

4000 Essential English Words 1 Unit 1: The Lion and the Rabbit

1. Choose the right word for the given definition.
- bad or hurting others
- A) afraid
 - B) clever
 - C) cruel
 - D) hunt
2. Choose the right word for the given definition.
- at last or at the end
- A) angry
 - B) clever
 - C) finally
 - D) reply
3. Choose the right word for the given definition.
- to try to fight or hurt
- A) attack
 - B) middle
 - C) pleased
 - D) trick
4. Choose the right word for the given definition.
- to not let others see
- A) agree
 - B) hide
 - C) safe
 - D) well
5. Choose the right word for the given definition.
- the lowest part
- A) bottom
 - B) lot
 - C) moment
 - D) promise
6. Choose the right definition for the given word.
- angry
- A) happy
 - B) low
 - C) mad
 - D) scared
7. Choose the right definition for the given word.
- moment
- A) a hole with water in it
 - B) a short time
 - C) at the center
 - D) at the end
8. Choose the right definition for the given word.
- promise
- A) to say "good job"
 - B) to say "I will"
 - C) to say "the end"
 - D) to say "maybe"
9. Choose the right definition for the given word.
- reply
- A) to answer
 - B) to get to a place
 - C) to look for in order to kill
 - D) to try to fight or hurt
10. Choose the right definition for the given word.
- safe
- A) fool
 - B) having much or many
 - C) not seen
 - D) not worried about begin hurt



4000 Essential English Words 1 Unit 1: The Lion and the Rabbit

11. Check the sentence with the bolded word that makes better sense.

- a. A **clever** person can solve a puzzle easily.
- b. When a plane **arrives**, it leaves the ground and goes into the sky.

12. Check the sentence with the bolded word that makes better sense.

- a. At noon, the sun is near the **bottom** of the sky.
- b. If I break my brother's bike, he will be **angry**.

13. Check the sentence with the bolded word that makes better sense.

- a. It is easy to **hide** in a dark place.
- b. Many kinds of fish are **afraid** of water.

14. Check the sentence with the bolded word that makes better sense.

- a. At night, your parents may say, "**Hide** your eyes and go to sleep."
- b. Heavy things will go down to the **bottom** of the ocean.

15. Check the sentence with the bolded word that makes better sense.

- a. It is **cruel** to keep a dog in a small cage all day.
- b. Your mother will be **angry** when you get good grades in school.

16. Check the sentence with the bolded word that makes better sense.

- a. Animals cannot **hunt** because they do not have hands.
- b. It is a good idea to **arrive** early for class.

17. Check the sentence with the bolded word that makes better sense.

- a. People sometimes **attack** pictures to email messages.
- b. Some people are **afraid** of spiders.

18. Check the sentence with the bolded word that makes better sense.

- a. A **moment** is like a second or two.
- b. New shoes are usually not very comfortable or **clever**.

19. Check the sentence with the bolded word that makes better sense.

- a. Small animals do not usually **attack** big animals.
- b. There are twelve **moments** in a year.

20. Check the sentence with the bolded word that makes better sense.

- a. A **cruel** person will try to help others at all times.
- b. You can use a gun to **hunt** in the forest.



4000 Essential English Words 1 Unit 1: The Lion and the Rabbit

21. THE LION AND THE RABBIT

A **cruel** lion lived in the forest. Every day, he killed and ate a **lot** of animals. The other animals were **afraid** the lion would kill them all.

The animals told the lion, "Let's make a deal. If you **promise** to eat only one animal each day, then one of us will come to you every day. Then you don't have to **hunt** and kill us."

The plan sounded **well**-thought-out to the lion, so he **agreed**, but he also said, "If you don't come every day, I promise to kill all of you the next day!"

Each day after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were **safe**.

Finally, it was the rabbit's turn to go to the lion. The rabbit went very slowly that day, so the lion was **angry** when the rabbit finally **arrived**.

The lion angrily asked the rabbit, "Why are you late?"

"I was **hiding** from another lion in the forest. That lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only king here! Take me to that other lion, and I will kill him."

The rabbit **replied**, "I will be happy to show you where he lives."

The rabbit led the lion to an old well in the **middle** of the forest. The well was very deep with water at the **bottom**. The rabbit told the lion, "Look in there. The lion lives at the bottom."

When the lion looked into the well, he could see his own face in the water. He thought that was the other lion. Without waiting another **moment**, the lion jumped into the well to **attack** the other lion. He never came out.

All of the other animals in the forest were very **pleased** with the rabbit's **clever trick**.

What is this story about?

- A)** How a clever rabbit tricked a cruel lion.
- B)** How rabbits learned to hide from lions.
- C)** How a rabbit pleased an angry lion.
- D)** How to be safe when you hunt in the forest.

22. THE LION AND THE RABBIT

A **cruel** lion lived in the forest. Every day, he killed and ate a **lot** of animals. The other animals were **afraid** the lion would kill them all.

The animals told the lion, "Let's make a deal. If you **promise** to eat only one animal each day, then one of us will come to you every day. Then you don't have to **hunt** and kill us."

The plan sounded **well**-thought-out to the lion, so he **agreed**, but he also said, "If you don't come every day, I promise to kill all of you the next day!"

Each day after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were **safe**.

Finally, it was the rabbit's turn to go to the lion. The rabbit went very slowly that day, so the lion was **angry** when the rabbit finally **arrived**.

The lion angrily asked the rabbit, "Why are you late?"

"I was **hiding** from another lion in the forest. That lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only king here! Take me to that other lion, and I will kill him."

The rabbit **replied**, "I will be happy to show you where he lives."

The rabbit led the lion to an old well in the **middle** of the forest. The well was very deep with water at the **bottom**. The rabbit told the lion, "Look in there. The lion lives at the bottom."

When the lion looked into the well, he could see his own face in the water. He thought that was the other lion. Without waiting another **moment**, the lion jumped into the well to **attack** the other lion. He never came out.

All of the other animals in the forest were very **pleased** with the rabbit's **clever trick**.

What did all the animals say to the lion?

- A)** They said they wanted him to be their king.
- B)** They said that the rabbit would be there in a moment.
- C)** They said that they would allow him to eat one of them a day.
- D)** They said that they would hide at the bottom of the well.



4000 Essential English Words 1 Unit 1: The Lion and the Rabbit

23. THE LION AND THE RABBIT

A **cruel** lion lived in the forest. Every day, he killed and ate a **lot** of animals. The other animals were **afraid** the lion would kill them all.

The animals told the lion, "Let's make a deal. If you **promise** to eat only one animal each day, then one of us will come to you every day. Then you don't have to **hunt** and kill us."

The plan sounded **well**-thought-out to the lion, so he **agreed**, but he also said, "If you don't come every day, I promise to kill all of you the next day!"

Each day after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were **safe**.

Finally, it was the rabbit's turn to go to the lion. The rabbit went very slowly that day, so the lion was **angry** when the rabbit finally **arrived**.

The lion angrily asked the rabbit, "Why are you late?"

"I was **hiding** from another lion in the forest. That lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only king here! Take me to that other lion, and I will kill him."

The rabbit **replied**, "I will be happy to show you where he lives."

The rabbit led the lion to an old well in the **middle** of the forest. The well was very deep with water at the **bottom**. The rabbit told the lion, "Look in there. The lion lives at the bottom."

When the lion looked into the well, he could see his own face in the water. He thought that was the other lion. Without waiting another **moment**, the lion jumped into the well to **attack** the other lion. He never came out.

All of the other animals in the forest were very **pleased** with the rabbit's **clever trick**.

Why did the rabbit take the lion to the well in the middle of the forest?

- A)** So a lot of animals could see the rabbit walking with the lion.
- B)** So the lion could attack the "other" lion.
- C)** So the lion could drink water.
- D)** So the other animals would be afraid of the rabbit.

24. THE LION AND THE RABBIT

A **cruel** lion lived in the forest. Every day, he killed and ate a **lot** of animals. The other animals were **afraid** the lion would kill them all.

The animals told the lion, "Let's make a deal. If you **promise** to eat only one animal each day, then one of us will come to you every day. Then you don't have to **hunt** and kill us."

The plan sounded **well**-thought-out to the lion, so he **agreed**, but he also said, "If you don't come every day, I promise to kill all of you the next day!"

Each day after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were **safe**.

Finally, it was the rabbit's turn to go to the lion. The rabbit went very slowly that day, so the lion was **angry** when the rabbit finally **arrived**.

The lion angrily asked the rabbit, "Why are you late?"

"I was **hiding** from another lion in the forest. That lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only king here! Take me to that other lion, and I will kill him."

The rabbit **replied**, "I will be happy to show you where he lives."

The rabbit led the lion to an old well in the **middle** of the forest. The well was very deep with water at the **bottom**. The rabbit told the lion, "Look in there. The lion lives at the bottom."

When the lion looked into the well, he could see his own face in the water. He thought that was the other lion. Without waiting another **moment**, the lion jumped into the well to **attack** the other lion. He never came out.

All of the other animals in the forest were very **pleased** with the rabbit's **clever trick**.

Which of the following is true at the end of the story?

- A)** The lion attacked another lion, and they both got hurt.
- B)** The lion cannot reply to the rabbit, so the rabbit wins.
- C)** The lion finally dies.
- D)** The lion is pleased by the rabbit's words, so it does not eat the rabbit.



4000 Essential English Words 1 Unit 1: The Lion and the Rabbit

Answer Key:

- | | |
|-------|-------|
| 1: C | 13: A |
| 2: C | 14: B |
| 3: A | 15: A |
| 4: B | 16: B |
| 5: A | 17: B |
| 6: C | 18: A |
| 7: B | 19: A |
| 8: B | 20: B |
| 9: A | 21: A |
| 10: D | 22: C |
| 11: A | 23: B |
| 12: B | 24: C |

www.englishtestsonline.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.englishtestsonline.com/4000-essential-english-words-1-unit-1-the-lion-and-the-rabbit/>

4000 Essential English Words 1 Unit 2: The Laboratory

1. **Check the one that suits the blank naturally.**

When the jar hit the floor, _____.

- A) it made a very loud sound
- B) it shouted on the ground

2. **Check the one that suits the blank naturally.**

When the sun went down, _____.

- A) it was scared
- B) the woods looked evil

3. **Check the one that suits the blank naturally.**

To test his idea, the scientist _____.

- A) went on an adventure
- B) did an experiment

4. **Check the one that suits the blank naturally.**

Your phone will not work _____.

- A) someone kills the window
- B) if you don't carefully pay attention to your power supply

5. **Check the one that suits the blank naturally.**

The dog seemed unhappy when _____.

- A) I approached it
- B) it created me

6. **Check the one that suits the blank naturally.**

Alex likes his class because he gets to _____.

- A) do fun projects
- B) be a laboratory

7. **Check the one that suits the blank naturally.**

What is wrong with your hair? _____!

- A) It is a chemical
- B) It looks terrible

8. **Check the one that suits the blank naturally.**

She's quite funny. We always _____.

- A) laugh at her jokes
- B) don't tell me your secret

9. **Check the one that suits the blank naturally.**

Did you hear that? _____.

- A) I just made it worse
- B) There was a noise

10. **Check the one that suits the blank naturally.**

I have a very important test tomorrow. _____.

- A) I am nervous
- B) I will smell it



4000 Essential English Words 1 Unit 2: The Laboratory

11. 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!"

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.

12. 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!"

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.



4000 Essential English Words 1 Unit 2: The Laboratory

13. 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 !"

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.

14. 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 !"

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 worse than fire.
- D) A monster that had an evil laugh.



4000 Essential English Words 1 Unit 2: The Laboratory

Answer Key:

- | | |
|------|-------|
| 1: A | 8: A |
| 2: B | 9: B |
| 3: B | 10: A |
| 4: B | 11: C |
| 5: A | 12: D |
| 6: A | 13: D |
| 7: B | 14: A |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-2-the-laboratory/>

4000 Essential English Words 1 Unit 3: The Report

1. Choose the right definition for the given word.

friendly

- A) space
- B) a list of information
- C) acting or behaving nicely
- D) a picture

2. Choose the right definition for the given word.

grade

- A) a score or mark on someone's work
- B) a small copy of something larger
- C) where you go to read books
- D) a paper written for school

3. Choose the right definition for the given word.

view

- A) to find an answer
- B) to not succeed in what you try to do
- C) to guess
- D) to look at something

4. Choose the right definition for the given word.

ever

- A) quickly and unexpectedly
- B) at anytime
- C) all around you
- D) to do the first thing

5. Choose the right definition for the given word.

library

- A) space and things in space
- B) from a different world
- C) a place where books are
- D) a round thing in space

6. Choose the right definition for the given word.

report

- A) many of something
- B) a round thing
- C) drops of water in the sky
- D) a paper

7. Choose the right definition for the given word.

alien

- A) something written for school
- B) a creature from a different world
- C) in place of
- D) a small copy of something

8. Choose the right definition for the given word.

chart

- A) a paper
- B) a copy
- C) a group
- D) a list

9. Choose the right definition for the given word.

among

- A) in the middle of something
- B) a score or mark
- C) at anytime
- D) to understand

10. Choose the right definition for the given word.

solve

- A) to guess
- B) to look at something
- C) to find an answer
- D) to not succeed in what you try to do



4000 Essential English Words 1 Unit 3: The Report

11. Choose the right word for the given definition.

everything that exists in space

- A) universe
- B) instead
- C) suddenly
- D) view

12. Choose the right word for the given definition.

not an exact amount but less than many

- A) ever
- B) among
- C) several
- D) solve

13. Choose the right word for the given definition.

a creature from a different world

- A) report
- B) alien
- C) chart
- D) among

14. Choose the right word for the given definition.

in place of

- A) solve
- B) suppose
- C) fail
- D) instead

15. Choose the right word for the given definition.

to guess

- A) fail
- B) suppose
- C) view
- D) comprehend

16. Choose the word that is a better fit for each sentence.

What would be the most awesome gift you've _____ received?

_____ your home to me.

- A) describe / ever
- B) ever / describe

17. Choose the word that is a better fit for each sentence.

This _____ tells what time the TV shows will play.

I saw a movie about _____ from another planet.

- A) alien(s) / chart
- B) chart / alien(s)

18. Choose the word that is a better fit for each sentence.

I think the most interesting _____ is Saturn.

I wonder how the _____ began.

- A) planet / universe
- B) universe / planet

19. Choose the word that is a better fit for each sentence.

Do you like to _____ hard math problems?

If I do not know the answers, I will _____ the test.

- A) solve / fail
- B) fail / solve

20. Choose the word that is a better fit for each sentence.

_____ days ago, I lost my backpack.

The girls in my class like to _____ pictures of pop stars.

- A) several / view
- B) view / several



4000 Essential English Words 1 Unit 3: The Report

21. 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 with great adjectives. 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 **comprehend** 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, **instead** of having to read about it!"

Suddenly, there was a bright light. Lee was pulled from his chair, through the roof, and right into a strange ship! "Hello, kid," said an **alien**. "Did you ask for help?"

Lee told the **friendly** alien all about his project. The alien agreed to help Lee **solve** his problem. "First, we'll fly through space to **view** the **universe**. Then, I can help you make a model of my planet."

Soon, they were going through the **clouds**. They passed the moon. Then they viewed Mars. Lee was very excited. Instead of a bad grade, his group would have the best project **ever**!

"It's time to go home," the alien finally said. On the way back, he helped Lee make a model of the planet Mars. Soon, they were on Earth.

"Thanks," Lee said. "My model will be awesome!" Then he took his model and said goodbye to his new friend.

What is this story about?

- A) Why a smart boy fails a class
- B) A boy's trip into the universe
- C) A boy who wants to write instead of draw
- D) An alien living in a library

22. 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 with great adjectives. 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 **comprehend** 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, **instead** of having to read about it!"

Suddenly, there was a bright light. Lee was pulled from his chair, through the roof, and right into a strange ship! "Hello, kid," said an **alien**. "Did you ask for help?"

Lee told the **friendly** alien all about his project. The alien agreed to help Lee **solve** his problem. "First, we'll fly through space to **view** the **universe**. Then, I can help you make a model of my planet."

Soon, they were going through the **clouds**. They passed the moon. Then they viewed Mars. Lee was very excited. Instead of a bad grade, his group would have the best project **ever**!

"It's time to go home," the alien finally said. On the way back, he helped Lee make a model of the planet Mars. Soon, they were on Earth.

"Thanks," Lee said. "My model will be awesome!" Then he took his model and said goodbye to his new friend.

What is Lee unable to comprehend?

- A) Howto 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) Howto read the information in a chart



4000 Essential English Words 1 Unit 3: The Report

23. 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 with great adjectives. 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 **comprehend** 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, **instead** of having to read about it!"

Suddenly, there was a bright light. Lee was pulled from his chair, through the roof, and right into a strange ship! "Hello, kid," said an **alien**. "Did you ask for help?"

Lee told the **friendly** alien all about his project. The alien agreed to help Lee **solve** his problem. "First, we'll fly through space to **view** the **universe**. Then, I can help you make a model of my planet."

Soon, they were going through the **clouds**. They passed the moon. Then they viewed Mars. Lee was very excited. Instead of a bad grade, his group would have the best project **ever**!

"It's time to go home," the alien finally said. On the way back, he helped Lee make a model of the planet Mars. Soon, they were on Earth.

"Thanks," Lee said. "My model will be awesome!" Then he took his model and said goodbye to his new friend.

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 until several days.
- D)** It is about the stars and planets.

24. 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 with great adjectives. 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 **comprehend** 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, **instead** of having to read about it!"

Suddenly, there was a bright light. Lee was pulled from his chair, through the roof, and right into a strange ship! "Hello, kid," said an **alien**. "Did you ask for help?"

Lee told the **friendly** alien all about his project. The alien agreed to help Lee **solve** his problem. "First, we'll fly through space to **view** the **universe**. Then, I can help you make a model of my planet."

Soon, they were going through the **clouds**. They passed the moon. Then they viewed Mars. Lee was very excited. Instead of a bad grade, his group would have the best project **ever**!

"It's time to go home," the alien finally said. On the way back, he helped Lee make a model of the planet Mars. Soon, they were on Earth.

"Thanks," Lee said. "My model will be awesome!" Then he took his model and said goodbye to his new friend.

What did the alien want to do to help Lee?

- A)** Get several books from the library
- B)** Hear the best report ever
- C)** Make the model of a planet
- D)** Solve his own problems



4000 Essential English Words 1 Unit 3: The Report

Answer Key:

- | | |
|-------|-------|
| 1: C | 13: B |
| 2: A | 14: D |
| 3: D | 15: B |
| 4: B | 16: B |
| 5: C | 17: B |
| 6: D | 18: A |
| 7: B | 19: A |
| 8: D | 20: A |
| 9: A | 21: D |
| 10: C | 22: D |
| 11: A | 23: D |
| 12: C | 24: C |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-3-the-report/>

4000 Essential English Words 1 Unit 4: The Dog's Bell

1.

Check the one that suits the blank naturally.

Before Kimberly sang, _____.

- A) the teacher reminded everyone to behave
- B) she instructed the people to go to sleep

2.

Check the one that suits the blank naturally.

When we heard the loud sound, _____.

- A) I turned around out of habit
- B) there was none left

3.

Check the one that suits the blank naturally.

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.

Check the one that suits the blank naturally.

They asked us to wait, _____.

- A) so I felt concerned about them
- B) so I had to be patient

5.

Check the one that suits the blank naturally.

I met a new friend yesterday, and _____.

- A) frequently I would sit and read
- B) I shook his hand

6.

Check the sentence with the bolded word that makes better sense.

- a. The girl's **positive** words made me feel better.
- b. We took the **village** out of the house.

7.

Check the sentence with the bolded word that makes better sense.

- a. The **calm** girl yelled a lot.
- b. The team members asked Kate to **represent** them at the dinner.

8.

Check the sentence with the bolded word that makes better sense.

- a. I was **content** to stay at home by the warm fire.
- b. My mom **punished** me for doing my homework.

9.

Check the sentence with the bolded word that makes better sense.

- a. The man **expected** me to say yes.
- b. The **issue** did not taste very good.

10.

Check the sentence with the bolded word that makes better sense.

- a. I **behaved** wisely while I was asleep.
- b. I **avoided** my friend because she had laughed at me.

11.

Check the sentence with the bolded word that makes better sense.

- a. At first I was nervous, but then I started to feel **calm**.
- b. The angry bear looked **content**.

12.

Check the sentence with the bolded word that makes better sense.

- a. When my dog died, it made me feel **positive**.
- b. Few people live in the **village**.

13.

Check the sentence with the bolded word that makes better sense.

- a. I wanted to **avoid** food, so I bought a sandwich.
- b. The class needed to talk about the **issue**.

14.

Check the sentence with the bolded word that makes better sense.

- a. The students **behaved** quite well for their new teacher.
- b. Students are **expected** to be late to class.



4000 Essential English Words 1 Unit 4: The Dog's Bell

15. Check the sentence with the bolded word that makes better sense.

- a. I was **punished** because I broke the window.
- b. The man **represented** the award to the girl.

16. THE DOG'S BELL

John's dog was a bad dog. He bit people **frequently**. John had great **concern** 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 song the bell played 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 of 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.

What is this story mainly about?

- A) A dog that is frequently bad
- B) A dog's stroll through town
- C) A content man and his dog
- D) A village that liked John's dog

17. THE DOG'S BELL

John's dog was a bad dog. He bit people **frequently**. John had great **concern** 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 song the bell played 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 of 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.

What is true of the dog?

- A) He likes none of John's friends.
- B) He shakes his head too much.
- C) He bites when it's not appropriate.
- D) He expects people to be calm around him.



4000 Essential English Words 1 Unit 4: The Dog's Bell

18. THE DOG'S BELL

John's dog was a bad dog. He bit people **frequently**. John had great **concern** 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 song the bell played 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 of 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.

Why did the issue with the dog bother John?

- A) People didn't think of John in a positive way.
- B) People avoided going to John's house.
- C) People didn't want John to represent them.
- D) People didn't like the song that John played.

19. THE DOG'S BELL

John's dog was a bad dog. He bit people **frequently**. John had great **concern** 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 song the bell played 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 of 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.

What did John do to stop the dog's bad habit?

- A) He instructed the dog on learning tricks.
- B) He punished the dog for biting.
- C) He was patient and showed concern.
- D) He put a bell around the dog's neck.



4000 Essential English Words 1 Unit 4: The Dog's Bell

Answer Key:

- | | |
|-------|-------|
| 1: A | 11: A |
| 2: A | 12: B |
| 3: B | 13: B |
| 4: B | 14: A |
| 5: B | 15: A |
| 6: A | 16: A |
| 7: B | 17: C |
| 8: A | 18: D |
| 9: A | 19: B |
| 10: B | |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-4-the-dogs-bell/>

4000 Essential English Words 1 Unit 5: The Jackal and the Sun Child

1.

Choose the right definition for the given word.

roll

- A) to rest
- B) a rule
- C) to grow
- D) to move by turning

2.

Choose the right definition for the given word.

error

- A) a nice man
- B) very old
- C) something you do wrong
- D) open land

3.

Choose the right definition for the given word.

hurt

- A) to disagree
- B) how much something costs
- C) from nature
- D) to do something that causes pain

4.

Choose the right definition for the given word.

reside

- A) to relax
- B) to live in a place for long
- C) something that can be seen
- D) to know about something

5.

Choose the right definition for the given word.

relax

- A) to keep going
- B) a large group of people
- C) to rest
- D) to move

6.

Choose the right definition for the given word.

continue

- A) to be in the right place
- B) to stay
- C) to have
- D) to keep doing something

7.

Choose the right definition for the given word.

normal

- A) the perfect amount
- B) friendly
- C) not strange
- D) different

8.

Choose the right definition for the given word.

rare

- A) quiet
- B) not full
- C) interesting
- D) not seen often

9.

Choose the right definition for the given word.

visible

- A) from nature
- B) easy to see
- C) new
- D) normal

10.

Choose the right definition for the given word.

field

- A) open land
- B) to reside
- C) a thing
- D) a tool



4000 Essential English Words 1 Unit 5: The Jackal and the Sun Child

11. Choose the right word for the given definition.

in a severe or harmful way

- A) continue
- B) wild
- C) judgment
- D) badly

12. Choose the right word for the given definition.

the ability to form opinions or decisions

- A) experience
- B) reside
- C) judgment
- D) result

13. Choose the right word for the given definition.

to fit or be in the right place

- A) roll
- B) relax
- C) continue
- D) belong

14. Choose the right word for the given definition.

not strange or different

- A) normal
- B) visible
- C) uncommon
- D) aware

15. Choose the right word for the given definition.

to do something that makes you feel pain

- A) rare
- B) hurt
- C) error
- D) since

16. THE JACKAL AND THE SUN CHILD

A jackal is a **wild** dog with a big black back. It **resides** in the desert. But how did the jackal get his black back? This was how it happened.

One day, the jackal saw a girl. She was sitting upon a rock. She was not a **normal** child. She was a **rare** and beautiful sun child. She was bright and warm like the sun. The child saw the jackal and smiled.

She said, "Jackal, I have been **relaxing** on this rock for too long. I must get home soon. But, I am slow and you are fast. You will **likely** get me home more quickly." Then she **requested**, "Will you carry me home? If you do, I'll give you a gift. This necklace **belongs** to me, but I will give it to you."

The wild jackal agreed. So the sun child sat on the dog's back. They started to walk. But soon, the jackal felt ill. The sun child was very hot on his back. The heat was **hurting** his back very **badly**. "I made a terrible **error** in **judgment**," he thought. He shouldn't have agreed to carry her. So he asked her to get off.

But she did not. The jackal's back **continued** to get hotter and hotter. He had to get away from the sun child. So he made a plan. First, he ran as fast as he could. He hoped the sun child would fall off. But she did not. So when the sun child was looking at the sky, not **aware** of the jackal's next plan, he jumped into a **field** of flowers. As a **result**, the child **rolled** off his back. The jackal ran away.

But the sun child left a mark on the jackal's back, a **visible** black mark. Ever **since** his **experience** with the sun child, the jackal has had a black back.

What is this story about?

- A) Why the sun child has a beautiful smile
- B) Why a wild dog hurt a sun child
- C) An error that the sun child once made
- D) How the jackal got his visible black mark



17. THE JACKAL AND THE SUN CHILD

A jackal is a **wild** dog with a big black back. It **resides** in the desert. But how did the jackal get his black back? This was how it happened.

One day, the jackal saw a girl. She was sitting upon a rock. She was not a **normal** child. She was a **rare** and beautiful sun child. She was bright and warm like the sun. The child saw the jackal and smiled.

She said, "Jackal, I have been **relaxing** on this rock for too long. I must get home soon. But, I am slow and you are fast. You will **likely** get me home more quickly." Then she **requested**, "Will you carry me home? If you do, I'll give you a gift. This necklace **belongs** to me, but I will give it to you."

The wild jackal agreed. So the sun child sat on the dog's back. They started to walk. But soon, the jackal felt ill. The sun child was very hot on his back. The heat was **hurting** his back very **badly**. "I made a terrible **error** in **judgment**," he thought. He shouldn't have agreed to carry her. So he asked her to get off.

But she did not. The jackal's back **continued** to get hotter and hotter. He had to get away from the sun child. So he made a plan. First, he ran as fast as he could. He hoped the sun child would fall off. But she did not. So when the sun child was looking at the sky, not **aware** of the jackal's next plan, he jumped into a **field** of flowers. As a **result**, the child **rolled** off his back. The jackal ran away.

But the sun child left a mark on the jackal's back, a **visible** black mark. Ever **since** his **experience** with the sun child, the jackal has had a black back.

What kind of girl was the sun child?

- A)** She was rare and beautiful.
- B)** She was likely very shy.
- C)** She was an ill child.
- D)** She was a normal child.

18. THE JACKAL AND THE SUN CHILD

A jackal is a **wild** dog with a big black back. It **resides** in the desert. But how did the jackal get his black back? This was how it happened.

One day, the jackal saw a girl. She was sitting upon a rock. She was not a **normal** child. She was a **rare** and beautiful sun child. She was bright and warm like the sun. The child saw the jackal and smiled.

She said, "Jackal, I have been **relaxing** on this rock for too long. I must get home soon. But, I am slow and you are fast. You will **likely** get me home more quickly." Then she **requested**, "Will you carry me home? If you do, I'll give you a gift. This necklace **belongs** to me, but I will give it to you."

The wild jackal agreed. So the sun child sat on the dog's back. They started to walk. But soon, the jackal felt ill. The sun child was very hot on his back. The heat was **hurting** his back very **badly**. "I made a terrible **error** in **judgment**," he thought. He shouldn't have agreed to carry her. So he asked her to get off.

But she did not. The jackal's back **continued** to get hotter and hotter. He had to get away from the sun child. So he made a plan. First, he ran as fast as he could. He hoped the sun child would fall off. But she did not. So when the sun child was looking at the sky, not **aware** of the jackal's next plan, he jumped into a **field** of flowers. As a **result**, the child **rolled** off his back. The jackal ran away.

But the sun child left a mark on the jackal's back, a **visible** black mark. Ever **since** his **experience** with the sun child, the jackal has had a black back.

Why did the jackal run into the field?

- A)** To continue his journey
- B)** It wanted a new place to reside.
- C)** To take a nap and relax
- D)** To get away from the sun child



19. THE JACKAL AND THE SUN CHILD

A jackal is a **wild** dog with a big black back. It **resides** in the desert. But how did the jackal get his black back? This was how it happened.

One day, the jackal saw a girl. She was sitting upon a rock. She was not a **normal** child. She was a **rare** and beautiful sun child. She was bright and warm like the sun. The child saw the jackal and smiled.

She said, "Jackal, I have been **relaxing** on this rock for too long. I must get home soon. But, I am slow and you are fast. You will **likely** get me home more quickly." Then she **requested**, "Will you carry me home? If you do, I'll give you a gift. This necklace **belongs** to me, but I will give it to you."

The wild jackal agreed. So the sun child sat on the dog's back. They started to walk. But soon, the jackal felt ill. The sun child was very hot on his back. The heat was **hurting** his back very **badly**. "I made a terrible **error** in **judgment**," he thought. He shouldn't have agreed to carry her. So he asked her to get off.

But she did not. The jackal's back **continued** to get hotter and hotter. He had to get away from the sun child. So he made a plan. First, he ran as fast as he could. He hoped the sun child would fall off. But she did not. So when the sun child was looking at the sky, not **aware** of the jackal's next plan, he jumped into a **field** of flowers. As a **result**, the child **rolled** off his back. The jackal ran away.

But the sun child left a mark on the jackal's back, a **visible** black mark. Ever **since** his **experience** with the sun child, the jackal has had a black back.

What happened at the end of the story?

- A) The sun child forgot the experience.
- B) The sun child became aware of the jackal's black back.
- C) The sun child rolled off the jackal's back.
- D) The sun child has stayed upon the jackal's back since then.



4000 Essential English Words 1 Unit 5: The Jackal and the Sun Child

Answer Key:

- | | |
|-------|-------|
| 1: D | 11: D |
| 2: C | 12: C |
| 3: D | 13: D |
| 4: B | 14: A |
| 5: C | 15: D |
| 6: D | 16: A |
| 7: C | 17: A |
| 8: D | 18: D |
| 9: B | 19: C |
| 10: A | |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-5-the-jackal-and-the-sun-child/>

4000 Essential English Words 1 Unit 6: The Friendly Ghost

1.

Choose the word that is a better fit for each sentence.

The _____ lives in the old house.
A scary place might cause _____.

- A) fright / ghost
- B) ghost / fright

2.

Choose the word that is a better fit for each sentence.

The tree fell down because it was _____.
I was _____ when I got a bad grade on the test.

- A) dead / upset
- B) upset / dead

3.

Choose the word that is a better fit for each sentence.

After 10 hours of driving, I finally _____ California.
He is smart and has a(n) _____ in class.

- A) advantage / reached
- B) reached / advantage

4.

Choose the word that is a better fit for each sentence.

He wanted to _____ from the room.
He lived a long _____ from the school.

- A) escape / distance
- B) distance / escape

5.

Choose the word that is a better fit for each sentence.

The man is a nice _____.
The town is a small _____.

- A) community / individual
- B) individual / community

6.

Check the one that suits the blank naturally.

It rained for two days, _____.

- A) and caused the river to rise
- B) it was dead

7.

Check the one that suits the blank naturally.

As I was walking home from school today, _____.

- A) I was a ghost
- B) I hardly noticed that a dog was following me

8.

Check the one that suits the blank naturally.

After my vacation, _____.

- A) I returned to work
- B) I was an advantage

9.

Check the one that suits the blank naturally.

Many people like him _____.

- A) because they make him upset
- B) because he is a wise man

10.

Check the one that suits the blank naturally.

They are afraid of the king because _____.

- A) he has too much power
- B) he has a quiet voice

11.

Check the one that suits the blank naturally.

I love my dog. _____.

- A) He's my favorite pet
- B) He causes fright



4000 Essential English Words 1 Unit 6: The Friendly Ghost

12. Check the one that suits the blank naturally.

I like living here because _____.

- A) I make many choices
- B) it is a nice community

13. Check the one that suits the blank naturally.

I want to live in Hawaii because _____.

- A) it has good weather
- B) smoking causes lung cancer

14. Check the one that suits the blank naturally.

The storm was very bad, but _____.

- A) all of the people survived
- B) it went a very long distance

15. Check the one that suits the blank naturally.

We closed the door, but _____.

- A) the dog escaped
- B) it was an individual

16. THE FRIENDLY GHOST

A nice woman lived by a large river. She loved children. She wanted to help them in any way. She loved her **community**, and everyone in the community loved her. She lived a very long time and became very **wise**.

When she died, she became a **ghost**. She was **dead**, but every night she **returned** to her community. She wanted to help children and not to **cause** them a **fright**. But she had a scary **voice**. Children were afraid of her, but the ghost was a good one. She only scared them to help them.

One night, some children and a dog were playing by the river. They were having fun with their **pet**. But they were far from home. Then the **weather** became bad. It rained and rained. The river was rising. It was very dark. The children knew they were lost. They needed to go north, but they didn't know which direction it was. When the moon came out, they saw a ghost by the river. The ghost said, "Go away!"

The children felt great fright. They knew it was a ghost. Then the ghost moved closer. She yelled again, "Go away!" The children became very **upset**. Some of them began to cry. The children knew they had a choice: they could **escape**, or they could stay and **face** this scary **individual** in the dark.

The children ran a long **distance** away. The ghost **followed** them all the way. Finally, the children **reached** home. The ghost was very happy. Soon the river rose higher and higher. It was very dangerous. The ghost had helped the children **survive**! She had saved them from the rising water. She also used her power to lead them home. Sometimes, meeting a ghost has **advantages**. A ghost can save your life!

What is this story about?

- A) How a ghost returns to help her community
- B) How a wise pet helps children escape a ghost
- C) Why an individual has a job in the north
- D) How some children escaped bad weather



4000 Essential English Words 1 Unit 6: The Friendly Ghost

17. THE FRIENDLY GHOST

A nice woman lived by a large river. She loved children. She wanted to help them in any way. She loved her **community**, and everyone in the community loved her. She lived a very long time and became very **wise**.

When she died, she became a **ghost**. She was **dead**, but every night she **returned** to her community. She wanted to help children and not to **cause** them a **fright**. But she had a scary **voice**. Children were afraid of her, but the ghost was a good one. She only scared them to help them.

One night, some children and a dog were playing by the river. They were having fun with their **pet**. But they were far from home. Then the **weather** became bad. It rained and rained. The river was rising. It was very dark. The children knew they were lost. They needed to go north, but they didn't know which direction it was. When the moon came out, they saw a ghost by the river. The ghost said, "Go away!"

The children felt great fright. They knew it was a ghost. Then the ghost moved closer. She yelled again, "Go away!" The children became very **upset**. Some of them began to cry. The children knew they had a choice: they could **escape**, or they could stay and **face** this scary **individual** in the dark.

The children ran a long **distance** away. The ghost **followed** them all the way. Finally, the children **reached** home. The ghost was very happy. Soon the river rose higher and higher. It was very dangerous. The ghost had helped the children **survive**! She had saved them from the rising water. She also used her power to lead them home. Sometimes, meeting a ghost has **advantages**. A ghost can save your life!

What caused fright in the children?

- A) The power of the moon at night
- B) The bad weather near the river
- C) The voice of the ghost
- D) Their dead pet

18. THE FRIENDLY GHOST

A nice woman lived by a large river. She loved children. She wanted to help them in any way. She loved her **community**, and everyone in the community loved her. She lived a very long time and became very **wise**.

When she died, she became a **ghost**. She was **dead**, but every night she **returned** to her community. She wanted to help children and not to **cause** them a **fright**. But she had a scary **voice**. Children were afraid of her, but the ghost was a good one. She only scared them to help them.

One night, some children and a dog were playing by the river. They were having fun with their **pet**. But they were far from home. Then the **weather** became bad. It rained and rained. The river was rising. It was very dark. The children knew they were lost. They needed to go north, but they didn't know which direction it was. When the moon came out, they saw a ghost by the river. The ghost said, "Go away!"

The children felt great fright. They knew it was a ghost. Then the ghost moved closer. She yelled again, "Go away!" The children became very **upset**. Some of them began to cry. The children knew they had a choice: they could **escape**, or they could stay and **face** this scary **individual** in the dark.

The children ran a long **distance** away. The ghost **followed** them all the way. Finally, the children **reached** home. The ghost was very happy. Soon the river rose higher and higher. It was very dangerous. The ghost had helped the children **survive**! She had saved them from the rising water. She also used her power to lead them home. Sometimes, meeting a ghost has **advantages**. A ghost can save your life!

What was true of the children in the story?

- A) Their home was a short distance from the river.
- B) They had the advantage of being ghosts.
- C) They didn't like to play near the river.
- D) They were upset when they saw the ghost.



19. THE FRIENDLY GHOST

A nice woman lived by a large river. She loved children. She wanted to help them in any way. She loved her **community**, and everyone in the community loved her. She lived a very long time and became very **wise**.

When she died, she became a **ghost**. She was **dead**, but every night she **returned** to her community. She wanted to help children and not to **cause** them a **fright**. But she had a scary **voice**. Children were afraid of her, but the ghost was a good one. She only scared them to help them.

One night, some children and a dog were playing by the river. They were having fun with their **pet**. But they were far from home. Then the **weather** became bad. It rained and rained. The river was rising. It was very dark. The children knew they were lost. They needed to go north, but they didn't know which direction it was. When the moon came out, they saw a ghost by the river. The ghost said, "Go away!"

The children felt great fright. They knew it was a ghost. Then the ghost moved closer. She yelled again, "Go away!" The children became very **upset**. Some of them began to cry. The children knew they had a choice: they could **escape**, or they could stay and **face** this scary **individual** in the dark.

The children ran a long **distance** away. The ghost **followed** them all the way. Finally, the children **reached** home. The ghost was very happy. Soon the river rose higher and higher. It was very dangerous. The ghost had helped the children **survive**! She had saved them from the rising water. She also used her power to lead them home. Sometimes, meeting a ghost has **advantages**. A ghost can save your life!

Why did the ghost scare the children?

- A) She wanted to help them.
- B) She had no other choice.
- C) She was afraid of their pet.
- D) She didn't want them to see her.



4000 Essential English Words 1 Unit 6: The Friendly Ghost

Answer Key:

- | | |
|-------|-------|
| 1: B | 11: A |
| 2: A | 12: B |
| 3: B | 13: A |
| 4: A | 14: A |
| 5: B | 15: A |
| 6: A | 16: A |
| 7: B | 17: C |
| 8: A | 18: D |
| 9: B | 19: A |
| 10: A | |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-6-the-friendly-ghost/>

4000 Essential English Words 1 Unit 7: The Best Prince

1.

Choose the right word for the given definition.

something difficult that you have to do

- A) condition
- B) sense
- C) challenge
- D) divide

2.

Choose the right word for the given definition.

the son of a king

- A) prince
- B) expert
- C) famous
- D) force

3.

Choose the right word for the given definition.

to do something to help succeed

- A) contribute
- B) sudden
- C) harm
- D) peace

4.

Choose the right word for the given definition.

for this reason

- A) allow
- B) therefore
- C) announce
- D) beside

5.

Choose the right word for the given definition.

to stop someone from getting hurt

- A) claim
- B) protect
- C) lay
- D) difference

6.

Check the one that suits the blank naturally.

It wasn't right for the coach _____.

- A) to make the race such a challenge
- B) to allow me to play

7.

Check the one that suits the blank naturally.

My sister and I were fighting. _____.

- A) We announced the winners
- B) My sister claimed she didn't like me

8.

Check the one that suits the blank naturally.

Everyone knew her _____.

- A) because I stood beside her
- B) because she was famous

9.

Check the one that suits the blank naturally.

The man would not buy the bike _____.

- A) because of his difference
- B) because of its bad condition

10.

Check the one that suits the blank naturally.

No one could win against Sally _____.

- A) because she was an expert
- B) because she never used force

11.

Check the one that suits the blank naturally.

We were scared because the dog _____.

- A) might harm us
- B) might bring us peace

12.

Check the one that suits the blank naturally.

The police wanted _____.

- A) to protect us from danger
- B) to not make any sense



4000 Essential English Words 1 Unit 7: The Best Prince

13. Check the one that suits the blank naturally.

You are too sick to play outside. _____.

- A) Don't lay your feet on the table
- B) Therefore, play inside

14. Check the one that suits the blank naturally.

She was surprised by _____.

- A) the expected amount contributed by the animals
- B) the sudden noise outside

15. Check the one that suits the blank naturally.

Please be fair _____.

- A) when you meet the prince
- B) when you divide the land

16. THE BEST PRINCE

King Minos was very sick. His **condition** was getting worse. He had three sons. He loved them all. He had to **announce** who would become king.

Two of the **princes** stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an **expert** with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you **contribute** to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm **famous** for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias **claimed**. "Father will give it to me—or I'll use **force** to take it!"

Theseus made a **sudden** move to take out his sword. Then Pelias did the same.

"Beating me will be a **challenge**," Theseus said. "Fight me now. The winner gets the kingdom!"

Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood **beside** him. He **sensed** his father's sadness. The king **laid** his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must **protect** my kingdom from all **harm**. They'll **divide** it between them. The people won't know what to do. There'll be war. I can't **allow** either of them to be king. **Therefore**, I'm making you king. Your kindness has always made you special. It's the **difference** between you and your brothers. You can bring **peace**. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.

What is this story about?

- A) A sudden fight between kings
- B) A kind prince who got a kingdom
- C) An expert sister and a famous king
- D) The challenge to divide the kingdom



4000 Essential English Words 1 Unit 7: The Best Prince

17. THE BEST PRINCE

King Minos was very sick. His **condition** was getting worse. He had three sons. He loved them all. He had to **announce** who would become king.

Two of the **princes** stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an **expert** with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you **contribute** to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm **famous** for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias **claimed**. "Father will give it to me—or I'll use **force** to take it!"

Theseus made a **sudden** move to take out his sword. Then Pelias did the same.

"Beating me will be a **challenge**," Theseus said. "Fight me now. The winner gets the kingdom!"

Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood **beside** him. He **sensed** his father's sadness. The king **laid** his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must **protect** my kingdom from all **harm**. They'll **divide** it between them. The people won't know what to do. There'll be war. I can't **allow** either of them to be king. **Therefore**, I'm making you king. Your kindness has always made you special. It's the **difference** between you and your brothers. You can bring **peace**. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.

What did the king need to protect the kingdom from?

- A) The fighting between the two princes
- B) The harm caused by sudden fights
- C) The differences between the three brothers
- D) The poor condition of the king's army

18. THE BEST PRINCE

King Minos was very sick. His **condition** was getting worse. He had three sons. He loved them all. He had to **announce** who would become king.

Two of the **princes** stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an **expert** with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you **contribute** to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm **famous** for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias **claimed**. "Father will give it to me—or I'll use **force** to take it!"

Theseus made a **sudden** move to take out his sword. Then Pelias did the same.

"Beating me will be a **challenge**," Theseus said. "Fight me now. The winner gets the kingdom!"

Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood **beside** him. He **sensed** his father's sadness. The king **laid** his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must **protect** my kingdom from all **harm**. They'll **divide** it between them. The people won't know what to do. There'll be war. I can't **allow** either of them to be king. **Therefore**, I'm making you king. Your kindness has always made you special. It's the **difference** between you and your brothers. You can bring **peace**. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.

What was probably true of Jason in the story?

- A) He wanted to bring peace to the kingdom.
- B) The challenge of being king was too much for him.
- C) He wanted harm to come to his brothers.
- D) He hoped to divide the kingdom.



19. THE BEST PRINCE

King Minos was very sick. His **condition** was getting worse. He had three sons. He loved them all. He had to **announce** who would become king.

Two of the **princes** stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an **expert** with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you **contribute** to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm **famous** for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias **claimed**. "Father will give it to me—or I'll use **force** to take it!"

Theseus made a **sudden** move to take out his sword. Then Pelias did the same.

"Beating me will be a **challenge**," Theseus said. "Fight me now. The winner gets the kingdom!"

Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood **beside** him. He **sensed** his father's sadness. The king **laid** his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must **protect** my kingdom from all **harm**. They'll **divide** it between them. The people won't know what to do. There'll be war. I can't **allow** either of them to be king. **Therefore**, I'm making you king. Your kindness has always made you special. It's the **difference** between you and your brothers. You can bring **peace**. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.

What was the difference between Jason and his brothers?

- A) He was an expert with weapons.
- B) He was older and stronger.
- C) He made more sense.
- D) He had always been kind.



4000 Essential English Words 1 Unit 7: The Best Prince

Answer Key:

- | | |
|-------|-------|
| 1: C | 11: A |
| 2: A | 12: A |
| 3: A | 13: B |
| 4: B | 14: B |
| 5: B | 15: B |
| 6: A | 16: B |
| 7: B | 17: A |
| 8: B | 18: A |
| 9: B | 19: D |
| 10: A | |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-7-the-best-prince/>

4000 Essential English Words 1 Unit 8: How the Sun and the Moon Were Made

1.

Choose the right word for the given definition.

used when something must be done

- A) propose
- B) hang
- C) require
- D) tear

2.

Choose the right word for the given definition.

to stop something from falling down

- A) balance
- B) arrange
- C) attend
- D) release

3.

Choose the right word for the given definition.

a way that something is very different

- A) grab
- B) success
- C) accept
- D) contrast

4.

Choose the right word for the given definition.

an idea about something

- A) theory
- B) familiar
- C) necessary
- D) encourage

5.

Choose the right word for the given definition.

the only one

- A) pattern
- B) single
- C) huge
- D) attend

6.

Check the one that suits the blank naturally

It started to rain, _____.

- A) it hung on the wall
- B) so I grabbed my umbrella

7.

Check the one that suits the blank naturally

When she heard I was leaving, _____.

- A) she proposed a party
- B) she had huge fun

8.

Check the one that suits the blank naturally

Don't pull on my shirt, or _____.

- A) you might tear it
- B) you might arrange it

9.

Check the one that suits the blank naturally

If you try hard, _____.

- A) you can attend many things
- B) you will have success

10.

Check the one that suits the blank naturally

When I catch fish, _____.

- A) I usually release them back into the water
- B) they require a good dinner



4000 Essential English Words 1 Unit 8: How the Sun and the Moon Were Made

11. HOW THE SUN AND THE MOON WERE MADE

Do you ever wonder where the moon and the sun came from? The Inuit people of Alaska have a **theory**.

They tell a story about a beautiful girl. She was very nice. In **contrast**, her brother was a mean little boy. One day he **proposed** something. "We should go to a party," he said. The girl **accepted**. First, it was **necessary** for her to prepare. She **arranged** her hair and put on nice clothes. This **required** a lot of time. But the girl worked hard, and soon she had **success**. She looked perfect.

They **attended** the party together. The girl was having fun. Later, she walked into the bathroom. Suddenly, the lights were turned off! Someone **grabbed** her hair and **tore** her clothes. She ran out of the bathroom. She wanted to know who did this to her.

Then she had an idea. She fixed her hair again. This time it was even more beautiful. She even **balanced** beautiful jewels in it. She wanted to **encourage** the person to grab it again. She put black dirt in her hair. The **purpose** of this was to catch the person.

She went to the bathroom again, and it was the same **pattern**. The lights went off, and someone grabbed her hair. When he **released** it, his hand was black. The girl returned to the party. She knew there was only a **single** person with a black hand. When she saw that person, he was very **familiar**. It was her brother!

He ran into the woods. The girl ran after him. They both carried fire so they could see in the dark. The smoke went into the air. As they ran, they grew. They became **huge**. Then they went into space. When the girl's fire went out, she **hung** in the sky. She became the moon, and her brother became the sun. They chase each other forever.

What is this story about?

- A) The contrast between the sun and the moon
- B) A theory of how the moon and the sun were made
- C) The purpose of the sun and the moon
- D) Why it is necessary for the moon to balance in the sky

12. HOW THE SUN AND THE MOON WERE MADE

Do you ever wonder where the moon and the sun came from? The Inuit people of Alaska have a **theory**.

They tell a story about a beautiful girl. She was very nice. In **contrast**, her brother was a mean little boy. One day he **proposed** something. "We should go to a party," he said. The girl **accepted**. First, it was **necessary** for her to prepare. She **arranged** her hair and put on nice clothes. This **required** a lot of time. But the girl worked hard, and soon she had **success**. She looked perfect.

They **attended** the party together. The girl was having fun. Later, she walked into the bathroom. Suddenly, the lights were turned off! Someone **grabbed** her hair and **tore** her clothes. She ran out of the bathroom. She wanted to know who did this to her.

Then she had an idea. She fixed her hair again. This time it was even more beautiful. She even **balanced** beautiful jewels in it. She wanted to **encourage** the person to grab it again. She put black dirt in her hair. The **purpose** of this was to catch the person.

She went to the bathroom again, and it was the same **pattern**. The lights went off, and someone grabbed her hair. When he **released** it, his hand was black. The girl returned to the party. She knew there was only a **single** person with a black hand. When she saw that person, he was very **familiar**. It was her brother!

He ran into the woods. The girl ran after him. They both carried fire so they could see in the dark. The smoke went into the air. As they ran, they grew. They became **huge**. Then they went into space. When the girl's fire went out, she **hung** in the sky. She became the moon, and her brother became the sun. They chase each other forever.

Why does the girl encourage someone to grab her hair?

- A) She doesn't want him to tear her dress.
- B) She wants to become huge and hang in the sky.
- C) She wants to know who grabbed her hair.
- D) She wants the party to be a success.



4000 Essential English Words 1 Unit 8: How the Sun and the Moon Were Made

13. HOW THE SUN AND THE MOON WERE MADE

Do you ever wonder where the moon and the sun came from? The Inuit people of Alaska have a **theory**.

They tell a story about a beautiful girl. She was very nice. In **contrast**, her brother was a mean little boy. One day he **proposed** something. "We should go to a party," he said. The girl **accepted**. First, it was **necessary** for her to prepare. She **arranged** her hair and put on nice clothes. This **required** a lot of time. But the girl worked hard, and soon she had **success**. She looked perfect.

They **attended** the party together. The girl was having fun. Later, she walked into the bathroom. Suddenly, the lights were turned off! Someone **grabbed** her hair and **tore** her clothes. She ran out of the bathroom. She wanted to know who did this to her.

Then she had an idea. She fixed her hair again. This time it was even more beautiful. She even **balanced** beautiful jewels in it. She wanted to **encourage** the person to grab it again. She put black dirt in her hair. The **purpose** of this was to catch the person.

She went to the bathroom again, and it was the same **pattern**. The lights went off, and someone grabbed her hair. When he **released** it, his hand was black. The girl returned to the party. She knew there was only a **single** person with a black hand. When she saw that person, he was very **familiar**. It was her brother!

He ran into the woods. The girl ran after him. They both carried fire so they could see in the dark. The smoke went into the air. As they ran, they grew. They became **huge**. Then they went into space. When the girl's fire went out, she **hung** in the sky. She became the moon, and her brother became the sun. They chase each other forever.

What was true of the boy in the story?

- A) He accepted the invitation when his sister proposed a party.
- B) He didn't want to attend the party.
- C) He was the only person with a black hand.
- D) He wore a shirt with a beautiful pattern.

14. HOW THE SUN AND THE MOON WERE MADE

Do you ever wonder where the moon and the sun came from? The Inuit people of Alaska have a **theory**.

They tell a story about a beautiful girl. She was very nice. In **contrast**, her brother was a mean little boy. One day he **proposed** something. "We should go to a party," he said. The girl **accepted**. First, it was **necessary** for her to prepare. She **arranged** her hair and put on nice clothes. This **required** a lot of time. But the girl worked hard, and soon she had **success**. She looked perfect.

They **attended** the party together. The girl was having fun. Later, she walked into the bathroom. Suddenly, the lights were turned off! Someone **grabbed** her hair and **tore** her clothes. She ran out of the bathroom. She wanted to know who did this to her.

Then she had an idea. She fixed her hair again. This time it was even more beautiful. She even **balanced** beautiful jewels in it. She wanted to **encourage** the person to grab it again. She put black dirt in her hair. The **purpose** of this was to catch the person.

She went to the bathroom again, and it was the same **pattern**. The lights went off, and someone grabbed her hair. When he **released** it, his hand was black. The girl returned to the party. She knew there was only a **single** person with a black hand. When she saw that person, he was very **familiar**. It was her brother!

He ran into the woods. The girl ran after him. They both carried fire so they could see in the dark. The smoke went into the air. As they ran, they grew. They became **huge**. Then they went into space. When the girl's fire went out, she **hung** in the sky. She became the moon, and her brother became the sun. They chase each other forever.

Why does the girl become angry?

- A) The boy doesn't release her hair.
- B) She is required to arrange her hair.
- C) The smoke from her fire went into the air.
- D) She sees someone familiar with a black hand.



4000 Essential English Words 1 Unit 8: How the Sun and the Moon Were Made

Answer Key:

- | | |
|------|-------|
| 1: C | 8: A |
| 2: A | 9: B |
| 3: D | 10: A |
| 4: A | 11: B |
| 5: B | 12: C |
| 6: B | 13: C |
| 7: A | 14: D |

www.english-test-online.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-1-unit-8-how-the-sun-and-the-moon-were-made/>

4000 Essential English Words 1 Unit 9: The Starfish

1. Choose the right definition for the given word.
- wave
- A) to pass from physical life
 - B) salt water that surrounds land
 - C) a raised line of water
 - D) land in the middle of water
2. Choose the right definition for the given word.
- taste
- A) to hurt
 - B) to find
 - C) flavor
 - D) to walk
3. Choose the right definition for the given word.
- against
- A) to be touching something
 - B) to stop from happening
 - C) maybe
 - D) enjoyable
4. Choose the right definition for the given word.
- rock
- A) feelings
 - B) a place by the ocean
 - C) honest
 - D) a hard thing in the ground
5. Choose the right definition for the given word.
- throw
- A) to name something
 - B) to put something into the air
 - C) to make something work
 - D) to stop something from being hurt
6. Choose the right definition for the given word.
- island
- A) land
 - B) salt water
 - C) feelings
 - D) hard thing
7. Choose the right definition for the given word.
- discover
- A) to be nice
 - B) to find something
 - C) to stop
 - D) to name
8. Choose the right definition for the given word.
- step
- A) a. to keep from harm
 - B) to be next to
 - C) to walk
 - D) to hurt
9. Choose the right definition for the given word.
- beach
- A) water that comes on land
 - B) a sandy or rocky place by the ocean
 - C) the flavor of something
 - D) something could happen
10. Choose the right definition for the given word.
- fix
- A) to make something work
 - B) to pass from physical life
 - C) to be honest
 - D) to make something move in the air



4000 Essential English Words 1 Unit 9: The Starfish

11. Choose the right word for the given definition.

to be touching something

- A) beach
- B) against
- C) discover
- D) wave

12. Choose the right word for the given definition.

to break something

- A) identify
- B) maybe
- C) damage
- D) ocean

13. Choose the right word for the given definition.

a way that you feel

- A) prevent
- B) emotion
- C) rock
- D) pleasant

14. Choose the right word for the given definition.

very honest

- A) still
- B) step
- C) throw
- D) frank

15. Choose the right word for the given definition.

land in the middle of water

- A) save
- B) taste
- C) island
- D) fix

16. Choose the word that is a better fit for each sentence.

I like to play on the _____.
The big _____ pushed the swimmer back.

- A) wave / beach
- B) beach / wave

17. Choose the word that is a better fit for each sentence.

They walked across the _____ to find food.
I am scared of some animals that live in the _____.

- A) ocean / island
- B) island / ocean

18. Choose the word that is a better fit for each sentence.

My dad knows how to _____ cars.
If you _____ the light, we won't be able to see at night.

- A) fix / damage
- B) damage / fix

19. Choose the word that is a better fit for each sentence.

We have to go around that large _____.
We are _____ planning to go to Florida this winter.

- A) still / rock
- B) rock / still

20. Choose the word that is a better fit for each sentence.

Do you know how to _____ a football?
Please _____ into the house.

- A) step / throw
- B) throw / step



4000 Essential English Words 1 Unit 9: The Starfish

21. THE STARFISH

Last summer I took a trip to an **island**. I had a lot of fun. I sat and watched the **waves** and listened to the **ocean**. I learned to **identify** birds. I **discovered** pretty things and enjoyed the **taste** of new foods. It was a very nice time.

One evening I took a **pleasant** walk by the ocean. When the waves came in, many starfish* fell on the **beach**. Some starfish went back into the water, and they were safe. But other starfish were **still** on the sand. They would die if they did not get into the water. There were many starfish on the beach that night. It made me sad, but I knew I could not **fix** the problem. I **stepped** very carefully so I did not **damage** them.

Then I saw a little girl. She was also sad about the starfish. She wanted to **prevent** all of them from dying. She asked me if I could **perhaps** help her.

"To be **frank**, I don't think we can do anything," I said.

The little girl started to cry. She sat back **against** a **rock** and thought for a while. Finally, the **emotion** was gone. She stopped crying and stood up. Then she picked up a starfish and **threw** it into the water.

"What are you doing?" I asked her. But she did not answer me. She just threw as many starfish as she could. "You cannot **save** all of them!" I said.

She stopped to look at me. "No, I cannot save them all," she replied. Then she picked up a very big starfish and said, "But I can save this one." And then she smiled and threw the starfish as far as she could into the ocean.

**starfish - an animal shaped like a star that lives in the water*

What is this story about?

- A) A girl who wants to save starfish
- B) How to throw starfish
- C) A girl who is too frank
- D) Birds and animals at the ocean

22. THE STARFISH

Last summer I took a trip to an **island**. I had a lot of fun. I sat and watched the **waves** and listened to the **ocean**. I learned to **identify** birds. I **discovered** pretty things and enjoyed the **taste** of new foods. It was a very nice time.

One evening I took a **pleasant** walk by the ocean. When the waves came in, many starfish* fell on the **beach**. Some starfish went back into the water, and they were safe. But other starfish were **still** on the sand. They would die if they did not get into the water. There were many starfish on the beach that night. It made me sad, but I knew I could not **fix** the problem. I **stepped** very carefully so I did not **damage** them.

Then I saw a little girl. She was also sad about the starfish. She wanted to **prevent** all of them from dying. She asked me if I could **perhaps** help her.

"To be **frank**, I don't think we can do anything," I said.

The little girl started to cry. She sat back **against** a **rock** and thought for a while. Finally, the **emotion** was gone. She stopped crying and stood up. Then she picked up a starfish and **threw** it into the water.

"What are you doing?" I asked her. But she did not answer me. She just threw as many starfish as she could. "You cannot **save** all of them!" I said.

She stopped to look at me. "No, I cannot save them all," she replied. Then she picked up a very big starfish and said, "But I can save this one." And then she smiled and threw the starfish as far as she could into the ocean.

**starfish - an animal shaped like a star that lives in the water*

What causes the little girl's emotion?

- A) She cannot fix the damage she finds to homes.
- B) She cannot prevent starfish from dying in the sand.
- C) She discovers starfish in the water.
- D) She steps on a rock and hurts her foot.



4000 Essential English Words 1 Unit 9: The Starfish

23. THE STARFISH

Last summer I took a trip to an **island**. I had a lot of fun. I sat and watched the **waves** and listened to the **ocean**. I learned to **identify** birds. I **discovered** pretty things and enjoyed the **taste** of new foods. It was a very nice time.

One evening I took a **pleasant** walk by the ocean. When the waves came in, many starfish* fell on the **beach**. Some starfish went back into the water, and they were safe. But other starfish were **still** on the sand. They would die if they did not get into the water. There were many starfish on the beach that night. It made me sad, but I knew I could not **fix** the problem. I **stepped** very carefully so I did not **damage** them.

Then I saw a little girl. She was also sad about the starfish. She wanted to **prevent** all of them from dying. She asked me if I could **perhaps** help her.

"To be **frank**, I don't think we can do anything," I said.

The little girl started to cry. She sat back **against** a **rock** and thought for a while. Finally, the **emotion** was gone. She stopped crying and stood up. Then she picked up a starfish and **threw** it into the water.

"What are you doing?" I asked her. But she did not answer me. She just threw as many starfish as she could. "You cannot **save** all of them!" I said.

She stopped to look at me. "No, I cannot save them all," she replied. Then she picked up a very big starfish and said, "But I can save this one." And then she smiled and threw the starfish as far as she could into the ocean.

**starfish - an animal shaped like a star that lives in the water*

What does the man think is NOT good about the island?

- A)** Watching the waves
- B)** Identifying birds
- C)** The starfish dying on the sand
- D)** Tasting new food

24. THE STARFISH

Last summer I took a trip to an **island**. I had a lot of fun. I sat and watched the **waves** and listened to the **ocean**. I learned to **identify** birds. I **discovered** pretty things and enjoyed the **taste** of new foods. It was a very nice time.

One evening I took a **pleasant** walk by the ocean. When the waves came in, many starfish* fell on the **beach**. Some starfish went back into the water, and they were safe. But other starfish were **still** on the sand. They would die if they did not get into the water. There were many starfish on the beach that night. It made me sad, but I knew I could not **fix** the problem. I **stepped** very carefully so I did not **damage** them.

Then I saw a little girl. She was also sad about the starfish. She wanted to **prevent** all of them from dying. She asked me if I could **perhaps** help her.

"To be **frank**, I don't think we can do anything," I said.

The little girl started to cry. She sat back **against** a **rock** and thought for a while. Finally, the **emotion** was gone. She stopped crying and stood up. Then she picked up a starfish and **threw** it into the water.

"What are you doing?" I asked her. But she did not answer me. She just threw as many starfish as she could. "You cannot **save** all of them!" I said.

She stopped to look at me. "No, I cannot save them all," she replied. Then she picked up a very big starfish and said, "But I can save this one." And then she smiled and threw the starfish as far as she could into the ocean.

**starfish - an animal shaped like a star that lives in the water*

What does the girl think the man can perhaps do?

- A)** Identify birds
- B)** Take a walk on the beach
- C)** Discover something pretty
- D)** Help her save starfish



4000 Essential English Words 1 Unit 9: The Starfish

Answer Key:

- | | |
|-------|-------|
| 1: C | 13: B |
| 2: C | 14: D |
| 3: A | 15: C |
| 4: D | 16: B |
| 5: B | 17: B |
| 6: A | 18: A |
| 7: B | 19: B |
| 8: C | 20: B |
| 9: B | 21: A |
| 10: A | 22: B |
| 11: B | 23: C |
| 12: C | 24: D |

www.englishtestsonline.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.englishtestsonline.com/4000-essential-english-words-1-unit-9-the-starfish/>

4000 Essential English Words 1 Unit 10: The First Peacock

1.

Choose the word that is a better fit for each sentence.

The _____ of the rain was slippery roads.
The _____ of waking up early is being at work on time.

- A) effect / benefit
- B) benefit / effect

2.

Choose the word that is a better fit for each sentence.

She had to make a(an) _____ phone call.
The _____ cause of my problems is laziness.

- A) primary / immediate
- B) immediate / primary

3.

Choose the word that is a better fit for each sentence.

He was _____ when he got the best score.
We _____ under the shade of a tree.

- A) rested / proud
- B) proud / rested

4.

Choose the word that is a better fit for each sentence.

Her new school is _____ from here.
She and her best friend hate to be in _____ classrooms.

- A) far / separate
- B) separate / far

5.

Choose the word that is a better fit for each sentence.

I have to _____ my money from my little brother.
I have to _____ in school for four more years.

- A) guard / remain
- B) remain / guard

6.

Check the one that suits the blank naturally.

Every year for my birthday, _____.

- A) I return to the site of my birth
- B) my cat has a short tail

7.

Check the one that suits the blank naturally.

I believe her _____.

- A) because she has a chance to lie
- B) because she's certain of the facts

8.

Check the one that suits the blank naturally.

My new watch is great. _____.

- A) It has many functions
- B) It causes me trouble

9.

Check the one that suits the blank naturally.

I was afraid _____.

- A) because I thought of a scary image of a snake
- B) because I didn't focus on my work

10.

Check the one that suits the blank naturally.

I eat many fruits _____.

- A) because they are essential for good health
- B) because they taste like grass



4000 Essential English Words 1 Unit 10: The First Peacock

11. THE FIRST PEACOCK

Argos lived in Ancient Greece. He was a husband and a **proud** father. He worked hard and did well at his job. But one thing about him wasn't normal. He was born with 100 eyes. Having many eyes was usually a **benefit** to him. He had a **chance** to see many things.

Also, since he had so many eyes, he was very good at **guarding** things. While sleeping, he only **rested** a few eyes at a time. The others stayed awake. He worked for Hera, a great goddess. His **primary function** was to guard a special cow. The cow was very important to Hera. It was her favorite pet. The most **essential** part of his job was to keep the cow alone. It had to be kept **separate** from all the other cows and **far** away from people.

This was an easy job for Argos. The cow just ate **grass** all day. But the god Zeus wanted the cow. He wanted to take it away from Hera. He had a plan. He found a great music player. He asked the man to play a beautiful song for Argos. Zeus was **certain** Argos would go to sleep.

The song had an **immediate effect**. Argos couldn't **focus** on his job. He fell asleep. Zeus saw this, and he took the cow.

Hera was very angry with Argos. She turned him into a peacock. She put his many eyes on his **tail**. Argos was very sad.

Zeus saw how much **trouble** he had caused Argos. He made another plan. He turned Argos into a group of stars. He wanted Argos to **remain** in the sky forever. Even today, Argos' **image** remains there, above the **site** where all his problems began. We can still see him in the night sky.

What is this story about?

- A) Why it is essential to guard cows
- B) How to play beautiful music
- C) How the image of a peacock in the sky came about
- D) How being born with 100 eyes benefited a man

12. THE FIRST PEACOCK

Argos lived in Ancient Greece. He was a husband and a **proud** father. He worked hard and did well at his job. But one thing about him wasn't normal. He was born with 100 eyes. Having many eyes was usually a **benefit** to him. He had a **chance** to see many things.

Also, since he had so many eyes, he was very good at **guarding** things. While sleeping, he only **rested** a few eyes at a time. The others stayed awake. He worked for Hera, a great goddess. His **primary function** was to guard a special cow. The cow was very important to Hera. It was her favorite pet. The most **essential** part of his job was to keep the cow alone. It had to be kept **separate** from all the other cows and **far** away from people.

This was an easy job for Argos. The cow just ate **grass** all day. But the god Zeus wanted the cow. He wanted to take it away from Hera. He had a plan. He found a great music player. He asked the man to play a beautiful song for Argos. Zeus was **certain** Argos would go to sleep.

The song had an **immediate effect**. Argos couldn't **focus** on his job. He fell asleep. Zeus saw this, and he took the cow.

Hera was very angry with Argos. She turned him into a peacock. She put his many eyes on his **tail**. Argos was very sad.

Zeus saw how much **trouble** he had caused Argos. He made another plan. He turned Argos into a group of stars. He wanted Argos to **remain** in the sky forever. Even today, Argos' **image** remains there, above the **site** where all his problems began. We can still see him in the night sky.

Why was guarding Hera's cow easy for Argos?

- A) All it did was eat grass all day.
- B) It was kept separate from all the other cows.
- C) He had a chance to listen to music.
- D) He was able to sleep instead of focusing on it.



4000 Essential English Words 1 Unit 10: The First Peacock

13. THE FIRST PEACOCK

Argos lived in Ancient Greece. He was a husband and a **proud** father. He worked hard and did well at his job. But one thing about him wasn't normal. He was born with 100 eyes. Having many eyes was usually a **benefit** to him. He had a **chance** to see many things.

Also, since he had so many eyes, he was very good at **guarding** things. While sleeping, he only **rested** a few eyes at a time. The others stayed awake. He worked for Hera, a great goddess. His **primary function** was to guard a special cow. The cow was very important to Hera. It was her favorite pet. The most **essential** part of his job was to keep the cow alone. It had to be kept **separate** from all the other cows and **far** away from people.

This was an easy job for Argos. The cow just ate **grass** all day. But the god Zeus wanted the cow. He wanted to take it away from Hera. He had a plan. He found a great music player. He asked the man to play a beautiful song for Argos. Zeus was **certain** Argos would go to sleep.

The song had an **immediate effect**. Argos couldn't **focus** on his job. He fell asleep. Zeus saw this, and he took the cow.

Hera was very angry with Argos. She turned him into a peacock. She put his many eyes on his **tail**. Argos was very sad.

Zeus saw how much **trouble** he had caused Argos. He made another plan. He turned Argos into a group of stars. He wanted Argos to **remain** in the sky forever. Even today, Argos' **image** remains there, above the **site** where all his problems began. We can still see him in the night sky.

Why did Zeus turn Argos into a group of stars?

- A) He wanted Argos to see the site of his trouble.
- B) He was certain that Argos would fall asleep.
- C) He wanted to make Argos remain in the sky forever.
- D) He wanted to cause Argos immediate trouble.

14. THE FIRST PEACOCK

Argos lived in Ancient Greece. He was a husband and a **proud** father. He worked hard and did well at his job. But one thing about him wasn't normal. He was born with 100 eyes. Having many eyes was usually a **benefit** to him. He had a **chance** to see many things.

Also, since he had so many eyes, he was very good at **guarding** things. While sleeping, he only **rested** a few eyes at a time. The others stayed awake. He worked for Hera, a great goddess. His **primary function** was to guard a special cow. The cow was very important to Hera. It was her favorite pet. The most **essential** part of his job was to keep the cow alone. It had to be kept **separate** from all the other cows and **far** away from people.

This was an easy job for Argos. The cow just ate **grass** all day. But the god Zeus wanted the cow. He wanted to take it away from Hera. He had a plan. He found a great music player. He asked the man to play a beautiful song for Argos. Zeus was **certain** Argos would go to sleep.

The song had an **immediate effect**. Argos couldn't **focus** on his job. He fell asleep. Zeus saw this, and he took the cow.

Hera was very angry with Argos. She turned him into a peacock. She put his many eyes on his **tail**. Argos was very sad.

Zeus saw how much **trouble** he had caused Argos. He made another plan. He turned Argos into a group of stars. He wanted Argos to **remain** in the sky forever. Even today, Argos' **image** remains there, above the **site** where all his problems began. We can still see him in the night sky.

What was the primary function of Argos' job?

- A) To make sure the cow was never sad
- B) To keep the cow far away from people
- C) To see the effects of music on the cow
- D) Work for a proud goddess named Hera



4000 Essential English Words 1 Unit 10: The First Peacock

Answer Key:

- | | |
|------|-------|
| 1: A | 8: A |
| 2: B | 9: A |
| 3: B | 10: A |
| 4: A | 11: C |
| 5: A | 12: A |
| 6: A | 13: C |
| 7: B | 14: B |

www.englishtestsonline.com



By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.englishtestsonline.com/4000-essential-english-words-1-unit-10-the-first-peacock/>