing last winter was the most fun I've **ever** had.



- fail** [feɪl]
v. To **fail** means you do not succeed in what you try to do.
Since he **failed** to get the job, he was sad.



- grade** [greɪd]
n. A **grade** is a score or mark given to someone's work.
I managed to get good **grades** on my report card.



- instead** [ɪnstéd]
adv. **Instead** means in place of.
He ate the carrot **instead** of the ice cream.



- library** [laɪbrəri]
n. A **library** is a place where you go to read books.
The **library** at school is full of books.



Track 3-1



photograph [fóutəgræf]

n. I like taking **photographs**. (A **photograph** is a picture made using a camera.)
I took this **photograph** with my cell phone.



planet [plænət]

n. A **planet** is a large round thing in space.
Saturn is the **planet** with the ring around it.



report [ripó:rt]

n. A **report** is something someone writes for school or work.
Karen had trouble writing her **report**.



several [sévərəl]

adj. **Several** is more than two but not many.
He had to read **several** books for class.



shape [ʃeɪp]

n. An object's **shape** is the arrangement of its sides and surfaces.
Even with your eyes closed you can feel the **shape** of it.



solve [sɒlv]

v. To **solve** something is to find an answer to it.
All the students could easily **solve** the math problem.



suddenly [sʌdnli]

adv. If something happens **suddenly**, it happens quickly and unexpectedly.
I was surprised when my friends **suddenly** shouted, "Happy birthday!"



suppose [səpóuz]

v. To **suppose** is to guess.
I **suppose** I should go home now.



understand [ʌndərstænd]

v. To **understand** something you need to know what it means.
Henry could not **understand** the message.



view [vjú:]

v. To **view** is to look at something.
Michael likes to **view** himself in the mirror.

EXERCISES

A Circle the right definition for the given word.

- suddenly**
 - space
 - a list of information
 - unexpectedly
 - a picture
- grade**
 - a score or mark on someone's work
 - a small copy of something larger
 - where you go to read
 - a paper written for school
- view**
 - to find an answer
 - to not succeed in what you try to do
 - to guess
 - to look at something
- ever**
 - quickly and unexpectantly
 - at any time
 - all around you
 - to do the first thing
- library**
 - space and things in space
 - from a different world
 - a place where books are
 - a round thing in space
- report**
 - many of something
 - a round thing
 - drops of water in the sky
 - a paper
- shape**
 - something written for school
 - what something looks like
 - in place of
 - a small copy of something
- chart**
 - a paper
 - a copy
 - a group
 - a list
- among**
 - in the middle of something
 - a score or mark
 - at any time
 - to understand
- solve**
 - to guess
 - to look at something
 - to find an answer
 - to not succeed in what you try to do

B Circle the word that fits the definition.

- without warning
a. universe b. instead c. suddenly d. view
- not an exact amount but less than many
a. ever b. among c. several d. solve
- a picture from a camera
a. report b. photograph c. chart d. among
- in place of
a. solve b. suppose c. fail d. instead
- to guess
a. fail b. suppose c. view d. comprehend

C Write the word that best fits each sentence.

- ever / describe
What would be the most awesome gift you've _____ received?
_____ your home to me.
- photograph / chart
This _____ tells what time the TV shows will be on.
Maybe a movie will give us more information than a _____.
- planet / shape
I think the most interesting _____ is Saturn.
I wonder if its _____ is the same as Earth's.
- fail / solve
Do you like to _____ hard math problems?
If I do not know the answers, I will _____ the test.
- several / view
_____ days ago, I lost my backpack.
The girls in my class like to _____ pictures of pop stars.

The Report

Lee sat **among** the books at the **library** and thought about his group project.

They had to turn it in soon, but he hadn't even started his part! Jack and Claire were in his group. They had worked hard. They were also very smart, and Lee didn't want them to get a bad **grade**.

Jack did the **report**. He wrote a lot of very good sentences and **described** things clearly and carefully. Claire drew a nice map of the stars. Now, Lee needed to do his part of the project.

"Well, I **suppose** I need to start my model," Lee thought.

Making a model of a planet was really hard. Lee tried to read **several** books, but he couldn't **understand** any of the **charts**. "We're going to **fail** because of me!" Lee said. He put his head down on the table and said, "I wish I could see a **planet** and an **alien**, **instead** of having to read about it!"

Suddenly, he had a great idea that would help him **solve** his problem. Why not go on the web and look for **photographs** of the Earth and other planets taken from space. They would give him a really good **view** of the planets they had to talk about in their report. Instead of a bad grade, his group would have the best project **ever**. The photos of Earth showed lots of **clouds**, but you could still see the shapes of land and seas on Earth. He also looked at photos of Mars.

Lee now had plenty of ideas for making a model of the planet Mars. All he had to do was to turn his ideas into a model. He used a small ball to help him make the **shape** he wanted and then painted it to look like the photos of Mars that he had seen. Sometimes seeing is much more helpful than just reading!

READING COMPREHENSION

Answer the questions.

1. What is this story about?
 - a. Why a smart boy fails a class
 - b. How to get the right kind of information
 - c. A boy who wants to write instead of draw
 - d. A boy's trip to the planets

2. What is Lee unable to understand?
 - a. How to make a model of a planet
 - b. Why there are maps among the books
 - c. Where the best place is to view the stars
 - d. How to read the information in a chart

3. What can you suppose is true of the group's report?
 - a. It has three sentences.
 - b. It must describe clouds.
 - c. It is not due for several days.
 - d. It is about the stars and planets.

4. What did Lee do to learn more about Mars?
 - a. Got several books from the library
 - b. Looked at photos on the internet
 - c. Made a model of a planet
 - d. Solved his own problems

5. What planets did Lee see in the photographs?



UNIT 4

WORD LIST



appropriate [əpróuprièit]

adj. When a thing is **appropriate**, it is right or normal.
It's **appropriate** to wear a suit when you go to the office.



avoid [əvóid]

v. To **avoid** something is to stay away from it.
Avoid the broken bottle on the floor.



behave [bihéiv]

v. To **behave** is to act in a particular way, especially to be good.
She always **behaves** well when her father is around.



calm [kɑ:m]

adj. When someone is **calm**, they do not get excited or upset.
A nice warm bath makes me feel so **calm**.



concern [kənsé:rn]

n. **Concern** is a feeling of worry.
I was filled with **concern** after reading the newspaper.



content [kəntént]

adj. To be **content** is to be happy and not want more.
The baby looked very **content** sitting on the floor.



expect [ikspékt]

v. If you **expect** something to happen, you believe it will happen.
I **expect** the bus to be here very soon.



frequently [frí:kwəntli]

adv. When something happens **frequently**, it happens often.
We meet **frequently**, either at the beginning or end of the week.



habit [háebit]

n. A **habit** is a thing that you do often.
Smoking is a bad **habit** that can kill you.



instruct [instrákt]

v. To **instruct** is to teach.
My teacher **instructs** us in several subjects.



- issue** [ɪʃu:]
n. An **issue** is an important topic.
The men spoke about **issues** that were important to the people.



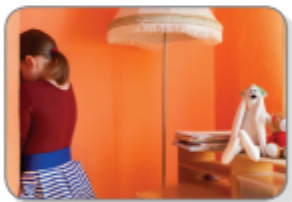
- none** [nʌn]
pron. **None** means not any of something.
He spent all his money. There is **none** left.



- patient** [ˈpeɪʃənt]
adj. If people are **patient**, they don't become angry or upset easily.
I had to be **patient** and wait until 5 o'clock to leave.



- positive** [ˈpɒzətɪv]
adj. If something is **positive**, it is good.
She has a **positive** future ahead of her after finishing college.



- punish** [ˈpʌnɪʃ]
v. To **punish** means to make someone suffer for breaking the rules or laws.
To **punish** me, my teacher had me stand in the corner.



- represent** [ˌreprɪzənt]
v. To **represent** is to speak or act for a person or group.
My lawyer will **represent** me in court.



- shake** [ʃeɪk]
v. To **shake** is to move back and forth or up and down quickly.
When people **shake** hands, it usually means they agree.



- spread** [sprɛd]
v. To **spread** is to move out to cover a larger area.
I like to **spread** butter on my toast.



- stroll** [straʊl]
v. To **stroll** means to walk slowly and calmly.
My dog and I **strolled** through the park today.



- village** [ˈvɪlɪdʒ]
n. A **village** is a very small town.
There are only a few houses in my **village**.

EXERCISES

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

1. spr • • tent → _____
2. con • • oid → _____
3. sha • • ke → _____
4. expe • • ead → _____
5. av • • ct → _____

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

1. Before Kimberly sang, _____.
 a. the teacher reminded everyone to behave
 b. she instructed the people to go to sleep
2. When we heard the loud sound, _____.
 a. We turned around out of habit b. there was none left
3. The man told us to be quiet, _____.
 a. so I decided to stroll through town
 b. so I knew it was not appropriate to talk
4. They asked us to wait, _____.
 a. so I felt concerned about them b. so I had to be patient
5. I met a new friend yesterday, and _____.
 a. frequently I would sit and read b. I shook his hand

C Check (✓) the sentence that makes the most sense according to the bold word.

1. a. The girl's **positive** words made me feel better.
 b. A **village** is only for animals.
2. a. The **calm** girl yelled a lot.
 b. The team members asked Kate to **represent** them at the dinner.
3. a. I was **content** to stay at home by the warm fire.
 b. My mom **punished** me for doing my homework.
4. a. The man **expected** me to say yes.
 b. The **issue** did not taste very good.
5. a. I **behaved** wisely while I was asleep.
 b. I **avoided** my friend because she had laughed at me.
6. a. At first I was nervous, but then I started to feel **calm**.
 b. The angry bear looked **content**.
7. a. When my dog died, it made me feel **positive**.
 b. Few people live in the **village**.
8. a. I wanted to **avoid** food, so I bought a sandwich.
 b. The class needed to talk about the **issue**.
9. a. The students **behaved** quite well for their new teacher.
 b. Students are **expected** to be late to class.
10. a. I was **punished** because I broke the window.
 b. Black usually **represents** happiness.

The Dog's Bell

John's dog was a bad dog. He bit people **frequently**. John was **concerned** about this. It was not an **appropriate** way for a dog to **behave**. His friends in the **village** always **expected** the dog to bite them. The news about John's dog **spread** through the village. **None** of the people wanted to go to John's house. John tried to **instruct** the dog to behave, but it never worked. He tried to be **patient** and teach the dog to be **calm**. That also didn't work. John didn't want to **punish** the dog. "How will I stop my dog's bad **habit**?" John asked himself.

John's friend came to talk to him about the **issue**. "During their important meeting," his friend said, "the people in the village asked me to **represent** them. We want your dog to stop this habit. Why don't you put a bell around the dog's neck? This way, we would hear your dog coming down the street."

John thought this was a great idea. Now, people could stay away from the dog. It would not be able to bite anyone anymore.

The dog liked the bell, too. People looked at him when they heard his bell. This made the dog very **content**. He liked the sound the bell made when he walked.

One day, John's dog **strolled** through the village and met some other dogs. He expected them to want a bell like his. But they laughed at his bell. They said the bell made people **avoid** him. John's dog **shook** his head. "No, they look at me because they like the bell."

The other dogs said, "You have the wrong idea about what makes you popular. Of course, they like your bell. It tells them where you are so they can avoid you. You aren't able to bite them anymore!"

You see, being popular isn't something **positive** when it's for the wrong reason.