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# How to Use This Book

*1000 Basic English Words* is a four-book series designed to introduce basic English words to EFL learners and to reinforce the students' learning through the systematic repetition of each of these words. The 240 words presented in each level, combined with the additional target words featured in the appendices included in each book, provide learners with over 1,000 practical, high-frequency English words. The words introduced in the series are commonly used in both spoken and written English. While the series focuses mainly on reading and writing skills, the listening tracks provide opportunities for listening practice as well.

## 1. Part A Word List and Practice

### Word List

- The first ten target words are presented in a list.
- Clear and concise definitions and simple sample sentences demonstrate usage and provide context.

- Full-color images illustrate each target word and provide visual assistance in comprehension.



Phonetic symbols aid students with pronunciation, while parts of speech aid students with proper usage.

Space is provided so that students can write the meanings of the target words in their native language. This student-friendly feature allows students to personalize their learning.

### Exercises 1 and 2

- In Exercise 1, students check their knowledge of the target words by matching them with the correct definitions.
- In Exercise 2, students check their understanding of the target words by identifying the correct words to complete the sentences.



## 2. Part B Word List and Practice

## Part 8 Word List

- ★ Learn the words. Write the meanings in your own language. 



## Word List

- The second ten target words are presented in a list.
- Clear and concise definitions and simple sample sentences demonstrate usage and provide context.

## Exercises 1 and 2

- In Exercise 1, students practice using the words in context in a gap-fill activity.
- In Exercise 2, a fun crossword puzzle tests students' knowledge and understanding of the unit's target words.

### Exercice 1

- Complete the sentences with the correct words. One word will not be used.

The people \_\_\_\_\_ to see the new king.  
 My friend's house is five \_\_\_\_\_ north of my house.  
 The police \_\_\_\_\_ on the door, but no one answered.  
 Some people \_\_\_\_\_ not because they found the agent.  
 The clock rings \_\_\_\_\_ when dinner is ready.

### Exercise 2

- Use the hints to complete the puzzle with words from Part 3 and Part 4. Change the form of the words, if necessary.



### 3. Reading and Writing Practice

Alternating activities in odd and even units add variety to the practice activities.

### Reading Practice

15. Read the passage, [click](#)

### Nancy's New Friend

Nancy wanted to **introduce** her new friends to her new neighbor. This resulted in a **sumo** in the street. "I am able to **hew** a **wood**, or I could **popper** back the door." Then she laid out another line. She hoped it would **haze** a good result. She walked down the **block** with her new friend, **knocked** in the new neighbor's door, and using the **ball**, A girl got **glucose** in the door. She **summed** to be Nancy's wife. "Twelve on, We're in there! It's your tongue!"

"Do this!" The girls **dash** inside.

"Can I help you, miss?" Nancy **afford**

"Sum" and she is

As they worked, they talked about money things. In the end of the day they **enchanted** their neighbors. Nancy was glad to have a new friend.



6. Choose the correct answer.

- Why does Nancy want to visit her new neighbor?
- a. To borrow a towel      b. To eat lunch      c. To meet them
- Why is Becky?
- a. Nancy's mom      b. Nancy's new neighbor      c. A popular girl at school
- What did Nancy offer to do?
- a. Help Becky unpack      b. Make Becky something to eat      c. Introduce Becky to her kids
- What was the last thing the girls did?
- a. Introduced themselves      b. Shared foods      c. Gave their phone numbers to each other

## Reading Practice

- Readings introduce a variety of fiction and nonfiction topics and provide further examples of the target words in context.

## Post-Reading

- Reading comprehension questions test students' reading skills and understanding of the topics.

## Writing Practice

- The Writing Practice section provides further practice of the target words in activities based on the content of the reading passage.

### Writing Practice

- A. Complete the sentences about the reading.

1. Nancy \_\_\_\_\_ on Becky's door with her shoes.
2. She \_\_\_\_\_ toward to Becky.
3. Nancy and Becky \_\_\_\_\_ hands when they met.
4. Nancy \_\_\_\_\_ to help Becky unscramble her things.
5. They \_\_\_\_\_ phone numbers of the end of the day.

8. Change the bold words to complete the summary correctly. Use the new words from this unit. Then rewrite the summary correctly.

Nancy thought of **a** **line** to ask the new neighbors in the **street**. She sang the **gospel**, and **a** **smart** policeman put her name and books. Nancy **presented** her **list**. She offered to help books. Nancy made a new friend!

# UNIT 1

## Part A

## Word List

◆ Learn the words. Write the meanings in your own language. Track 1



481

**burn** [bé:m]

v. to be on fire

The paper is **burning**.



482

**exchange** [ikstʃéindʒ]

v. to give something and get something at the same time

The gentlemen **exchange** phone numbers.



483

**introduce** [intrədʒú:s]

v. to make a person known to another person

Jane's husband **introduces** her to his handsome friend.



484

**offer** [ó:fər]

v. to try to give or do something to help someone

Paul **offered** the man money, but he was not interested.



485

**pardon** [pá:rdn]

v. to forgive, often used with me

"**Pardon** me. Can you tell me how to get to the subway?"



486

**popular** [pápjulər]

adj. liked by many people

This busy street is a **popular** place to shop.



487

**prepare** [pripéər]

v. to make

The cooks **prepare** a delicious meal in the restaurant.



488

**reason** [rí:zn]

n. something that says why something was or was not done

He did not have a **reason** for arriving late at the theater.



489

**shake** [ʃéik]

v. to hold and move up and down

The woman **shakes** Sue's hand and congratulates her.



490

**shy** [ʃái]

adj. quiet and not wanting to talk to others

The young boy is very **shy**.



## Exercise 1


◆ Match the words with the correct definitions.

- |               |  |
|---------------|--|
| 1. exchange • | • a. well-loved                        |
| 2. reason •   | • b. not talkative                     |
| 3. shy •      | • c. to give one thing and get another |
| 4. prepare •  | • d. to get ready                      |
| 5. popular •  | • e. why you did something             |

## Exercise 2

◆ Choose the words that best fit in the blanks.

1. “\_\_\_\_\_ me. I forgot my phone. May I use yours?”  
a. Prepare                      b. Wake                      c. Pardon                      d. Forget
2. My father \_\_\_\_\_ the meal he was preparing.  
a. shook                      b. burned                      c. cleared                      d. exchanged
3. Edmond was so surprised he got to \_\_\_\_\_ the queen’s hand.  
a. offer                      b. introduce                      c. wake                      d. shake
4. Jan \_\_\_\_\_ her friend to her family.  
a. introduced                      b. fought                      c. prepared                      d. exchanged
5. Greg \_\_\_\_\_ to let me use his car.  
a. received                      b. offered                      c. burned                      d. lost

◆ Learn the words. Write the meanings in your own language. Track 2 



491

**bell** [bél]

*n.* something that makes a ringing sound when hit  
*The **bell** rings when the gate opens.*



492

**block** [blák]

*n.* a part of a city with streets on all four sides  
*There are many houses on each **block**.*



493

**borrow** [bárou]

*v.* to take and use something belonging to another person  
*Thank you for letting me **borrow** your math book this week.*



494

**bowl** [bóul]

*n.* a dish with tall sides  
*I had a big **bowl** of soup for lunch.*



495

**confuse** [kənfjú:z]

*v.* to make it difficult for someone to understand  
*Math **confuses** Scott.*



496

**knock** [nák]

*v.* to hit something with part of your hand  
*She continued to **knock** on the door.*



497

**result** [rizált]

*n.* an exam grade; something that is caused by another  
*John's doctor was very happy with his test **results**.*



498

**seem** [sí:m]

*v.* to look to be  
*They **seem** to be enjoying the funny movie tonight.*



499

**smart** [smá:rt]

*adj.* good at learning or thinking about things  
*Chris is a very **smart** boy.*



500

**subject** [sábdzikt]

*n.* something you study in school  
*English is the most popular **subject** at my school.*

## Exercise 1

- ◆ Complete the sentences with the correct words. One word will not be used.

knocked      bell      seem      smart      blocks      confuse

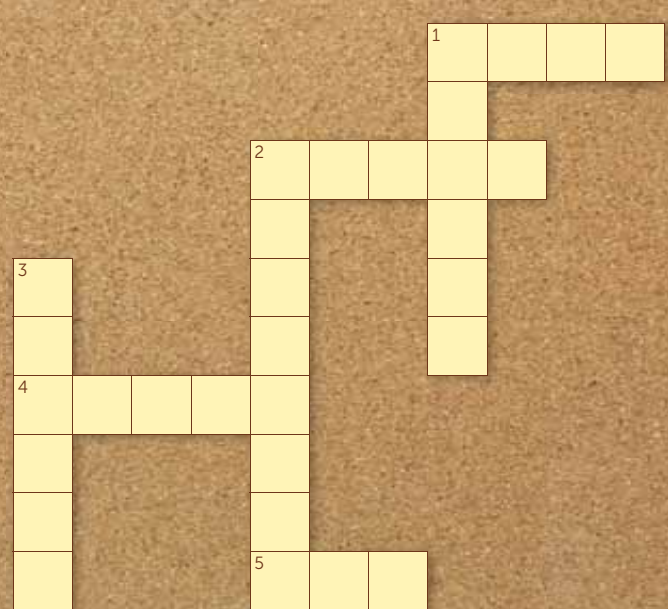
1. The people \_\_\_\_\_ to like the new king.
2. My friend's house is five \_\_\_\_\_ north of my house.
3. The police \_\_\_\_\_ on the door, but no one was home.
4. Some words \_\_\_\_\_ me because they sound the same.
5. The cook rings a \_\_\_\_\_ when dinner is ready.

## Exercise 2

- ◆ Use the hints to complete the puzzle with words from Part A and Part B. Change the form of the words if necessary.

**Across**

1. plate, dish, \_\_\_\_\_
2. \_\_\_\_\_ students usually get good grades.
4. to move quickly from side to side
5. She is \_\_\_\_\_. She does not like to speak in front of the class.



**Down**

1. May I \_\_\_\_\_ your umbrella?
2. Art, music, and math are \_\_\_\_\_.
3. My math test \_\_\_\_\_ was not good.

# Reading Practice

A. Read the passage.  Track 3

## Nancy's New Friend

Nancy wanted to **introduce** herself to her new neighbors. She needed a **reason** to visit them. "I can ask to **borrow** a **bowl**, or I could **prepare** lunch for them." Then she had another idea. She hoped it would have a good **result**.

She walked down the **block** with her mom, **knocked** on the new neighbors' door, and rang the **bell**. A **shy** girl came to the door. She **seemed** to be Nancy's age. "Pardon me. My name is Nancy. I'm your neighbor."

"I'm Becky." The girls **shook** hands.

"Can I help you unpack?" Nancy **offered**.

"Sure!" said Becky.

As they worked, they talked about many things. At the end of the day, they **exchanged** phone numbers. Nancy was glad to have a new friend.



B. Choose the correct answers.

1. Why does Nancy want to visit her new neighbors?

- a. To borrow a bowl      b. To eat lunch      c. To meet them

2. Who is Becky?

- a. Nancy's mom      b. Nancy's new neighbor      c. A popular girl in school

3. What did Nancy offer to do?

- a. Help Becky unpack      b. Make Becky something to eat      c. Introduce Becky to more kids

4. What was the last thing the girls did?

- a. Introduced themselves      b. Shook hands      c. Gave their phone numbers to each other



# Writing Practice

## A. Complete the sentences about the reading.

1. Nancy \_\_\_\_\_ on Becky's door with her mom.
2. She \_\_\_\_\_ herself to Becky.
3. Nancy and Becky \_\_\_\_\_ hands when they met.
4. Nancy \_\_\_\_\_ to help Becky unpack her things.
5. They \_\_\_\_\_ phone numbers at the end of the day.

## B. Change the bold words to complete the summary correctly. Use the new words from this unit. Then rewrite the summary correctly.

Nancy thought of <sup>1</sup>**a line** to visit the new neighbors on the <sup>2</sup>**street**. She rang the <sup>3</sup>**gate**, and <sup>4</sup>**a smart** girl appeared. Her name was Becky. Nancy <sup>5</sup>**presented** her hand. She offered to help Becky. Nancy made a new friend!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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