

KARADENİZ TEKNİK ÜNİVERSİTESİ*SOSYAL BİLİMLER ENSTİTÜSÜ

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
UYGULAMALI DİL BİLİMİ PROGRAMI**

**LOADING, DISTRIBUTION, AND REPETITION PATTERNS OF THE 2000
HIGH FREQUENCY WORDS OF GENERAL ENGLISH
IN AN EFL COURSE BOOK**

YÜKSEK LİSANS TEZİ

Fatma ÜNLÜ

HAZİRAN-2012

TRABZON

**KARADENİZ TECHNICAL UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE
APPLIED LINGUISTICS**

**LOADING, DISTRIBUTION, AND REPETITION PATTERNS OF THE 2000
HIGH FREQUENCY WORDS OF GENERAL ENGLISH
IN AN EFL COURSE BOOK**

MASTER'S THESIS

Fatma ÜNLÜ

Thesis Advisor: Asst. Prof. Dr. Mustafa Naci KAYAOĞLU

**JUNE-2012
TRABZON**

ONAY

Fatma ÜNLÜ tarafından hazırlanan Loading, Distribution, and Repetition Patterns of the 2000 High Frequency Words of General English in an EFL Course Book adlı bu çalışma 29.06.2012 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dil Bilimi dalında **yüksek lisans tezi** olarak kabul edilmiştir.

.....

Yrd.Doç. Dr. Mustafa Naci KAYAOĞLU (Danışman)

.....

Yrd. Doç. Dr. Recep Şahin ARSLAN (Üye)

.....

Yrd. Doç. Dr. Öznur SEMİZ (Üye)

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım. / /

.....

Prof. Dr. Yusuf ŞAHİN

Enstitü Müdürü

BİLDİRİM

Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her tür yasal sonucu kabul ettiğimi beyan ediyorum.

Fatma ÜNLÜ

24.05.2012

ACKNOWLEDGMENTS

There are a number of people to whom I want to express my appreciation for their invaluable encouragement and guidance in my thesis. At first, I would like to express my greatest gratitude to my thesis supervisor, Asst. Prof. Dr. Mustafa Naci KAYAOĞLU for his expert advice and sincere support. In addition, I am gratefully indebted to Prof. Dr. Paul Nation for his kindness to answer my interview questions about the results of the study by providing his invaluable comments. It is an honour for me to extend my deepest thanks to Prof. Dr. Mehmet TAKKAÇ for his continuous encouragement in the initial stages of my thesis work.

I owe special thanks to all of my colleagues in Zehra Kitapçioğlu Primary School in Trabzon to support me. Also, special thanks go to Res. Asst. Zeynep ÖZTÜRK DUMAN, Res. Asst. Raşide DAĞ AKBAŞ and Lecturer Nuray ÇAYLAK for sharing their experiences and resource materials on Applied Linguistics and EFL teaching with me. In addition, I would like to sincerely thank Lecturer Wendy KASAP for her proofreading.

Finally, I am grateful to my parents as well as my husband Korhan for their endless tolerance and warmest support during challenging times of thesis-writing.

June 2012

Fatma ÜNLÜ

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	IV
TABLE OF CONTENTS	V
ABSTRACT	VIII
ÖZET	X
LIST OF TABLES.....	XII
LIST OF FIGURES.....	XIV
LIST OF ABBREVIATIONS.....	XV
GLOSSARY	XVI

CHAPTER ONE

1. INTRODUCTION	1
1.1. Introduction	1
1.2. Background to the Study.....	2
1.3. Statement of the Problem.....	3
1.4. Purpose of the Study and Research Questions	5
1.5. Significance of the Study	6
1.6. Statement of the Method.....	6
1.7. Outline of the Study	7

CHAPTER TWO

2. LITERATURE REVIEW	9
2.1. Introduction.....	9
2.2. The Role of Vocabulary in Language Learning and Teaching.....	9
2.2.1. The Historical Role of Vocabulary in Language Learning and Teaching	10
2.2.2. The Importance of Vocabulary in Foreign Language Learning and Teaching	14

2.3. Criteria for Vocabulary Selection	17
2.3.1. Vocabulary Frequency and Range	17
2.3.1.1. Counting Words	19
2.3.2. Vocabulary Repetition	20
2.4. Course Books in Foreign Language Learning / Teaching	21
2.4.1. Course Books in Turkish State Primary Schools	23
2.4.2. Vocabulary in Course Books	26
2.4.3. Course Book Selection and Evaluation	27
2.5. Related Studies on Vocabulary in the Textbooks and Course Books	30
2.5.1. Related Studies on Vocabulary in the Textbooks and Course Books in Turkey	31
2.5.2. Related Studies on Vocabulary in the Textbooks and Course Books Abroad	32

CHAPTER THREE

3. METHODOLOGY	35
3.1. Introduction	35
3.2. The Instruments	35
3.2.1. The Course Book	36
3.2.2. Range Programme	38
3.2.2.1. The Base Word Lists in Range	39
3.3. Data Collection Procedure	40
3.3.1. Preparing the Texts for the Analysis	40
3.3.2. The Analysis	43
3.3.2.1. Output of the Computer Analysis	46

CHAPTER FOUR

4. FINDINGS AND DISCUSSION	49
---	-----------

4.1. Introduction.....	49
4.2. Vocabulary Load of the Course Book	49
4.2.1. Vocabulary Load of Each Unit of the Course Book	54
4.3. Distribution of Randomly Selected High Frequency Words within the Course Book	58
4.3.1. Distribution of 10 Randomly Selected Words from the 2000 High Frequency Word Lists.....	58
4.3.2. Distribution of 10 Randomly Selected Words from the Types Occurring in the Course Book.....	60
4.4. Repetition Patterns of the Words in the Course Book	62
4.4.1. Repetition Patterns of the 2000 High Frequency Words in the Course Book	63
4.4.2. Repetition Patterns of the 2000 High Frequency Words within the Units of the Course Book	71
4.5. An Expert Opinion on the Results.....	77

CHAPTER FIVE

5. CONCLUSION	80
5.1. Introduction.....	80
5.2. Conclusions.....	80
5.3. Pedagogical Implications of the Study	85
5.4. Limitations of the Study	87
5.5. Suggestions for Further Studies	87
REFERENCES	88
APPENDICES.....	97
CURRICULUM VITAE	169

ABSTRACT

In this corpus-based study employing purposive sampling method; loading, distribution, and repetition patterns of the 2000 high frequency words of General English (West, 1953) were searched for in an EFL course book. For the analysis, the course book; Spot-On, Grade-8, used compulsorily in most of Turkish state schools, was selected and the ‘reading spots’ (reading sections) of the book were examined by applying Range, a special computer programme, covering three ready-made base word lists; Word List 1 involving the first most frequent 1000 words of General English, Word List 2 involving the second most frequent 1000 words of General English and Word List 3 involving the academic words.

‘Reading spots’ of the course book were examined to discover to what extent the 2000 high frequency words of General English are covered, distributed and repeated within distinct units, and within the course book. As for the vocabulary load, it was observed that the ‘reading spots’ of the book involve 2200 tokens, 747 types, and 512 word families. When the vocabulary load was compared with the 2000 high frequency words of General English, the results suggested that Word List 1 asserts its dominance on the vocabulary coverage of the book, however, the book involves quite an insignificant number of words from the second most frequent 1000 words of General English, which reveals the limited vocabulary coverage in the book, and the number of infrequent words is small in the book. Concerning the distribution patterns of the 2000 high frequency words, it was observed that neither the distribution of two word lists nor the distribution of high frequency words within the book was balanced. In terms of the repetition, the results of this study revealed that the frequency values of the high frequency words of General English were low both within the units and within the book.

Based on the results, this study aiming to investigate loading, distribution, and repetition patterns of the 2000 high frequency words of General English (West, 1953) in the course book; Spot-On, Grade-8, concludes that a considerable attention should be paid

to vocabulary selection, distribution, and repetition in the course book. By examining unexplored dimensions in vocabulary of an EFL course book, this study hopefully contributes to future improvements in vocabulary coverage of EFL course books.

Key Words: Vocabulary, word frequency, course book evaluation, corpus-based study, foreign language course books

ÖZET

Amaçlı örnekleme yöntemi kullanılan korpus tabanlı bu çalışmada, genel İngilizcede en sık karşılaşılan 2000 kelimenin (West, 1953) bir yabancı dil (İngilizce) ders kitabında içerik (load), dağılım ve tekrar şekilleri araştırılmıştır. Analiz için, Türkiye’ de birçok ilköğretim okulunun 8. sınıflarında zorunlu olarak okutulan, ‘Spot-On, Grade-8’ adlı ders kitabı seçilip kitabın okuma metinleri; genel İngilizcede en sık karşılaşılan ilk 1000 kelimenin, genel İngilizcede en sık karşılaşılan ikinci 1000 kelimenin ve akademik kelimelerin yer aldığı üç kelime listesini içeren ‘Range’ adlı özel bir bilgisayar programında incelenmiştir.

Ders kitabının okuma metinleri, genel İngilizcede en sık karşılaşılan 2000 kelimenin kitapta hangi ölçüde yer aldığını, dağıtıldığını ve tekrar edildiğini bulmak amacıyla incelenmiştir. Kitabın kelime içeriği bağlamında; kitabın okuma metinlerinde toplam 2200 farklı kelimenin (token), 747 kelime türünün (type) ve 512 kelime ailesinin (word family) yer aldığı belirlenmiştir. Kelime içeriği, genel İngilizcede en sık karşılaşılan 2000 kelime ile kıyaslandığında, sonuçlar; birinci kelime listesinin ders kitabında baskın bir biçimde yer aldığını, genel İngilizcede en sık karşılaşılan ikinci 1000 kelimenin ise oldukça belirsiz bir biçimde yer aldığını ortaya çıkardı ki bu ders kitabının kelime içeriğinin oldukça sınırlı olduğunu gösteriyordu, ve ders kitabında nadiren karşılaşılan kelimelerin (infrequent words) de az sayıda yer aldığı belirlendi. Sık karşılaşılan 2000 kelimenin dağılım biçimi bağlamında; ne genel İngilizcede en sık karşılaşılan 2000 kelimenin yer aldığı iki kelime listesinin ne de en sık karşılaşılan kelimelerin kitapta tutarlı (balanced) bir dağılım göstermediği görülmüştür. Tekrar bağlamında ise; çalışmanın sonuçları, genel İngilizcede en sık karşılaşılan kelimelerin tekrar (frequency) değerlerinin hem üniteler içerisinde hem de bir bütün olarak kitapta oldukça düşük olduğunu ortaya çıkarmıştır.

Spot-On, Grade-8 adlı ders kitabında genel İngilizcede en sık karşılaşılan 2000 kelimenin (West, 1953) içerik, dağılım ve tekrar şekillerini araştırmayı amaçlayan bu çalışmanın sonuçları doğrultusunda, bu ders kitabında kelime seçimine, dağılımına ve tekrarına daha çok önem verilmesi gerektiği ortaya çıkmaktadır. Bir yabancı dil ders kitabının kelime içeriğinin bugüne kadar araştırılmamış yönlerini inceleyen bu çalışmanın, bundan sonra ders kitaplarının kelime içeriğine yönelik gelişmelere katkı sağlaması beklenmektedir.

Anahtar Sözcükler: Kelime dağarcığı, kelime frekansı, ders kitabı incelemesi, korpus tabanlı çalışma, yabancı dil ders kitapları

LIST OF TABLES

<u>Table No</u>	<u>Names of the Tables</u>	<u>Page No</u>
1	The Sections of the Course Books with the Allotted Time.....	37
2	The Original Extract from the Course Book in Unit 8.....	41
3	The Modified Text for the Analysis in Unit 8.....	41
4	The Original Extract from the Course Book in Unit 1.....	42
5	The Modified Text for the Analysis in Unit 1.....	42
6	The Original Extract from the Course Book in Unit 4.....	42
7	The Modified Text for the Analysis in Unit 4.....	43
8	Randomly Selected Words from the 2000 High Frequency Word Lists.....	44
9	Randomly Selected Words from the Types Occurring in the Course Book.....	45
10	Analysis of Unit 1 in Range.....	47
11	Vocabulary Load of the Course Book.....	50
12	Academic Words Covered in the Course Book.....	52
13	Infrequent Words Covered in the Course Book.....	53
14	Vocabulary Load of Each Unit of the Course Book by Counting the Number of Types.....	54
15	Distribution of Randomly Selected Words from the 2000 High Frequency Word Lists.....	58
16	Distribution on Randomly Selected 10 High Frequency Types Covered in the Course Book.....	60
17	Types with Frequencies Higher than 10 in the Course Book.....	63
18	Types with Frequencies between 6 and 10 in the Course Book.....	64
19	Types with Frequencies between 3 and 5 in the Course Book.....	66

20	Frequency Values of the Types within the Units of the Course Book.....	72
21	Frequency Values of the Types with their Belonging World Lists within the Units of the Course Book.....	73

LIST OF FIGURES

<u>Figure No</u>	<u>Names of the Figures</u>	<u>Page No</u>
1	Types in the Course Book	51
2	Vocabulary Load of Each Unit of the Course Book by Counting the Number of Types.....	57
3	Frequency Values of the Types in the Course Book.....	69
4	Frequency Values of the Types in Word List 1 in the Course Book ...	70
5	Frequency Values of the Types in Word List 2 in the Course Book ..	71
6	Frequency Values of the Types in Word List 1 within the Units of the Course Book.....	75
7	Frequency Values of the Types in Word List 2 within the Units of the Course Book.....	76

LIST OF ABBREVIATIONS

AWL: Academic Word List

BNC: British National Corpus

CLT: Communicative Language Teaching

ESL: English as a Second Language

EFL: English as a Foreign Language

ELT: English Language Teaching

GSL: General Service List

GTM: Grammar Translation Method

L2: Second Language

WL1: Word List 1

WL2: Word List 2

WL3: Word List 3

GLOSSARY

Corpus (Plural **Corpora**): “In linguistics a corpus is a collection of texts (a ‘body’ of language) stored in an electronic database.” (Baker et al., 2006: 48).

Corpus-based Study: A study in which a corpus is used as a source of examples within a smaller data set to check researcher intuition or to examine the frequency and/or plausibility of the language (Tognini-Bonelli, 2001).

Course Book: The term ‘course book’ means, “a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course” (Ur, 1996: 183). Therefore, the terms, ‘course book’ and ‘textbook’ were used interchangeably in the current study.

Frequency: The value of the words, indicating how often a linguistic item occurs in a text (Richards et al., 1992).

Frequency: The second part of Range with GSL/AWL, known previously as ‘Words’, creating a frequency list of all the words in a single text in an alphabetical order or a frequency ordered list by providing the rank order of the words, their raw frequency, and the cumulative percentage frequency.

Infrequent Words: The words not found in the word lists; Word List 1, Word List 2 and Word List 3.

Range with GSL/AWL (Range): A computer programme, which is consisted of two parts: *Range*(Range 32) and *Frequency*, containing three base word lists.

Range 32 (Range): The first part of Range with GSL/AWL, known previously as ‘Fvords’ and ‘VocabProfile’, providing a range or distribution figure (how many texts the word

occurs in), a headword frequency figure (the total number of times the word and its word family occur in all the texts), and frequency figure for each word in the text.

Range: The value of the words, indicating how many different texts or sub corpora a linguistic item occurs in (Richards, 1974).

Reading Spots: The reading texts in the reading parts of the course book, Spot-On, Grade-8.

The 2000 High Frequency Words: The words in two word lists, compiled by West (1953), designed by Nation (2002), involving highly occurring base forms of words and the derived forms in General English.

Type: The total number of *unique* words in a text (Baker et al., 2006).

Token: The total number of words in a text (Baker et al., 2006).

Word Family: A base word with its both derived and inflected forms.

Word List 1: The word list, including the first 1000 most frequent base form of words and the derived forms in General English, available with Range 32.

Word List 2: The word list, including the second 1000 most frequent base form of words and the derived forms in General English, available with Range 32.

Word List 3: The word list, including the academic words and the derived forms, containing 570 word families, designed by Coxhead (1998-2000) available with Range 32.

8th Grade Level Learners: The students, attending to the 8th class in Turkish state primary schools, mostly aged 14, learning English as a foreign language for five years.

CHAPTER ONE

1. INTRODUCTION

1.1. Introduction

Vocabulary in language teaching and learning has had an unquestionable place as there is no language without vocabulary, nevertheless, in L2 (second language) teaching the role of vocabulary knowledge is growing recently. In this respect, Laufer (1986) states that sufficient vocabulary paves the way for acquiring language competence or performance properly. In order to highlight the importance of words in language teaching, it was stated that “Lexis is the core or heart of language but in language teaching has always been the Cinderella.” (Lewis, 1993: 89). In spite of this delayed recognition of importance of vocabulary in language teaching, it is now acknowledged that there is a strong relationship between vocabulary and other language skills. As stated by Mokhtar(2010) learners’ lexical knowledge may determine the quality of their listening, speaking, reading, and writing performances. For this reason, from Grammar Translation Method to the Communicative Method, vocabulary has been present in L2 teaching with changing roles (Sanchez, 1997; cited in Alcaraz, 2009: 61), and by bringing the Communicative Method to the fore in order to implement more effective language teaching during recent years, the role of vocabulary has become more prominent, because words instead of grammar, are today considered as a basic tool enabling L2 learners to express themselves.

Despite the considerable weight given to vocabulary in L2 teaching and learning, it is impossible to reach an end point at which someone knows the whole words of a language (Özdem, 2010), as even in the first language, learning new words or new meanings for old words is a continual process (Thornbury, 2002). With this realm, it was indicated that; “Although the language makes use of a large number of words, not all of these words are equally useful. One measure of usefulness is word frequency, that is, how often the word occurs in normal use of the language.” (Nation and Waring, 1997: 2). *Word*

frequency, that is, the number of times a word occurs in general discourse, has had an overwhelming importance in Communicative Language Teaching (CLT), as high frequency words may be charged with developing general discourse by providing L2 learners a higher chance to communicate with less numbers of words in a more fluent way. Therefore, a course book designed in a communicative way is expected to cover high frequency words of General English with a reasonable distribution within the book.

Encouraged by this prominent role of high frequency words in CLT and the high status accorded to course books in foreign language teaching situations, an EFL course book claimed to have a communicative design is examined in this corpus-based study. The course book, *Spot On (Grade-8)*, used compulsorily in most of the Turkish state primary schools, was analyzed in terms of the vocabulary load, distribution, and repetition on the basis of the 2000 high frequency word lists, (West, 1953) with an aim to assert the patterns of vocabulary selection, sequencing, and repetition in the book.

In this chapter, the background to this study followed by the statement of the problem is discussed. The purpose with the related questions and significance of the study are explained. Also, statement of the method and outline of the study are presented.

1.2. Background to the Study

In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the *lingua franca*, in other words, the means of communication among people with different native languages. (Ersöz et al., 2006: 16).

This statement was the reason behind the birth of the recent curriculum (English Language Curriculum for Primary Education-Grade 4,5,6,7 and 8, 2006) in Turkey. With the new constructivist curriculum, many methodologies have changed in EFL teaching in primary schools in Turkey, however, the most significant change was on ‘course books’. Course books of primary schools were renewed lastly in 2008 and from that time the books have been evaluated in many respects, except for the vocabulary coverage although vocabulary, especially with the advent of Communicative Approach, for teachers, researchers and course book writers is held more prominently, as stated by Chen (2009).

What's more, Chen (2009) highlights the fact that vocabulary is no longer treated as an 'add-on' for course book writers. It might be inferred from *an 'add-on'* that the texts determine the words instead of designing the texts on the basis of *particular, high frequency*, words repeated in various parts within course books.

On the other hand, in L2 vocabulary research, lexical frequency is manifested as a useful criterion for selecting and sequencing the words to be taught, especially for beginner learners. Whereas the incidental and deliberate acquisition of low-frequency words is essential, high frequency words are more essential in the first place (Nation and Meara, 2002). This necessity of high frequency words derives from the importance of communication in an easier way, with a smaller number of words.

The 8th class level EFL course book, Spot-On, Grade-8, published locally in 2008 to be used compulsorily in Turkish state primary schools was printed to present language in a functional and authentic way. This point is stated in the Teacher's Book (Bacanlı et al., 2010: 10) as the most significant development. Moreover, it is highlighted in the curriculum (Ersöz et al., 2006) that it applies 'cyclical format' which thus, requires the repetitions of vocabulary in distinct parts of the book. Therefore, this corpus-based study explores the patterns of vocabulary loading, distribution, and repetition on the basis of the 2000 high frequency words of General English (West, 1953) in the 8th grade level EFL course book.

1.3. Statement of the Problem

Although vocabulary is the 'basic building blocks of the language' (Read, 2000), teaching vocabulary in a systematic way rarely occurs as vocabulary is generally assumed to be taught either explicitly or more covertly by relating the words with a topic or field (Lewis, 1993). Consequently, selecting and introducing words in such unsystematic ways should be rejected in order to enhance learners' communicative skills as vocabulary is the main basis in communication, which is the foremost reason for the existence of a language, too. As teaching randomly selected words is a time-consuming process, which is just like one's leaving the control of his own life to destiny, principled ways of vocabulary selection before determining the principled ways of vocabulary teaching should be implemented.

As there is an infinite number of words in a language, a systematic way to choose essential vocabulary becomes more important and more challenging, too. Then, it was explained that language teachers should not treat each word equally (Nation, 1990). In other words, high frequency words are the first to be presented (Thornbury, 2002) for language learners, however, a ready-made word list, whether including high frequency words or not results in *passive vocabulary knowledge* as explained by Larsen-Freeman (2003). It was implied with passive vocabulary knowledge that even though L2 learners can comprehend the word when used, or sometimes say the meaning of a word, they cannot use it productively.

High frequency words are usefully presented as there are many of the low frequency words with an infrequent occurrence. In other words, “Overusing low-frequency words has a comical effect. If time is given to words according to their usefulness in English then this effect can be avoided.” (Nation, 1990: 38). For this reason, instead of wasting time with the mentioned comical effect, as a commonly endorsed usefulness criterion for vocabulary selection, frequency of words, that is, the number of occurrences of words in daily language use should be focused to select vocabulary in a planned way.

For that reason, selecting high frequency words and distributing them through a meaningful context also by providing opportunities to recycle the words are the suggested prerequisites to conduct a systematic vocabulary teaching in a more useful and more effective way. Then, to systematize vocabulary in course books is unavoidable especially in foreign language learning situations in which course books are one of the most important sources. For this reason, there is a growing and continuing interest in examining vocabulary of course books in language teaching and learning area.

By appreciating this growing importance, an EFL course book, (Spot-On, Grade-8) compulsorily used in Turkish state primary schools, was analyzed in the current corpus-based study in terms of its vocabulary load, distribution, and repetition by applying the 2000 high frequency words (West, 1953) with the computer programme, Range.

1.4. Purpose of the Study and Research Questions

The aim of this corpus-based study is to investigate the patterns of vocabulary loading, distribution, and repetition in the 8th grade level EFL course book on the basis of the 2000 high frequency word list of General English (West, 1953). It is also expected to provide insights about the strengths and weaknesses of the book in terms of its vocabulary. With these aims, the following questions are addressed:

1. What are the general characteristics of vocabulary loading in the 8th grade level EFL course book (Spot-On, Grade-8)?

1.1. To what extent are the 2000 high frequency words of General English covered in the course book?

1.1.1. Which words in the academic word list are used in the course book?

1.1.2. What are the infrequent words used in the course book?

1.2. To what extent are the 2000 high frequency words of General English covered in each unit of the course book?

2. How often are randomly selected words from the 2000 high frequency word lists of General English being distributed within the 8th grade level EFL course book?

2.1. How often are randomly selected types covered in the course book from the 2000 high frequency word lists of General English being distributed within the 8th grade level EFL course book?

3. How often are the words repeated in the 8th grade level EFL course book (Spot-On, Grade-8)?

3.1. How often are the 2000 high frequency words of General English repeated in the course book?

3.2. How often are the 2000 high frequency words of General English repeated in each unit of the course book?

1.5. Significance of the Study

This study may be considered beneficial in determining to what extent the 2000 high frequency words of General English, academic and infrequent words are represented in the 8th grade level EFL course book. Also, there is only one study available related to vocabulary in EFL course books in Turkey, so this study may arouse interest, amongst teachers, in examining vocabulary coverage of EFL course books. Moreover, EFL teachers may benefit from the results of the study to make essential adaptations in terms of vocabulary teaching while using the book. More importantly, EFL material designers, writers, and publishers may develop greater awareness of vocabulary of course books in the future in order to present the words in systematic ways within the books.

1.6. Statement of the Method

This corpus-based study employed a purposive sampling method. “The principle of selection in purposive sampling is the researcher’s judgement as to typicality or interest. A sample is built up which enables the researcher to satisfy her specific needs in a project.” (Robson, 1993: 141-142). In this research, by appreciating the importance of vocabulary within course books, vocabulary of an EFL course book, Spot-On, Grade-8 is sampled on the basis of the 2000 high frequency words of General English (West, 1953).

This research explores vocabulary coverage of an EFL course book aimed at 8th grade level in Turkish state primary schools. The book, ‘Spot on, Grade-8’ was chosen to be analyzed. The book was revised by the National Education Press in 2010. The first edition of the book was printed in 2008. The course book consists of 16 Units and the book is claimed to provide authentic language in a communicative design. The book was chosen as it is still used compulsorily in most of the Turkish state primary schools. (Sometimes it is used interchangeably with another book; My English, Grade-8, but this occurs occasionally, i.e. the book sent by National Education Ministry is used in the schools.)

Though being an old classification, ‘The General Service List’ (West, 1953) was applied in the current research, because it includes high frequency words of General English. The list is called as *general* because the words it contained are needed in a wide

range of situations, genres and uses. Also, as indicated by Hirsh and Nation (1992) the list stands as an indispensable source of all uses of English in general.

The range and frequency analysis of the course book was carried out by using a special computer programme, *Range*, and information about the programme is provided from its instructions available with the programme. *Range* is used to compare a text against vocabulary lists to see which words in the text are, and are not, in the frequency lists, and to assess what percentage of the items in the text are covered by the lists as well as comparing the vocabulary of two texts to determine how much of the same vocabulary they use and where their vocabulary differs.

The parts of the programme; *Range* and *Frequency* were programmed by Alex Heatley, and the lists were designed by Paul Nation and Averil Coxhead. The programme covers three ready-made word lists. The first (BASEWRD1.txt) includes the most frequent 1000 words of General English (See Appendix-2), which are considered to be more essential for presentation to beginner learners. The second (BASEWRD2.txt) includes the second most frequent 1000 words of General English (See Appendix-3), which are considered appropriate mostly for secondary school levels. The source of the lists was 'The General Service List' (West, 1953). The third list of the programme is the Academic Word List designed by Coxhead (1998, 2000), and this includes the words which are more frequently used at upper secondary school and university level from a wide range of subjects. Briefly, this corpus-based study aimed to examine to what extent the 2000 high frequency words of General English (West, 1953) are represented in an EFL course book by using *Range* with the base word lists.

1.7. Outline of the Study

The current research consists of five chapters.

Chapter One, Introduction, presents the background of the study and the statement of the problem clarifying the purpose with the research questions, and includes the significance of the study, explanation of the methodology and organization of the study.

Chapter Two, Literature Review, includes a general description of the related literature; firstly, presenting the role of vocabulary in language teaching and learning, then, giving information about criteria for vocabulary selection and highlighting the importance of frequency as a criterion for vocabulary selection plus explaining the importance of course books in foreign language teaching and learning plus discussing issues in course book selection and evaluation. The chapter ends with various studies on vocabulary in the textbooks and course books found in Turkey and abroad.

Chapter Three, Methodology, introduces the instruments applied and the processes adopted for data collection and analysis.

Chapter Four, Findings and Discussions, states the results and discusses the findings of the study.

Chapter Five, Conclusion, explains major findings and their implications for ELT. Also, suggestions for further studies are covered. Finally, the references and appendices are given.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

The review of literature in this chapter focuses on the issues of vocabulary in language learning and teaching. The historical role of vocabulary and its importance in language learning and teaching are explained. Then, dimensions of vocabulary selection are discussed. The relationships found in vocabulary, course books, and EFL learning are also covered. The last part presents the findings of similar studies related to vocabulary in textbooks and course books found in Turkey and abroad.

2.2. The Role of Vocabulary in Language Learning and Teaching

Vocabulary has a very important place in every language. Thornbury (2002) stated that all languages have words and languages emerge first as words. With this perspective, Thornbury (2002) emphasized two different points about words; firstly pointing out that words are the main elements of languages, secondly claiming that everybody learns his/her first language by starting with its words and the second language is learnt in the same way. The importance of vocabulary in a language was highlighted by Wilkins (1972) with an emphasis of the impossibility to convey anything without words earlier. For this reason, considerable attention should be paid to the historical role of vocabulary and its importance in foreign language learning and teaching to present the role of vocabulary in language teaching and learning.

2.2.1. The Historical Role of Vocabulary in Language Learning and Teaching

As language teaching and learning has had a long appealing, but rather tortuous history (Liu and Shi, 2007), vocabulary, in this historical period, has had its ups and downs, and on the status of vocabulary, language teaching approaches and methods have had a determining role (Tseng, 2008). In the early days of the Grammar Translation Method (at the beginning of the nineteenth century), there was no systematic method of vocabulary selection or vocabulary teaching. Words were taught through bilingual word lists, dictionary study, memorization, and their translation equivalents as emphasized by Amiryousefi and Dastjerdi (2010). When Grammar Translation Method (GTM) had reached its popularity, vocabulary was considered as the main duty for learners to achieve better translation. For this reason, as dedicated by Kelly (1969) dictionaries became common as reference tools and vocabulary was considered helpful in order to enable L2 learners to translate the texts well. Dictionaries are still the basic tools in translation; however, the goal of learning an L2 in general has had a shift from grammatical rules to functional use. As a result, sufficient vocabulary is required to develop abilities in communication for L2 learners.

The Reading Method, developed by Lewis in the late 1920s, criticized similar shortcomings of GTM, such a lack of linguistic skills to speak or understand natural speech in the target language even after studying many years, gave vocabulary another status. As its name indicates, the main aim in this method was to develop reading abilities, and words were to be inferred from contexts. In spite of teaching grammatical rules deductively in this method, emphasis was on the words, and vocabulary lists were familiar parts of lessons. So, “Systematic building of vocabulary was considered central and frequency count was used to develop basic word lists.” (Amiryousefi and Dastjerdi, 2010: 89). The most famous of these lists was Michael West’s ‘A General Service List of English Words’ containing around 2000 word families, and the list is still addressed to conduct frequency word studies. However, it was observed as a cut-off point of the Reading method that the students developed ‘passive vocabulary’ (Larsen and Freeman, 2003). Passive vocabulary, that is the words learnt receptively, but productively, as developed in the Reading Method was as undesirable as in the GTM preventing L2 learners to use target language fluently.

During the first quarter of the 20th century and in the late 1950s, two distinct methods; Direct Method and Audio-lingual Method, developed with an aim for compensating for the drawbacks of former methods, namely for providing learners abilities to produce and comprehend foreign language speech, lowered the status of vocabulary in one hand by presenting simply the high frequency words, on the other hand, enlarged by confirming that communication is enhanced by vocabulary, even by a smaller number of words serving for daily language use. In the Direct Method, only everyday vocabulary was taught, advocating concrete vocabulary to be taught through mime, demonstrations and pictures whereas abstract vocabulary was taught by association of ideas (Amiryousefi and Dastjerdi, 2010). On the other hand, while the Audio-lingual Method dominated, “the vocabulary teaching had to be relatively simple since the primary focus was on grammatical and phonological structure” as stated by Hsu (2006: 2). As the Audio-lingual Method stressed syntactical progression, there was no clear method of vocabulary teaching expecting that exposure to language was itself enough to teach vocabulary (Larsen and Freeman, 2003).

In the Communicative Language Approaches, language teaching has become more effective, as the value of using the foreign language functionally is recognized. Deveci (2004) stated that the importance of vocabulary acquisition has always been recognized by pointing out that without adequate vocabulary knowledge, structures cannot be used correctly. Deveci (2004) added, the communicative and natural approach emphasized the importance of vocabulary development, which resulted in more interest in vocabulary teaching whilst Hsu (2006) stated that vocabulary was given secondary status again with the advent of the CLT in the 1980s.

These two opinions seem to contradict each other, but the reason of the fake conflict lies behind the changes that occurred in time, because the Vocabulary Movement attempting to compile basic English words as in the Reading Method; and the integration of a lexical syllabus, based on the naturalistic and authentic use of language, into former topic- notion- or function based syllabuses have reconciled the contradiction between communicative language teaching methods and vocabulary, as understood that sufficient vocabulary is an unavoidable tool for communication.

Vocabulary also owes much to the terms; ‘Computational Linguistics’, ‘Psycholinguistic Study, and ‘Lexical Approach’ in the process of gaining the rightful status in language teaching and learning. ‘Computational Linguistics’ is a field of linguistics involving the scientific study of language from a computational perspective (Baker et al., 2006). In computational linguistics, there was an immediate change towards corpus-based, statistical methods in the 1990s, whilst in the 1970s and 1980s in linguistics; hand-created models in morphological, syntactic, and semantic processing of natural language approach were applied (Fasold and Linton, 2006). Corpus linguistics has both shaped and been shaped by technology, and then, the lexicographers led the way to develop corpora in linguistics (O’Keeffe and McCarthy, 2010). So, various types of corpora studies in lexical areas have been conducted by highlighting and feeding the importance of vocabulary in language teaching and learning. This means;

Vocabulary has been the neglected Cinderella of language teaching; preference has always been, and still is, given to the two sisters Grammar and More Grammar. Many English language teachers like to stress grammar over vocabulary because grammar is a finite system, whereas vocabulary is not. However, the argument in favor of placing greater weight on vocabulary is strong. Evidence from the field of corpus linguistics shows clearly that it is lexical competence, not the learning of grammatical structures, that must be the priority for language learners because lexical competence is at the heart of communicative competence. (Sheehan, 2004:3).

Therefore, researchers and linguists have argued that it is time to listen to Cinderella; however, the validity of corpus-based vocabulary researches has been questioned. This questioning arises from the difficulty in defining *word knowledge* and the special features of languages. Read (2000) stated that it is not easy to define the meaning of words theoretically and for various applied purposes, then, he cautioned the researchers to be sensitive regarding the differences between tokens and types, lemma and word family, and function and content words. For example, ‘tokens’ are more reliable to examine the length of a text than ‘types’ whilst ‘types’ are more crucial to investigate the number of words required to comprehend a text.

At the most basic level, word knowledge includes its form and meaning (Thornbury, 2002), therefore learning a word means learning the meaning of a word in the commonsense view of vocabulary teaching (Brown, 2010). Nation (2001: 292) lists nine aspects of word knowledge under three category; *form issues* of word knowledge involving

the spoken, written form, and word parts; *meaning issues* related to the form and meaning, concept and referents, and associations of word; and *use issues* regarding grammatical functions, collocations, and constraints on use. As knowing a word involves these different, but related aspects, and, as each language brings its morphological, syntactic, phonological and semantic features, many questions awoke to shake the validity of corpus-based vocabulary studies, especially of the studies related with frequency.

With the aforementioned features, Gardner (2007) criticized the validity of corpus-based vocabulary research by pointing out that the basic challenge to build a bridge between corpus-based vocabulary study and language education is to provide harmony between the corpus and the purpose, adding that the form-meaning issues of words in the target language should be considered in order to conduct a reliable study. Gardner (2007) also exemplified the form-meaning issues in English, and came to the conclusion that there is abundant evidence convincing various kinds of corpus-based vocabulary researches have had a profound impact on English language education and it will be so for a foreseeable future.

Besides, there is no doubt that the growing importance of vocabulary owes much to the results of psycholinguistic researches and the advent of the lexical approach as mentioned before. ‘Psycholinguistics’, standing to examine the human mind itself and also that mind’s ability to communicate and to comprehend, is concerned with the psychological and neurological factors enabling humans to acquire, use, comprehend, and produce language (Altmann, 2001). Psycholinguistic research regarding vocabulary acquisition has confirmed that foreign language learners become frustrated when confronted with excessive amounts of unknown words (Lutjeharms, 2004; cited in Lipinski, 2010). Nation (1990) considered vocabulary responsible for getting many students frustrated, too. Regarding the role of vocabulary in language learning, Nation (1990) viewed vocabulary as *an index of learning difficulty*, illustrated by stating the fact that learners’ difficulties in both receptive and productive language use result from insufficient vocabulary.

The importance of vocabulary rose to a higher point with the advent of lexical approach, which concentrated on developing learners’ proficiency with *lexis*, or words and

word combinations. Lewis (1993) coined this term; *lexical approach*, and proclaimed that lexis is the basis of language. Lexical approach is based on the idea that lexical phrases, especially those frequently occurring in spoken language should be learnt as ‘chunks’. For example, instead of forming sentences in an analyzed way such as in the grammar-based approaches, ‘That will never happen to me’ should be raw data.

From then, various versions of lexical approach have been proposed. For example, Harwood (2002) suggests taking the lexical approach differently with the aim of integrating it into the English language teaching course books by stating two principles. The first is; ‘teach real English, not *teflese*; use computer corpora but be corpus-based, not corpus-bound’; and ‘recycle and revisit’ is the second. Lexical approach in language teaching is in progress as emphasized by Thornbury (1998); however, in all versions of the lexical approach, the main issue is that vocabulary stands as an indispensable aspect of language.

After showing varied, but the permanent existence of vocabulary in any language teaching approach and method, it may be concluded that vocabulary as a crucial determinant in acquiring language skills such as reading, writing, listening, and speaking will go on its way as a cornerstone in linguistic research at least for a few decades.

2.2.2. The Importance of Vocabulary in Foreign Language Learning and Teaching

Now, vocabulary is identified as a fundamental core of language teaching and learning. Read (2000) expresses the words as ‘the basic building blocks of the language’, and the importance of words in language learning appears as larger structures such as sentences, paragraphs and whole texts are formed from the *blocks*, i.e. words. The clearest expression for stating the importance of vocabulary comes from Wilkins (1972) who highlights the fact that it is impossible to convey anything without vocabulary. In other words, adequate vocabulary paves the way for acquiring language competence or performance properly (Laufer, 1986).

Read (2000) also uses the term, ‘lexical gaps’, to underlie the importance of vocabulary; this term suggests the situation in which learners read the words, however, they cannot have clear comprehension or they cannot produce fluent expressions as in their first language. Read (2000) also states that both second and foreign language learners have to witness more conscious and demanding process in terms of vocabulary development than the native learners as the native learners acquire vocabulary naturally in their real life, whereas the non-native speaker is most probably acquiring L2 in an L1 cultural environment, or abstractly in a grammar environment, therefore second and foreign language learners are to have more demanding process in L2 acquisition in order to fill in the gap between the environments.

It was pointed out that researchers and language teachers, now, have mostly become aware of the importance of vocabulary teaching (Read, 2000). Moreover, Alcaraz-Marmol (2010: 168) states that;

The relevant role of vocabulary in language learning may have been a hotly debated topic in the seventies, eighties and even the nineties. However, at present, that discussion has turned obsolete. Nowadays, nobody can-or should- question the weight of vocabulary in the process of acquiring a new language. Thus, vocabulary is currently considered one of the cornerstones – some would say *the* cornerstone - of EFL learning and teaching.

As the impact of vocabulary knowledge on language acquisition has been debated so hotly, it is essential to divide *second* language and *foreign* language to look at vocabulary from another perspective. Brown (2001) defined English as a Second Language (ESL) and English as a Foreign Language indicating that the first implies the contexts in which students have opportunities to hear English out of the classrooms like the countries where English is spoken whereas students do not have ready-made contexts for communication outside the walls of their classrooms in the latter. Because of this difference, Brown (2001) also suggested that linguistic pedagogies should be applied differently in these two contexts.

Vocabulary plays another significant role here, because the backwash effect defined as the effect of testing on teaching and learning by Hughes (1989) can be minimized with the knowledge of vocabulary which may enhance L2 learners’ ability in reading and writing. In foreign language situations, especially in Turkey, as assessment and evaluation generally focus on the ability mostly in reading skills and sometimes in

writing skills, sufficient vocabulary may be considered to enhance comprehension in reading and expression in writing.

When the relationship between vocabulary and reading in a first language is examined, it becomes clear that there is an unquestionable and indirect relationship affecting each other mutually between vocabulary and reading. For example; Hirsh and Nation (1992) searched for how many words are required to read a novel, written for teenagers who were native speakers of English by applying West's GSL, (1953); and discovered that a vocabulary of around 5000 words would be demanded, which meant the percentage of unknown vocabulary should not be above 5% of the tokens. Nation (2001) stated that studies of native speaker's vocabulary knowledge seem to suggest that foreign or second language learners are in need of very large number of words.

Regarding the relationship between reading and vocabulary in a second language, it was proposed that the knowledge of the 2000 most frequent word families enables L2 readers to recognize 84% of the various types of authentic texts (Hwang and Nation, 1995), so, while developing reading skills, the most obvious challenge L2 learners meet is the lexical knowledge learners must develop (Nation, 2006). In brief, reading results in vocabulary knowledge (Krashen, 1989), and the most significant handicap for readers is the lack of adequate vocabulary (Read, 2000).

On the one hand, vocabulary in its relationship with writing stands as one of the most important challenges, too. For example, Leki and Carson (1994) conducted a survey with college students and it was asserted that the students regarded vocabulary as the main difficulty in writing academic tasks. On the other hand, considering the relationship between speaking and vocabulary, Nation (1990) reported that a smaller number of words with more practice are needed; considered the 2000 high frequency words of General English (West, 1953) as the reasonable goal for developing speaking skill, and further explained that the lack of sufficient vocabulary is the first reason why learners cannot express themselves. As for the relationship between listening and vocabulary, Nation (2001) claimed that learners are in need of at least % 95 coverage of the running words in the input to acquire reasonable comprehension and to successfully guess from the context.

Recognizing the important role vocabulary plays in all four language skills: listening, speaking, reading and writing (Read, 2000), studies regarding vocabulary size and vocabulary coverage have been growing. So, it is sufficient to note that as it is impossible to master the lexicon of English completely both for second and foreign language learners and even for native learners (Schmitt, 2000), high frequency words have great importance for developing skills and non-native learners need around 2000 words (Thornbury, 2002).

2.3. Criteria for Vocabulary Selection

Following the growing importance of vocabulary, it becomes more reasonable to assume that vocabulary presentation in course books, texts, or teaching activities should be implemented systematically by considering the usefulness of words and vocabulary learning strategies; and vocabulary activities should prevent erosion of the learnt words in learner's memories. For this reason, instead of placing the words within the texts randomly, it is worthy of planning which words should be taught firstly to the learners. Because of the importance of choosing *the right words*, that is, vocabulary determined as more essential for learners at each level, researchers have proposed various suggestions or *criteria* for vocabulary selection.

Nation and Newton (1997) suggest the following dimensions for providing the principled selection of vocabulary; 'frequency; range; the ability to combine, or define or replace other words; association; and availability'. Koprowski (2005: 323) also states that "... in determining the general utility of words and phrases, it is frequency and range that have usually been regarded as the most appropriate measures." It was commented that language learners are in need of the most frequent and wide ranging words in the language by Richards (1974) earlier. Frequency and range, therefore, are commonly endorsed criteria useful for vocabulary selection in language teaching and learning.

2.3.1. Vocabulary Frequency and Range

At first, definitions of frequency and range should be given. Frequency refers to how often a word occurs in normal use of a language (Nation and Waring, 1997) whilst

range is measured as to how many different texts or sub corpora the word occurs in (Richards, 1974). Conversely, frequency is sometimes defined differently, as ‘the number of a linguistic item in a text or corpus’ in *Longman Dictionary of Language Teaching and Applied Linguistics* (Richards et al., 1992: 185).

Although range and frequency are complementing each other as understood from their definitions, considering range as a sole criterion for vocabulary selection in textbooks resulted in prototypical texts. For example, Reda (2003) examined six course books widely-used for General English in terms of their topics and vocabulary, and concluded that words in the books seem to be topic-based and the topics of different books are similar enough to show the limitations of the basic area of English vocabulary.

For researchers, frequency is generally placed in the first position due to its importance in utility, as high frequency words are the first to utilize in a wide range of situations. Richards (1974) considered word frequency as the first reason for choosing vocabulary. (Terrel, 1982) suggested that for providing comprehensible input to learners, the teachers should teach high frequency words, especially in the early stages of language learning. On the other hand, Sinclair and Renouf (1988) proposed ‘lexical syllabus’ for language teaching to be built from frequency-based information derived from a corpus (cited in Baker et al., 2006: 107). Because high frequency words have a variety of uses, learners may acquire flexibility in language use and also learn the main points of grammar in a language, as they do not have to learn a large number of words.

Nation (1990) explained that word frequency helps teachers to determine the usefulness of words, thus they can give more attention to the more useful words instead of treating each word equally. Nation (1990) further explained that high frequency words are fundamental to design reading texts or develop vocabulary lists. Laufer and Nation (1995) also suggested that high-frequency words are the first to be learnt. As developing word lists to memorize results in receptive word knowledge (Larsen-Freeman, 2003), the high frequency words may be presented within course books systematically for beginner and intermediate learners to enable productive word knowledge, because:

The best criteria we have for vocabulary in general is the notion of frequency. In short, more frequent words are more useful than less frequent words. As such, the more frequent a

word is, the more it can be argued that it should be explicitly taught. The reason for this is easy to see: Frequent words are frequent simply because they occur a lot in language in a wide variety of situations. This makes them valuable in a broad range of communication tasks in many environments. (Zimmerman and Schmitt, 2005: 2).

Suggesting a priority of frequency in vocabulary selection, Nation and Waring, 1997) indicate that L2 learners should concentrate on high-frequency words as the most frequent 2000 word families provide learners in understanding 80% coverage of the written text. For this reason, it is suggested that teachers consider word frequency as a judgement reference to decide whether a particular word is paid attention to or not, and textbook editors to take word frequency into consideration while presenting vocabulary. Therefore, it is essential to identify how words are counted in the textbook.

2.3.1.1. Counting Words

Words can be counted as ‘tokens, types, lemmas, or word families’ in *corpus linguistics*, which is defined as a scholarly enterprise concerned with the compilation and analysis of corpora (Kennedy, 1998).

“While the number of **tokens** in a **corpus** refers to the total numbers of words, the number of types refers to the total number of *unique* words.” (Baker et al., 2006: 162). When every word form in a spoken or written text is counted, even if the same word occurs more than once, it means ‘token’. For example; the number of tokens in ‘*It is difficult to solve it*’ is six although the same word is used twice. This type of counting, i.e. tokens are useful to discover the length of a book or the number of words in a line, text, or book.

When each word is counted once in a spoken or written text no matter if the word occurs more than once, it means ‘type’. For example; the number of types in ‘*It is difficult to solve it*’ is five. Counting types aids in determining the number of words needed to understand for a particular activity, eg. to watch a movie, to read a newspaper, or novel.

When headword and its inflected and reduced forms are counted as single, it means ‘lemmas’. So, lemmas are helpful to find out *learning burden* of words, which was defined as *the amount of effort required to learn it* by Nation (2006). The reason behind counting lemmas like this is to consider that if a learner knows ‘talk’, it is easy for him/her to

understand ‘talks’. Whilst, as Agan (2008) stated the same form is counted as different lemmas if the form occurs in different part of speech such as ‘walk’ as a verb or ‘walk’ as a noun are different lemmas, so recognition of noun and verb forms are necessary.

While counting word families, various uses of the words such as noun, adjective and verb are included. In other words, word families consist of a base word with its both derived and inflected forms whereas lemmas are the words from the same category. Bauer and Nation (1993) give the following example for the logic behind counting word families. When the readers learn the word ‘*marmelize*’, which is a British colloquial, for ‘to beat up’, they can understand ‘She marmelized him’ or ‘He fully deserved his marmelization’. Bauer and Nation (1993) also divided this comprehension into six levels to provide better presentation of inflection and affixation so, counting words as word families provides more comprehensible evaluation than lemmas in planning vocabulary development programme if the levels are considered. Briefly, words are counted as ‘types, tokens, lemmas and word families’ all of which are helpful with a particular aim.

2.3.2. Vocabulary Repetition

Repetition, necessary for consolidating new words, is also an important variety of vocabulary learning strategy, as most of the learners cannot acquire a word just after encountering the word for the first time. Laflamme (1997) indicated that it is essential for learners to repeat or to practice the words in order to comprehend the words accurately and to use them appropriately. The importance of repetition in language teaching and learning was reported earlier by Nagy et al. (1987), stating that if the words occur only once in a text, the participants can achieve only 5% of accuracy in a multiple-choice question on word meaning. Recently, Alcaraz (2010) also investigated the relationship between frequency of words and vocabulary learning. A group of 9-14 years old EFL students were tested both receptively and productively, demonstrating that frequency of exposure has a significant role on delayed retention, so a combination of extensive and intensive repetition is recommended for effective vocabulary learning.

When recognizing the importance of vocabulary repetition, a debate on the issue that how many times words should be repeated. Saragi et al. (1978) studied the effect of

exposure frequency of words, and observed that 93% of their subjects learnt the words encountered six times or more. Nation (1990) concludes that learners require 5-16 exposures for learning new words in context. Horst et al. (1998) pointed out that words encountered eight times or more could be learned more effectively whereas Thornbury (2002) claims that students remember words which are repeated at least seven times over a spaced interval.

Recently a study conducted by Özdem (2010) also proved that there is a significant relationship between exposure frequency and word knowledge observing that the students even after five exposures did not know the majority of words, productively, however, exposures more than eleven times enabled students to gain productive vocabulary knowledge. Webb (2007) also studied exposure frequency among Japanese learners and proposed that word knowledge increases with repetitions, stating that if learners are given ten times exposure, considerable learning of words occurs. However, Webb (2007) also claimed that EFL learners, compared with native and ESL learners are in need of more than twice the number of repetitions to learn a word.

Therefore, two points in language teaching and learning are clear enough to conclude; at first one encounter is insufficient to gain *word knowledge*, even to get passive vocabulary knowledge as studies generally suggest more than five exposures and secondly, EFL learners due to the lack of language use outside the classroom need more repetitions in order to gain word knowledge and proficiency.

2.4. Course Books in Foreign Language Learning / Teaching

The term ‘course book’ means, “ a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course” (Ur, 1996: 183). Therefore, the terms, ‘course book’ and ‘textbook’ were used interchangeably in the current study.

Cunningsworth (1995) stated that course books in language teaching and learning can serve as a resource for students and teachers. For this reason, a course book, considered as the second most important factor in EFL classrooms next to teachers

(Davison, 1976), is so important that it sets the direction, content, and to a certain extent the way lesson is taught (McGrath, 2002). Thus, when EFL situations such as Turkey are considered, course books are viewed as the sole resources (İnal, 2006).

For this reason, the first and the most important role of course books in language teaching and learning is the relationship between teachers and course books. The relationship requires a critical approach for teachers, and it was asserted that the images teachers have for course books are significant in the sense that their attitudes and beliefs have impact on the efficiency of the book (McGrath, 2002). Recognizing this importance, McGrath (2002) surveyed the teachers' and learners' views for course books and compared learners' attitudes with the teachers' attitudes towards course books. When the metaphors for a course book used by English language teachers largely from Hong Kong are examined, it may be concluded that teachers have a gap as to their orientation towards course books as they considered course books as a choker, a map, a thick wood, a smokescreen and a pair of shoes. Some other examples of learners' metaphors were a pair of glasses, a beggar, a meteor, a glass of water, like milk, toxic, and supermarket. McGrath (2002) valued these metaphors more revealing in the sense that whether positive or negative, the nature and strength of learners' metaphors significantly reflect the importance learners attach to course books.

However, Cunningsworth (1995: 7) explains the roles of course books in ELT as:

- A resource for presentation material (spoken/written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, etc
- A source of stimulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determined)
- A resource for self-directed learning or self-access work
- A support for less experienced teachers who have yet to gain in confidence.

The aforementioned roles become more meaningful according to the situations. In other words, if a useful book developed with a structural view is used in a communicative teaching situation, the book will be useless and the roles of the book will become meaningless not because of itself but because of the inappropriateness of the situation. Therefore, Kayaoğlu (2011) states that nothing can be more detrimental to the EFL classes than a course book inadequate for students and teachers' needs and expectations as "All

teaching/learning situations are unique.” (McGrath, 2002: 10). Therefore, it is essential to mention the course books in Turkey as for the present study.

2.4.1. Course Books in Turkish State Primary Schools

As Turkey draws closer towards entry into the European Union with the recent developments in various areas such as education, health, and political affairs and as awareness of globalization increases, teaching foreign language especially, English which is the widely taught foreign language in Turkey like in many other countries all around the world, has become one of the most important issues for the Ministry of Education in Turkey. Therefore, EFL teaching has been witnessing great changes with immense challenges currently, especially for the last decade.

One of the most significant changes to improve EFL teaching was in the *curriculum* including subject matters to be taught; methods, techniques and materials to be used; purposes to be achieved, assessment and evaluation methods, outcomes and objectives of the education system. The Turkish Ministry of Education in 2006 put the Constructivist English Programme, English Language Curriculum for Primary Education-Grade 4,5,6,7 and 8, which is based on acquiring , understanding , questioning, ranking, comparing and contrasting, summarizing, connecting and matching skills besides the four main skills-listening, reading, speaking and writing into practice (Ersöz et al., 2006).

The renewed curriculum underlined the principles of the Common European Framework of Reference, where communicative competence is emphasized. Thus, the English curriculum gives voice into the need to grow up students who can communicate in the target language fluently (Ersöz et al., 2006). In order to foster students’ all language skills; reading, writing, speaking and listening in the new curriculum, new course books are determined to be assigned to the students each education year to be used compulsorily with no expense spared to the students attending state primary schools.

The books were ; ‘Time for English 4/5’, ‘My English 4/5’ , ‘Build up English 6’ , ‘Quick Step 6’, ‘Let’s Speak English 7/8’. The books have been evaluated from that time and revised when required. Now, ‘Spot on’ and ‘My English’, locally published in 2008,

are used in Turkey interchangeably in all state primary schools. Allotted time for English language course is; 2 hours of compulsory and 2 hours of elective courses per week in the 4th and 5th grades; and 4 hours of compulsory and 2 hours of elective courses per week in the 6th, 7th, and 8th grades (Ersöz et al., 2006).

As course books are determined by the Ministry of Education, the importance of selecting suitable course books is out of teachers', educators', or learners' judgment in the primary schools, in Turkey, although contributing as wide range of users as possible is a meaningful way to find a consensus in using course books effectively. In other words, "The selection of material to be used jointly in an ELT class should be selected as wide range of users as possible. This is likely to increase the wisdom associated with the selection and increase the sense of 'ownership' of the decision" (Chambers, 1997: 34), then, course book evaluation may compensate for this insufficiency of ownership, providing insights about the strengths and weaknesses of the books.

Moreover, because of the fact that EFL teachers and course books are L2 learners' main source for exposure to language as teaching and learning take place only in language classrooms (Ersöz, 1990), course book evaluation and teachers' awareness of the strengths and weaknesses of the books deserve higher importance in language teaching and learning in Turkey.

Then again, 8th grade level students take an exam at the end of the education year called SBS (Level Determination Test) in which English questions are involved on the basis of syllabus. So, the 'course book', in practice, becomes the syllabus itself, determining the content and the way language is to be presented in a typical EFL classroom (Kayaoğlu, 2011). This makes course books an indispensable resource to conduct efficient EFL teaching in Turkey. Which is why, this study exploring vocabulary coverage of course books aimed at 8th grade students may bring valuable insights to be discussed.

Moreover, the insights become more meaningful when the features of young language learners and adolescents are considered. Because,

.. the information to be obtained from the analysis of coursebook evaluation is of utmost importance not only for understanding the merits and appropriateness of the current coursebook but also for the effectiveness of language teaching in general. This, in turn, is likely to help identify priorities for designing a text book in the future and to provide a guideline for the decision making process. (Kayaoğlu, 2011: 342).

In other words, course book evaluation provides insights for effective language teaching methods in general and improvements for future course books although the main purpose is to diagnose the strengths and weaknesses of the book. Therefore, to obtain gainings from course book evaluation in a broader size just as in the mentioned way, it is crucially important to consider the features of the learners as learners' needs and expectations are vital priorities to be reflected in course books and fundamental to effective language teaching.

“The term ‘**young learners**’ refers to children from the first year of formal schooling (6 years old, in our case) to 12 years of age” (Ersöz et al., 2006: 37). On the other hand, “Adolescence is a time when eleven or twelve-year-old embarks upon a complete transformation of mind and body that spans the next 5 or 6 years” (Ersöz et al., 2006: 119). It was also stated in the curriculum that teaching adolescence itself is a challenge, requiring more flexibility and more patience.

For this reason, course books in the 6th, 7th, and 8th grades take on another important role with the teachers, because it is too difficult to generalize about adolescence. Requirement to provide greater individual learning during lessons, which is almost impossible by directly following a course book step by step or explaining a mass of knowledge. That means flexibility and patience are EFL teacher's first duty while teaching to adolescents. However,

It should be borne in mind that regardless of their age, children need input that is comprehensible, developmentally appropriate, redundant (repeatedly received from a variety of sources), and accurate (grammatically correct with proper word choice and pronunciation). They are eager to use the language productively when it is functional and communicative (representative of actual speech and personally relevant), frequent (ample opportunities to practice), redundant (speak repeatedly on the same topic), and consistent with their identity (less formal, peer-oriented, expressive use of language). (Ersöz et al., 2006: 38).

As stated, EFL teaching should be functional and communicative with as much authentic practises as possible. Therefore, vocabulary in course books aimed at 8th grade

level in Turkish state primary schools are expected to involve high frequency words with sufficient repetition in order to enable students to communicate in an easier and more fluent manner.

2.4.2. Vocabulary in Course Books

As language teaching materials in language teaching are probably the main ‘tools of the trade’ (Littlejohn, 1998: 204), in this international process of communication trade, course books, having a considerable influence on classroom practice (McDonough and Shaw, 1993), are valued as the most powerful device. As course books serve as the basis for much of the language input, “There is no doubt of the importance of vocabulary in EFL coursebooks” (Alcaraz, 2009: 61). This inevitable importance also includes many challenges, because, as indicated by Thornbury (2002) course books are considered sources for words and the main problem of words in course books is to be able to determine essential vocabulary from endless number of words. To put the dilemma into perspective, it was stated that;

In order to make the dictionary definitions easy to understand, we have written them using only the words in the following list of just under 3 000 words. The words in the list were carefully chosen according to their frequency in the language and their value to students as a ‘core vocabulary’ of English. (Wehmeier and Ashby, 2000: 1592).

This explanation was for a dictionary at an advanced level, but even in advanced levels, definitions of words from English to English are given on the basis of frequency for providing accurate comprehension.

Dilek (2009) also values vocabulary load, sequence of the vocabulary, and recycling as important dimensions to be evaluated in course books. These issues again give voices to the importance of vocabulary in course books, and this importance increases the importance of high frequency words. This can be put into perspective by applying the well-known ‘i+1’ Comprehensible Input Hypothesis proposed by Krashen (1982), meaning that ideal EFL reading materials should be comprehensive and a little beyond readers’ current level of competence to lexical selection. This application was explained in the lexical approach proposed by Lewis (1993) and was adapted by Agan (2008) explaining that vocabulary in course books should match students’ ability and learning experiences with a

reasonable amount, order, and repetitions. Also, vocabulary in course books should be in line with language teaching approaches in the curriculum and the objectives.

Briefly, the important role of vocabulary in course books comes from challenges to select words from endless number of words in a language appropriately and to distribute the words within the book in such a way that learners can have sufficient practice. Then, as Thornbury (2002) stated, high frequency words are the first requirement presented to learners and as repetition is a must for learning, to evaluate a course book in terms of its vocabulary load, distribution, and repetition may provide clearly visible implications for effective vocabulary teaching.

2.4.3. Course Book Selection and Evaluation

“Course books are perceived by many to be the route map for any ELT program, laying bare its shape, structure, and destination, with progress, program, and even teacher quality being assessed by learners in terms of sequential, unit-by-unit coverage” (Sheldon, 1988: 237). However, it becomes more difficult or it may be impossible to find the *right* course book meeting learners’ requirements completely, because there is some concern that ELT course books contradict rather than reflect contemporary developments in applied linguistics although course books are widely used in language classrooms (Hutchinson and Torres, 1994). This difficulty, strengthened by the aforementioned mismatch, is weakened further when it is considered that there is no perfect course book totally suited to a particular teaching situation as argued by Cunningsworth (1984), explaining that it is the teacher’s task to find his own way by adapting course books if needed. Nevertheless, course books should match the context, in which the book will be taught, the learner needs, which is another difficult task to achieve, thorough needs analysis, plus the aims and objectives of teaching programme.

In order to provide the consistency between the course book and language teaching components, it was claimed that; “Everyone involved in the learning process should be allowed to contribute in the decision making process” (İnal, 2006: 24). This contribution is avoided in situations like Turkey, to standardize EFL teaching, because of the fact that

EFL is a part of the assessment for the entrance of quite prestigious schools. In other words,

However, governments' position in relation to the use of certain coursebooks for use in language classes across the country is quite justifiable with the fact that language instruction is to be standardized to some extent and foreign language has become part of the assessment for the entrance to the relatively prestigious state secondary schools. Furthermore, once teachers and schools are left on their own to make their own decision concerning what textbooks are to be used, then it would be very hard to have a program with central core and a systematic syllabus, only inviting a more chaotic atmosphere. (Kayaoğlu, 2011: 343).

Course book evaluation is also a method for diagnosing the strengths and weaknesses of course book (Cunningsworth, 1995). This diagnosis aids teachers, and thus learners in gaining awareness with regard to how to use the book in a more effective way, because recognition of a problem may be assumed to be the first step towards improvement or solution. Then, improvement in course books becomes a way to amend and improve a curriculum (Nemati, 2009). In respect of course book evaluation, Cunningsworth (1995) talks about 'pre-use', 'in-use', and 'post-use' evaluation, by explaining that course book can be assessed before it is used, during its use, or after use depending on the purposes. 'Pre-use evaluation', the most difficult one to be conducted, is providing reasonable insights regarding potential performance of the course book whilst 'post-use' evaluation provides retrospective assessment. On the other hand, 'in-use evaluation' measures the value of the book as the book is being used. In other words, 'in-use evaluation' provides more reliable results than 'pre-use evaluation' in the sense that it makes measurement whilst 'pre-use evaluation' makes prediction. Therefore, 'post-use evaluation', which can measure the actual effect of the book on users, stands as the most valuable.

As discussed course book evaluation is of utmost importance in the language teaching field. At first, it enables us to identify the strengths and weaknesses of the book, which thus aids teachers to adapt course books more efficiently. Course book evaluation is a kind of contribution with regard to course book selection after its use, providing potential ways to open the right revision doors for the future. Moreover, it manifests suitable ways to enhance the efficiency of language teaching in general.

Lastly, course book evaluation is mostly unavoidable and it stands as a means to improve language teaching theories and methods, especially in EFL situations. The status

of course books in foreign language teaching situations is just like the positions of black boxes of the puzzle. In other words, once the black boxes are removed from or misplaced into the puzzle, then, it would be burdensome to solve the puzzle instead of having fun. Then, course book evaluation in an EFL situation is discovering the burdens and approving ways to remove the burden from EFL teachers or learners. Because of the benefits of course book evaluation, it is essential to consider; how should a course book be evaluated?

So far, various criteria were proposed to evaluate course books. Tucker (1975) suggested four criteria derived from a combination of the linguistic and pedagogical components of language teaching analysis to assess course books written for either first or second language speakers. They were:

- The completeness and appropriateness of the items presented;
 - The activities suggested for practising the items selected;
 - The sequencing of vocabulary, particularly the functional load, rate and manner of entry and re-entry;
 - The relevance of its contexts and situations, and so on.
- (cited in Williams, 1983: 252)

Regarding the relevance of these criteria, Williams (1983) also proposed seven principles, which can be used while applying checklists to an ESL course book. Williams (1983: 253) claimed that a course book should ‘give introductory guidance on the presentation of language items and skills (*general*)’, ‘suggest aids for the teaching of pronunciation: e.g. phonetic system (*speech*)’, ‘offer meaningful situations and a variety of techniques for teaching structural units (*grammar*)’, ‘distinguish the different purposes and skills involved in the teaching of vocabulary (*vocabulary*)’, ‘provide guidance on the initial presentation of passages for reading comprehension (*reading*)’, ‘demonstrate the various devices for controlling and guiding content and expression in composition exercises (*writing*)’, and ‘contain appropriate pictures, diagrams, tables, etc. (*technical*)’.

In addition to above mentioned features, ‘program, teacher, learner, content, and pedagogy’ are other 5 suggested criteria to be evaluated in course books (Richards, 1993). In a similar way, Cunningsworth (1995) proposed that course books should correspond to the learners’ needs by matching the aims and objectives of the language-learning program, reflect language uses that the students need for their own purposes, take account of

students' needs without imposing strictly a rigid 'method', and have a clear role by mediating between the target language and the learner to support learning.

Cunningsworth (1995: 41) suggested six criteria in order to evaluate the lexical presentations in ELT materials:

- Is vocabulary learning material included on its own right? If so, how prominent is it? Is it central to the course or peripheral?
- How much vocabulary is taught?
- Is there any principled basis for the selection of vocabulary?
- Is there any distinction between the active and passive vocabulary, or classroom vocabulary?
- Is vocabulary presented in a structured, purposeful way?
- Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on
 - semantic relationships
 - formal relationships
 - collocations
 - situation-based word groups?
- Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?

As language teaching is multifaceted, when the criteria of course book selection and evaluation are examined, it may be concluded that the main issues in course book selection and evaluation are; 'program factors, teacher factors, learner factors, content factors, situational factors, psychological and pedagogical factors'. For example, as for 'learner factors', "The textbook should prepare the students psychologically, culturally and linguistically to benefit from classroom teaching." (Kayaoğlu, 2011: 344). Therefore, questions in course book evaluation are addressed to these issues to explore whether the course book is sufficient to provide psychological, cultural and linguistic benefits for the students.

2.5. Related Studies on Vocabulary in the Textbooks and Course Books

Because of the previously mentioned importance of vocabulary, and the significant role of course books in language teaching and learning, researchers have given considerable weight to vocabulary coverage studies in textbooks and course books around the world, however, it is essential to note that studies related with vocabulary in Turkey mainly focused on teaching techniques such as vocabulary teaching through literary texts

or games whereas studies analyzing course books investigated different issues such as gender, the appropriateness of curriculum, and task types in course books.

2.5.1. Related Studies on Vocabulary in the Textbooks and Course Books in Turkey

There is only one study available and directly related with vocabulary coverage of course books in foreign language teaching area in Turkey although there have been a few studies conducted with the purpose of discovering the vocabulary coverage of Turkish course books.

Agan (2008) examined the vocabulary load of the English course books for Grade 10, which was used in all state high schools in Turkey for English teaching. Agan (2008) compared vocabulary coverage of the book with vocabulary sizes of the students using the book and stated that the difficulty level of the course book in terms of its vocabulary coverage was above the level of students, therefore, it was claimed that the learners cannot acquire sufficient comprehension of the book during lessons.

In another study regarding the vocabulary of an EFL course book, Dilek (2009) conducted a survey to explore teachers' and students' opinions about the vocabulary aspects of an EFL course book; New Bridge to Success used mostly in Turkish Anatolian High Schools. Dilek (2009) stated that both the students and the teachers felt negative, about the vocabulary aspects of the course book and pointed out the necessity for revising the book.

Whilst, Karadağ and Kurudayıoğlu (2010) investigated the vocabulary coverage of the Turkish books (1-5 grades) used in primary schools by comparing the vocabulary of the books with the objectives of the recent curriculum for Turkish and with the vocabulary level of the students. Karadağ and Kurudayıoğlu (2010) stated that vocabulary of the books was presented so randomly that there was no conformity either with the curriculum or with the students' vocabulary, and suggested that vocabulary of Turkish course books should be systematized by considering the students' level and the objectives of the curriculum.

Kurudayıoğlu (2011) also examined 6th, 7th, and 8th grade level students' word knowledge in their Turkish composition papers and observed that the students could use 27 different words from each 100 words.

These studies reveal that there is still no planned syllabus reflected neither in Turkish nor in English course books for efficient vocabulary teaching in Turkey.

2.5.2. Related Studies on Vocabulary in the Textbooks and Course Books Abroad

Miranda (1990) investigated the vocabulary of 16 three level (Level 1, Level 2, and Level 3) English course books used in Spanish Secondary Education (BUP in the eighties) to examine the size of the common lexical core. From the 9159 different words appearing in the course books, a corpus was produced and used as a database, Total Lexical Set, to compare the vocabulary of the books. The results demonstrate that the vocabulary of some course books was insufficient quantitatively, and range, which was supposed to mean frequency in this study, was not reflected in vocabulary of course books as a valid criterion.

In another study on vocabulary input of Spanish textbooks used in primary and secondary education, Catalan and Francisco (2008) focused on word type, word frequency, frequency rank, and the percentage they represent in the whole EFL textbooks. 2 textbooks in the 4th grade level and 2 textbooks in the 6th grade level were analyzed by means of the textual analysis program, Word Smith Tools. It was reported that there were important discrepancies concerning the number of words, their distribution, and word types among textbooks within the same educational level, which meant the students using different textbooks in the same level will be exposed to different words. Thus, the lack of systematic criteria in vocabulary selection in course books even in the course books of same educational level was indicated with various suggestions to EFL teachers, material designers, and publishing firms.

Koprowski (2005) adopted range and frequency for investigating the usefulness of lexical phrases in three British contemporary course books designed for intermediate learners by dividing the phrases into the following groups; collocations, phrasal verbs,

compounds, binominals, idioms, fixed expressions and semi-fixed. The COBUILD Bank of English was used to assign the usefulness score for the categorized words. As the course books were not structured around a body of useful lexical phrases and the vocabulary coverage of the books was topic-based, ELT publishing firms and material designers were suggested to consider frequency and range as criteria for vocabulary coverage of the books.

Tseng (2008) explored the vocabulary selection in elementary school English textbooks in terms of vocabulary size, frequency and repetition. 4 textbook series were analyzed by applying Range programme with West's (1953) General Service English List. Vocabulary coverage of the textbooks was found too high when compared with the suggested word list by the Ministry of Education in Taiwan, and too far the level of the target learners, which thus claimed to prevent comprehension for learners by considering Krashen's (1982) input hypothesis. Also, exposure frequency for vocabulary was reported to be too insufficient, and a large number of low frequency words in the textbooks was claimed to reveal the lack of authenticity in vocabulary of the textbooks.

Alcaraz (2009) analyzed an EFL course book, used in numerous 3rd levels of primary schools in the Region of Murcia, to discover the frequency level of the book by using West's (1953) General Service English List. The results obtained from Range suggested that a significant number of target words in the book belong to the first most frequent 1000 words. With a deep consideration of data, Alcaraz (2009) claimed that vocabulary selection of the book was based on functionality although recent corpora studies remarked the priority of frequency for course book vocabulary selection.

The Malaysian English Language Textbooks for Form 1 to Form 5 were examined to analyze the vocabulary load, distribution and repetition (Mukundan and Aziz, 2009). It was reported that most of the 2000 high frequency words were covered in the textbooks, however, distribution of the words within and across the textbooks and exposure frequency were insufficient for effective vocabulary acquisition.

Criado (2009) also applied West's (1953) GSL to explore the lexical frequency and distribution of words within a textbook. The chosen textbook was; Valid Choice as the approach of the book was the Communicative Method adjusting the *Common European*

Framework. It was reported that the amount of vocabulary in the textbook was not in line with the frequency list of General English, and repetition activities was insufficient as in the results of the other studies. In addition, Criado (2009) stated that the amount of words in the first most frequent 1000 word list and in the second most frequent 1000 word list was too unbalanced according to the results of psycholinguistic studies.

These studies suggest that although significant role of high frequency words in CLT has been indicated as providing learners, especially beginner and intermediate learners, language comprehension and production more easily, the words are not presented in the course books and the textbooks reasonably. Moreover, although repetitions are required to enhance vocabulary learning, it may be concluded that neither material designer nor publishing firms take account these issues while developing course books or textbooks. In other words, systematic vocabulary presentation in course books and textbooks are reflected in none of the results of the aforementioned studies. Depending on the literature reviewed here, the next chapter of the study is on the design of the study to examine the patterns of vocabulary loading, distribution, and repetition of an EFL course book (Grade 8).

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter illustrates the instruments, data collection procedure and the analysis of the obtained data.

3.2. The Instruments

This corpus-based study which sought to determine to what extent the 2000 high frequency words of General English are represented in an EFL course book; Spot-On, Grade-8 employed a purposive sampling method.

“In linguistics a corpus is a collection of texts (a ‘body’ of language) stored in an electronic database.” (Baker et al., 2006: 48). Nevertheless, in order to define corpus-based study, it is also essential to divide ‘corpus-based’ study from ‘corpus-driven’ study. In ‘corpus-based’ study, a corpus is used as a source of examples within a smaller data set to check researcher intuition or to examine the frequency and/or plausibility of the language whilst the corpus itself is the data and the patterns in it are focused to express regularities and exceptions in a language in ‘corpus-driven’ study (Tognini-Bonelli, 2001). Therefore, the corpus in the current research is three ready-made word lists available with Range, and on the basis of the lists, an EFL course book was examined because it was reported that “textbooks still shy a way from corpora” with a few exceptions although “Corpora and corpus-based research can have an impact on syllabus design, on the preparation of textbooks, dictionaries, grammars, and course books.” (Aijmer, 2009: 7).

In order to investigate the patterns of vocabulary loading, distribution and repetition in an EFL course book, following questions were addressed.

1. What are the general characteristics of vocabulary loading in the 8th grade level EFL course book (Spot-On, Grade-8)?

1.1. To what extent are the 2000 high frequency words of General English covered in the course book?

1.1.1. Which words in the academic word list are used in the course book?

1.1.2. What are the infrequent words used in the course book?

1.2. To what extent are the 2000 high frequency words of General English covered in each unit of the course book?

2. How often are randomly selected words from the 2000 high frequency word lists of General English being distributed within the 8th grade level EFL course book?

2.1. How often are randomly selected types covered in the course book from the 2000 high frequency word lists of General English being distributed within the 8th grade level EFL course book?

3. How often are the words repeated in the 8th grade level EFL course book (Spot-On, Grade-8)?

3.1. How often are the 2000 high frequency words of General English repeated in the course book?

3.2. How often are the 2000 high frequency words of General English repeated in each unit of the course book?

3.2.1. The Course Book

The course book, ‘Spot on, Grade-8’ was published by National Education Press in 2010. The first edition of the book was printed in 2008. The book was structured in 16 main units. Each unit has a different topic, claimed to be chosen on the basis of constructivist approach adjusting to the principles of *Common European Framework*. Also, the book involves as much visual illustrations as possible (Spot on, Grade 8, Teacher’s Book: 13).

Each unit of the book has sections between nine and eleven. (See Unit 1 in Appendix-1). These sections with the allotted time were as in the following Table 1.

Table 1: The Sections of the Course Book with the Allotted Time

Sections of the Units	Offered Time (Minute)
1. Respot	10
2. Listening	40
3. Reading	40
4. Spot Light	30
5. Language Spot	25
6. Check Spot	25
7. Speaking	40
8. Writing	40
9 - 11. Chant / Fun / Melody Spot	20
Go to workbook Activities	20

Source: Spot on, Grade 8, Teacher's Book (Bacanlı et al., 2010: 11).

Suggested time in a total for each unit is 290 minutes. This roughly equates to 5 hours per week. Because of time restraints due to the school timetables such as 'Dyner Courseware', a computer programme for EFL teaching, 'assessment and evaluation', and 'performance tasks and project works', the ability to complete all of the units may be diminished. As long as I have observed as an EFL teacher, 'listening spots' are eliminated mostly as assessment in Turkey is generally conducted in written ways, especially with multiple-choice tests.

On the other hand, 'reading spots' were focused on mainly for 3 reasons. The basic reason for the selection was in that there is a consented relationship between reading and vocabulary learning. In other words, it is in reading that vocabulary plays the most significant role as reading results in vocabulary knowledge (Krashen, 1989), and conversely the most significant handicap for readers is the lack of sufficient vocabulary (Read, 2000). Secondly, some parts do not present vocabulary. For example, 'task spots' and 'writing spots' are mostly consisted of instructions for language production. Alternatively, 'melody spots' in general stands for pronunciation, which is only one aspect

of word knowledge whilst ‘language spots’ stands for grammatical rules. Lastly, as long as I observed as an EFL teacher ‘listening spots’ are not studied completely as assessment for EFL is still done mostly in written ways. Therefore, vocabulary selection, sequencing, and repetition were searched by analyzing the ‘reading spots’ on the basis of the 2000 high frequency words of General English (West, 1953) in each unit separately and in the book as a whole.

3.2.2. Range Programme

Another instrument of the study was a computer programme, called Range. The programme is available in two versions; Range with GSL/AWL and Range with BNC. In this study, Range with GSL/AWL was chosen, because it includes high frequency words of General English and the aim of this study was to analyze the words in terms of their frequency led by the fact that these words occur about 80% of the running words in all kinds of written texts (Nation and Waring, 1997). Thus, high frequency words facilitate comprehension once they are learned. Therefore, the proportion of the most frequent words in an EFL course book gains importance.

The Range programme has two different parts; *Range*, known previously as ‘Fvords’ and ‘VocabProfile’ and *Frequency*, called as ‘Words’. *Range* and *frequency* were programmed by Alex Heatley, and designed by Paul Nation and Averil Coxhead. There is no need to seek permission as its use is free (Heatley et al., 2002).

Range is used to compare the vocabulary of up to 32 different texts consecutively and *frequency* runs on a text file to create a frequency list of all the words in a single text. The output is in an alphabetical list, or a frequency ordered list giving the rank order of the words, their raw frequency, and the cumulative percentage frequency.

For each word in the texts, *Range* provides a range or distribution figure (how many texts the word occurs in), a headword frequency figure (the total number of times the actual headword type appears in all texts), a family frequency (the total number of times the word and its family members occur in all the texts), and a frequency figure for each of the texts the word occurs in. It can be used to discover the coverage of a text by certain

word lists, creating word lists based on frequency and range, and to discover shared and unique vocabulary in several pieces of writing.

Range may be used to compare a text against vocabulary lists to see which words in the text are and are not in the lists, and to see what percentage of the items in the text are covered by the lists. *Range* can also be used to compare the vocabulary of two texts to see how much of the same vocabulary they involve and where their vocabulary differs. For example, *Range* may be used to discover what low frequency words are in an exam question paper, a technical information note or a text aimed at foreign readers.

Range may be used to check the vocabulary of simplified 'reading spots' or language course books to examine how many of the words in the texts are among the high frequency words of English. *Range* may also be used to determine how much learning the vocabulary of one text provides in comparison with the words in a different text. There are also three ready-made word lists available with the programme.

3.2.2.1. The Base Word Lists in Range

There are three base word lists available with *Range*. The first includes the most frequent 1000 words of English. The second includes the 2nd 1000 most frequent words, and the third includes words not in the first 2000 words of English but which are frequent in upper secondary school and university texts from a wide range of subjects. All of these base lists include the base forms of words and derived forms.

The first 1000 words consist of around 4000 forms or types. The sources of these lists are *A General Service List of English Words* by West (1953) for the first 2000 words, and *The Academic Word List* by Coxhead, 1998-2000 containing 570 word families. The lists include both American and British spellings. *Range* can also be used with different aims in combination with the three base lists that are available with it. In combination with the three lists, it has been used so far to answer the following questions:

- What common vocabulary is found in all these texts?
- How large a vocabulary is needed to read this text?

- If a learner has a vocabulary of 2000 words, how much of the vocabulary in the text will be familiar to the learner?
- What are the words in the text in which the learner is not likely to know?
- How well does the course book prepare learners for the vocabulary in newspapers?
- How rich a vocabulary to second language learners use in their free writing?

It is not a must to use the base lists. New word lists can be created, or existing base lists can be adopted, however, ready-made word lists available in the programme were used as the focus of the present study is on high frequency words of General English. So, before preparing the texts for analysis, the Range with GSL/AWL was run on the PC by following the instructions given in the programme.

3.3. Data Collection Procedure

3.3.1. Preparing the Texts for the Analysis

As mentioned earlier, ‘reading spots’ of the course book were used for the analysis. The analysis of the units was undertaken with the exception of Unit 5 as the aim of that unit was to make students become conscious of the events in Turkish history on the basis of Mustafa Kemal Atatürk’s contributions into the Turkish Independence War. In other words, Unit 5 needs no evaluation in terms of its vocabulary as lexical items to talk about national history are essential themselves.

Firstly, the ‘reading spots’ were transferred into the computer environment as image files by scanning. It is essential to note that before scanning the ‘reading spots’, the image quality of the scanning should be at least 300 dpi for obtaining more accurately read texts by the program. Then, they were transformed into word files by using a PDF transformer programme, Abby Fine reader. Transforming was done by Abby Fine reader 11. However, some parts include so much visual illustrations that they could not be transformed. For this reason, Unit 4 (*Tamara’s Dream Dictionary*; p. 44-45), Unit 12 (*Identifying Strengths and Weaknesses*; p. 141), Unit 14 (*Sensible Precautions for Global Warming*; p. 159), and Unit 15 (*The Sun Dance Hotel*; p. 172) were written in Microsoft word programme.

Moreover, 'reading spots' in Unit 10(*A Modern Short Story*; p.117 and Unit 16 (*Understanding Others*; p. 188) were in hand-written, so these parts were written in Microsoft word programme. After transforming and writing were completed, the texts were prepared for the analysis. The texts had to be modified in order to obtain reliable results from the program because Range counts each separate item as a word.

Firstly, the proper names were deleted from the texts (See Table 2 and Table 3).

Table 2: The Original Extract from the Course Book in Unit 8

At 06.30 p.m.

Kim: Has Tessa arrived yet?

Paula: No, she hasn't.

Kim: Where is Trevor?

Paula: He's just come. Look!

Table 3: The Modified Text for the Analysis in Unit 8

At 06.30 p.m.

..... Has arrived yet?

.....: No, she hasn't.

..... Where is?

..... He's just come. Look!

Secondly, punctuation marks were deleted and dashes were used to show the erased punctuation marks (See Table 4 and Table 5).

Table 4: The Original Extract from the Course Book in Unit 1

A True Friend! It is not always easy to have a true friend. There are some special qualities about a true friend. One of them is being honest. A true friend is honest. They always listen to you and tell you what they really feel. Another quality is being reliable. A true friend is always there when you need them. For example, if you are in trouble you can phone your friend for help. A true friend is also supportive and helpful. They cheer you up and encourage your dreams. A true friend also has a good sense of humour. They make you laugh. Friendship is like a sensitive flower, so you should treat your friends in a nice and kind way. So, why don't you get together with your friends and have fun? Good times make great memories.

Table 5: The Modified Text for the Analysis in Unit 1

A True Friend - It is not always easy to have a true friend - There are some special qualities about a true friend - One of them is being honest - A true friend is honest - They always listen to you and tell you what they really feel - Another quality is being reliable - A true friend is always there when you need them - For example - if you are in trouble you can phone your friend for help - A true friend is also supportive and helpful - They cheer you up and encourage your dreams - A true friend also has a good sense of humour - They make you laugh - Friendship is like a sensitive flower - so you should treat your friends in a nice and kind way - So - why don't you get together with your friends and have fun - Good times make great memories -

Thirdly, short forms were turned into the long forms (See Table 6 and Table 7).

Table 6: The Original Extract from the Course Book in Unit 4

It's hard to believe that dreams have no meaning at all. But it's so much fun to understand what they're trying to tell us! We developed this dictionary, so you can understand the meaning of your dreams. *Keep in mind that this is just for fun and you shouldn't take it seriously!*

Table 7: The Modified Text for the Analysis in Unit 4

It <u>is</u> hard to believe that dreams have no meaning at all. But <u>it is</u> so much fun to understand what <u>they are</u> trying to tell us! We developed this dictionary, so you can understand the meaning of your dreams. <i>Keep in mind that this is just for fun and you <u>should not</u> take it seriously!</i>

Also, letters indicating parts such as A, B, Cs should be deleted, but instruction parts were eliminated in the analysis as the focus is directly on the ‘reading spots’.

Lastly, after separating the hyphenated words, the modified word texts were saved as rich text format which is the unique file format for the program to obtain reliable results.

3.3.2. The Analysis

Once Range was run on the PC, the ‘reading spots’ in the book were modified to obtain accurate and reliable results from the program as it counts each separate item as a word. The analysis was carried out firstly for the ‘reading spots’ of the course book, as a whole, by applying *Range* and then separately for the ‘reading spots’ in each unit of the book to search to what extent the 2000 high frequency words are represented in the book.

It is essential to note that an error occurred during analysis. The number of lines was too long, so as a remedy explained in the instructions part of Range, the files in rich text format were saved in Word 97-2003 firstly and resaved choosing Text only with Line Breaks (*. Txt) to get an input file in DOS (ASCII) format with line breaks. Then, to search the distribution patterns of words, 10 words were randomly selected from 2000 high frequency words using random generator from Graph Pad Software (<http://www.graphpad.com/quickcalcs/randomselect2.cfm>, 15.03.2012), (See Appendix-4). The selected words and the derived forms in the 2000 high frequency list are presented in Table 8.

Table 8: Randomly Selected Words from the 2000 High Frequency Word Lists

Numbers	Randomly Chosen Number of Words	Randomly Selected Types with their Derived Forms from the Lists according to the Numbers
1	664 - (WL 1)	REALLY 0
2	634 - (WL 1)	PROGRESS 0 PROGRESSED 0 PROGRESSES 0 PROGRESSING 0 PROGRESSIVE 0 PROGRESSIVELY 0
3	1644 - (WL 2)	PRAISE 0 PRAISING 0 PRAISES 0 PRAISED 0
4	874 - (WL 1)	TOO 4
5	1967 - (WL 2)	WHEEL 0 WHEELS 0 WHEELER 0 WHEELED 0
6	1177 - (WL 2)	CLOTH 1 CLOTHS 0 CLOTHING 0 CLOTHES 2
7	1866 - (WL 2)	SWIM 0 SWUM 0 SWIMS 0 SWIMMING 0 SWAM 0
8	935 - (WL 1)	WHOLE 0 WHOLENESS 0 WHOLLY 0
9	575 - (WL 1)	OR 2
10	64 - (WL 1)	ATTEMPT 0 ATTEMPTED 0 ATTEMPTING 0 ATTEMPTS 0

The selected words were prepared as a base list in *Range* and the list with the exception of the ready-made lists was used to plot the distribution patterns of the selected words. The analysis was carried out separately for each unit. Also, to enhance the validity

of the results of vocabulary distribution, 10 words from the types occurring in the course book were selected randomly, too, using random generator from Graph Pad Software (<http://www.graphpad.com/quickcalcs/randomselect2.cfm>, 19.03.2012), (See Appendix-5). Randomly selected 10 words from the types occurring in the course book are in Table 9 with their derived forms in the lists.

Table 9: Randomly Selected Words from the Types Occurring in the Course Book

Numbers	Randomly Chosen Number of Types from the Course Book	Randomly Selected Types from the Course Book according to the Numbers	Randomly Selected Types with their Derived Forms from the List according to the Numbers
1	154 - (WL 1)	FURTHER	FAR 1 FARTHER 0 FARTHEST 0 FURTHER 0 FURTHEST 0
2	329 - (WL1)	PUTTING	PUT 1 PUTS 0 PUTTING 0
3	297 - (WL 1)	OR	OR 1
4	196 - (WL 1)	HOPES	HOPE 0 HOPED 0 HOPEFUL 0 HOPELESS 0 HOPELESSNESS 0 HOPES 0 HOPING 0
5	363 - (WL 1)	SCENE	SCENE 0 SCENERY 0 SCENES 0
6	62 - (WL 1)	CANNOT	CAN 1 CANNOT 0 CANS 0 CANNED 0 CANNING 0
7	384 - (WL 1)	SMALL	SMALL 1 SMALLER 0 SMALLEST 0 SMALLNESS 0
8	289 - (WL 1)	OFFICE	OFFICE 0 OFFICER 0 OFFICERS 0 OFFICES 0
9	300 - (WL 1)	OTHER	OTHER 0 OTHERS 0
10	382 - (WL 1)	SIX	SIX 0 SIXES 0 SIXTEEN 0 SIXTEENTH 0 SIXTEENTHS 0 SIXTH 0 SIXTHLY 0 SIXTHS 0 SIXTIES 0 SIXTIETH 0 SIXTIETHS 0 SIXTY 0

Again, these words were prepared as a base list and the analysis was undertaken separately for each unit by excluding ready-made lists in the programme to plot the distribution patterns of vocabulary in the book. Lastly, the second part of *Range* programme, *Frequency* was used to answer the third question dealing with the repetition patterns of words in the book. For this, all of the ‘reading spots’ were copied on one file as *Frequency* can run on one text at a time. Also, ‘reading spot’ of the course book in each unit was also analyzed with *Frequency* separately in order to search repetition patterns of the 2000 high frequency words within the units.

3.3.2.1. Output of the Computer Analysis

Range provides a table displaying how much coverage of a text involves each of the three base lists. An example of the result analysis for Unit 1 is in Table 10.

As seen from Table 10 the analysis starts with the number of lines and words in the text. The number of lines in Unit 1 is 11, and the number of words is 140. Then, the table asserts which lists have been used. All of the ready-made lists available in the programme were used. There are three base lists; the first list including the most frequent 1000 words of General English, the second including the 2nd most frequent 1000 words of General English, and the third list consisting of Academic Words in English. The list goes on with the types and word families separately for each word lists, covered in the texts of the book.

Numerals under the heading ‘TOKENS’ in Table 10 assert how many tokens in the text belong to the base word list one, two, or three. It is the total counting of words no matter how many times they are used. For example, ‘the’ is used six times, so it is counted as six tokens, but numerals under the heading ‘TYPES’ show how many types there are in the text belong to the base wordlist one, two, or three. However, in this part, each word is counted once. In other words here ‘the’ is not six but counted as one type.

Table 10: Analysis of Unit 1 in Range

Processing file: C:\Users\Fatma\Desktop\düz metin belgesi, spot analysis\UNIT 1.txt			
Number of lines: 11			
Number of words: 140			
Reading: C:\Users\Fatma\Desktop\BASEWRD1.txt			
Reading: C:\Users\Fatma\Desktop\BASEWRD2.txt			
Reading: C:\Users\Fatma\Desktop\BASEWRD3.txt			
WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	130/92.86	67/88.16	58
two	8/ 5.71	7/ 9.21	7
three	1/ 0.71	1/ 1.32	1
not in the lists	1/ 0.71	1/ 1.32	????
Total	140	76	66
Number of BASEWRD1.txt types: 4119 Number of BASEWRD1.txt families: 998			
Number of BASEWRD2.txt types: 3708 Number of BASEWRD2.txt families: 988			
Number of BASEWRD3.txt types: 3107 Number of BASEWRD3.txt families: 570			
Table of Ranges: Types			
76 Words appear in 1 input files			
Table of Ranges: Families			
66 Words appear in 1 input files			
Types Found In Base List One			
TYPE	RANGE	FREQ	F1
A		1	10
ABOUT	1	1	1
ALSO	1	2	2
ALWAYS	1	3	3
AND	1	5	5
ANOTHER	1	1	1
ARE	1	2	2
BEING	1	2	2
.....			

The heading, ‘FAMILIES’ shows the number of word families; i.e. counting words according to their family group. Percentages of each base word list next to the numerals of types, tokens, and word families show the proportion of each counting concerning the distribution of the items in the frequency list. In other words, the number of list one tokens in Table 10 is 130 which constitute the 92.86% of the total number of tokens in the text.

Numerals below the heading 'RANGE' suggest how many passages the word has been used in. As one text was analyzed, the value of range is 1 for all of the words in Table 10. Numerals below the heading 'FREQUENCY' indicate how many times the same word has been used. The following parts of the results of analysis in Unit 1; i.e. types found in Base List 1, 2, 3 and types not found in any base list were not included in Table 10 as it was too long.(See Appendix-6).

For the analysis, types were taken as a basis because types are helpful to investigate the number of words required to know for those using the book. Therefore, as the aim was not to find out the length of the book, the tokens were not taken as a basis in discussion, but taken into consideration roughly to discover the reliability of the data by examining the number of types in relation with the number of tokens, and as the students using that book are in the 8th grade who still do not usually guess the meaning of a word by relating it into another familiar word from its word family, the discussion was not on the basis of word family.

In order to evaluate the results in a more comprehensible way Excel software was used to form tables and figures according to the result files from *Range* and *Frequency*. 'Reading spots' in each unit were analyzed and discussed in this way, and finally, the results were shared with Paul Nation, one of the pioneers in the field of vocabulary, in order to obtain an expert opinion on the results after the analysis was carried out.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1. Introduction

As mentioned in the previous chapter, the answer of the first question; i.e. the vocabulary load of the course book (Spot-On, Grade-8), was examined by comparing the words in the ‘reading spots’ of the course book with the three base lists available with *Range*. Firstly, the book as a whole and then each unit of the book were examined. After, 10 words randomly selected from the 2000 high frequency word lists, and 10 words randomly selected from the types occurring in the course book were programmed into the *Range* separately as a base list to plot the distribution patterns of the selected words within the book. Lastly, for investigating the patterns of repetition, *Frequency* was applied firstly to the ‘reading spots’ of the course book as a whole, and then to the units of the book in turn. For the results of the analysis from *Range*, tables and figures were prepared by using Excel software in order to discuss the results in a more comprehensible way.

4.2. Vocabulary Load of the Course Book

The aim of the first question was to investigate the vocabulary load of the course book. The question was;

1. What are the general characteristics of vocabulary loading in the 8th grade level EFL course book (Spot-On, Grade-8)?

1.1. To what extent are the 2000 high frequency words of General English covered in the course book?

1.1.1. Which words in the academic word list are used in the course book?

1.1.2. What are the infrequent words used in the course book?

1.2. To what extent are the 2000 high frequency words of General English covered in each unit of the course book?

In order to derive the answer of the question 1.1., the book was analyzed as a whole. The results obtained from *Range* displaying the vocabulary level of the book are in Table 11.

Table 11: Vocabulary Load of the Course Book

Processing file: C:\Users\Fatma\Desktop\tüm spot.txt			
Number of lines: 176			
Number of words: 2200			
Reading: C:\Users\Fatma\Desktop\BASEWRD1.txt			
Reading: C:\Users\Fatma\Desktop\BASEWRD2.txt			
Reading: C:\Users\Fatma\Desktop\BASEWRD3.txt			
WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	1853/84.23	505/67.60	371
two	172/ 7.82	115/15.39	96
three	63/ 2.86	48/ 6.43	45
not in the lists	112/ 5.09	79/10.58	????
Total	2200	747	512
Number of BASEWRD1.txt types: 4119 Number of BASEWRD1.txt families: 998			
Number of BASEWRD2.txt types: 3708 Number of BASEWRD2.txt families: 988			
Number of BASEWRD3.txt types: 3107 Number of BASEWRD3.txt families: 570			

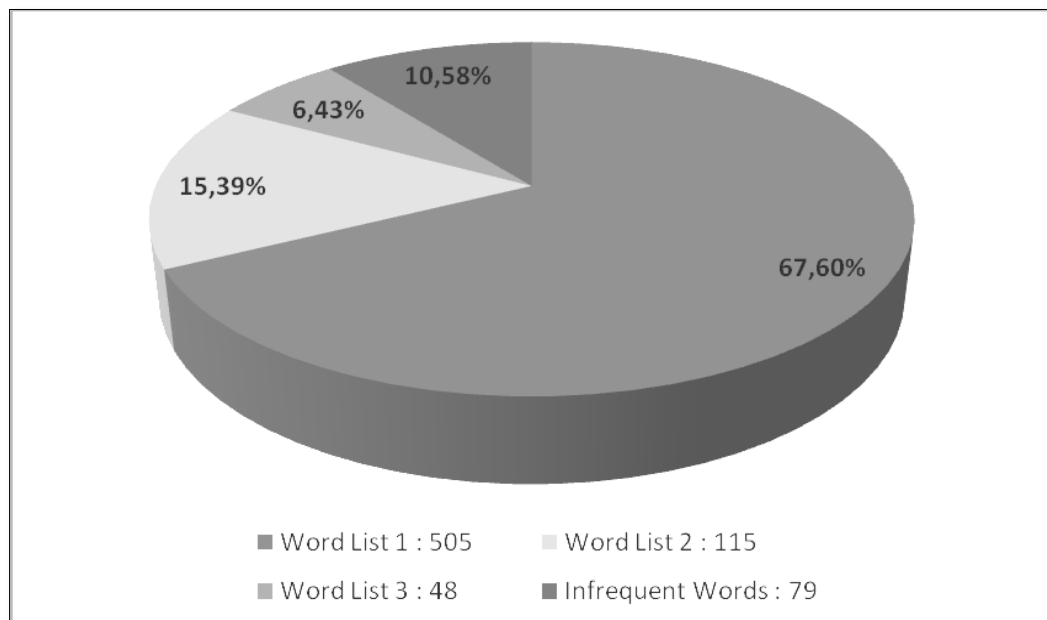
Table 11 gives the total number of types, tokens and families obtained from the entire analysis of ‘reading spots’ from the course book. The results indicate that there are 512 different word families, 2200 running words (tokens) and 747 distinct words (types).

When the ‘tokens’ of the book are examined, it is observed that there are 2200 tokens in the course book. Approximately 84% (= 1853) of the tokens are among the words from the most frequent 1000 word list. Approximately 8% (= 172) of the tokens are among the second most frequent 1000 word list. Approximately 3% (= 63) of the tokens are among the academic word list; and, approximately 5% (= 112) of the tokens are lower frequency words which are not in the most frequent 1000 and 2000 word list, and the academic word list.

Briefly, ‘reading spots’ of the course book cover 2200 tokens which are counted to consider how many times each word is used in the book, and approximately 92% (= 2025) of them are in the most frequent 1000 and 2000 word lists, which thus means approximately 8% (= 175) of them are not among the high frequency words of General English.

As the main focus on discussion is on ‘type’ with the aim of the study the results of types covered in the course book are in Figure 1.

Figure 1: Types in the Course Book



As seen in Figure 1, there are 747 types in the ‘reading spots’ of the course book. The figure indicates that Word List 1 asserts its dominance over the Word List 2, 3 and infrequent words although the book aims at 8th grade in which Word List 2 is expected to be presented with a reasonable number.

505 of the types in the course book which is approximately 68% of the types exist in Word List 1 involving the most frequent 1000 words of General English. 115 types, which is approximately 15% of the types occurred in the book are in the List 2 and 48 types constituting approximately 6% are in the List 3. There are 79 types, constituting

approximately 11% of the types in total, which are not in these lists. In other words, 127 types constituting approximately 17% of the types used in the book are not among the most frequent 1000 and 2000 words.

Other question was;

1.1.1. Which words in the academic word list are used in the course book?

The results obtained from *Range* provided that the course book covered the types from the academic list as in Table 12.

Table 12: Academic Words Covered in the Course Book

ANALYSIS	DESIGNING	INSTRUCTIONS	PSYCHOLOGISTS
AWARE	DETECTIVE	INTELLIGENCE	RANGE
AWARENESS	DOMINANT	INTERACTION	RATIONALLY
CAPABLE	ECONOMIC	JOB	RELAX
COMMUNICATION	ENERGY	MAJOR	RELIABLE
CONCENTRATE	EXHIBIT	MENTAL	RESEARCH
CONCEPT	FACILITIES	OBVIOUSLY	SECURE
CONFLICT	FUNCTIONS	PERSPECTIVE	STRATEGIES
CONTACT	GENERATE	PHYSICAL	STRESSFUL
CULTURE	IDENTIFY	POSITIVE	STYLES
DEMONSTRATIONS	IDENTIFYING	PREDICT	TEAM
DESIGNED	INCIDENT	PROMOTION	TOPIC

As academic words are considered as appropriate for learners in upper secondary schools, the number of academic words may be concluded to be too low to be removed from the book as the book is aimed at the 8th level, and when the words are examined on the basis of the topics of the units in which they are used, it may be concluded that they are topic-based words. For instance; ‘analysis’ occurs in Unit 12 which is about identifying personal strengths and weaknesses. ‘Intelligence’, ‘Psychologists’, and ‘Research’ are the words used in Unit 9 which is about emotional intelligence. Briefly, academic words in the course book may be concluded to be used *randomly*, that is, they are topic-based words, and their numbers are not problematic when the level of target learners is considered, as their limited inclusion may be a good preparation for high school.

Another question aims at discovering the number of infrequent words covered in the course book;

1.1.2. What are the infrequent words used in the course book?

When the results obtained from *Range* were examined, *infrequent words*, i.e. the types in none of the lists, used in the book are in Table 13.

Table 13: Infrequent Words Covered in the Course Book

ACNE	EMOTIONS	LEISURE	SEPERATE
ANECDOTE	EMPATHY	METERS	SNOOKER
BADMINTON	FANTASTIC	METRO	SOLAR
BALLROOM	FOLK	MISUNDERSTANDS	SOOTHE
BESTSELLER	GEL	MORALE	SPA
BINS	GOLFING	MUSEUM	STEPSISTERS
BORED	GUY	NECKLACE	STRENGTH
BRAIN-BASED	HEMISPHERE	NOTEBOOK	STRENGTHS
BRAINED	HEMISPHERES	OKAY	SUMMIT
MAYOEING	HOLISTIC	OUTDOOR	TALENTED
CAREER	HOSTESSES	PANICS	TEENAGERS
CAREERS	HUGE	PARASAILING	TENNIS
CLASSMATE	HUMOUR	PERSONALITY	TERRIFIED
CLIMATE	INNOCENCE	PIRATE	TRADITONAL
COMPETITIVE	INNOCENT	PLASTIC	VASES
CONDITIONING	INTERPERSONAL	REBUILD	VIEWPOINT
COOKERY	INTERVIEWER	RECYCLE	VITAMIN
COUNSELOR	INTUITIVELY	REUSE	VITAMINS
DEVELOPING	IRRITATED	RINSE	WEAKNESSES
EMOTIONAL	JIGSAW	SCHOLARSHIP	

The words written in bold in Table 13 may be eliminated from the list because these words may now be addressed as high frequency words although they were not in the past when the 2000 high frequency word lists were developed. Nevertheless, as any language evolves as the living styles of the people using that language, the words in bold now widely occur in modern life. For example, today sports other than football such as tennis, badminton, golfing and parasailing are popular in Turkey or gels are usual products for personal hygiene recently. Also by considering the fact that ‘okay, vases, vitamin,

plastic, career, empathy, panics and meters’ are borrowings used in Turkish language, it may be concluded that there is not a significant number of infrequent words in the course book.

4.2.1. Vocabulary Load of Each Unit of the Course Book

The aim of the second part of the first question was to investigate the vocabulary load of the units of the course book separately. The question was:

1.2. To what extent are the 2000 high frequency words of General English covered in each unit of the course book?

To answer this question units of the book were analyzed in turn and the results obtained from *Range* were as in Table 14.

Table 14: Vocabulary Load of Each Unit of the Course Book by Counting the Number of Types

Units	Word List 1	Word List 2	Word List 3	Infrequent Words
Unit 1	67=} 88.16 %	7=} 9.21%	1=} 1.32%	1=} 1.32%
Unit 2	49=} 79.03%	4=} 6.45%	4=} 6.45%	5=} 8.06%
Unit 3	34=} 65.38 %	6=} 11.54%	4=} 7.69%	8=} 15.38%
Unit 4	78=} 79.59%	15=} 15.31%	3=} 3.06%	2=} 2.04%
Unit 6	77 =} 82.80%	8 =} 8.60%	4 =} 4.30%	4 =} 4.30%
Unit 7	85=} 84.16%	10=} 9.90%	0.00	6=} 5.94%
Unit 8	61=} 93.85%	3 =} 4.62%	0.00	1=} 1.54%
Unit 9	60=} 72.29%	6 =} 7.23%	10=} 12.05%	7=} 8.43%
Unit 10	94=} 86.24%	8 =} 7.34%	1=} 0.92%	6=} 5.50%
Unit 11	62=} 77.50%	10 =} 12.50%	4=} 5%	4=} 5%
Unit 12	39=} 67.24%	4 =} 6.90%	8=} 13.79%	7=} 12.07%
Unit 13	53=} 74.65%	10 =} 14.08%	5=} 7.04%	3=} 4.23%
Unit 14	74=} 78.72%	8 =} 8.51%	2=} 2.13%	10=} 10.64%
Unit 15	78=} 66.10%	19 =} 16.10%	6=} 5.08%	15=} 12.71%
Unit 16	96=} 89.72%	5 =} 4.67%	2=} 1.87%	4=} 3.74%

When the number of types and their percentages in each unit were examined, it is observed that neither vocabulary load nor the distribution of word lists across the units, not the patterns of vocabulary distribution, is consistent. When Word List 1 is examined in Table 14, it is observed that it reaches in its highest number of types in Unit 16 which involves 96 types, and Word List 1 has the fewest number of types in Unit 3 which covers only 34 types, but, when the percentages are examined, it may be observed that Word List 1 is in the highest point in Unit 8 which constitutes about 94% of the total types in the unit. This difference results from the noticeable differences of the length of the units.

The percentages, which are more reliable than the number of types, are focused to examine the vocabulary load of each unit firstly. When the percentages of Word List 1 are examined in Table 14, the vocabulary level of the units is as in the following ascending order.

<u>Unit 3</u>	<	<u>Unit 15</u>	<	<u>Unit 12</u>	<	<u>Unit 9</u>	<	<u>Unit 13</u>	<	<u>Unit 11</u>	<	<u>Unit 14</u>	<	<u>Unit 2</u>
65%		66%		67%		72%		75%		78%		79%		79%
<	<u>Unit 4</u>	<	<u>Unit 6</u>	<	<u>Unit 7</u>	<	<u>Unit 10</u>	<	<u>Unit 1</u>	<	<u>Unit 16</u>	<	<u>Unit 8</u>	
	80%		83%		84%		86%		88%		90%		94%	

There are five units among 65% and 75%, seven units among 76% and 86%, and three units are among 87% and 94%. In this order, the determining role of the length of the units on the vocabulary coverage was hindered by focusing on the percentages; however, there is approximately 29 percent of difference between the highest coverage and the lowest one. Beside this difference, it was observed that there is a more significant inconsistency between the vocabulary coverage of Word List 1 and Word List 2.

When the percentages of Word List 2 are examined in Table 14, it is observed that Word List 2 is not involved in the units with a reasonable number. The vocabulary level of the units on the basis of the percentages of Word List 2 is as in the following descending order.

Unit 15 > Unit 4 > Unit 13 > Unit 11 > Unit 3 > Unit 7 > Unit 1 > Unit 6
 16% 15% 14% 13% 12% 10% 9% 9%

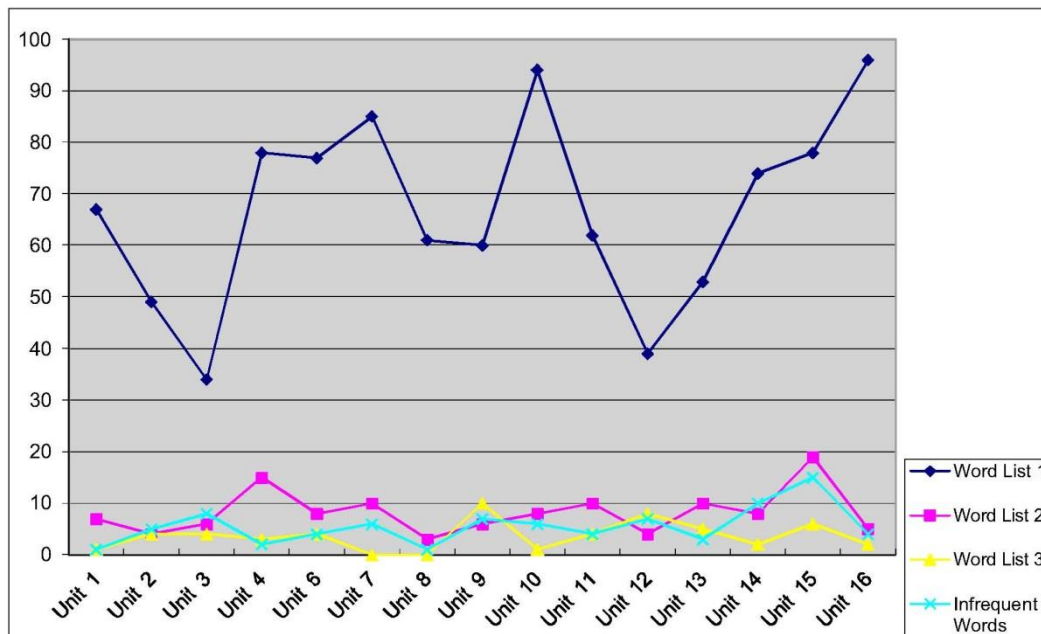
> Unit 14 > Unit 10 > Unit 9 > Unit 12 > Unit 2 > Unit 16 > Unit 8
 9% 7% 7% 7% 6% 5% 5%

There is about 11 percent of difference between the unit which involves the highest percentage of words from Word List 2 and the unit covering the lowest percentage of words from the 2nd most frequency 1000 words of General English. Although this difference is less than the difference between the highest percentage of words in Word List 1 and the lowest one, the inclusion of words from the list 2 is too small to compare with those in the list 1.

When Table 14 is examined, it is observed that the inclusion of words from Word List 3, and the number of infrequent words are not high. Two units; Unit 7 and Unit 8 do not involve any academic word from the list 3 and only two units are above 10%; Unit 12 constituting approximately 14% of the types in the unit, and Unit 9 constituting approximately 12% of the total types in the unit. And, four units are above 10% in its coverage of infrequent words. Approximately 15% of the types in Unit 3, approximately 13% of the types in Unit 15, approximately 12% of the types in Unit 12, and approximately 11% of the types in Unit 14 are among infrequent words.

As mentioned earlier, the length of the units affects the harmony between the number of types and the percentages of them. The vocabulary load of each unit according to the number of types is as in Figure 2.

Figure 2: Vocabulary Load of Each Unit of the Course Book by Counting the Number of Types



When Figure 2 was examined, the patterns of vocabulary loading neither in high frequency lists nor in the others have a balanced coverage and the inconsistency of the distribution of word lists is clearly visible. Even though it is supposed that in this book the first most frequent 1000 words of General English were aimed to present, in spite of the level of the course book, the Word List 1 does not have a consistent line either in its loading patterns or its distribution within the units as seen in Figure 2.

Briefly, when the patterns of vocabulary loading of the book were analyzed, it was observed that Word List 1 dominated the course book, however, when each unit was analyzed separately, it became clear that the vocabulary loading of the book was unsystematic in distinct units as it was observed that even the dominant word list does have inconsistent coverage with varying values in distinct units.

4.3. Distribution of Randomly Selected High Frequency Words within the Course Book

As explained before, to plot the distribution patterns of high frequency words within the book, 10 words from the 2000 high frequency word lists were selected randomly, then the words with their derived forms were prepared as a base list to run on the *Range* by excluding the ready-made word lists available with the programme. The distribution of words was examined on the basis of their range, i.e. the number of ‘reading spots’ the words are used, and frequency, i.e. the number of times the words are used. After, to enhance the validity of the results 10 words were selected from the types in Word List 1 and Word List 2 occurring in the course book. As the selection was random, the words were selected from the list 1. Range and frequency values of the selected types with their derived forms were examined to highlight the distribution patterns of high frequency words, too.

4.3.1. Distribution of 10 Randomly Selected Words from the 2000 High Frequency Word Lists

Randomly selected words were analyzed in *Range* and the results of the distribution values of high frequency words of General English are as in Table 15.

Table 15: Distribution of 10 Randomly Selected Words from the 2000 High Frequency Word Lists

Randomly Selected Words	The Units	Range	Frequency	Range in Total	Frequency in Total
REALLY 0	Unit 1	1	1		
	Unit7	1	1		
				2	2
PROGRESS 0					
PROGRESSED 0					
PROGRESSES 0	-	-	-	-	-
PROGRESSING 0					
PROGRESSIVE 0					
PROGRESSIVELY 0					

Table 15 (Continue)

Randomly Selected Words	The Units	Range	Frequency	Range in Total	Frequency in Total
PRAISE 0					
PRAISING 0	-	-	-	-	-
PRAISES 0					
PRAISED 0					
TOO	Unit 6	1	1	1	1
WHEEL 0					
WHEELS 0	-	-	-	-	-
WHEELER 0					
WHEELED 0					
CLOTH 1					
CLOTHS 0					
CLOTHING 0					
CLOTHES 2	Unit 14	1	1	1	1
SWIM 0					
SWUM 0	-	-	-	-	-
SWIMS 0					
SWIMMING 0					
SWAM 0					
WHOLE 0					
WHOLENESS 0	-	-	-	-	-
WHOLLY 0					
OR 2	Unit 2	1	1		
	Unit 4	1	1		
	Unit 10	1	1		
	Unit 14	1	2		
				4	5

As may be observed in Table 15, the distribution values of 10 randomly selected words from the 2000 high frequency word lists are too low to mention the distribution patterns of the words within the book. In other words, only 2 words may be said to be distributed within the book. ‘Really’ occurs in 2 units with 2 frequencies in total, which thus means that the word occurs once in both of the texts. But, ‘Or’ as a conjunction, which is used in a wide range of texts, is covered in 4 units with 5 frequencies in total. On the other hand, ‘too’, and ‘clothes’ are represented only in 1 text with 1 frequency in the

course book, and 6 randomly selected words; ‘progress’, ‘praise’, ‘wheel’, ‘swim’, ‘whole’, and ‘attempt’ are not covered in the book.

4.3.2. Distribution of 10 Randomly Selected Words from the Types Occurring in the Course Book

10 words randomly selected from the types covered in the course book from Word List 1 and Word List 2 were examined to enhance the validity of the results plotting the distribution patterns of vocabulary in the book. Randomly selected 10 types were analyzed in *Range* and the results are as in Table 16.

Table 16: Distribution of Randomly Selected 10 High Frequency Types Covered in the Course Book

Randomly Selected Types from the Course Book	The Units	Range	Frequency	Range in Total	Frequency in Total
FAR 1	Unit 14	1	1		
FARTHER 0	-				
FARTHEST 0	-				
FURTHER 0	Unit 15	1	1		
FURTHEST 0	-			2	2
PUT 1	Unit 16	1	1		
PUTS 0	-	-	-		
PUTTING 0	Unit 13	1	1		
				2	2
OR 1	Unit 2	1	1		
	Unit 4	1	1		
	Unit 10	1	1		
	Unit 14	1	2		
				4	5
HOPE 0	-				
HOPED 0	-				
HOPEFUL 0	-				
HOPELESS 0	-	1	1	1	1
HOPELESSNESS 0	-				
HOPES 0	Unit 11				
HOPING 0	-				

Table 16 (Continue)

Randomly Selected Types from the Course Book	The Units	Range	Frequency	Range in Total	Frequency in Total
SCENE 0	Unit 7	1	1	1	1
SCENERY 0	-				
SCENES 0	-				
MAY 1	Unit 1 (May)	1	1		
MAYNOT 0	Unit 2(May)	1	1		
MAYS 0	Unit 3(May)	1	2		
MAYNED 0	Unit 4(May)	1	1		
MAYNING 0	Unit 6(Maynot)	1	1		
	Unit 7(May)	1	1		
	Unit 8 (May)	1	1		
	Unit 9(May)	1	1		
	Unit 14				
	(May- maynot)	1	6 - 1		
	Unit 15(May)	1	2		
				10	18
SMALL 1	Unit 3	1	1	1	1
SMALLER 0	-				
SMALLEST 0	-				
SMALLNESS 0	-				
OFFICE 0	Unit 10	1	1	1	1
OFFICER 0	-				
OFFICERS 0	-				
OFFICES 0	-				
OTHER 0	Unit 7 (Other)	1	1		
OTHERS 0	Unit 9 (Others)	1	1		
	Unit 15 (Other)	1	1		
	Unit 16 (Other)	1	2		
				4	5
SIX 0	Unit 7	1	1		
SIXES 0	-				
SIXTEEN 0	Unit 6	1	1		
SIXTEENTH 0	-				
SIXTEENTHS 0	-				
SIXTH 0	-				
SIXTHLY 0	-				
SIXTHS 0	-				
SIXTIES 0	-				
SIXTIETH 0	-				
SIXTIETHS 0	-				
SIXTY 0					
				2	2

As may be observed in Table 16, it may be concluded that approximately half of the selected words are distributed within the course book with varying values whereas 4 of the words do not have values in Range more than 1. ‘Hope’, ‘scene’, ‘small’, and ‘office’ with their derived forms are the words covered in only 1 text with 1 frequency.

‘Far’, ‘put’, and ‘six’ are the words covered in 2 texts. ‘Far’ with its derived forms occurs in two texts in Unit 14 and Unit 15 with 2 frequencies in total. ‘Put’ with its derived forms is represented in Unit 13 and Unit 16 with 1 frequency for each; ‘six’ with its derived forms is covered in Unit 6 and Unit 7 with 2 frequencies for each.

‘Or’ and ‘other’ are the words covered in 4 texts with 5 frequencies in total. ‘Or’, a widely used conjunction occurs in Unit 2, 4, and 10 once and in Unit 14 twice whereas ‘other’ with its derived form occurs in Unit 7, 9, and 15 once and in Unit 16 twice.

‘May’ with its derived forms is the word which has the most meaningful distribution within the course book as it occurs in 10 texts with 18 frequencies in total. Therefore, it may be concluded that randomly selected types from the 2000 high frequency word lists are not distributed within the book in one hand, randomly selected high frequency types from the course book, on the other hand, are distributed within the book so randomly that their distribution seems to result from unavoidable occurrence of the functional words.

4.4. Repetition Patterns of the Words in the Course Book

The aim of the third question was to explore the patterns of vocabulary repetition within the course book. The question was;

3. How often are the words repeated in the 8th grade level EFL course book (Spot-On, Grade-8)?

3.1. How often are the 2000 high frequency words of General English repeated in the course book?

3.2. How often are the 2000 high frequency words of General English repeated in each unit of the course book?

4.4.1. Repetition Patterns of the 2000 High Frequency Words in the Course Book

Opportunities for exposure frequency of vocabulary provided for the students in the course book were investigated by analyzing the ‘reading spots’ of the book as a whole in the second part of Range; *Frequency*. The results obtained from *Frequency* provided that the words with frequencies higher than 10 are as in Table 17.

Table 17: Types with Frequencies Higher than 10 in the Course Book

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
THE	Word List 1	99	4.50	4.50
AND	Word List 1	82	3.73	8.23
TO	Word List 1	61	2.77	11.00
A	Word List 1	53	2.41	13.41
YOU	Word List 1	53	2.41	15.82
IN	Word List 1	41	1.86	17.68
OF	Word List 1	41	1.86	19.55
IS	Word List 1	39	1.77	21.32
IT	Word List 1	30	1.36	22.68
WAS	Word List 1	30	1.36	24.05
YOUR	Word List 1	28	1.27	25.32
THEY	Word List 1	26	1.18	26.50
ARE	Word List 1	24	1.09	27.59
HE	Word List 1	23	1.05	28.64
I	Word List 1	21	0.95	29.59
HAVE	Word List 1	18	0.82	30.41
THAT	Word List 1	18	0.82	31.23
FOR	Word List 1	17	0.77	32.00
MAY	Word List 1	16	0.73	32.73
HAS	Word List 1	16	0.73	33.45
AT	Word List 1	15	0.68	34.14
NOT	Word List 1	14	0.64	34.77
WE	Word List 1	14	0.64	35.41
WITH	Word List 1	14	0.64	36.05
HER	Word List 1	13	0.59	36.64
SHE	Word List 1	13	0.59	37.23
WILL	Word List 1	12	0.55	37.77
MAKE	Word List 1	11	0.50	38.27

As may be observed in Table 17, there are 28 types with frequencies higher than 10 in the course book. 8 of them are with frequencies higher than 30, 7 of them have frequencies between 20 and 30 and 13 of them have frequencies between 11 and 20. Briefly, as there are 747 types in total in the course book, 28 types constituting approximately 4% of the types existing in the book are repeated higher than 10 times.

However, when those types repeated higher than 10 are examined, it is observed that they are the words such as articles, subject pronouns, auxiliary verbs, helping verbs, and prepositions which are the words presented generally to the beginner learners on purpose. In other words, it may be concluded that their frequency values result from their functions, and they are not recycled on purpose. Nevertheless, prepositions, articles, and auxiliaries cause enormous problems for Turkish EFL learners. For this reason, their repetitious occurrence may be considered as essential, as long as they are repeated with some other words.

Moreover, as for the repetition patterns of the 2000 high frequency words, Table 17 indicates that there is no word with frequencies higher than 10 from the 2nd most frequent 1000 words of General English, that is, all of the types repeated more than 10 times in the course book belong to Word List 1.

The results obtained from ‘*Frequency*’ software provided that the words with frequencies between 6 and 10 are as in Table 18.

Table 18: Types with Frequencies between 6 and 10 in the Course Book

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
IF	Word List 1	10	0.45	38.73
ABOUT	Word List 1	9	0.41	39.14
AN	Word List 1	9	0.41	39.55
BUT	Word List 1	9	0.41	39.95
GOOD	Word List 1	9	0.41	40.36
OUR	Word List 1	9	0.41	40.77
THIS	Word List 1	9	0.41	41.18
FRIEND	Word List 1	8	0.36	41.55
ONE	Word List 1	8	0.36	41.91

Table 18 (Continue)

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
SO	Word List 1	8	0.36	42.27
TRUE	Word List 1	8	0.36	42.64
DO	Word List 1	7	0.32	42.95
DREAM	Word List 1	7	0.32	43.27
FROM	Word List 1	7	0.32	43.59
LIKE	Word List 1	7	0.32	43.91
THEIR	Word List 1	7	0.32	44.23
THERE	Word List 1	7	0.32	44.55
TIME	Word List 1	7	0.32	44.86
ALSO	Word List 1	6	0.27	45.14
CHILDREN	Word List 1	6	0.27	45.41
EMOTIONS	<i>Infrequent Word</i>	6	0.27	45.68
GET	Word List 1	6	0.27	45.95
HIS	Word List 1	6	0.27	46.23
IMPORTANT	Word List 1	6	0.27	46.50
LANGUAGE	Word List 1	6	0.27	46.77
LEARN	Word List 1	6	0.27	47.05
ME	Word List 1	6	0.27	47.32
MORE	Word List 1	6	0.27	47.59
NEW	Word List 1	6	0.27	47.86
OBJECT	Word List 1	6	0.27	48.14
ON	Word List 1	6	0.27	48.41
TOP	Word List 1	6	0.27	48.68
TRY	Word List 1	6	0.27	48.95
US	Word List 1	6	0.27	49.23
USE	Word List 1	6	0.27	49.50
WHAT	Word List 1	6	0.27	49.77
WHEN	Word List 1	6	0.27	50.05

Table 18 indicates there are 37 types repeated between 6 and 10 times in the course book. 11 of them have frequencies between 8 and 10; 7 types occurred 7 times; and 19 types are repeated 6 times. In other words, 37 types constituting approximately 5% of the types which exist in the whole book are repeated between 6 and 10 times.

Table 18 also asserts that 36 of the types are the words which are among the 1st most frequent 1000 words of General English and 1 of them (= emotions) is an infrequent word. Therefore, it may be concluded that none of the types covered in the course book from Word List 2 are recycled within the book higher than 5 times.

The results obtained from ‘*Frequency*’ software provided that the words with frequencies between 3 and 5 are as in Table 19.

Table 19: Types with Frequencies between 3 and 5 in the Course Book

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
ACTIVITIES	Word List 1	5	0.23	50.27
CAKE	<i>Word List 2</i>	5	0.23	50.50
DREAMS	Word List 1	5	0.23	50.73
EMOTIONAL	<i>Infrequent Word</i>	5	0.23	50.95
FAMILY	Word List 1	5	0.23	51.18
JOB	<i>Word List 3</i>	5	0.23	51.41
LEARNERS	Word List 1	5	0.23	51.64
LIFE	Word List 1	5	0.23	51.86
MEANS	Word List 1	5	0.23	52.09
MY	Word List 1	5	0.23	52.32
NEED	Word List 1	5	0.23	52.55
OR	Word List 1	5	0.23	52.77
PEOPLE	Word List 1	5	0.23	53.00
RIGHT	Word List 1	5	0.23	53.23
TEACHER	Word List 1	5	0.23	53.45
TELL	Word List 1	5	0.23	53.68
THEM	Word List 1	5	0.23	53.91
THINK	Word List 1	5	0.23	54.14
WANT	Word List 1	5	0.23	54.36
ALWAYS	Word List 1	4	0.18	54.55
ANOTHER	Word List 1	4	0.18	54.73
AS	Word List 1	4	0.18	54.91
ASKED	Word List 1	4	0.18	55.09
BE	Word List 1	4	0.18	55.27
BEAUTIFUL	Word List 1	4	0.18	55.45
BELIEVE	Word List 1	4	0.18	55.64
CAREER	<i>Infrequent Word</i>	4	0.18	55.82
CLIMB	<i>Word List 2</i>	4	0.18	56.00
COLLEGE	Word List 1	4	0.18	56.18
COULD	Word List 1	4	0.18	56.36
DANCING	<i>Word List 2</i>	4	0.18	56.55
DAY	Word List 1	4	0.18	56.73
ENERGY	<i>Word List 3</i>	4	0.18	56.91
FUN	<i>Word List 2</i>	4	0.18	57.09
HAD	Word List 1	4	0.18	57.27

Table 19 (Continue)

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
HELP	Word List 1	4	0.18	57.45
INTELLIGENCE	<i>Word List 3</i>	4	0.18	57.64
INTERVIEWER	<i>Infrequent Word</i>	4	0.18	57.82
MARRIAGE	Word List 1	4	0.18	58.00
MUCH	Word List 1	4	0.18	58.18
NECKLACE	<i>Infrequent Word</i>	4	0.18	58.36
OFFER	Word List 1	4	0.18	58.55
OTHER	Word List 1	4	0.18	58.73
OWN	Word List 1	4	0.18	58.91
PROGRAMME	<i>Word List 2</i>	4	0.18	59.09
REUSE	Word List 1	4	0.18	59.27
S	Word List 1	4	0.18	59.45
SEEING	Word List 1	4	0.18	59.64
SHOES	<i>Word List 2</i>	4	0.18	59.82
SHOULD	Word List 1	4	0.18	60.00
SOME	Word List 1	4	0.18	60.18
SUMMER	Word List 1	4	0.18	60.36
SURE	Word List 1	4	0.18	60.55
TH	Word List 1	4	0.18	60.73
VERY	Word List 1	4	0.18	60.91
WHILE	Word List 1	4	0.18	61.09
WHITE	Word List 1	4	0.18	61.27
AM	Word List 1	3	0.14	61.41
ARGUMENT	<i>Word List 2</i>	3	0.14	61.55
BECAUSE	Word List 1	3	0.14	61.68
BEEN	Word List 1	3	0.14	61.82
BEING	Word List 1	3	0.14	61.95
BROUGHT	Word List 1	3	0.14	62.09
COLOUR	Word List 1	3	0.14	62.23
COMFORTABLE	<i>Word List 2</i>	3	0.14	62.36
CONFIDENCE	<i>Word List 2</i>	3	0.14	62.50
DONE	Word List 1	3	0.14	62.64
DOWN	Word List 1	3	0.14	62.77
EDUCATION	<i>Word List 2</i>	3	0.14	62.91
EXAMPLE	Word List 1	3	0.14	63.05
EXPERIENCE	Word List 1	3	0.14	63.18
FEEL	Word List 1	3	0.14	63.32
FEELINGS	Word List 1	3	0.14	63.45
FIND	Word List 1	3	0.14	63.59
FIRST	Word List 1	3	0.14	63.73
FRIENDS	Word List 1	3	0.14	63.86
GO	Word List 1	3	0.14	64.00
HALF	Word List 1	3	0.14	64.14

Table 19 (Continue)

Words in Frequency Order	Word Lists	Frequency	Percentage	Cumulative Percentage
HARD	Word List 1	3	0.14	64.27
HIM	Word List 1	3	0.14	64.41
HOME	Word List 1	3	0.14	64.55
INFORMATION	Word List 1	3	0.14	64.68
INTERESTED	Word List 1	3	0.14	64.82
KEEP	Word List 1	3	0.14	64.95
LATER	Word List 1	3	0.14	65.09
LEARNING	Word List 1	3	0.14	65.23
LOOK	Word List 1	3	0.14	65.36
MUST	Word List 1	3	0.14	65.50
NEVER	Word List 1	3	0.14	65.64
NO	Word List 1	3	0.14	65.77
PLEASE	Word List 1	3	0.14	65.91
POLICE	<i>Word List 2</i>	3	0.14	66.05
POSITIVE	<i>Word List 2</i>	3	0.14	66.18
RECYCLE	<i>Infrequent Word</i>	3	0.14	66.32
SOMETHING	Word List 1	3	0.14	66.45
STARTED	Word List 1	3	0.14	66.59
TAKE	Word List 1	3	0.14	66.73
TURN	Word List 1	3	0.14	66.86
TWO	Word List 1	3	0.14	67.00
UP	Word List 1	3	0.14	67.14
WAY	Word List 1	3	0.14	67.27
WORDS	Word List 1	3	0.14	67.41
WORK	Word List 1	3	0.14	67.55
WRONG	Word List 1	3	0.14	67.68
YET	Word List 1	3	0.14	67.82

In Table 19, there are 105 types repeated between 3 and 5 times in the course book. 19 of them have 5 frequencies, 38 of them have 4 frequencies and 48 of them have 3 frequencies. In other words, 105 types constituting approximately 14% of the types in total which exist in the course book are repeated between 3 and 5 times.

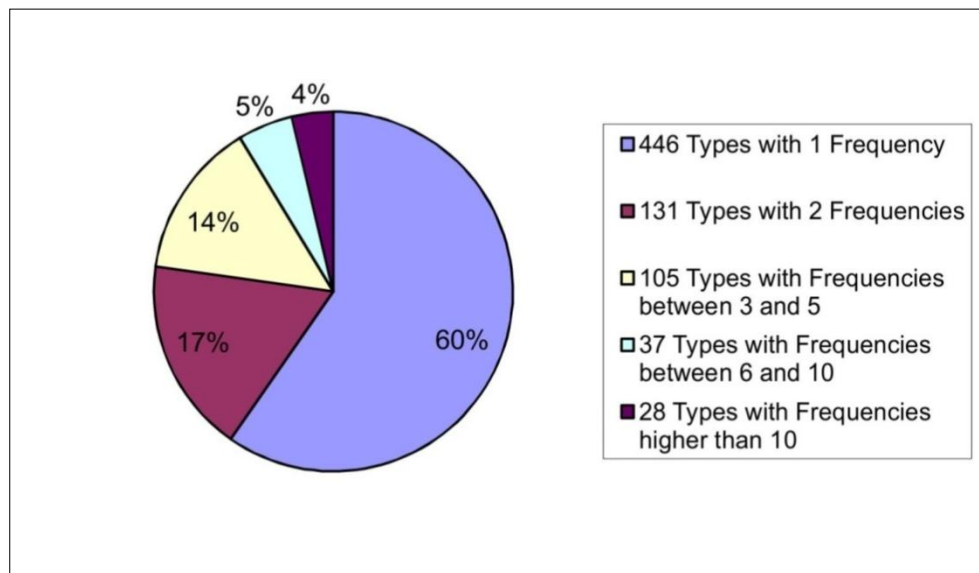
Table 19 also indicates that 85 types with frequencies between 3 and 5 are among the first most frequent 1000 words and 12 types with frequencies between 3 and 5 belong to the Word List 2.

When the results obtained from *Frequency* are examined, it is observed that 131 types have 2 frequencies and 446 types have 1 frequency. As there are 747 types in the course book, when the types with 1 and 2 frequencies are excluded, the remaining types suggest that only 170 types constituting approximately 23% of the types in total are repeated more than 2 times.

Briefly, 446 types constituting approximately 60% of the types in total are not recycled in the course book, 131 types constituting approximately 17% of the types in total are repeated only 2 times, 105 types constituting approximately 14% of the types in total are repeated between 3 and 5 times, 37 types constituting approximately 5% of the types in total are repeated between 6 and 10 times, and 28 types constituting approximately 4% of the types in total are repeated more than 10 times.

The percentages of frequency values of the types in the course book may be clearly observed in Figure 3.

Figure 3: Frequency Values of the Types in the Course Book

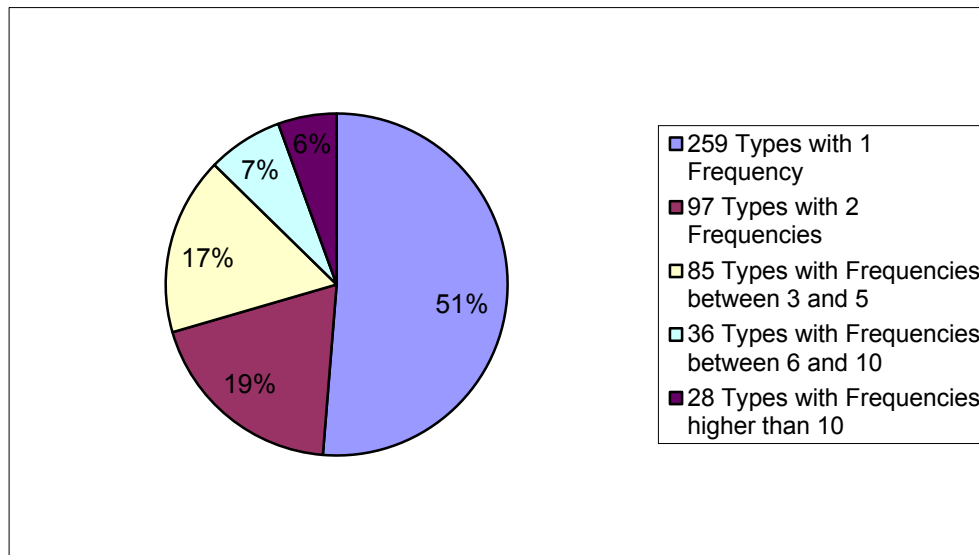


The results in Figure 3 suggest that more than half of the types existing in the course book have no repetition within the book with 1 frequency in total. Moreover, approximately 17% of the types in total have 2 frequencies. Therefore, it may be asserted

that approximately at least 77% of the types in the course book are not recycled within the book in parallel with any result of the exposure frequency studies (Horst et al., 1998; Hwang and Nation, 1995; Nation, 1990; Özdem, 2010; Saragi et al., 1978; Thornbury, 2002; Webb, 2007).

When these percentages are examined separately for Word List 1 and Word List 2, it may be concluded that the results for exposure frequency are not sufficient, too. Repetition values of the types in Word List 1 are as in Figure 4.

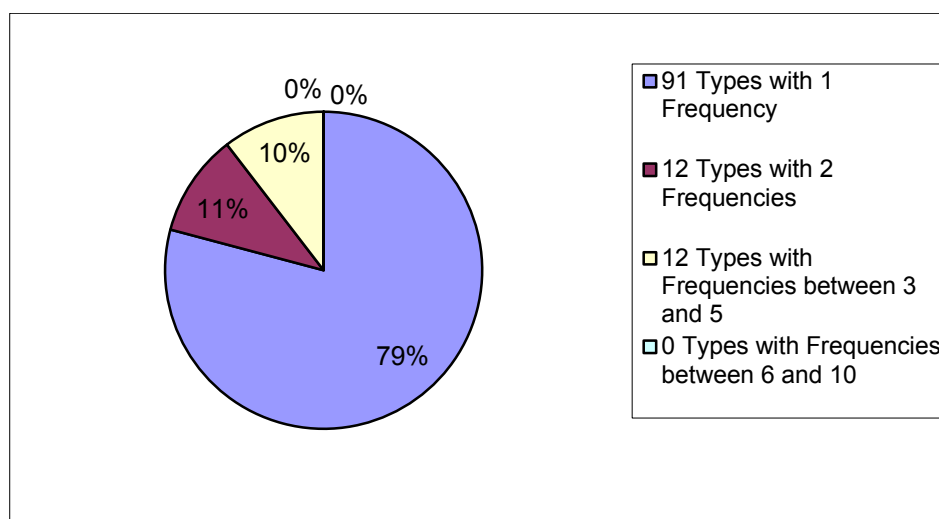
Figure 4: Frequency Values of the Types in Word List 1 in the Course Book



With Figure 4, approximately 70% of the types covered in the course book from Word List 1 are not repeated higher than 2. Thus, it may be concluded that although Word List 1 is dominant on vocabulary of the book, the words are not repeated within the course book sufficiently. Nevertheless, the recycled words, which are too low in number, are commonly used functional words such as subjects, possessives, articles, and pronouns.

Repetition values of the types in Word List 2 are as in Figure 5.

Figure 5: Frequency Values of the Types in Word List 2 in the Course Book



The results in Figure 5 suggest that Word List 2 is both low in number and less in repetition. In other words, 91 types constituting approximately 79% of the types in Word List 2 do occur once in the course book. Moreover, 12 types constituting approximately 10% of them do have 2 frequencies. Thus, it may be concluded that only 12 types constituting approximately 10% of the types in Word List 2 are recycled within the course book. By considering exposure frequencies, i.e. frequencies between 3 and 5, occur with interval as here the course book was analyzed as a whole, it seems to be impossible or very difficult for the learners using the book to learn the words in Word List 2 even receptively without other opportunities for exposure to the words.

4.4.2. Repetition Patterns of the 2000 High Frequency Words within the Units of the Course Book

Vocabulary repetition was investigated also within the units. The question addressed with this aim was;

3.2. How often are the 2000 high frequency words of General English repeated in each unit of the course book?

The results obtained from *Frequency* provided that frequency values in each unit of the course book are as in the Table 20.

Table 20: Frequency Values of the Types within the Units of the Course Book

The Units	Frequencies Higher than 10	Frequencies between 6 and 10	Frequencies between 3 and 5	2 Frequencies	1 Frequency	Total Types
Unit1	-	5	4	16	51	76
Unit 2	-	-	4	14	44	62
Unit 3	-	1	3	10	38	52
Unit 4	2	4	11	23	58	98
Unit 6	2	1	8	13	69	93
Unit 7	1	5	13	13	69	101
Unit 8	-	-	12	14	39	65
Unit 9	-	2	8	12	61	83
Unit 10	-	5	11	11	82	109
Unit 11	2	-	8	17	53	80
Unit 12	-	-	5	9	44	58
Unit 13	-	5	8	6	52	71
Unit 14	1	3	9	13	68	94
Unit 15	1	1	13	18	85	118
Unit 16	2	4	15	23	63	107
In Total	11	36	132	212	876	1267

As may be observed in Table 20, even within units, the majority of frequency values amassed in 1 frequency and 2 frequencies. When the number of words with frequencies higher than 2 are examined, it may be concluded that the words are not recycled sufficiently as the number of words lowers while the frequency values are increasing and this decreasing also indicates that there is considerable shortage of recycled words even in distinct units.

Therefore, as observed in Figure 3, exposure frequency with intervals is not provided for learners in the course book and as observed in Table 20, exposure frequency is too low within units.

When the repetition values of the 2000 high frequency words are examined within units separately, the results are as in Table 21.

Table 21: Frequency Values of the Types with their Belonging Word Lists within the Units of the Course Book

	Frequencies Higher than 10	Frequencies between 6 and 10	Frequencies between 3 and 5	2 Frequencies	1 Frequency	Total Types
Unit1	-	5=} WL1	4=} WL1	15=} WL1 1=} WL2	43=} WL1 6=} WL2 1=} WL3 1=} Infrequent	76
Unit 2	-	-	4=} WL1	13=} WL1 1=} WL2	32=} WL1 3=} WL2 4=} WL3 5=} Infrequent	62
Unit 3	-	1=} WL1	3=} WL1	8=} WL1 1=} WL2 1=} Infrequent	22=} WL1 5=} WL2 4=} WL3 7=} Infrequent	52
Unit 4	2=} WL1	4=} WL1	10=} WL1 1=} WL2	18=} WL1 5=} WL2	46=} WL1 7=} WL2 3=} WL3 2=} Infrequent	98

Continue (Table 21)

Frequencies Higher than 10	Frequencies between 6 and 10	Frequencies between 3 and 5	2 Frequencies	1 Frequency	Total Types
Unit 6	2=} WL1	1=} WL1	5=} WL1	9=} WL1	60=} WL1
			1=} WL2	2=} WL2	5=} WL2
			1=} WL3	1=} WL3	2=} WL3
			1=} Infrequent	1=} Infrequent	2=} Infrequent
Unit 7	1=} WL1	5=} WL1	11=} WL1		58=} WL1
			1=} WL2	10=} WL1	6=} WL2
			1=} Infrequent	3=} WL2	5=} Infrequent
Unit 8	-	-	11=} WL1	14=} WL1	36=} WL1
			1=} WL2		2=} WL2
					1=} Infrequent
Unit 9	-	1=} WL1	6=} WL1	12=} WL1	41=} WL1
		1=} Infrequent	1=} WL3		6=} WL2
			1=} Infrequent		9=} WL3
					5=} Infrequent
Unit 10	-	5=} WL1	10=} WL1	10=} WL1	69=} WL1
			1=} Infrequent	1=} Infrequent	8=} WL2
					1=} WL3
					4=} Infrequent
Unit 11	2=} WL1	-	7=} WL1	15=} WL1	38=} WL1
			1=} WL2	2=} WL2	7=} WL2
					4=} WL3
					4=} Infrequent
Unit 12	-	-	5=} WL1	6=} WL1	28=} WL1
				2=} WL2	2=} WL2
				1=} Infrequent	8=} WL3
					6=} Infrequent
Unit 13	-	5=} WL1	8=} WL1	5=} WL1	35=} WL1
				1=} WL2	9=} WL2
					5=} WL3
					3=} Infrequent
Unit 14	1=} WL1	3=} WL1	6=} WL1	13=} WL1	51=} WL1
			1=} WL3		8=} WL2
			2=} Infrequent		1=} WL3
					8=} Infrequent
Unit 15	1=} WL1	1=} WL1	11=} WL1	14=} WL1	51=} WL1
			2=} WL2	1=} WL2	16=} WL2
				2=} WL3	4=} WL3
				1=} Infrequent	14=} Infrequent

Continue (Table 21)

Frequencies Higher than 10	Frequencies between 6 and 10	Frequencies between 3 and 5	2 Frequencies	1 Frequency	Total Types
Unit 16	2=} WL1	4=} WL1	14=} WL1 1=} WL2	21=} WL1 2=} WL2 53=} WL1 4=} WL2 2=} WL3 4=} Infrequent	107
In Total	11	36	132	212	876
					1267

Table 21 asserts the types with their frequency values and with their word lists. It may be clearly observed that the repetition values are not sufficient although opportunities for exposure frequency in a course book is expected to be at its highest value within the units even though the book completely presents topic-based vocabulary. Nevertheless, it is essential to note that exposure frequency within the units of the course book may be enriched in other spots of the book considering the limitation of the study as only ‘reading spots’ of the book are examined in the current research.

When the repetition values of the types in the most frequent 1000 words of General English are examined within the units, the repetition values are as in Figure 6.

Figure 6: Frequency Values of the Types in Word List 1 within the Units of the Course Book

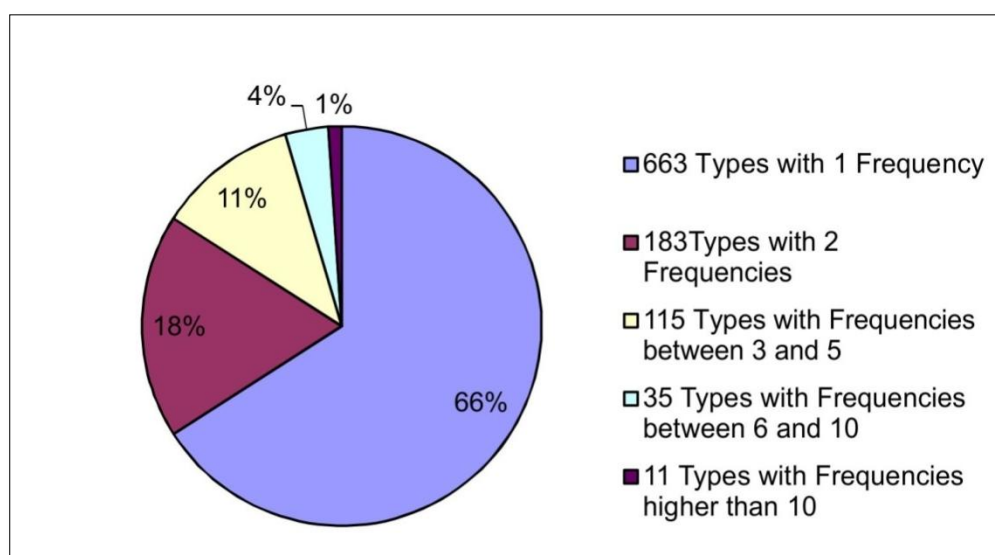
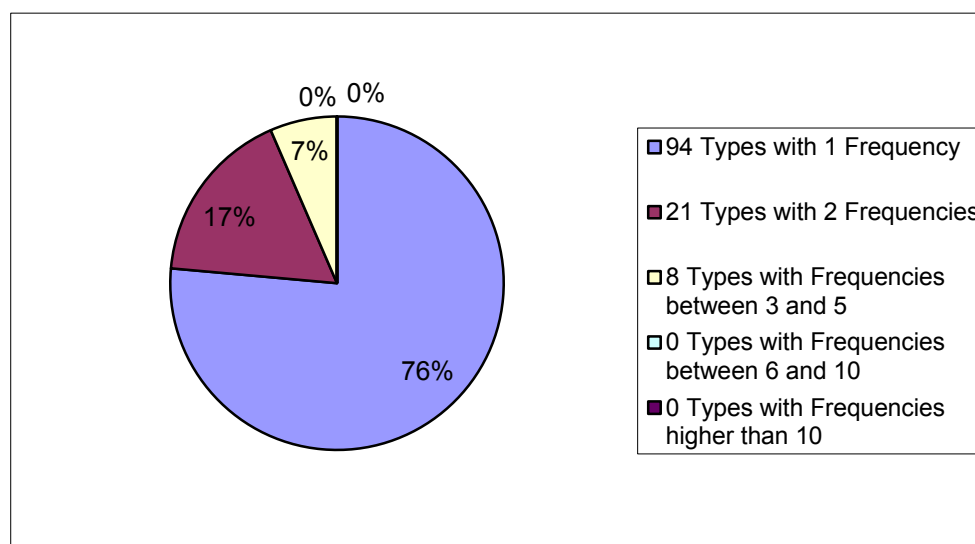


Figure 6 requires some comments. Although the course book mainly involves words from Word List 1, it is observed that more than half of the words occurs once even within the units. In the most optimistic perspective if it is supposed that the words with 2 frequencies were recycled as there is no interval in these values, only 34% of the types in total are recycled in some way.

However, the results seem to be quite disappointing in terms of effective vocabulary learning when the level of the course book is considered even if it becomes possible to learn the words recycled twice in ‘reading spots’ for the students. 344 types constituting 34% of the types in total in the book from the first most frequent 1000 words of General English is too low to enable 8th grade students who have been learning English for five years to communicate with ease.

When the repetition patterns of the types in Word List 2 are examined within the units, the results are as in Figure 7.

Figure 7: Frequency Values of the Types in Word List 2 within the Units of the Course Book



The first striking feature of Word List 2 in Figure 7 is the number of words. In the 8th grade course book only 123 types from the 2nd most frequent 1000 words of General English are covered. Moreover, 94 of them constituting approximately 76% of the types in

total have no repetition. Also, there is no type repeated higher than 5 times in Word List 2. So, it may be concluded that in the highest level only 29 types from Word List 2 is recycled even within the units.

When the results for the repetition patterns of vocabulary stated so far are considered, it may be concluded that the most problematic area of the ‘reading spots’ of the course book in terms of its vocabulary seems to result from the insufficiency of repetition.

4.5. An Expert Opinion on the Results

When the study was completed, the results (the abstract and the figures) were shared with Paul Nation, one of the pioneers in the field of vocabulary, in an attempt to obtain an expert opinion about the findings. To this end, an e-mail was sent to Paul Nation asking for his comments on the findings and the status of vocabulary in an EFL course book.

The interview (See Appendix-7: Interview Questions; See Appendix-8: Paul Nation’s Answers) consists of 5 questions. The first of those questions aims to listen to the valuable comments of Paul Nation about the course book (Spot-On, Grade-8) in terms of the vocabulary coverage. Paul Nation points out that it is usual to observe the dominance of Word List 1 on the vocabulary of course books by highlighting that it is more important to determine the infrequent words in the course book. As there were only 79 types determined as infrequent words in the course book, some of which may be eliminated as they were the borrowings found in Turkish language such as vitamins, meters, and metros or as they were the words used frequently today such as tennis and badminton although they were not in the past; it may be concluded that the most significant strength of the course book was the insignificant number of infrequent words.

Paul Nation also highlights 2 limitations of the study, indicating that the number of word families is not focused on with the number of types, and stating the importance of analyzing the data by considering the relationship between the number of types and tokens. As for the first limitation, word families were not taken into consideration in data analysis, because the recognition of the words with both the derived forms and inflected forms, that

is, the ability to guess the meaning of the word, ‘flew’ from a familiar word, ‘fly’, is too difficult for the 8th grade level students.

On the other hand, considering the importance of the consistency between the number of types and the number of tokens, which may decrease the reliability of the results of the study if the number of tokens is too smaller, the vocabulary load of the course book was presented with the values of both tokens and types (Table 11), however, the number of tokens were excluded from the analysis within the units as the data was small. Moreover, Paul Nation reports that the vocabulary load of each unit of the book by counting the number of types (Figure 2) may reflect the length of the units. For this reason, the vocabulary load of each unit of the book was examined also by focusing on the percentages of the types (Table 14) beside the number of types.

The second question of the interview aims to determine the most problematic result regarding Paul Nation’s valuable opinions. Paul Nation suggests that near half of the types would occur only once according to Zipf’s law. Therefore, the most disturbing result was considered as the insufficient repetition in one hand because all of the figures displaying the repetition values (Figure 3: 60%, Figure 4: 51%, Figure 5: 79, Figure 6: 66%) were higher, on the other hand, the repetition value in Figure 4 demonstrating the repetition values of the types in Word List 1 was not so problematic.

Considering the fact that Word List 1 asserts its dominance on the vocabulary coverage of the course book, it may be concluded that the repetition values of the words are not as unusual as it seems to be at first. Nevertheless, when the repetition values of the types in Word List 1 is examined as a whole beside the types with 1 frequency value, the results for the repetition may be concluded as problematic again, because approximately 70% (Figure 4) of the types are not repeated higher than 2, and the types repeated higher than 5 are the functional words unavoidable to repeat such as ‘a’, ‘an’, ‘the’, and ‘or’.

The third question of the interview aims to provide Paul Nation’s opinions about the status of vocabulary in an EFL course book. Paul Nation talks about two important features of vocabulary in an EFL course book; a fairly vocabulary control matching the needs of the learners, and the requirement of providing plenty of opportunities for

repetition. Therefore, 8th grade learners may be assumed to require high frequency words of General English in order to express themselves utilizing highly occurring words due to the lack of opportunities to use English outside the classroom, nevertheless, Spot-On, Grade-8 seems to be insufficient to cater for the aforementioned vocabulary control and opportunities for vocabulary repetition.

The fourth question of the interview asks for the top 3 reasons to present the 2000 high frequency words in an EFL course book. Paul Nation asserts that “*Learners get the greatest return for learning the first 2000 words, these words are of general service and so are useful no matter what use is made of English, these words cover a large proportion of any text*”.

The last question aims to discover which metaphors Paul Nation uses for ‘vocabulary’, ‘an EFL course book’, and ‘the 2000 high frequency words’ in order to place the results of the study into the more reasonable circulation. Paul Nation values ‘vocabulary’ as an *air*, because there is no living without air and there is no language without vocabulary. Paul Nation considers ‘an EFL course book’ as *clothing*, which is useful, but not essential to life.

Also, clothing may be enriched with the *accessories*, that is, EFL teachers’ adaptations. Paul Nation values ‘the 2000 high frequency words’ as the oxygen in the air. Therefore, it may be concluded that there is a lack of oxygen in the course book (Spot-On, Grade-8), that is, the second 1000 high frequency words are not covered in the course book mostly, so EFL teachers using the course book should provide *air*, vocabulary, as useful as *oxygen*, the 2000 high frequency words, to the students.

Briefly, regarding on the comments of Paul Nation, it may be concluded that EFL teachers using the course book (Spot-On, Grade-8), should present the 2000 high frequency words applying different sources, as the book does not involve the words in Word List 2, by considering the learners’ needs and providing opportunities for repetition in order to aid the students to breath in the fresh air.

CHAPTER FIVE

5. CONCLUSION

5.1. Introduction

The conclusions drawn from the findings of the study are in this chapter. Additionally, implications for ELT, and suggestions for further research are presented.

5.2. Conclusions

This corpus-based study was conducted to explore the patterns of vocabulary loading, distribution, and repetition in an EFL course book (Spot-On, Grade-8). In order to investigate to what extent the 2000 high frequency words of General English (West, 1953) are represented in the book, a computer programme, *Range*, with three base-word lists available, was used to analyze the ‘reading spots’ in the book.

To discover the distribution patterns of the 2000 high frequency words within the book, 10 words from the 2000 high frequency word list and 10 words from the high-frequency types covered in the course book were randomly selected by using a random generator from Graph Pad Software, and their distribution patterns with their derived forms were searched by applying the first part of the programme, *Range* without the base-word lists. With an aim of investigating how often the words in the course book are recycled, the second part of the programme, *Frequency* was applied.

Concerning the vocabulary selection of ‘Spot-On, Grade-8, it was observed that the first 1000 high frequency word list dominated the course book. Alcaraz (2009) also reported that a significant number of target words in an EFL course book belongs to the first 1000 most frequent words, however, the course book examined in that study was at 3rd

level of primary schools in the Region of Murcia. On the other hand, Mukundan and Aziz (2009) asserted that most of the 2000 high frequency words were covered in the Malaysian English Language Textbooks for Form 1 to Form 5. This means that the textbooks were for the students learning English from one year to five years, and the students studying the Spot-On, Grade-8 have been learning English for five years. Yet, 505 types constituting about 68% of the types in total belong to the Word List 1, considered as more suitable for beginner L2 learners whereas Word List 2, which is considered appropriate mostly for secondary school learners, constitutes about 15% of the types in total.

In spite of insignificant number of words from Word List 2 in the course book, it was discovered that the book does cover a limited number of academic and infrequent words, which, may be considered as a strength of the course book in terms of its vocabulary coverage. Then, it may be supposed that the vocabulary selection of the book may have been carried out on the basis of the first 1000 high frequency words of General English according to the results of the analysis of the book as a whole, however, this supposition vanished when the vocabulary coverage of each unit was examined separately. Namely, even though the effect of the length of 'reading spots' in distinct units was prevented by focusing on the percentages separately from the number of types in each unit, it was observed that the number of words neither in Word List 1 nor in Word List 2 is balanced in distinct units.

Therefore, it may be concluded that although Word List 1 dominates the course book, this does not come from any planned selection process. The discrepancies concerning the number of words from both of the word lists were also reported by Criado (2009) in a Spanish textbook claimed to have a communicative design adjusting to the Common European Framework like the course book in this study. Due to the unbalanced vocabulary coverage, it seems to be reasonable to assume that vocabulary selection in the book results from topic-based vocabulary selection. Karadağ and Kurudayıoğlu (2010) also reported random vocabulary selection in Turkish course books (1-5 grades). The existence of unsystematic vocabulary selection in Spanish course books used in primary and secondary schools was also cautioned by Catalan and Francisco (2008).

Vocabulary coverage of the course book as a whole is not appropriate for the level of secondary school learners, that is, the first 1000 most frequent words are insufficient for the 8th grade level learners even if the list was completely covered instead of its coverage value of 68%, and various units of the course book included high frequency words with a noticeably different values, which would make vocabulary selection of the course book so casual that it seemed to result from topic-based vocabulary presentation.

In terms of vocabulary distribution, it may be concluded that randomly 10 selected words with their derived forms from the 2000 high frequency words have no distribution within the book as it was found out that none of the selected words except from ‘really’ and ‘or’, which are widely used words having both frequency and functionality, do have Range values more than 1. Moreover, randomly 10 selected types occurring in the course book with their derived forms may be concluded to have random distribution which seems to result from topic-based vocabulary selection although selecting these words from the course book was a purposeful step to search the distribution patterns of high frequency words by providing much more content validity.

Although 4 of randomly selected types covered in the book do have no distribution with their derived forms within the book, ‘Can’ with 10 Range values, and ‘Or’ and ‘other’ with 4 values for each are the words distributed within the book whereas ‘Far’ and ‘Put’ with 2 values in Range are the last words having Range values more than 1. However, when the functionality of the distributed words is considered, their distribution may be considered as an unavoidable occurrence in most of the reading texts in English. This existing priority and unavoidable vocabulary presentation because of ‘functionality of words’ was also reported in vocabulary of an EFL course book used in numerous 3rd level of primary schools in the Region of Murcia by Alcaraz (2009).

Briefly, only 6 of randomly selected high frequency types occurred in the course book with their derived forms have distribution, but with differing values which are meaningful enough to conclude that there is not a systematic distribution in the course book although Thornbury (2002) stated that the words should be repeated at least 7 times *over a spaced interval*. The lack of systematic and sufficient distribution of words was also

reported on the Malaysian English Language Textbooks for Form 1 and Form 5 (Mukundan and Aziz, 2009).

The results in vocabulary repetition were rather problematic as the course book as a whole fails to provide learners with opportunities to recycle the words in order to prevent decaying of the previously learnt words. Nagy et al. (1987) indicated that if the words occur only once in a text, learners can achieve only 5% of accuracy in a multiple-choice question, which is the most common evaluation way of EFL in Turkey. When it was considered that this accuracy comes from receptive word knowledge, the results for repetition of words within the course book become much more inappropriate, because 446 types constituting about 60% of the types in total have only 1 frequency.

Therefore, it may be concluded that without other opportunities for exposure frequency, which may be provided by EFL teachers for example, about 40% of the words in the book may be achieved only with 5% accuracy receptively. By considering the fact that the units are studied over a spaced interval, the effect of this achievement may decrease, when possible results for productive word knowledge are considered, the degree of achievement would decrease, too.

Moreover, when vocabulary repetition was examined within the units, which is the most optimistic perspective possible to put forward the repetition patterns of vocabulary in the course book, the results were more disappointing. More than half of the types constituting about 66% of the types in total from the dominant Word List including the most frequent 1000 words of General English are not repeated even within the units.

When the suggestions for exposure frequency put forward so far were examined, it was seen that the lowest number of repetition was 5. Nation (1990) concluded that learners need 5-16 exposures for learning new words from context whereas Özdem (2010) claimed that 5 exposures is insufficient for productive vocabulary knowledge. Even though it was supposed that 5 frequencies is sufficient, there are only 84 types with frequencies higher than 4 constituting approximately 11% of the types in total in the course book.

When exposure frequency was examined within the units, the results were no better, because less than half of the words do have repetition, but with lower frequencies than those suggested ones. Moreover, when the implications drawn by Webb (2007) were examined as he proclaimed that EFL learners are in need of more than twice the number of repetitions to learn a word than native or ESL learners, it might be concluded that the most noticeable weakness of Spot-On, Grade-8 was the shortage of significant number of recycled words.

To summarize, the course book (Spot-On, Grade-8) was analyzed in terms of its vocabulary load, distribution, and repetition. As for its vocabulary load, it was observed that the most frequent 1000 words of General English were covered significantly although in its level, the 2nd most frequent 1000 words were more essential. Thus, the 1st weakness of the course book in its vocabulary coverage was the lack of reasonable number of words from Word List 2, however, its first and last strength in its vocabulary coverage, was insignificant number of infrequent words and academic words.

Also, the 2nd weakness of the course book was its unbalanced coverage of words even from Word List 1 dominating the book within the units. The 3rd weakness of the book in terms of vocabulary distribution was the unsystematic distribution of the words within the book. The most striking weakness of the book, the 4th one, was diagnosed as being the repetition of vocabulary as the words were not recycled highly. It may be concluded that word frequency values within the course book did not reveal the required amount of repetition according to the results of the studies about the impact of repetition on vocabulary learning (Horst et al., 1998; Hwang and Nation, 1995; Nation, 1990; Özdem, 2010; Saragi et al., 1978; Thornbury, 2002; Webb, 2007).

Briefly, in terms of its vocabulary, the course book has one weakness, which is that it does not involve significant numbers of infrequent words and academic words, but it brings at least four weaknesses such as inappropriate vocabulary coverage in the 8th grade level, unbalanced vocabulary coverage in distinct units, unsystematic vocabulary distribution, and inadequate number of recycled words with insufficient frequency values.

5.3. Pedagogical Implications of the Study

Based on the results, the present study suggests mainly four implications; the 2nd most frequent 1000 words of General English are not covered sufficiently in the course book, in spite of the fact that the Word List 2 is considered as appropriate for learners in secondary school levels. So, for the first implication, it may be concluded that in terms of its vocabulary load, the level of the course book is just beyond the level of beginner learners.

For this reason, EFL teachers should present words from Word List 2 by using other sources, and EFL material designers and publishers should give greater awareness to the vocabulary level of the target students and to the frequency as criteria for vocabulary selection because of the fact that high frequency words are more useful for language learners to express themselves (Richards, 1974; Nation, 1990; Hwang and Nation, 1995; Nation and Waring, 1997; Read, 2000; Thornbury, 2002).

Secondly, unbalanced vocabulary distribution of words within the course book give insights regarding the existence of topic-based vocabulary presentation in the course book although vocabulary should not be in an ad hoc manner in course books as stressed by Chen (2009). Therefore, EFL teachers should modify the course book by adding words while using the book. Also, the Ministry of Education in Turkey should determine the criteria to be focused at each level (from the 4th grade level to the 8th grade level), and EFL material designers, writers, and publishers should present the words in the course books in a systematic way.

More importantly, as vocabulary repetition neither within the units nor within the course book is provided sufficiently, EFL teachers should pay attention to the vocabulary repetition in recycling words as much as possible during lessons. Although the course book may be stagnant with many repetitious words or high repetition of vocabulary in the course book may promote memorization, repetition of vocabulary should be provided at least for the new words determined to be taught at the 8th grade level. The determination of the words to be taught at each level in formal EFL teaching in Turkey is of the utmost

importance to systematize vocabulary teaching, that is, determining what to teach specifically may ease to determine how to teach effectively.

As the impact of frequency and repetition on vocabulary learning and teaching have been emphasized (Nation, 2000; Read, 2000), more *flexibility* is required for those using the book, that is, more vocabulary, more balanced distribution, and more repetition should be enabled for effective vocabulary learning although the course book itself requires more flexibility due to its target learners who are adolescents.

Therefore, it may be concluded that using the course book well is just like a mathematical calculation for EFL teachers; three flexibilities, that is, more vocabulary + more balanced distribution + more repetition, in terms of its vocabulary, plus one flexibility for its target learners plus a question mark for a possible undiagnosed flexibility in somewhere equals EFL teachers' ability in adapting the book and patience to calculate the number of flexibilities.

Finally, the clearest implication is that vocabulary in the course book was so unsystematic that the Ministry of Education in Turkey, responsible for providing the state primary school learners with course books, should carry out official implementations to ensure EFL publishers, writers, and designers to systematize vocabulary selection, distribution, and repetition in course books in order to foster English learning. For instance, in Taiwan the Ministry of Education provides suggested word lists for elementary school learners and junior high school students in the Grade 1-9 Curriculum Guidelines although the lists were also found to be represented insufficiently in the textbooks (Tseng, 2008).

In a similar, but more strategic manner, vocabulary in EFL materials should be systematized by considering the levels of students, the culture, objectives in the curriculum, and frequency as a widely endorsed criterion for vocabulary selection in order to provide conclusive allusions for effective vocabulary teaching, because it becomes more difficult to teach vocabulary in a systematic way without systematizing vocabulary presentation in EFL materials. Otherwise, if someone tries to learn most of the words in a course book in which vocabulary is treated casually, s/he will prepare word lists to memorize, which was proved to provide passive word knowledge as in the Reading

Method earlier. In other words, as words are acquired more easily in meaningful contexts, to cease topic-based vocabulary selection in the course book may not be expected, however, determining ‘Which words are taught, when, and to whom are the words learnt?’ are crucial in determining the ways for effective vocabulary teaching. In brief, as there is an endless number of words in a language, a planned way for vocabulary selection at particular learner levels, is demanded both for EFL teachers and EFL material designers, writers, and publishers in Turkey.

5.4. Limitations of the Study

The results of this study cannot be generalized onto other course books as the focus was on the 8th grade level EFL course book. Also, only ‘reading spots’ were used to search for the patterns of vocabulary loading, distribution, and repetition of the course book, so the results cannot be generalized onto the other ‘spots’ of the book. Moreover, because vocabulary level tests measuring learners’ vocabulary level with regard to the high frequency words could not be applied due to the time restraints in this study, the 8th grade level learners’ vocabulary level may be tested and compared with the results of the study in order to provide more reasonable implications.

5.5. Suggestions for Further Studies

This study investigated the patterns of vocabulary loading, distribution, and repetition in Spot-On, Grade-8 on the basis of the 2000 high frequency words of General English. Firstly, other word lists, than West’s GSL, will provide different findings for vocabulary coverage of the book. Also, as ‘reading spots’ were focused in the current study, another study investigating other sections of the course book such as listening, speaking, and spot-checks may enable a wider scope for the strengths and weaknesses of the course book in terms of its vocabulary.

Moreover, the vocabulary level of the students using the course book may be tested in order to provide more reasonable implications. Lastly, course books from Grade-4 to Grade-8 may be examined to get insights about the sequence and continuity in vocabulary selection, distribution, and repetition in primary schools.

REFERENCES

- Agan, Melike (2008), **Vocabulary Load of the English Language Coursebook for Grade 10**, Unpublished MA Thesis, Uludağ University.
- Aijmer, Karin (2009), **Corpora and Language Teaching (Studies in Corpus Linguistics: 33)**, Amsterdam/Philadelphia: John Benjamins B.V.
- Alcaraz, Gema (2009), "Frequency and Functionality: Two Keys for L2 Coursebooks", **International Journal of English Studies**, Special Issue: University of Murcia: 61-72.
- Alcaraz-Marmol, Gema (2010), "The Role of Frequency in the Elementary Foreign Language Classroom", **Malaysian Journal of ELT Research**, 6(1511-8002), 168-194 http://www.melta.org.my/modules/tinycontent/Dos/Alcaraz_Gema.pdf (14.11.2011).
- Altmann, Gerry T.M. (2001), "The Language Machine: Psycholinguistics in Review", **British Journal of Psychology**, 92(1), 129-170.
- Amiryousefi, Mohammad and Dastjerdi, HosseinVahid (2010), "Vocabulary: Challenges and Debates", **English Language Teaching**, 3(3), 89-94.
- Bacanlı, Kurt et al. (2010), **Spot On Grade 8, Teacher's Book**, 3rd Edition, İstanbul: Milli Eğitim Bakanlığı Yayınları.
- _____ (2011), **Spot On Grade 8, Student's Book**, 4th Edition, Ankara: Milli Eğitim Bakanlığı Yayınları.
- Baker, Paul et al. (2006), **A Glossary of Corpus Linguistics**, Edinburgh: Edinburgh University Press.

- Bauer, Laurie and Nation, Paul (1993), "Word Families", **International Journal of Lexicography**, 6(4), 253-279.
- Brown, Dale (2010), "What Aspects of Vocabulary Knowledge do Textbooks Give Attention to?", **Language Teaching Research**, 15(1), 83-97.
- Brown, H.Douglas (2001), **Teaching by Principles: An Interactive Approach to Language Pedagogy**, White Plains: Pearson Education.
- Catalan, Rosa M.Jimenez and Francisco, Rocio Mancebo (2008), "Vocabulary Input in EFL Textbooks", **Resla**, 21, 147-165.
- Chambers, Fred (1997), "Seeking Consensus in Coursebook Evaluation", **ELT Journal**, 51(1), 29-35.
- Chen, Yanqing (2009), "A Cognitive Linguistic Approach to Classroom English Vocabulary Instruction for EFL Learners in Mainland China", **English Language Teaching**, 2(1), 94-100.
- Criado, Raquel (2009), "The Distribution of the Lexical Component in ELT Coursebooks and its Suitability for Vocabulary Acquisition from a Cognitive Perspective", **International Journal of English Studies**, Special Issue, 39-60.
- Cunningsworth, Alan (1984), **Evaluating and Selecting EFL Teaching Materials**, London: Heinemann Educational Books.
- _____ (1995), **Choosing Your Textbook**, Oxford: Heinemann.
- Davison, Walter F. (1976), "Factors in Evaluating and Selecting Texts for the Foreign-Language Classroom", **ELT**, 30(4), 301-314.
- Deveci, Tanju (2004), "Why and How to Teach Collocotions", **English Teaching Forum**, 42(2), 16-19.
- Dilek, Meltem (2009), **An EFL Coursebook Evaluation Study for Vocabulary Teaching in Reading Texts**, Unpublished MA Thesis, Gazi University.

- Ersöz, Aydan (1990), **Coursebook Analysis and Design for ELT in Turkish State Schools**, Unpublished Ph.D. Thesis, Gazi University.
- Ersöz, Aydan et al. (2006), **English Language Curriculum**, Ankara: Milli Eğitim Bakanlığı Yayınları.
- Fasold, Ralph W. and Linton, Jeff Connor (2006), **An Introduction to Applied Linguistics**, The USA: Cambridge University Press.
- Gardner, Dee (2007), “Validating the Construct of *Word* in Applied Corpus-based Vocabulary Research”, **Applied Linguistics**, 28(2), 241-265.
- Harwood, Nigel (2002), “Taking a Lexical Approach”, **International Journal of Applied Linguistics**, 12(2), 139-155.
- Heatley, Alex and Nation, I. S. Paul and Coxhead, Averil (2002), **Range and Frequency Programs**, <http://www.victoria.ac.nz/lals/about/staff/paul-nation> (02.01.2012).
- Hirsh, David and Nation, Paul (1992), “What Vocabulary Size Is Needed to Read Unsimplified Texts for Pleasure?”, **Reading in a Foreign Language**, 8(2), 689-696.
- Horst, Marlise et al. (1998), “Beyond a Clockwork Orange: Acquiring Second Language Vocabulary”, **Reading in a Foreign Language**, 11(2), 207-223.
- Hsu, Jeng-yih Tim (2006), “Teaching English Lexically: the University Word List Is a Good Start”, <http://www.eric.editiongov/PDFS/ED492898.pdf> (10.11.2011).
- Hughes, Arthur (1989), **Testing for Language Teachers**, Cambridge: Cambridge University Press.
- Hutchinson, Tom and Torres, Eunice (1994), “The Textbook as Agent of Change”, **ELT Journal**, 48(4), 315-328.
- Hwang, Kyongho and Nation, Paul (1995), “Where Would General Service Vocabulary Stop and Special Purposes Vocabulary Begin?”, **System**, 23(1), 35-41

<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/1995-Hwang-Special-purposes.pdf> (10.11.2011).

İnal, Bülent (2006), “Coursebook Selection Process and Some of the Most Important Criteria to be Taken into Consideration in Foreign Language Teaching”, **Journal of Arts and Sciences**, 5(1), 19-29.

Karadağ, Özay and Kurudayıoğlu, Mehmet (2010), “2005 Türkçe Programına Göre Hazırlanmış İlköğretim Birinci Kademe Türkçe Ders Kitaplarının Kelime Hazinesi”,
http://www.tubar.com.tr/TUBAR%20DOSYA/pdf/2010BAHAR/karada_zay-kurudayolu_mehmet1%20423-436.pdf (22.01.2012).

Kayaoğlu, M.Naci (2011), “A Critical Appraisal of the Language Textbook”, **Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi**, 12(4), 341-356.

Kelly, Louis G. (1969), **25 Centuries of Language Teaching: An Inquiry into the Science, Art and Development of Language Teaching**, Rowley, Massachusetts: Newbury House Publishers.

Kennedy, Graeme D. (1998), **An Introduction to Corpus Linguistics**, London: Longman.

Koprowski, Mark (2005), “Investigating the Usefulness of Lexical Phrases in Contemporary Coursebooks” **ELT Journal**, 59(4), 322-332.

Krashen, Stephen D. (1982), **Principles and Practice in Second Language Acquisition**,
http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf
(03.02.2012).

_____ (1989), “We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis”, **The Modern Language Journal**, 73(4), 440-464.

- Kurudayıoğlu, Mehmet (2011), “İlköğretim İkinci Kademe Öğrencilerinin Kelime Hazinesi Üzerine Bir Değerlendirme”, **e-Journal of New World Sciences Academy**, 6(2), 1797-1808.
- Larsen-Freeman, Diane (2003), **Techniques and Principles in Language Teaching**, 2nd Edition, Oxford: Oxford University Press.
- Laflamme, John G. (1997), “The effect of Multiple Exposure Vocabulary Method and the Target Reading/Writing Strategy on Test Scores”, **Journal of Adolescent and Adult Literacy**, 40(5), 372-384.
- Laufer, Batia (1986), “Possible Changes in Attitude towards Vocabulary Acquisition”, **IRAL**, 24(1), 69-75.
- Laufer, Batia and Nation, Paul (1995), “Vocabulary Size and Use: Lexical Richness in L2 Production”, **Applied Linguistics**, 16(3), 307-332.
- Leki, Ilona and Carson, Joan G. (1994), “Students’ Perceptions of EAP Writing Instruction and Writing Needs across the Disciplines”, **Tesol Quarterly** 28(1) 81-101.
- Lewis, Michael (1993), **Lexical Approach: The State of ELT and a Way Forward**, Hove UK: Language Teaching Publications.
- Lipinski, Silke (2010), “A Frequency Analysis of Vocabulary in Three First-Year Textbooks of German”, **A Journal of the American Association of Teachers of German; Fall**, 43(2), 167-174.
- Littlejohn, Andrew (1998), **Materials Development in Language Teaching**, 2nd Ed., Cambridge: Cambridge University Press
<http://www.andrewlittlejohn.net/website/docs/Littlejohn%20Analysis%20of%20Language%20teaching%20materials.pdf> (03.06.2012).
- Liu, Qing-xue and Shi, Jin-fang (2007), “An Analysis of Language Teaching Approaches and Methods-Effectiveness and Weaknesses”, **USA-China Education Review**, 4(1), 69-71

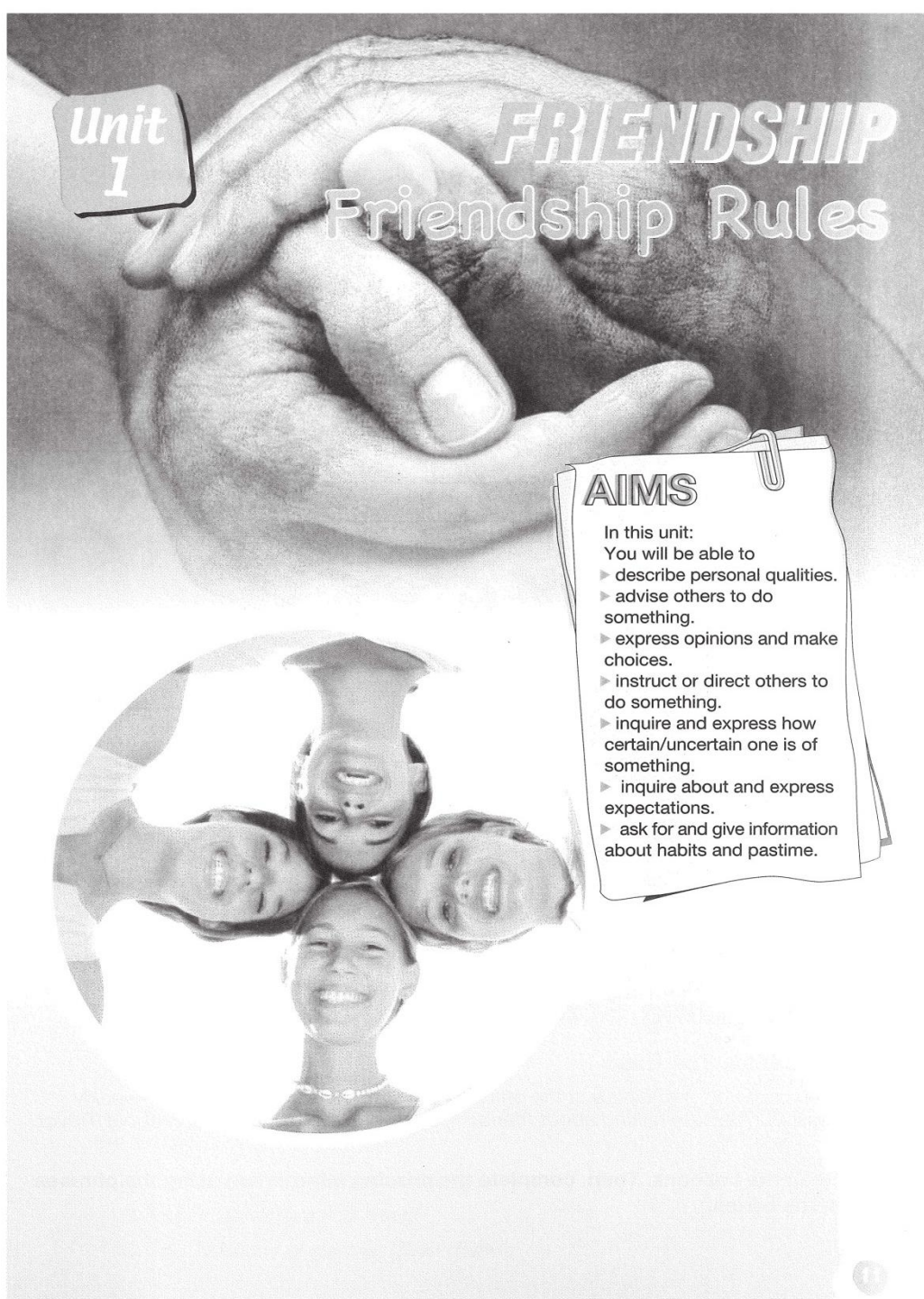
- Nation, Paul and Newton, Jonathan (1997), “Teaching Vocabulary”, <http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/1997-Newton-Teaching-vocabulary.pdf> (20.10.2011).
- Nation, Paul and Waring, Robert (1997), “Vocabulary Size, Text Coverage and Word Lists”, <http://www.fltr.ucl.ac.be/fltr/germ/etan/bibs/vocab/cup.html> (10.10.2011).
- Nemati, Azadeh (2009), “Evaluation of an ESL Course Book: A Step towards Systematic Vocabulary Evaluation”, **J. Soc. Sci.**, 20(2), 91-99.
- O’Keeffe, Anne and McCarthy, Michael (2010), **The Routledge Handbook of Corpus Linguistics**, 1st Edition, London and New York: Routledge.
- Özdem, Zeynep (2010), **The Effects of Exposure Frequency and Grammatical Classes of Words on Receptive and Productive Vocabulary Knowledge of EFL Learners**, Unpublished MA Thesis, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü.
- Read, John (2000), **Assessing Vocabulary**, Cambridge: Cambridge University Press.
- Reda, Ghsoon (2003), “English Coursebooks: Prototype Texts and Basic Vocabulary Norms”, **ELT Journal**, 57(3), 260-268.
- Richards, Jack C. (1974), “Word Lists- Problems and Prospects”, **RELJ Journal**, 5(2), 69-84.
- _____ (1993), “Beyond the Textbook: The Role of Commercial Materials in Language Teaching”, **Relc Journal**, 24(1), 1-14.
- Richards, Jack C. et al. (1992), **Longman Dictionary of Language Teaching and Applied Linguistics**, 2nd Edition, England: Longman.
- Robson, Colin (1993), **Real World Research**, Great Britain: T. J. Press Ltd, Padstow.

- Saragi, T. et al. (1978), "Vocabulary Learning and Reading", **System**, 6(2), 72-78
<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/1978-Saragi-Clockwork-orange.pdf> (22.02.2012).
- Schmitt, Norbert (2000), **Vocabulary in Language Teaching**, Cambridge: Cambridge University Press.
- Sheehan, Andrew (2004), "Making Sense of Words: What is the current thinking on the role of vocabulary in ELT?", **English Teaching Forum**, January, <http://exchanges.state.gov/englishteaching/forum/archives/docs/04-42-1-d.pdf> (20.12.2010).
- Sheldon, E.Leslie (1988), "Evaluating ELT Textbooks and Materials", **ELT Journal**, 42(4), 237-246.
- Terrel, Tracy David (1982), "The Natural Approach to Language Teaching: An Update", **Modern Language Journal**, 66(2), 121-132.
- Thornbury, Scott (1998), "The Lexical Approach: A Journey without Maps", **Modern English Teacher**, 7(4), 7-13.
- Thornbury, Scott (2002), **How to Teach Vocabulary**, Harlow: Longman.
- Tognini-Bonelli, Elena (2001), **Corpus Linguistics at Work (Studies in Corpus Linguistics: 6)**, Amsterdam/Atlanta, GA: John Benjamins.
- Tseng, Fuhuei (2008), **An Analysis of Vocabulary Selection in Elementary School English Textbooks**, Unpublished MA Thesis, National Chung Cheng University.
- Ur, Penny (1996), **A Course in Language Teaching: Practice and Theory**, Cambridge: Cambridge University Press.
- Webb, Stuart (2007), "The Effects of Repetition on Vocabulary Knowledge", **Applied Linguistics**, 28(1), 46-65.

- Wehmeier, Sally and Ashby, Michael (2000), **Advanced Learner's Dictionary**, 6th Edition, China: Oxford University Press.
- West, Michael (1953), **A General Service List of English Words**, London: Longman, Green and Co.
- Wilkins, David Arthur (1972), **Linguistics in Language Teaching**, London: Edward Arnold.
- Williams, David (1983), "Developing Criteria for Textbook Evaluation", **ELT Journal**, 37(3), 251-254.
- Zimmerman, Cheryl Boyd and Schmitt Norbert (2005), "Lexical Questions to Guide the Teaching and Learning of Words", **The CATESOL Journal**, 17(1), 1-7.

APPENDICES

Appendix 1: Sections of Unit 1 in the Course Book



1 Re - Spot

Match the pictures with the words. Write them in the correct boxes.

friendly, funny, helpful, polite, rude, generous, stingy















2 Reading Spot

A. Before You Read

Trevor and his friends are in the office of the student counsellor for the weekly session. They are talking about friendship. Trevor's friends are talking about Trevor.

Read the balloons. Then, complete the missing information using the phrases in the boxes.

tells the truth

when you need him

good at making jokes

He has a good sense of humour.



Trevor is good at making jokes.

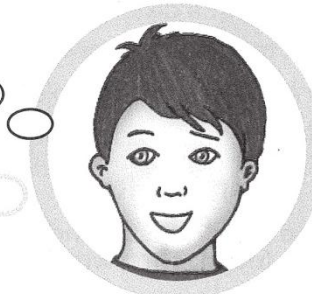


Trevor is honest.

He always

Trevor is reliable.

Trevor is always there



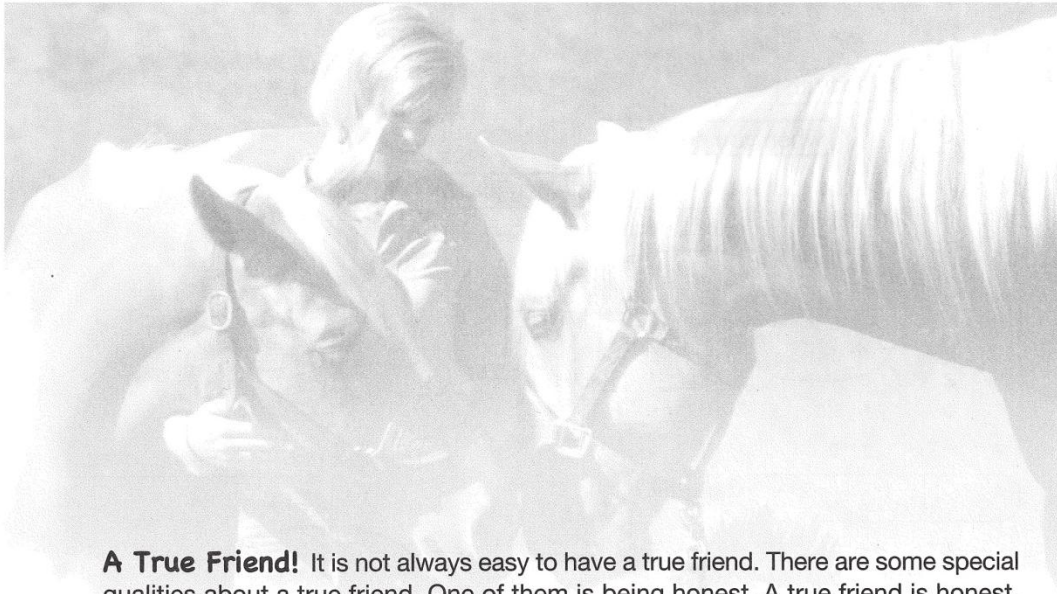
 Go to Workbook page 8; activity 1.

B. While You Read

Here is an article about friendship by Rebecca Swift, the writer of a teen magazine.

1. Read the article. What is the topic of the text? Choose the suitable topic for the article.

- A. The problems of friendship today
- B. The qualities of a true friend
- C. The difficulty of making good friends



A True Friend! It is not always easy to have a true friend. There are some special qualities about a true friend. One of them is being honest. A true friend is honest. They always listen to you and tell you what they really feel. Another quality is being reliable. A true friend is always there when you need them. For example, if you are in trouble you can phone your friend for help. A true friend is also supportive and helpful. They cheer you up and encourage your dreams. A true friend also has a good sense of humour. They make you laugh. Friendship is like a sensitive flower, so you should treat your friends in a nice and kind way. So, why don't you get together with your friends and have fun? Good times make great memories.

2. Read the article again. Tick the qualities that describe a true friend, put a cross for those that do not describe in the article.

- | | |
|--|--|
| ☐ A true friend is honest. | ☐ A true friend is crazy. |
| ☐ A true friend is reliable. | ☐ A true friend is helpful. |
| ☐ A true friend is hardworking. | ☐ A true friend is funny. |

C. After You Read

Who's your best friend? Look at the table below. Tick the qualities of your best friend. Then write a paragraph about him/her.

Physical Appearance

- | | |
|------------------------------------|--|
| ☐ tall | ☐ medium height |
| ☐ short | ☐ slim |
| ☐ beautiful | ☐ handsome |

Personality

- | | | |
|-------------------------------------|--------------------------------------|-----------------------------------|
| ☐ honest | ☐ helpful | ☐ cheerful |
| ☐ funny | ☐ hardworking | ☐ reliable |
| ☐ supportive | ☐ kind | |

My best friend is.....



3 Spotlight

Think about these sentences.

A true friend is **honest**.

A true friend **has a good sense of humor**.

Do these sentences describe

- the personal qualities of a true friend?
- the physical qualities of a true friend?



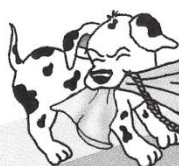
4 Language Spot

When we describe the personal qualities of someone, for example a friend, we use the following expressions:

Describing personal qualities

A true friend has a good sense of humor.

A true friend is } supportive and helpful.
honest.
reliable.



Describing
personal
qualities

Spot On!

5 Check Spot

A.

Look at the personal qualities of a true friend. Choose five of them. Which one is the most important quality for you? Write it on the largest piece of the pie on page 16. Then put the other qualities in order according to their degree of importance.

honest

sincere

supportive

short

reliable

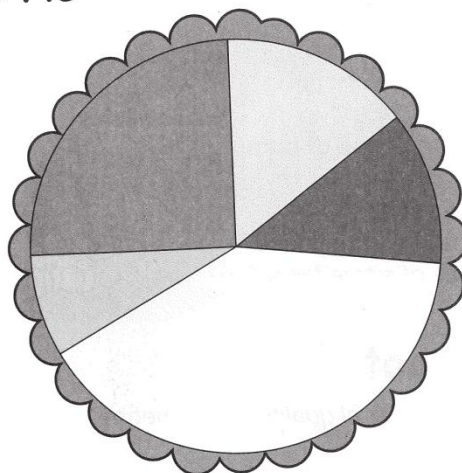
beautiful

slim

handsome

tall

Friendship Pie



- ☐ 1.....
- ☐ 2.....
- ☐ 3.....
- ☐ 4.....
- ☐ 5.....

B. Work in pairs. Compare your 'friendship pies'. Are they similar or different? Discuss your pies. Give reasons and explanations.

6 Listening Spot

A. Before You Listen

Do you think that friendship is different from or similar to love? Why/Why not?

B. While You Listen

1. Listen to the song "Because You Loved Me" by Celine Dione.

Is she singing the song to a friend or to a lover?

My world is a better
place because of you.



Because You Loved Me
 For all those times you stood by me
 For all the truth that you made me see
 For all the joy you brought to my life
 For all the wrong that you made right
 For every dream you made come true
 For all the love I found in you
 I'll be forever thankful baby
 You're the one who held me up
 Never let me fall
 You're the one who saw me through through it all
 You were my strength when I was weak
 You were my voice when I couldn't speak
 You were my eyes when I couldn't see
 You saw the best there was in me
 Lifted me up when I couldn't reach
 You gave me faith coz you believed
 I'm everything I am
 Because you loved me



You gave me wings and made me fly
 You touched my hand I could touch the sky
 I lost my faith, you gave it back to me
 You said no star was out of reach
 You stood by me and I stood tall
 I had your love I had it all
 I'm grateful for each day you gave me
 Maybe I don't know that much
 But I know this much is true
 I was blessed because I was loved by you

You were my strength when I was weak
 You were my voice when I couldn't speak
 You were my eyes when I couldn't see
 You saw the best there was in me
 Lifted me up when I couldn't reach
 You gave me faith coz you believed
 I'm everything I am
 Because you loved me

You were always there for me
 The tender wind that carried me
 A light in the dark shining your love into my life
 You've been my inspiration
 Through the lies you were the truth
 My world is a better place because of you

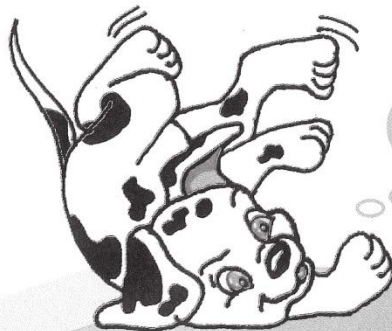
2. Listen to the song again and match the words on the left with the expressions on the right. Then paint them with the same colour.

Stand	the best in someone
Grateful	there for someone
Bring	for each day
Make	joy to someone's life
See	someone's dreams come true
Be	by someone

C. After You Listen

Work in groups. How does the singer feel about her lover?
Choose one of the feelings below. How do you know?
Express your opinions to your friends.

- thankful
- angry
- anxious
- worried



I think she is thankful
because she
says.....

7 Speaking Spot

Work with a partner. Get your rolecard and act it out. Role Card B is on page 193.
Look at the Useful Language Box.

Role Card A

Your friend always borrows something from you. She / He usually doesn't return them on time. She / He borrowed your dictionary last month. She / He promised she would give it back this week. But, she / he hasn't returned it yet. Ask her / him why. Advise her / him what to do.

Useful Language Box

OK. I think...
Yes, I'm sure. I'll buy you a new one.
Well. You shouldn't do something like this again.
I'm really sorry.
You can buy me a new one or you can try to find mine.
Are you sure?

8 Writing Spot

Your friend isn't good at English. She's failed in the exam again.
Advise her what to do.

The Useful Language Box will help you.

Useful Language Box

You can	}	and
You should		but
You shouldn't		because

You can ask for help from your teacher and check with your friends.



.....

.....

.....

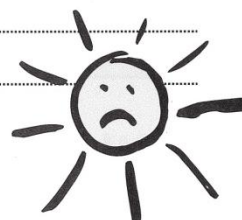
.....

.....

.....

.....

.....



 Go to Workbook page 10; activity 4.

9 TASK

Make a list of the qualities of your ideal friend.

You can follow these steps to complete your task.

- ☐ Think about your ideal friend.
- ☐ What qualities does he/she have?
- ☐ List his / her qualities. (Use your dictionary when necessary.)
- ☐ Compare your list with your friends.

Appendix 2: The First Most Frequent 1000 Words of General English with their Derived Forms in Baseword List 1 Available with Range 32

A 1

AN 0

ABLE 0

ABILITY 0
ABLER 0
ABLEST 0
ABLY 0
ABILITIES 0
UNABLE 0
INABILITY 0

ABOUT 1

ABOVE 0

ACCEPT 0

ACCEPTABILITY 0
ACCEPTABLE 0
UNACCEPTABLE 0
ACCEPTANCE 0
ACCEPTED 0
ACCEPTING 0
ACCEPTS 0

ACCORD 0

ACCORDED 0
ACCORDANCE 0
ACCORDING 0
ACCORDINGLY 0
ACCORDS 0

ACCOUNT 0

ACCOUNTED 0
ACCOUNTING 0
ACCOUNTS 0
ACCOUNTANT 0
ACCOUNTANTS 0
ACCOUNTANCY 0

ACCOUNTABLE 0

ACCOUNTABILITY 0

ACROSS 1

ACT 0

ACTED 0
ACTING 0
ACTION 0
ACTIONS 0
ACTS 0

ACTIVE 0

ACTIVELY 0
ACTIVITIES 0
ACTIVITY 0

ACTOR 0

ACTORS 0

ACTRESS 0

ACTRESSES 0

ACTUAL 0

ACTUALLY 1

ADD 0

ADDED 0
ADDING 0
ADDITION 0
ADDITIONAL 0
ADDITIVE 0
ADDITIONS 0
ADDS 0

ADDRESS 0

ADDRESSED 0
ADDRESSES 0
ADDRESSING 0

ADMIT 0

ADMISSION 0
ADMITTEDLY 0
ADMITS 0
ADMITTED 0
ADMITTING 0

ADOPT 0

ADOPTED 0
ADOPTING 0
ADOPTION 0
ADOPTIONS 0
ADOPTS 0

ADVANCE 0

ADVANCED 0
ADVANCES 0
ADVANCEMENT 0
ADVANCING 0

ADVANTAGE 0

ADVANTAGES 0
DISADVANTAGE 0
DISADVANTAGES 0
ADVANTAGING 0
ADVANTAGED 0
DISADVANTAGED 0

ADVENTURE 0

ADVENTURES 0
ADVENTURER 0
ADVENTURERS 0
ADVENTUROUS 0

AFFAIR 0

AFFAIRS 0

AFTER 1

AFTERWARDS 0

AGAIN 1

AGAINST 0

AGE 1

AGED 0
AGES 0
AGING 0

AGENT 0

AGENCY 0
AGENCIES 0
AGENTS 0

AGO 0

AGREE 0

AGREED 0
AGREEING 0
AGREEMENT 0
AGREEMENTS 0
AGREES 0
AGREEABLE 0
DISAGREEMENTS 0
DISAGREE 0
DISAGREEABLE 0
DISAGREED 0
DISAGREEING 0
DISAGREEMENT 0
DISAGREES 0

AIR 0

ALL 2

ALLOW 0

ALLOWANCE 0
ALLOWANCES 0
ALLOWED 0
ALLOWING 0
ALLOWS 0

ALMOST 0

ALONE 0

ALONG 0

ALREADY 0

ALSO 2

ALTHOUGH 0

ALWAYS 1

AMONG 0

AMONGST 0

AMOUNT 0

AMOUNTED 0
AMOUNTING 0
AMOUNTS 0

ANCIENT 0

AND 1

ANIMAL 1

ANIMALS 0

ANOTHER 0

ANSWER 1

ANSWERED 0
ANSWERING 0
ANSWERS 0

ANY 1

ANYBODY 1
 ANYHOW 0
 ANYMORE 0
 ANYONE 1
 ANYTHING 1
 ANYWAY 1
 ANYWHERE 1

APPEAR 0

APPEARANCE 0
 APPEARED 0
 APPEARING 0
 APPEARS 0
 APPEARANCES 0
 DISAPPEARANCES 0
 DISAPPEAR 0
 DISAPPEARANCE 0
 DISAPPEARED 0
 DISAPPEARING 0
 DISAPPEARS 0

APPLY 0

APPLICATION 0
 APPLICATIONS 0
 APPLIED 0
 APPLIES 0
 APPLICABLE 0
 APPLYING 0
 APPLICANT 0
 APPLICANTS 0
 APPLICABILITY 0

APPOINT 0

APPOINTED 0
 APPOINTING 0
 APPOINTMENTS 0
 APPOINTMENT 0
 APPOINTS 0

APRIL 0**ARISE 0**

ARISEN 0
 ARISES 0
 AROSE 0
 ARISING 0

ARM 1

ARMED 0
 ARMS 0
 UNARMED 0

ARMY 0

ARMIES 0

AROUND 0**ARRIVE 1**

ARRIVAL 0
 ARRIVALS 0
 ARRIVED 0
 ARRIVES 0
 ARRIVING 0

ART 0

ARTS 0
 ARTIST 0
 ARTISTIC 0
 ARTISTS 0
 ARTISTICALLY 0

ARTICLE 0

ARTICLES 0

AS 0**ASK 1**

ASKED 0
 ASKING 0
 ASKS 0

ASSOCIATE 0

ASSOCIATIONS 0
 ASSOCIATION 0
 ASSOCIATING 0
 ASSOCIATES 0
 ASSOCIATED 0
 DISASSOCIATE 0
 DISASSOCIATED 0

AT 1**ATTACK 0**

ATTACKED 0
 ATTACKING 0
 ATTACKS 0

ATTEMPT 0

ATTEMPTED 0
 ATTEMPTING 0
 ATTEMPTS 0

AUGUST 0**AVERAGE 0**

AVERAGED 0
 AVERAGES 0
 AVERAGING 0

AWAY 1**B 0****BACK 1**

BACKED 0
 BACKGROUND 0
 BACKING 0
 BACKS 0
 BACKBONE 0
 BACKGROUNDS 0
 BACKWARDS 0
 BACKWARD 0

BAD 1

BADLY 0
 BADNESS 0

BALL 0

BALLS 0

BANK 0

BANKED 0
 BANKER 0
 BANKERS 0
 BANKING 0
 BANKS 0

BAR 1

BARS 0
 BARRED 0
 BARRING 0

BASE 0

BASED 0
 BASES 0
 BASIC 0
 BASICALLY 0
 BASING 0
 BASIS 0

BATTLE 0

BATTLED 0
 BATTLES 0
 BATTLING 0

BE 1

AM 0
 ARE 0
 AREN 0
 BEEN 0
 IS 0
 ISN 0
 RE 0
 S 0
 WAS 0
 WASN 0
 WERE 0
 WEREN 0
 BEING 0
 BEINGS 0

BEAR 0

BEARING 0
 BEARINGS 0
 BEARS 0
 BORE 0
 BORN 0
 BORNE 0

BEAUTY 0

BEAUTIFUL 1
 BEAUTIFULLY 0

BECAUSE 1**BECOME 0**

BECAME 0
 BECOMES 0
 BECOMING 0

BED 1

BEDROOM 1
 BEDROOMS 0
 BEDDING 0
 BEDS 0

BEFORE 0

BEGIN 0

BEGAN 0
 BEGINNER 0
 BEGINNERS 0
 BEGINNING 0
 BEGINNINGS 0
 BEGINS 0
 BEGUN 0

BEHIND 1**BELIEVE 0**

BELIEF 0
 BELIEFS 0
 BELIEVED 0
 BELIEVES 0
 BELIEVING 0
 DISBELIEF 0

BELONG 0

BELONGED 0
 BELONGING 0
 BELONGINGS 0
 BELONGS 0

BELOW 0**BENEATH 0****BESIDE 0**

BESIDES 0

BEST 0

BETTER 0

BETWEEN 0**BEYOND 0****BIG 1**

BIGGER 0
 BIGGEST 0
 BIGGISH 0

BILL 0

BILLS 0
 BILLED 0
 BILLING 0

BIRD 0

BIRDS 0

BLACK 1

BLACKER 0
 BLACKEST 0
 BLACKLY 0
 BLACKEN 0
 BLACKNESS 0
 BLACKS 0
 BLACKISH 0

BLOOD 0

BLED 0
 BLEED 0
 BLEEDING 0
 BLEEDS 0
 BLOODY 0

BLOW 0

BLEW 0
 BLOWING 0
 BLOWS 0
 BLOWN 0

BLUE 1

BLUENESS 0
 BLUER 0
 BLUEST 0

BOARD 0

BOARDED 0
 BOARDING 0
 BOARDS 0

BOAT 0

BOATS 0

BODY 0

BODIES 0
 BODILY 0

BOOK 1

BOOKS 0

BOTH 0**BOX 0**

BOXES 0

BOY 1

BOYHOOD 0
 BOYS 0

BRANCH 0

BRANCHES 0
 BRANCHED 0
 BRANCHING 0

BREAD 1**BREAK 0**

BREAKING 0
 BREAKAGE 0
 BREAKS 0
 BROKE 0
 BROKEN 0
 UNBREAKABLE 0
 OUTBREAKS 0
 OUTBREAK 0
 UNBROKEN 0

BRIDGE 0

BRIDGES 0

BRIGHT 0

BRIGHTEN 0
 BRIGHTENED 0
 BRIGHTENING 0
 BRIGHTENS 0
 BRIGHTER 0
 BRIGHTEST 0
 BRIGHTLY 0
 BRIGHTNESS 0

BRING 1

BRINGING 0
 BRINGS 0
 BROUGHT 0

BROAD 0

BROADLY 0
 BREADTH 0
 BROADER 0
 BROADEST 0

BROTHER 1

BROTHERS 0
 BROTHERLY 0

BUILD 0

BUILD-UP 0
 BUILDERS 0
 BUILDING 0
 BUILDINGS 0
 BUILDS 0
 BUILT 0

BURN 0

BURNED 0
 BURNING 0
 BURNS 0
 BURNT 0

BUSINESS 0

BUSINESSES 0
 BUSINESSMEN 0
 UNBUSINESSLIKE 0
 BUSINESSLIKE 0
 BUSINESSMAN 0
 BUSINESSWOMAN 0
 BUSINESSWOMEN 0

BUT 1**BUY 1**

BOUGHT 0
 BUYING 0
 BUYS 0
 BUYER 0
 BUYERS 0

BY 1**C 0****CALL 1**

CALLED 0
 CALLING 0
 CALLS 0

CAN 1

CANNOT 0
 CANS 0
 CANNED 0
 CANNING 0

CAPITAL 0

CAPITALS 0

CAPTAIN 0

CAPTAINS 0

CAR 1**CARS 0****CARE 0**

CARED 0
CAREFUL 0
CAREFULLY 0
CARELESS 0
CARES 0
CARING 0
CARELESSLY 0

CARRY 0

CARRIED 0
CARRIES 0
CARRYING 0

CASE 0**CASES 0****CASTLE 0****CASTLES 0****CATCH 0**

CATCHES 0
CATCHING 0
CAUGHT 0

CAUSE 0

CAUSED 0
CAUSES 0
CAUSING 0

CENTRE 0

CENTER 0
CENTERIST 0
CENTERISTS 0
CENTERS 0
CENTRED 0
CENTERED 0
CENTRAL 0
CENTRALIZATION 0
CENTRES 0
CENTRIST 0
CENTRISTS 0

CERTAIN 0

CERTAINLY 0
CERTAINTY 0
UNCERTAIN 0
UNCERTAINTIES 0
UNCERTAINTY 0

CHANCE 0

CHANCED 0
CHANCES 0
CHANCING 0

CHANGE 1

CHANGED 0
CHANGES 0
CHANGING 0
UNCHANGED 0
UNCHANGEABLE 0
UNCHANGING 0

CHARACTER 0

CHARACTERISTIC 0
CHARACTERISTICALLY 0
CHARACTERISTICS 0
CHARACTERIZE 0
CHARACTERIZED 0
CHARACTERIZATION 0
CHARACTERIZES 0
CHARACTERISE 0
CHARACTERISED 0
CHARACTERISES 0
CHARACTERS 0

CHARGE 0

CHARGED 0
CHARGES 0
CHARGING 0

CHIEF 0

CHIEFS 0
CHIEFLY 0

CHILD 1

CHILDREN 0
CHILDISH 0
CHILDHOOD 0
CHILDLIKE 0

CHOOSE 1

CHOICE 0
CHOICES 0
CHOOSES 0
CHOOSING 0
CHOSE 0
CHOSEN 0

CHURCH 0**CHURCHES 0****CIRCLE 0**

CIRCLED 0
CIRCLES 0
CIRCLING 0
CIRCULAR 0

CITY 1

CITIES 0
CITIZEN 0
CITIZENS 0

CLAIM 0

CLAIMED 0
CLAIMING 0
CLAIMS 0
UNCLAIMED 0

CLASS 1

CLASSED 0
CLASSES 0
CLASSING 0
CLASSIFY 0
CLASSIFYING 0
CLASSIFIED 0
CLASSIFIES 0
CLASSIFICATION 0
CLASSIFICATIONS 0

CLEAR 0

CLEARED 0
CLEARER 0
CLEAREST 0
CLEARING 0
CLEARINGS 0
CLEARLY 0
CLEARNESS 0
CLEARs 0

CLOSE 1

CLOSED 0
CLOSELY 0
CLOSENESS 0
CLOSER 0
CLOSES 0
CLOSEST 0
CLOSURE 0
CLOSING 0

CLOUD 0

CLOUDY 0
CLOUDED 0
CLOUDS 0

COAL 0

COAST 0
COASTS 0

COIN 0**COINS 0****COLD 1**

COLDER 0
COLDEST 0
COLDLY 0
COLDNESS 0
COLDS 0

COLLEGE 0**COLLEGES 0****COLONY 0**

COLONIAL 0
COLONIES 0
COLONIALS 0
COLONIZE 0
COLONIZATION 0
COLONIZED 0
COLONISING 0
COLONIST 0
COLONISTS 0

COLOUR 1

COLOR 0
COLORED 0
COLORFUL 0
COLORING 0
COLORLESS 0
COLORS 0
COLOURED 0
COLOURFUL 0
COLOURING 0
COLOURLESS 0
COLOURS 0

COME 1

CAME 0
COMES 0
COMING 0

COMMAND 0

COMMANDED 0
COMMANDING 0
COMMANDS 0
COMMANDER 0
COMMANDERS 0

COMMITTEE 0

COMMITTEES 0

COMMON 0

COMMONER 0
COMMONEST 0
COMMONLY 0
COMMONNESS 0
COMMONS 0
UNCOMMON 0
UNCOMMONLY 0

COMPANY 0

COMPANIES 0

COMPLETE 0

COMPLETED 0
COMPLETELY 0
COMPLETION 0
COMPLETIONS 0
COMPLETES 0
COMPLETENESS 0
COMPLETING 0
INCOMPLETE 0
INCOMPLETELY 0

CONCERN 0

CONCERNED 0
CONCERNING 0
CONCERNS 0
UNCONCERNED 0

CONDITION 0

CONDITIONAL 0
CONDITIONS 0
UNCONDITIONAL 0

CONSIDER 0

CONSIDERATION 0
CONSIDERATIONS 0
CONSIDERED 0
CONSIDERING 0
CONSIDERS 0
RECONSIDER 0
RECONSIDERING 0
RECONSIDERATION 0

CONTAIN 0

CONTAINED 0
CONTAINER 0
CONTAINERS 0
CONTAINING 0
CONTAINS 0

CONTENT 0

CONTENTED 0
CONTENTING 0
CONTENTMENT 0
CONTENTS 0
DISCONTENT 0
DISCONTENTMENT 0

CONTINUE 0

CONTINUANCE 0
CONTINUED 0
CONTINUITY 0
CONTINUES 0
CONTINUING 0
CONTINUOUS 0
CONTINUOUSLY 0

CONTROL 0

CONTROLLED 0
CONTROLLER 0
CONTROLLING 0
CONTROLS 0
UNCONTROLLABLE 0
UNCONTROLLABLY 0
UNCONTROLLED 0

CORN 0**COST 0**

COSTING 0
COSTS 0
COSTLY 0

COTTON 0**COULD 0**

COULDN 0

COUNCIL 0

COUNCILLOR 0
COUNCILLORS 0
COUNCILOR 0
COUNCILS 0

COUNT 0

COUNTED 0
COUNTING 0
COUNTLESS 0
COUNTS 0
COUNTABLE 0
UNCOUNTABLE 0

COUNTRY 1

COUNTRIES 0

COURSE 1

COURSES 0

COURT 0

COURTS 0

COVER 0

COVERED 0
COVERING 0
COVERAGE 0
COVERS 0
UNCOVER 0
UNCOVERED 0
UNCOVERS 0

CROSS 0

CROSSED 0
CROSSES 0
CROSSING 0

CROWD 0

CROWDED 0
CROWDING 0
CROWDS 0

CROWN 0

CROWNS 0
CROWNED 0
CROWNING 0
UNCROWNED 0

CRY 0

CRIED 0
CRIES 0
CRYING 0

CURRENT 0

CURRENTLY 0

CUT 0

CUTS 0
CUTTING 0
UNCUT 0

D 0**DANGER 0**

DANGEROUS 0
DANGEROUSLY 0
DANGERS 0

DARK 2

DARKER 0
DARKEST 0
DARKNESS 0

DATE 0

DATES 0
DATED 0
DATING 0

DAUGHTER 1

DAUGHTERS 0

DAY 1

DAILY 0
DAYLIGHT 0
DAYS 0

DEAD 1

DEATH 0
DEATHS 0

DEAL 0

DEALER 0
DEALERS 0
DEALING 0
DEALINGS 0
DEALS 0
DEALT 0

DEAR 0
DEARS 0

DECEMBER 0

DECIDE 0
DECIDED 0
DECIDEDLY 0
DECIDES 0
DECIDING 0
DECISION 0
DECISIONS 0
DECISIVE 0
UNDECIDED 0

DECLARE 0
DECLARATION 0
DECLARATIONS 0
DECLARED 0
DECLARES 0
DECLARING 0

DEEP 0
DEEPEN 0
DEEPENED 0
DEEPER 0
DEEPEST 0
DEEPLY 0
DEPTH 0
DEPTHS 0
DEEPENING 0

DEFEAT 0
DEFEATED 0
DEFEATS 0
DEFEATING 0
UNDEFEATED 0

DEGREE 0
DEGREES 0

DEMAND 0
DEMANDED 0
DEMANDING 0
DEMANDS 0

DEPARTMENT 0
DEPARTMENTS 0
DEPARTMENTAL 0

DEPEND 0
DEPENDS 0
DEPENDED 0
DEPENDING 0
DEPENDANT 0
DEPENDANTS 0
DEPENDENT 0

DESCRIBE 0
DESCRIBED 0
DESCRIBES 0
DESCRIBING 0
DESCRIPTION 0
DESCRIPTIONS 0
DESCRIPTIVE 0

DESERT 0
DESERTED 0
DESERTING 0
DESERTS 0

DESIRE 0
DESIRED 0
DESIRABILITY 0
DESIRABLE 0
DESIRES 0
DESIRING 0
UNDESIRABLE 0

DESTROY 0
DESTROYED 0
DESTROYING 0
DESTROYS 0
DESTRUCTION 0
DESTRUCTIVE 0

DETAIL 0
DETAILED 0
DETAILING 0
DETAILS 0

DETERMINE 0
DETERMINATION 0
DETERMINED 0
INDETERMINATE 0
DETERMINATE 0
DETERMINES 0
DETERMINING 0

DEVELOP 0
DEVELOPED 0
DEVELOPERS 0
DEVELOPING 0
DEVELOPMENT 0
DEVELOPMENTS 0
DEVELOPS 0
UNDERDEVELOPED 0
UNDEVELOPED 0

DIE 1
DIED 0
DIES 0
DYING 0
UNDYING 0

DIFFERENCE 0
DIFFER 0
DIFFERENCES 0
DIFFERENT 0
DIFFERS 0
DIFFERING 0
DIFFERENTLY 0

DIFFICULT 0
DIFFICULTIES 0
DIFFICULTY 0

DIRECT 0
DIRECTED 0
DIRECTING 0
DIRECTION 0
DIRECTIONS 0
DIRECTLY 0
DIRECTOR 0
DIRECTORS 0
DIRECTS 0
INDIRECT 0
INDIRECTLY 0

DISCOVER 0
DISCOVERED 0
DISCOVERIES 0
DISCOVERING 0
DISCOVERS 0
DISCOVERY 0

DISTANCE 0
DISTANCES 0
DISTANT 0
DISTANCED 0
DISTANCING 0

DISTINGUISH 0
DISTINGUISHED 0
DISTINGUISHES 0
DISTINGUISHING 0
DISTINGUISHABLE 0

DISTRICT 0
DISTRICTS 0

DIVIDE 0
DIVIDED 0
DIVIDES 0
DIVIDING 0
DIVISION 0
DIVISIONS 0
UNDIVIDED 0

DO 1
DID 0
DIDN 0
DOES 0
DOESN 0
DOING 0
DON 0
DONE 0

DOCTOR 1
DOCTORS 0
DR 0

DOG 1
DOGS 0
DOGGED 0

DOLLAR 0
DOLLARS 0

DOOR 1
DOORS 0
INDOORS 0
OUTDOORS 0

DOUBT 0
DOUBTED 0
DOUBTFUL 0
DOUBTING 0
DOUBTLESS 0
UNDOUBTEDLY 0
DOUBTS 0

DOWN 1
DOWNWARDS 0

DRAW 0
DRAWING 0
DRAWN 0
DRAWS 0
DREW 0

DREAM 0
DREAMED 0
DREAMING 0
DREAMS 0
DREAMT 0
DREAMY 0

DRESS 1
DRESSED 0
DRESSES 0
DRESSING 0
UNDRESSED 0

DRINK 1
DRINKS 0
DRINKER 0
DRINKERS 0
DRANK 0
DRUNK 0
DRINKING 0

DRIVE 1
DRIVEN 0
DRIVER 0
DRIVERS 0
DRIVES 0
DRIVEWAY 0
DRIVING 0
DROVE 0

DROP 0
DROPPED 0
DROPPING 0
DROPS 0

DRY 0
DRIED 0
DRIES 0
DRIEST 0
DRYER 0
DRYING 0
DRYLY 0
DRYNESS 0

DUE 0

DUTY 0
DUTIES 0

E 0
EACH 0
EAR 1
EARS 0

EARLY 0
EARLIER 0
EARLIEST 0
EARLINESS 0

EARTH 0
EARTHY 0
EARTHQUAKE 0
EARTHQUAKES 0

EAST 0
EASTERN 0

EASY 1
EASIER 0
EASIEST 0
EASILY 0
EASINESS 0

EAT 1
ATE 0
EATEN 0
EATING 0
EATS 0

EFFECT 0
EFFECTED 0
EFFECTING 0
EFFECTIVE 0
EFFECTIVELY 0
EFFECTIVENESS 0
EFFECTS 0
INEFFECTIVE 0
INEFFECTIVELY 0

EFFICIENT 0
EFFICIENCY 0
INEFFICIENT 0

EFFORT 0
EFFORTS 0

EGG 1
EGGS 0

EIGHT 0
EIGHTEEN 0
EIGHTEENTH 0
EIGHTH 0
EIGHTIES 0
EIGHTIETH 0
EIGHTY 0
EIGHTS 0
TH 0

EITHER 0

ELECT 0
ELECTED 0
ELECTING 0
ELECTION 0
ELECTIONS 0
ELECTS 0
ELECTORS 0
ELECTORAL 0

ELEVEN 0
ELEVENS 0
ELEVENTH 0

ELSE 0
ELSEWHERE 0

EMPIRE 0
EMPIRES 0

EMPLOY 0
EMPLOYED 0
EMPLOYEE 0
EMPLOYEES 0
EMPLOYER 0
EMPLOYERS 0
EMPLOYING 0
EMPLOYMENT 0
EMPLOYS 0
UNEMPLOYED 0
UNEMPLOYMENT 0

END 0
ENDED 0
ENDING 0
ENDLESS 0
ENDLESSLY 0
ENDS 0

ENEMY 0
ENEMIES 0

ENGLISH 0
ENJOY 1
ENJOYED 0
ENJOYING 0
ENJOYMENT 0
ENJOYS 0
ENJOYABLE 0

ENOUGH 0
ENTER 0
ENTERED 0
ENTERING 0
ENTERS 0
ENTRANCE 0
ENTRANCES 0
ENTRIES 0
ENTRY 0

EQUAL 0
EQUALED 0
EQUALING 0
EQUALITY 0
EQUALLED 0
EQUALLING 0
EQUALLY 0
EQUALS 0
INEQUALITY 0
UNEQUAL 0

ESCAPE 0
ESCAPED 0
ESCAPES 0
ESCAPING 0

EVEN 0
EVENLY 0

EVENING 1
EVENINGS 0

EVENT 0
EVENTS 0

EVER 0
EVERY 1
EVERYBODY 1
EVERYDAY 0
EVERYONE 0
EVERYTHING 1
EVERYWHERE 1

EXAMPLE 1
EXAMPLES 0

EXCEPT 0
EXCEPTION 0
EXCEPTIONAL 0
EXCEPTIONS 0

EXCHANGE 0
EXCHANGED 0
EXCHANGES 0
EXCHANGING 0

EXERCISE 0
EXERCISED 0
EXERCISES 0
EXERCISING 0

EXIST 0
EXISTED 0
EXISTENCE 0
EXISTING 0
EXISTS 0
NONEXISTENT 0

EXPECT 0
EXPECTANCY 0
EXPECTATION 0
EXPECTATIONS 0
EXPECTED 0
EXPECTING 0
EXPECTS 0

EXPENSE 0
EXPENSES 0
EXPENSIVE 1

EXPERIENCE 1
EXPERIENCED 0
EXPERIENCES 0
EXPERIENCING 0

EXPERIMENT 0
EXPERIMENTAL 0
EXPERIMENTATION 0
EXPERIMENTED 0
EXPERIMENTING 0
EXPERIMENTS 0

EXPLAIN 0
EXPLAINED 0
EXPLAINING 0
EXPLAINS 0
EXPLANATION 0
EXPLANATORY 0
EXPLANATIONS 0

EXPRESS 0
EXPRESSED 0
EXPRESSES 0
EXPRESSING 0
EXPRESSION 0
EXPRESSIONS 0
EXPRESSIVE 0

EXTEND 0
EXTENDED 0
EXTENDING 0
EXTENDS 0
EXTENSION 0
EXTENSIONS 0
EXTENSIVE 0
EXTENSIVELY 0
EXTENT 0

EYE 1
EYES 0

F 0
FACE 1
FACED 0
FACES 0
FACING 0

FACT 0
FACTS 0
FACTUAL 0

FACTORY 0
FACTORIES 0

FAIL 0
FAILED 0
FAILING 0
FAILS 0
FAILURE 0
FAILURES 0

FAIR 0
FAIRER 0
FAIREST 0
FAIRLY 0
FAIRNESS 0
UNFAIR 0
UNFAIRLY 0

FAITH 0
FAITHFUL 0
FAITHFULLY 0
FAITHS 0

FALL 0
FALLEN 0
FALLING 0
FALLS 0
FELL 0

FAMILIAR 0
FAMILIARITY 0
UNFAMILIAR 0
UNFAMILIARITY 0
FAMILIARLY 0

FAMILY 1
FAMILIES 0

FAMOUS 1
FAR 1
FARTHER 0
FARTHEST 0
FURTHER 0
FURTHEST 0

FARM 0
FARMER 0
FARMERS 0
FARMS 0
FARMING 0

FAST 1
FASTER 0
FASTEST 0
FASTNESS 0

FATHER 1
FATHERS 0
DAD 1
DADS 0
FATHER-IN-LAW 0

FAVOUR 0
FAVOR 0
FAVORITE 0
FAVOURITE 0
FAVOURABLE 0
FAVOURABLY 0
FAVOURED 0
FAVOURING 0
FAVOURITES 0
FAVOURS 0

FEAR 1
FEARED 0
FEARFUL 0
FEARING 0
FEARS 0

FEBRUARY 0
FEEL 1
FEELING 0
FEELINGS 0
FEELS 0
FELT 0

FELLOW 0
FELLOWS 0

FEW 0

FEWER 0
FEWEST 0

FIELD 0

FIELDS 0

FIGHT 0

FIGHTER 0
FIGHTERS 0
FIGHTING 0
FOUGHT 0
FIGHTS 0

FIGURE 0

FIGURES 0

FILL 0

FILLED 0
FILLING 0
FILLS 0

FIND 1

FINDING 0
FINDINGS 0
FINDS 0
FOUND 0

FINE 0

FINELY 0
FINENESS 0
FINER 0
FINEST 0

FINISH 1

FINISHED 0
FINISHES 0
FINISHING 0
UNFINISHED 0

FIRE 1

FIRE 0
FIRE 0
FIRING 0

FIRST 1

FIRSTLY 0

FISH 1

FISHED 0
FISHES 0
FISHING 0
FISHERMAN 0

FIT 0

FITNESS 0
FITS 0
FITTED 0
FITTER 0
FITTEST 0
FITTING 0

FIVE 0

FIVES 0
FIFTEEN 0
FIFTEENTH 0
FIFTH 0
FIFTHLY 0
FIFTIES 0
FIFTIETH 0
FIFTY 0

FIX 0

FIXED 0
FIXES 0
FIXING 0
FIXABLE 0

FLOOR 0

FLOORS 0

FLOW 0

FLOWED 0
FLows 0
FLOWING 0

FLOWER 1

FLOWERS 0

FLY 0

FLEW 0
FLOWN 0
FLYING 0
FLIGHT 0
FLIGHTS 0
FLIES 0

FOLLOW 0

FOLLOWED 0
FOLLOWER 0
FOLLOWERS 0
FOLLOWING 0
FOLLOWS 0

FOOD 1

FOODS 0

FOR 1**FORCE 0**

FORCED 0
FORCES 0
FORCING 0
FORCEFUL 0
FORCEFULLY 0

FOREIGN 0

FOREIGNER 0
FOREIGNERS 0

FOREST 0

FORESTS 0
FORESTING 0
FORESTED 0

FORGET 1

FORGETS 0
FORGETTING 0
FORGOT 0
FORGOTTEN 0
UNFORGETTABLE 0

FORM 0

FORMATION 0
FORMED 0
FORMING 0
FORMS 0

FORMER 0

FORMERLY 0

FORTH 0**FORTUNE 0**

FORTUNATE 0
FORTUNATELY 0
FORTUNES 0
UNFORTUNATELY 0
UNFORTUNATE 0

FOUR 0

FOURS 0
FORTIES 0
FORTY 0
FOURTEEN 0
FOURTEENTH 0
FOURTH 0
FOURTHLY 0
FORTIETH 0

FREE 0

FREED 0
FREEDOM 0
FREEDOMS 0
FREEING 0
FREELY 0
FREER 0
FREEST 0

FRESH 0

FRESHNESS 0
FRESHER 0
FRESHEST 0
FRESHLY 0

FRIDAY 0

FRI 0
FRIDAYS 0

FRIEND 1

FRIENDLY 0
FRIENDS 0
FRIENDSHIP 0
FRIENDSHIPS 0

FROM 1**FRONT 1****FULL 0**

FULLER 0
FULLEST 0
FULLNESS 0
FULLY 0

FURNISH 0

FURNISHES 0
FURNISHED 0
FURNISHING 0
FURNITURE 0

FUTURE 0

FUTURES 0

G 0**GAIN 0**

GAINED 0
GAINING 0
GAINS 0

GAME 0

GAMES 0

GARDEN 0

GARDENER 0
GARDENERS 0
GARDENS 0

GAS 0

GASES 0

GATE 0

GATES 0

GATHER 0

GATHERED 0
GATHERING 0
GATHERINGS 0
GATHERS 0

GENERAL 0

GENERALLY 0
GENERALS 0
GENERALISE 0
GENERALISABLE 0
GENERALISED 0
GENERALISATION 0
GENERALISATIONS 0
GENERALITY 0
GENERALIZATIONS 0

GENTLE 0

GENTLEMAN 0
GENTLEMEN 0
GENTLY 0

GET 5

GETS 0
GETTING 0
GOT 0
GOTTEN 0

GIFT 0

GIFTS 0
GIFTED 0

GIRL 1

GIRLS 0

GIVE 1

GAVE 0
GIVEN 0
GIVES 0
GIVING 0

GLAD 0

GLADDER 0
GLADDEST 0
GLADLY 0
GLADNESS 0

GLASS 0

GLASSES 0

GO 2

GOES 0
GOING 0
GONE 0
WENT 0

GOD 0

GODS 0
GODDESS 0

GOLD 0

GOLDEN 0

GOOD 1

GOODBYE 1
GOODBYES 0
GOODNESS 0

GREAT 0

GREATER 0
GREATEST 0
GREATLY 0
GREATNESS 0

GREEN 1

GREENER 0
GREENEST 0
GREENNESS 0
GREENISH 0

GROUND 0

GROUND 0
GROUNDED 0
GROUNDS 0
GROUNDING 0

GROUP 0

GROUPED 0
GROUPING 0
GROUPINGS 0
GROUPS 0

GROW 0

GREW 0
GROWING 0
GROWN 0
GROWS 0
GROWTH 0

H 0**HALF 1**

HALVES 0

HAND 1

HANDED 0
HANDFUL 0
HANDFULS 0
HANDING 0
HANDS 0
HANDWRITING 0

HANG 0

HANGED 0
HANGING 0
HANGS 0
HUNG 0

HAPPEN 0

HAPPENED 0
HAPPENING 0
HAPPENS 0

HAPPY 1

HAPPIER 0
HAPPIEST 0
HAPPILY 0
HAPPINESS 0
UNHAPPY 0

HARD 0

HARDEN 0
HARDENED 0
HARDENING 0
HARDENS 0
HARDER 0
HARDEST 0
HARDNESS 0
HARDSHIP 0
HARDSHIPS 0

HARDLY 0**HAVE 1**

HAD 0
HADN 0
HASN 0
HAS 0
HAVEN 0
HAVES 0
HAVING 0
VE 0

HE 1

HIM 1
HIMSELF 0
HIS 1

HEAD 1

HEADED 0
HEADING 0
HEADS 0

HEAR 1

HEARD 0
HEARER 0
HEARING 0
HEARS 0

HEART 0

HEARTS 0

HEAT 0

HEATED 0
HEATING 0
HEATS 0

HEAVEN 0

HEAVENLY 0
HEAVENS 0

HEAVY 0

HEAVIER 0
HEAVIEST 0
HEAVILY 0

HELP 1

HELPED 0
HELPFUL 0
HELPING 0
HELPLESS 0
HELPLESSLY 0
HELPS 0
HELPER 0
HELPERS 0

HERE 1**HIGH 0**

HIGHER 0
HIGHEST 0
HIGHLY 0
HIGHNESS 0
HIGHWAY 0
HIGHWAYS 0

HILL 0

HILLS 0
HILLSIDE 0
HILLY 0

HISTORY 0

HISTORIAN 0
HISTORIC 0
HISTORICAL 0
HISTORIES 0

HOLD 0

HELD 0
HOLDERS 0
HOLDING 0
HOLDS 0

HOME 0

HOMELESS 0
HOMES 0

HONOUR 0

DISHONOUR 0
DISHONOURABLE 0
HONOR 0
HONORABLE 0
HONORABLY 0
HONORARY 0
HONORED 0
HONORING 0
HONORS 0
HONOURABLE 0
HONOURABLY 0

HOPE 0

HOPED 0
HOPEFUL 0
HOPELESS 0
HOPELESSNESS 0
HOPES 0
HOPING 0

HORSE 1

HORSES 0

HOT 1

HOTLY 0
HOTNESS 0
HOTTER 0
HOTTEST 0

HOURLY 0

HOURLY 0
HOURS 0

HOUSE 1

HOUSED 0
HOUSING 0
HOUSES 0

HOW 1**HOWEVER 0****HUMAN 0**

HUMANS 0

HUNDRED 0

HUNDREDS 0
HUNDREDTH 0

HUSBAND 1

HUSBANDS 0

I 1

ME 2
MINE 1
MY 1
MYSELF 0

IDEA 0

IDEAS 0

IF 0**ILL 0**

ILLNESS 0
ILLNESSES 0

IMPORTANT 1

IMPORTANCE 0
UNIMPORTANT 0
UNIMPORTANCE 0
IMPORTANTLY 0

IN 2

INNER 0

INCH 0

INCHES 0

INCLUDE 0

INCLUDED 0
INCLUDES 0
INCLUDING 0
INCLUSIVE 0
INCLUSION 0

INCREASE 0

INCREASED 0
INCREASES 0
INCREASING 0
INCREASINGLY 0

INDEED 0**INDEPENDENT 0**

INDEPENDENTLY 0
INDEPENDENCE 0

INDUSTRY 0

INDUSTRIAL 0
INDUSTRIALLY 0
INDUSTRIES 0

INFLUENCE 0

INFLUENCED 0
INFLUENCES 0
INFLUENCING 0
INFLUENTIAL 0

INSTEAD 0**INTEREST 0**

INTERESTED 0
INTERESTING 1
INTERESTS 0

INTO 1**INTRODUCE 0**

INTRODUCED 0
INTRODUCES 0
INTRODUCING 0
INTRODUCTION 0
INTRODUCTIONS 0
INTRODUCTORY 0

IRON 0**IT 1**

ITS 0
ITSELF 0

J 0**JANUARY 0**

JAN 0

JOIN 0

JOINED 0
JOINING 0
JOINS 0

JOINT 0

JOINTED 0
DISJOINTED 0
JOINTS 0
JOINTLY 0

JOY 0

JOYFUL 0
JOYFULLY 0
JOYS 0

JUDGE 0

JUDGED 0
JUDGES 0
JUDGING 0
JUDGMENT 0
JUDGMENTS 0
JUDGEMENT 0
JUDGEMENTS 0
JUDGEMENTAL 0

JULY 0**JUNE 0****JUST 1**

JUSTLY 0
UNJUST 0
UNJUSTLY 0

JUSTICE 0**K 0****KEEP 0**

KEEPERS 0
KEEPING 0
KEEPS 0
KEPT 0

KILL 0

KILLED 0
KILLER 0
KILLERS 0
KILLING 0
KILLS 0

KIND 1

KINDLY 0
KINDNESS 0
KINDS 0

KING 0

KINGS 0
KINGDOM 0
KINGDOMS 0

KNOW 1

KNEW 0
KNOWING 0
KNOWLEDGE 0
KNOWN 0
KNOWS 0
UNKNOWN 0
KNOWLEDGEABLE 0

L 0**LACK 0**

LACKED 0
LACKING 0
LACKS 0

LADY 0

LADIES 0

LAKE 0

LAKES 0

LAND 0

LANDED 0
LANDING 0
LANDS 0
LANDLORDS 0

LANGUAGE 1

LANGUAGES 0

LARGE 0

LARGELY 0
LARGER 0
LARGEST 0

LAST 0

LASTED 0
LASTING 0
LASTS 0
LASTLY 0

LATE 1

LATELY 0
LATENESS 0
LATER 0
LATEST 0

LATTER 0**LAUGH 1**

LAUGHS 0
LAUGHED 0
LAUGHING 0
LAUGHABLE 0

LAUGHTER 0**LAW 0**

LAWS 0
LAWYER 0
LAWYERS 0
LAWFUL 0
LAWFULLY 0
UNLAWFUL 0
LAWLESS 0

LAY 0

LAI 0
LAYING 0
LAYS 0

LEAD 0

LEADED 0
LEADER 0
LEADERS 0
LEADERSHIP 0
LEADING 0
LEADS 0
MISLEAD 0
MISLEADING 0
MISLED 0
LED 0

LEARN 1

LEARNED 0
LEARNER 0
LEARNERS 0
LEARNING 0
LEARNS 0
LEARNT 0

LEAVE 1

LEAVES 0
LEAVING 0

LEFT 2

LEFTIST 0
LEFTISTS 0

LENGTH 0

LENGTHENING 0
LENGTHS 0
LENGTHY 0
LENGTHEN 0

LESS 0

LESSEN 0
LESSENER 0
LESSENERING 0
LESSER 0
LEAST 0

LET 0

LETS 0
LETTING 0

LETTER 1

LETTERS 0

LEVEL 0

LEVELLED 0
LEVELLER 0
LEVELLING 0
LEVELS 0

LIBRARY 0

LIBRARIAN 0
LIBRARIANS 0
LIBRARIES 0

LIE 0

LIAR 0
LIARS 0
LIED 0
LIES 0
LYING 0

LIFE 0

LIFETIME 0
LIFETIMES 0
LIFELIKE 0
LIFESIZE 0
LIFELONG 0

LIFT 0

LIFTED 0
LIFTING 0
LIFTS 0

LIGHT 2

LIGHTED 0
 LIGHTEN 0
 LIGHTER 0
 LIGHTEST 0
 LIGHTING 0
 LIGHTLY 0
 LIGHTNESS 0
 LIGHTS 0
 LIGHTWEIGHT 0
 LIT 0

LIKE 1

LIKED 0
 LIKES 0
 LIKING 0
 UNLIKE 0
 DISLIKE 0
 DISLIKES 0
 DISLIKED 0
 DISLIKING 0

LIKELY 0

LIKELIER 0
 LIKELIEST 0
 LIKELIHOOD 0
 UNLIKELY 0

LIMIT 0

LIMITATION 0
 LIMITATIONS 0
 LIMITED 0
 LIMITING 0
 LIMITS 0
 UNLIMITED 0

LINE 0

LINES 0
 LINED 0
 LINING 0

LIP 0

LIPS 0

LISTEN 1

LISTENED 0
 LISTENER 0
 LISTENERS 0
 LISTENING 0
 LISTENS 0

LITERATURE 0

LITERARY 0

LITTLE 1

LITTLER 0
 LITTLEST 0

LIVE 1

LIVED 0
 LIVELIEST 0
 LIVELY 0
 LIVES 0
 LIVING 1

LOCAL 0

LOCALLY 0
 LOCALS 0

LONG 1

LONGER 0
 LONGEST 0

LOOK 1

LOOKED 0
 LOOKING 0
 LOOKS 0
 OUTLOOK 0

LORD 0

LORDS 0
 LORDSHIP 0
 LORDSHIPS 0

LOSE 0

LOSERS 0
 LOSES 0
 LOSING 0
 LOST 0

LOSS 0

LOSSES 0

LOVE 1

LOVED 0
 LOVELY 0
 LOVES 0
 LOVING 0
 LOVABLE 0
 LOVER 0

LOW 0

LOWER 0
 LOWERED 0
 LOWEST 0
 LOWERING 0

M 0**MACHINE 0**

MACHINERY 0
 MACHINES 0

MAIN 0

MAINLY 0

MAKE 1

MADE 0
 MAKER 0
 MAKERS 0
 MAKES 0
 MAKING 0

MAN 1

MANKIND 0
 MEN 0
 MANLY 0
 MANHOOD 0
 MANLINESS 0

MANNER 0

MANNERS 0

MANUFACTURE 0

MANUFACTURED 0
 MANUFACTURING 0
 MANUFACTURES 0
 MANUFACTURERS 0
 MANUFACTURER 0

MANY 1**MARCH 0**

MARCHED 0
 MARCHERS 0
 MARCHES 0
 MARCHING 0

MARK 0

MARKED 0
 MARKER 0
 MARKERS 0
 MARKING 0
 MARKS 0

MARKET 0

MARKETED 0
 MARKETING 0
 MARKETS 0

MARRY 0

MARRIAGE 0
 MARRIAGES 0
 MARRIED 0
 MARRIES 0
 MARRYING 0

MASS 0

MASSES 0

MASTER 0

MASTERS 0
 MASTERED 0
 MASTERING 0
 MASTERFUL 0
 MASTERY 0

MATERIAL 0

MATERIALISTIC 0
 MATERIALISTICALLY

0

MATERIALLY 0
 MATERIALS 0

MATTER 0
MATTERED 0
MATTERING 0
MATTERS 0

MAY 0
MAYBE 0

MEAN 0
MEANER 0
MEANEST 0
MEANING 0
MEANINGFUL 0
MEANINGLESS 0
MEANINGS 0
MEANLY 0
MEANNESS 0
MEANS 0
MEANT 0

MEASURE 0
MEASURED 0
MEASUREMENT 0
MEASUREMENTS 0
MEASURES 0
MEASURABLE 0
MEASURABLY 0
MEASURING 0

MEET 1
MEETING 0
MEETINGS 0
MEETS 0
MET 0

MEMBER 0
MEMBERS 0
MEMBERSHIP 0
MEMBERSHIPS 0

MEMORY 0
MEMORIAL 0
MEMORIES 0
MEMORISE 0
MEMORISED 0
MEMORISES 0
MEMORISING 0
MEMORIZE 0
MEMORIZED 0
MEMORIZES 0
MEMORIZING 0
MEMORIALS 0

MENTION 0
MENTIONED 0
MENTIONING 0
MENTIONS 0
UNMENTIONED 0

MERE 0
MERELY 0
MEREST 0

METAL 0
METALS 0

MIDDLE 0
MID 0
MIDNIGHT 0
MIDST 0

MIGHT 0
MIGHTN 0

MILE 0
MILES 0

MILK 1
MILKY 0
MILKED 0
MILKS 0
MILKING 0

MILLION 1
MILLIONS 0
MILLIONTH 0

MIND 0
MINDED 0
MINDING 0
MINDS 0

MINER 0
MINERS 0
MINED 0
MINING 0
MINES 0

MINISTER 0
MINISTERS 0

MINUTE 1
MINUTES 0

MISS 0
MISSED 0
MISSES 0
MISSING 0

MISTER 0
MR 0

MODERN 0
MODERNISE 0
MODERNISATION 0

MOMENT 0
MOMENTARY 0
MOMENTS 0

MONDAY 0
MON 0
MONDAYS 0

MONEY 1
MONTH 1
MONTHLY 0
MONTHS 0

MOON 0
MOONS 0
MOONLIGHT 0

MORAL 0
MORALS 0
MORALLY 0
MORALITY 0

MORE 0
MOREOVER 0

MORNING 1
MORNINGS 0

MOST 0
MOSTLY 0

MOTHER 1
MOTHER-IN-LAW 0
MOTHERS 0
MOM 0
MOTHERHOOD 0
MUM 1

MOTOR 0
MOTORIST 0
MOTORISTS 0
MOTORS 0

MOUNTAIN 0
MOUNTAINS 0
MOUNTAINSIDE 0
MT 0

MOUTH 1
MOUTHFUL 0
MOUTHS 0

MOVE 0
MOVED 0
MOVEMENT 0
MOVES 0
MOVING 0
MOVEMENTS 0

MRS 0
MS 0

MUCH 1
MUSIC 1
MUSICAL 0
MUSICIAN 0
MUSICIANS 0
MUSICALLY 0

MUST 1
N 198

NAME 1
NAMED 0
NAMES 0
NAMING 0
NAMELY 0
NAMELESS 0

NATION 0

NATIONAL 0
 NATIONALLY 0
 NATIONWIDE 0
 NATIONS 0

NATIVE 0

NATIVES 0

NATURE 0

NATURAL 0
 NATURALLY 0
 NATURES 0

NEAR 1

NEARBY 0
 NEARER 0
 NEAREST 0
 NEARLY 0
 NEARNESS 0

NECESSARY 0

NECESSARILY 0
 UNNECESSARILY 0
 UNNECESSARY 0

NECESSITY 0

NECESSITIES 0

NEED 1

NEEDED 0
 NEEDING 0
 NEEDLESS 0
 NEEDS 0
 NEEDN 0

NEIGHBOUR 0

NEIGHBOR 0
 NEIGHBORHOOD 0
 NEIGHBORHOODS 0
 NEIGHBORS 0
 NEIGHBOURHOOD 0
 NEIGHBOURHOODS 0
 NEIGHBOURS 0

NEITHER 0**NEVER 1****NEW 1**

NEWER 0
 NEWEST 0
 NEWLY 0
 NEWNESS 0
 RENEW 0
 RENEWED 0
 RENEWS 0
 RENEWING 0

NEWS 0

NEWSPAPER 0
 NEWSPAPERS 0

NEXT 1**NIGHT 1**

NIGHTLY 0
 NIGHTS 0

NINE 0

NINES 0
 NINETEEN 0
 NINETEENTH 0
 NINETIES 0
 NINETIETH 0
 NINETY 0
 NINTH 0

NO 1

NOBODY 1
 NOONE 0
 NOTHING 1
 NOWHERE 1

NOBLE 0

NOBILITY 0
 NOBLER 0
 NOBLEST 0
 NOBLY 0
 NOBLES 0

NONE 0**NOR 0****NORTH 0**

NORTH-EAST 0
 NORTH-WEST 0
 NORTHEAST 0
 NORTHERN 0
 NORTHWARDS 0
 NORTHWEST 0

NOT 4

T 0

NOTE 0

NOTABLE 0
 NOTES 0
 NOTING 0
 NOTABLY 0
 NOTED 0

NOTICE 0

NOTICEABLE 0
 NOTICEABLY 0
 NOTICED 0
 NOTICES 0
 NOTICING 0

NOVEMBER 0

NOV 0

NOW 1

NOWADAYS 0

NUMBER 1

NUMBERED 0
 NUMBERING 0
 NUMBERS 0

NUMEROUS 0

NUMERICAL 0
 NUMERICALLY 0

O 1**OBJECT 0**

OBJECTED 0
 OBJECTION 0
 OBJECTING 0
 OBJECTS 0
 OBJECTIONABLE 0
 OBJECTIONS 0

OBSERVE 0

OBSERVABLE 0
 OBSERVATION 0
 OBSERVATIONS 0
 OBSERVATORY 0
 OBSERVED 0
 OBSERVER 0
 OBSERVERS 0
 OBSERVES 0
 OBSERVING 0

OCCASION 0

OCCASIONAL 0
 OCCASIONALLY 0
 OCCASIONS 0

OCTOBER 0

OCT 0

OF 3**OFF 2****OFFER 0**

OFFERED 0
 OFFERING 0
 OFFERINGS 0
 OFFERS 0

OFFICE 0

OFFICER 0
 OFFICERS 0
 OFFICES 0

OFFICIAL 0

OFFICIALLY 0
 OFFICIALDOM 0
 OFFICIALS 0

OFTEN 1**OH 1****OIL 0**

OILY 0
 OILINESS 0
 OILS 0
 OILED 0

OLD 1

OLDER 0
 OLDEST 0

ON 1

ONTO 0

ONCE 0**ONE 2**

ONES 0

ONLY 1

OPEN 1

OPENING 0
 OPENLY 0
 OPENNESS 0
 OPENS 0
 OPENED 0

OPERATE 0

OPERATED 0
 OPERATES 0
 OPERATING 0
 OPERATION 0
 OPERATIONS 0
 OPERATOR 0
 OPERATORS 0
 OPERATIONAL 0
 OPERATIVE 0

OPINION 0

OPINIONS 0
 OPINIONATED 0

OPPORTUNITY 0

OPPORTUNITIES 0

OR 1**ORDER 0**

ORDERED 0
 ORDERING 0
 ORDERLY 0
 ORDERS 0

ORDINARY 0

ORDINARILY 0

ORGANIZE 0

ORGANISATION 0
 ORGANISATIONS 0
 ORGANISE 0
 ORGANISED 0
 ORGANISES 0
 ORGANISING 0
 ORGANIZATION 0
 ORGANIZATIONS 0
 ORGANIZED 0
 ORGANIZES 0
 ORGANIZING 0
 ORGANISATIONAL 0

OTHER 0

OTHERS 0

OTHERWISE 0**OUGHT 0**

OUGHTN 0

OUT 3

OUTER 0
 OUTSIDE 0
 OUTSIDER 0
 OUTSIDERS 0
 OUTWARD 0
 OUTWARDS 0

OVER 1**OWE 0**

OWED 0
 OWES 0
 OWING 0

OWN 0

OWNED 0
 OWNER 0
 OWNERS 0
 OWNERSHIP 0
 OWNING 0
 OWNS 0

P 0**PAGE 0**

PAGES 0

PAINT 0

PAINTED 0
 PAINTER 0
 PAINTERS 0
 PAINTING 0
 PAINTINGS 0
 PAINTS 0

PAPER 1

PAPERS 0
 PAPERED 0
 PAPERING 0

PART 0

PARTED 0
 PARTING 0
 PARTLY 0
 PARTS 0
 PARTIAL 0
 PARTIALLY 0
 PARTICLE 0
 PARTICLES 0

PARTICULAR 0

PARTICULARLY 0

PARTY 0

PARTIES 0

PASS 0

PASSED 0
 PASSES 0
 PASSING 0

PAST 0**PAY 0**

PAID 0
 PAYING 0
 PAYMENT 0
 PAYMENTS 0
 PAYS 0
 REPAID 0
 UNPAID 0

PEACE 0

PEACEFUL 0
 PEACEFULLY 0

PEOPLE 1

PEOPLES 0

PER 0**PERHAPS 0****PERMIT 0**

PERMISSION 0
 PERMITS 0
 PERMITTED 0
 PERMITTING 0

PERSON 1

PERSONAL 0
 PERSONALITIES 0
 PERSONALLY 0
 PERSONS 0

PICTURE 1

PICTURED 0
 PICTURES 0
 PICTURING 0

PIECE 0

PIECES 0

PLACE 0

PLACED 0
 PLACES 0
 PLACING 0

PLAIN 0

PLAINLY 0
 PLAINS 0

PLAN 0

PLANNED 0
 PLANNER 0
 PLANNERS 0
 PLANNING 0
 PLANS 0

PLANT 0

PLANTED 0
 PLANTING 0
 PLANTS 0

PLAY 0

PLAYED 0
 PLAYER 0
 PLAYERS 0
 PLAYING 0
 PLAYS 0
 REPLAY 0
 REPLAYS 0
 REPLAYING 0
 REPLAYED 0

PLEASE 0

PLEASANT 0
 PLEASANTLY 0
 PLEASANTNESS 0
 PLEASED 0
 PLEASES 0
 PLEASING 0
 PLEASURE 0
 UNPLEASANT 0
 UNPLEASANTLY 0
 DISPLEASE 0
 DISPLEASED 0
 DISPLEASING 0
 DISPLEASURE 0

POINT 0

POINTED 0
 POINTING 0
 POINTS 0
 POINTER 0
 POINTERS 0

POLITICAL 0

POLITICALLY 0
 POLITICIAN 0
 POLITICIANS 0
 POLITICS 0

POOR 0

POORER 0
 POOREST 0
 POORLY 0

POVERTY 0**POPULAR 0**

POPULARITY 0
 POPULARLY 0

POPULATION 0

POPULATIONS 0
 POPULATE 0
 POPULATING 0
 POPULATED 0
 POPULATES 0

POSITION 0

POSITIONS 0
 POSITIONING 0
 POSITIONED 0

POSSESS 0

POSSESSED 0
 POSSESSES 0
 POSSESSING 0
 POSSESSION 0
 POSSESSIONS 0

POSSIBLE 0

POSSIBILITIES 0
 POSSIBILITY 0
 POSSIBLY 0
 IMPOSSIBILITY 0
 IMPOSSIBLE 0
 IMPOSSIBLY 0

POST 0

POSTED 0
 POSTER 0
 POSTERS 0
 POSTING 0
 POSTS 0

POUND 0

POUNDS 0

POWER 0

POWERED 0
 POWERFUL 0
 POWERS 0

PREPARE 0

PREPARATION 0
 PREPARATIONS 0
 PREPARED 0
 PREPARES 0
 PREPARING 0
 UNPREPARED 0

PRESENT 0

PRESENCE 0
 PRESENTATION 0
 PRESENTED 0
 PRESENTING 0
 PRESENTLY 0
 PRESENTS 0

PRESIDENT 0

PRESIDENTS 0
 PRESIDENTIAL 0

PRESS 0

PRESSED 0
 PRESSES 0
 PRESSING 0

PRESSURE 0

PRESSURED 0
 PRESSURES 0
 PRESSURING 0

PRETTY 1

PRETTIER 0
 PRETTIEST 0
 PRETTILY 0
 PRETTINESS 0

PREVENT 0

PREVENTED 0
 PREVENTING 0
 PREVENTION 0
 PREVENTS 0
 PREVENTABLE 0
 PREVENTATIVE 0
 UNPREVENTABLE 0

PRICE 0

PRICED 0
 PRICES 0
 PRICING 0

PRIVATE 0

PRIVATELY 0

PROBLEM 0

PROBLEMS 0
 PROBLEMATIC 0

PRODUCE 0

PRODUCED 0
 PRODUCER 0
 PRODUCERS 0
 PRODUCES 0
 PRODUCING 0

PRODUCT 0

PRODUCTS 0
 PRODUCTION 0
 PRODUCTIONS 0
 PRODUCTIVE 0
 PRODUCTIVITY 0

PROFIT 0

PROFITED 0
 PROFITING 0
 PROFITS 0
 PROFITABLE 0

PROGRESS 0

PROGRESSED 0
 PROGRESSES 0
 PROGRESSING 0
 PROGRESSIVE 0
 PROGRESSIVELY 0

PROMISE 0

PROMISED 0
 PROMISES 0
 PROMISING 0

PROPER 0

PROPERLY 0
 IMPROPER 0
 IMPROPERLY 0

PROPERTY 0

PROPERTIES 0

PROPOSE 0
PROPOSAL 0
PROPOSALS 0
PROPOSED 0
PROPOSES 0
PROPOSING 0

PROTECT 0
PROTECTED 0
PROTECTING 0
PROTECTION 0
PROTECTIONS 0
PROTECTIVE 0
PROTECTS 0

PROVE 0
PROVED 0
PROVEN 0
PROVES 0
PROVING 0
UNPROVEN 0

PROOF 0
PROOFS 0

PROVIDE 0
PROVIDED 0
PROVIDES 0
PROVIDING 0
PROVIDER 0
PROVIDERS 0

PROVISION 0
PROVISIONS 0

PUBLIC 0
PUBLICITY 0
PUBLICLY 0

PULL 0
PULLED 0
PULLING 0
PULLS 0

PURPOSE 0
PURPOSES 0

PUT 1
PUTS 0
PUTTING 0

Q 0
QUALITY 0
QUALITIES 0

QUANTITY 0
QUANTITIES 0

QUARTER 1
QUARTERLY 0
QUARTERS 0

QUEEN 0
QUEENS 0

QUESTION 1
QUESTIONS 0
QUESTIONED 0
QUESTIONING 0
QUESTIONABLE 0

QUITE 0
R 0
RACE 0
RACECOURSE 0
RACED 0
RACES 0
RACING 0

RAISE 0
RAISED 0
RAISES 0
RAISING 0

RANK 0
RANKED 0
RANKING 0
RANKS 0

RATE 0
RATED 0
RATES 0
RATING 0

RATHER 0
REACH 0
REACHED 0
REACHES 0
REACHING 0

READ 1
READER 0
READERS 0
READING 0
READINGS 0
READS 0

READY 0
READILY 0

REAL 0
REALISTIC 0
REALITY 0

REALISE 0
REALIZE 0
REALIZATION 0
REALIZED 0
REALIZES 0
REALIZING 0
REALISATION 0
REALISATIONS 0
REALISED 0
REALISING 0
REALISES 0

REALLY 0

REASON 0
REASONABLE 0
REASONABLY 0
REASONED 0
REASONING 0
REASONS 0

RECEIVE 0
RECEIVED 0
RECEIVER 0
RECEIVES 0
RECEIVING 0

RECEIPT 0
RECEIPTS 0

RECENT 0
RECENTLY 0

RECOGNIZE 0
RECOGNISE 0
RECOGNISED 0
RECOGNISES 0
RECOGNISING 0
RECOGNITION 0
RECOGNIZED 0
RECOGNIZES 0
RECOGNIZING 0

RECORD 0
RECORDED 0
RECORDING 0
RECORDS 0

RED 1
REDDER 0
REDDEST 0
REDNESS 0
REDDEN 0
REDDISH 0

REDUCE 0
REDUCED 0
REDUCES 0
REDUCING 0
REDUCTION 0
REDUCTIONS 0

REFUSE 0
REFUSAL 0
REFUSALS 0
REFUSED 0
REFUSES 0
REFUSING 0

REGARD 0
DISREGARD 0
DISREGARDED 0
DISREGARDING 0
DISREGARDS 0
REGARDED 0
REGARDING 0
REGARDLESS 0
REGARDS 0

RELATION 0

RELATE 0
 RELATED 0
 RELATES 0
 RELATING 0
 RELATIONS 0
 RELATIONSHIP 0
 RELATIONSHIPS 0

RELATIVE 0

RELATIVELY 0
 RELATIVES 0

RELIGION 0

RELIGIONS 0
 RELIGIOUS 0

REMAIN 0

REMAINED 0
 REMAINING 0
 REMAINDER 0
 REMAINDERS 0
 REMAINS 0

REMARK 0

REMARKED 0
 REMARKING 0
 REMARKS 0
 REMARKABLE 0
 REMARKABLY 0

REMEMBER 0

REMEMBERED 0
 REMEMBERING 0
 REMEMBERS 0

REPLY 1

REPLIED 0
 REPLIES 0
 REPLYING 0

REPORT 0

REPORTED 0
 REPORTER 0
 REPORTERS 0
 REPORTING 0
 REPORTS 0

REPRESENT 0

REPRESENTATIVE 0
 REPRESENTATIVES 0
 REPRESENTED 0
 REPRESENTING 0
 REPRESENTS 0
 REPRESENTATION 0
 REPRESENTATIONS 0

REPUBLIC 0

REPUBLICS 0
 REPUBLICAN 0
 REPUBLICANS 0
 REPUBLICANISM 0

RESERVE 0

RESERVES 0
 RESERVATION 0
 RESERVATIONS 0
 RESERVED 0
 RESERVING 0

RESPECT 0

DISRESPECT 0
 DISRESPECTFUL 0
 RESPECTED 0
 RESPECTING 0
 RESPECTS 0
 RESPECTFUL 0
 RESPECTABLE 0
 RESPECTFULLY 0
 RESPECTIVE 0
 RESPECTIVELY 0
 IRRESPECTIVE 0
 IRRESPECTIVELY 0

REST 0

RESTED 0
 RESTING 0
 RESTLESS 0
 RESTLESSNESS 0
 RESTS 0

RESULT 0

RESULTED 0
 RESULTING 0
 RESULTS 0

RETURN 0

RETURNED 0
 RETURNING 0
 RETURNS 0

RICH 1

RICHER 0
 RICHEST 0
 RICHLY 0
 RICHNESS 0
 RICHES 0

RIDE 0

RIDDEN 0
 RIDER 0
 RIDERS 0
 RIDES 0
 RIDING 0
 RODE 0

RIGHT 3

RIGHTFUL 0
 RIGHTFULLY 0
 RIGHTIST 0
 RIGHTISTS 0
 RIGHTLY 0
 RIGHTS 0

RING 0

RANG 0
 RINGED 0
 RINGING 0
 RINGS 0
 RUNG 0

RISE 0

RISES 0
 RISING 0
 ROSE 0

RIVER 0

RIVERS 0
 RIVERSIDE 0

ROAD 1

ROADS 0
 ROADSIDE 0

ROCK 0

ROCKY 0
 ROCKED 0
 ROCKING 0
 ROCKS 0

ROLL 0

ROLLED 0
 ROLLING 0
 ROLLS 0
 ROLLER 0
 ROLLERS 0

ROOM 3

ROOMS 0

ROUGH 0

ROUGHLY 0
 ROUGHNESS 0

ROUND 0

ROUNDED 0
 ROUNDER 0
 ROUNDEST 0
 ROUNDLY 0
 ROUNDNESS 0
 ROUNDS 0
 ROUNDABOUT 0

ROYAL 0

ROYALTY 0
 ROYALLY 0

RULE 0

RULED 0
 RULER 0
 RULERS 0
 RULES 0
 RULING 0

RUN 1

RAN 0
 RUNNER 0
 RUNNERS 0
 RUNNING 0
 RUNS 0

SAFE 0

SAFELY 0
 SAFENESS 0
 SAFER 0
 SAFEST 0
 SAFETY 0

SAIL 0
SAILED 0
SAILING 0
SAILINGS 0
SAILOR 0
SAILORS 0
SAILS 0

SALE 0
SALES 0

SALT 1
SALTY 0

SAME 0
SAMENESS 0

SATURDAY 0
SATURDAYS 0

SAVE 0
SAVED 0
SAVES 0
SAVING 0
SAVINGS 0

SAY 1
SAID 0
SAYING 0
SAYS 0

SCARCE 0
SCARCELY 0
SCARCER 0
SCARCEST 0
SCARCITY 0

SCENE 0
SCENERY 0
SCENES 0

SCHOOL 1
SCHOOLING 0
SCHOOLS 0

SCIENCE 0
SCIENCES 0
SCIENTIFIC 0
SCIENTIST 0
SCIENTISTS 0
SCIENTIFICALLY 0

SEA 0
SEAMAN 0
SEASIDE 0
SEAMEN 0
SEAS 0

SEASON 0
SEASONS 0

SEAT 0
SEATED 0
SEATING 0
SEATS 0

SECOND 1
SECONDARY 0
SECONDLY 0
SECONDS 0

SECRET 0
SECRECY 0
SECRETLY 0
SECRETS 0

SECRETARY 0
SECRETARIES 0

SEE 1
SAW 0
SEEING 0
SEEN 0
SEES 0
UNSEEN 0

SEEM 0
SEEMED 0
SEEMING 0
SEEMS 0

SELL 1
SELLER 0
SELLERS 0
SELLING 0
SELLS 0
SOLD 0
RESELL 0
RESELLING 0
RESOLD 0

SEND 0
SENDER 0
SENDERS 0
SENDING 0
SENDS 0
SENT 0

SENSE 0
SENSELESS 0
SENSELESSNESS 0
SENSES 0
SENSIBLE 0

SENSITIVE 0
SENSITIVITY 0

SEPARATE 0
SEPARATED 0
SEPARATELY 0
SEPARATES 0
SEPARATING 0
SEPARATION 0
SEPARATIONS 0
SEPARATIST 0
SEPARATISTS 0

SEPTEMBER 0
SEPT 0

SERIOUS 0
SERIOUSLY 0
SERIOUSNESS 0

SERVE 0
SERVANT 0
SERVANTS 0
SERVED 0
SERVES 0
SERVING 0
SERVINGS 0

SERVICE 0
SERVICES 0
SERVICED 0
SERVICING 0

SET 0
SETS 0
SETTING 0

SETTLE 0
SETTLED 0
SETTLEMENT 0
SETTLEMENTS 0
SETTLER 0
SETTLERS 0
SETTLES 0
SETTLING 0

SEVEN 0
SEVENTEEN 0
SEVENTEENTH 0
SEVENTH 0
SEVENTIES 0
SEVENTIETH 0
SEVENTY 0

SEVERAL 0
SHADOW 0
SHADOWED 0
SHADOWING 0
SHADOWS 0
SHADOWY 0

SHAKE 0
SHAKEN 0
SHAKES 0
SHAKILY 0
SHAKING 0
SHAKY 0
SHOOK 0

SHALL 0
SHAN 0

SHAPE 0
SHAPED 0
SHAPES 0
SHAPING 0
SHAPELESS 0

SHARE 0
SHARED 0
SHARES 0
SHARING 0

SHE 1

HER 1
HERS 1
HERSELF 0

SHINE 0

SHINED 0
SHINES 0
SHINING 0
SHONE 0
SHINY 0

SHIP 0

SHIPS 0
SHIPPING 0
SHIPPED 0
SHIPMENTS 0
SHIPMENT 0

SHOOT 0

SHOOTING 0
SHOOTINGS 0
SHOOTS 0
SHOT 0
SHOTS 0

SHORE 0

SHORES 0

SHORT 1

SHORTAGE 0
SHORTEN 0
SHORTENED 0
SHORTENING 0
SHORTENS 0
SHORTER 0
SHORTEST 0
SHORTLY 0
SHORTNESS 0

SHOULD 0

SHOULDN 0

SHOULDER 0

SHOULDERS 0

SHOW 0

SHOWED 0
SHOWING 0
SHOWN 0
SHOWS 0

SIDE 0

SIDES 0

SIGHT 0

SIGHTS 0

SIGN 0

SIGNATURE 0
SIGNATURES 0
SIGNED 0
SIGNING 0
SIGNS 0

SILENCE 0

SILENCED 0
SILENCES 0
SILENCING 0
SILENT 0
SILENTLY 0

SILVER 0**SIMPLE 0**

SIMPLENESS 0
SIMPLER 0
SIMPLEST 0
SIMPLICITY 0
SIMPLIFICATION 0
SIMPLIFIED 0
SIMPLIFY 0
SIMPLY 0

SINCE 0**SING 0**

SINGS 0
SUNG 0
SANG 0
SINGER 0
SINGERS 0
SINGING 0
SONG 0
SONGS 0

SINGLE 0

SINGLED 0

SIR 0**SISTER 1**

SISTERS 0
SISTERLY 0

SIT 1

SAT 0
SITS 0
SITTING 0

SITUATION 0

SITUATIONS 0
SITUATE 0
SITUATED 0

SIX 0

SIXES 0
SIXTEEN 0
SIXTEENTH 0
SIXTEENTHS 0
SIXTH 0
SIXTHLY 0
SIXTHS 0
SIXTIES 0
SIXTIETH 0
SIXTIETHS 0
SIXTY 0

SIZE 0

SIZES 0
SIZING 0
SIZED 0

SKY 0

SKIES 0

SLEEP 1

SLEEPING 0
SLEEPS 0
SLEEPY 0
SLEPT 0
SLEEPLESS 0

SMALL 1

SMALLER 0
SMALLEST 0
SMALLNESS 0

SMILE 1

SMILED 0
SMILES 0
SMILING 0

SNOW 0

SNOWS 0
SNOWED 0
SNOWING 0

SO 0**SOCIAL 0**

SOCIALLY 0

SOCIETY 0

SOCIETIES 0

SOFT 0

SOFTEN 0
SOFTENED 0
SOFTENING 0
SOFTENS 0
SOFTER 0
SOFTEST 0
SOFTLY 0
SOFTNESS 0

SOLDIER 0

SOLDIERS 0

SOME 1

SOMEBODY 1
SOMEHOW 0
SOMEONE 1
SOMETHING 1
SOMETIME 0
SOMETIMES 1
SOMEWHERE 1

SON 1

SONS 0

SOON 0

SOONER 0
SOONEST 0

SORT 0

SORTED 0
SORTING 0
SORTS 0

SOUL 0

SOULS 0

SOUND 1

SOUNDS 0
 SOUNDED 0
 SOUNDING 0

SOUTH 0

SOUTHEAST 0
 SOUTHERN 0
 SOUTHERNERS 0
 SOUTHWARD 0
 SOUTHWARDS 0
 SOUTHWEST 0

SPACE 0

SPACED 0
 SPACES 0
 SPACING 0

SPEAK 1

SPEAKER 0
 SPEAKERS 0
 SPEAKING 0
 SPEAKS 0
 SPEECH 0
 SPEECHES 0
 SPOKE 0
 SPOKEN 0

SPECIAL 0

SPECIALLY 0
 SPECIALIST 0
 SPECIALITY 0
 SPECIALITIES 0
 SPECIALISTS 0
 SPECIALIZE 0
 SPECIALIZATION 0
 SPECIALIZED 0
 SPECIALIZATIONS 0

SPEED 0

SPED 0
 SPEEDING 0
 SPEEDS 0
 SPEEDY 0

SPEND 0

SPENDING 0
 SPENDS 0
 SPENT 0

SPIRIT 0

SPIRITS 0
 SPIRITUAL 0

SPITE 0**SPOT 0**

SPOTS 0
 SPOTTED 0
 SPOTTING 0

SPREAD 0

SPREADING 0
 SPREADS 0

SPRING 0

SPRANG 0
 SPRINGING 0
 SPRINGS 0
 SPRUNG 0

SQUARE 0

SQUARELY 0
 SQUARENESS 0
 SQUARER 0
 SQUARES 0
 SQUAREST 0

STAGE 0

STAGING 0
 STAGED 0
 STAGES 0

STAND 1

OUTSTANDING 0
 STANDING 0
 STANDS 0
 STOOD 0

STANDARD 0

STANDARDS 0

STAR 0

STARRED 0
 STARS 0
 STARRING 0

START 1

STARTED 0
 STARTING 0
 STARTS 0

STATE 0

STATED 0
 STATEMENT 0
 STATEMENTS 0
 STATES 0
 STATING 0

STATION 1

STATIONS 0

STAY 0

STAYED 0
 STAYING 0
 STAYS 0

STEEL 0**STEP 0**

STEPPED 0
 STEPPING 0
 STEPS 0

STILL 1

STILLER 0
 STILLEST 0
 STILLNESS 0

STOCK 0

STOCKED 0
 STOCKS 0

STONE 0

STONED 0
 STONES 0
 STONING 0
 STONY 0

STOP 1

STOPPED 0
 STOPPING 0
 STOPS 0

STORE 0

STORED 0
 STORES 0
 STORING 0

STORY 0

STORIES 0

STRANGE 0

STRANGELY 0
 STRANGENESS 0
 STRANGER 0
 STRANGERS 0
 STRANGEST 0

STREAM 0

STREAMED 0
 STREAMING 0
 STREAMS 0

STREET 1

STREETS 0

STRENGTH 0

STRENGTHEN 0
 STRENGTHENED 0
 STRENGTHENING 0
 STRENGTHENS 0

STRIKE 0

STRIKES 0
 STRIKING 0
 STRUCK 0
 STROKE 0

STRONG 0

STRONGER 0
 STRONGEST 0
 STRONGLY 0

STRUGGLE 0

STRUGGLED 0
 STRUGGLES 0
 STRUGGLING 0

STUDY 0

STUDIED 0
 STUDIES 0
 STUDYING 0

STUDENT 1

STUDENTS 0

SUBJECT 0

SUBJECTED 0
SUBJECTING 0
SUBJECTS 0

SUBSTANCE 0

SUBSTANCES 0
SUBSTANTIAL 0
SUBSTANTIALLY 0
SUBSTANTIVE 0

SUCCEED 0

SUCCEEDED 0
SUCCEEDING 0
SUCCEEDS 0
SUCCESS 0
SUCCESSFUL 0
SUCCESSFULLY 0
UNSUCCESSFUL 0

SUCH 0**SUFFER 0**

SUFFERED 0
SUFFERING 0
SUFFERS 0

SUGGEST 0

SUGGESTED 0
SUGGESTING 0
SUGGESTION 0
SUGGESTIONS 0
SUGGESTS 0

SUMMER 0

SUMMERS 0

SUN 1

SUNLIGHT 0
SUNNY 0
SUNS 0
SUNSHINE 0

SUNDAY 0

SUNDAYS 0

SUPPLY 0

SUPPLIED 0
SUPPLIER 0
SUPPLIERS 0
SUPPLIES 0
SUPPLYING 0

SUPPORT 0

SUPPORTED 0
SUPPORTERS 0
SUPPORTING 0
SUPPORTS 0
SUPPORTIVE 0

SUPPOSE 0

SUPPOSED 0
SUPPOSES 0
SUPPOSING 0

SURE 0

SURELY 0
SURENESS 0
SURER 0
SUREST 0
UNSURE 0

SURFACE 0

SURFACED 0
SURFACES 0
SURFACING 0

SURPRISE 0

SURPRISED 0
SURPRISES 0
SURPRISING 0
SURPRISINGLY 0

SURROUND 0

SURROUNDED 0
SURROUNDING 0
SURROUNDS 0

SWEET 0

SWEETNESS 0
SWEETLY 0
SWEETS 0

SWORD 0

SWORDS 0

SYSTEM 0

SYSTEMATIC 0
SYSTEMS 0
SYSTEMATICALLY 0

TABLE 1

TABLECLOTH 0
TABLES 0

TAKE 1

TAKEN 0
TAKES 0
TAKING 0
TOOK 0

TALK 1

TALKED 0
TALKING 0
TALKS 0

TAX 0

TAXES 0
TAXED 0
TAXING 0
TAXPAYER 0
TAXPAYERS 0

TEACH 1

TAUGHT 0
TEACHER 0
TEACHERS 0
TEACHES 0
TEACHING 0
TEACHINGS 0

TEAR 0

TEARING 0
TEARS 0
TORE 0
TORN 0

TELL 1

RETELL 0
RETELLING 0
TELLING 0
TELLS 0
TOLD 0

TEMPLE 0

TEMPLES 0

TEN 0

TENS 0
TENTH 0
TENTHS 0

TERM 0

TERMS 0

TEST 0

TESTED 0
TESTING 0
TESTS 0

THAN 0**THE 1****THEN 1****THERE 1****THEREFORE 0****THEY 1**

THEIR 1
THEIRS 1
THEM 1
THEMSELVES 0

THING 1

THINGS 0

THINK 1

THINKING 0
THINKS 0
THOUGHT 0
THOUGHTS 0
THOUGHTFUL 0
THOUGHTFULLY 0
THOUGHTFULNESS 0

THIRTEEN 0

THIRTEENTH 0
THIRTEENTHS 0

THIRTY 0

THIRTIES 0
THIRTIETH 0
THIRTIETHS 0

THIS 1

THESE 1
THOSE 1
THAT 1

THOUGH 0

THOUSAND 1
THOUSANDS 0
THOUSANDTH 0
THOUSANDTHS 0

THREE 0
THREES 0
THIRD 0
THIRDLY 0
THIRDS 0

THROUGH 0
THROUGHOUT 0

THROW 0
THREW 0
THROWING 0
THROWN 0
THROWS 0

THURSDAY 0
THURS 0
THURSDAYS 0

THUS 0

TILL 0

TIME 1
TIMER 0
TIMES 0
TIMELESS 0
TIMELY 0

TO 1

TODAY 1

TOGETHER 0

TON 0
TONS 0

TOO 2
TOP 0

TOPPED 0
TOPPING 0
TOPS 0

TOTAL 0
TOTALLED 0
TOTALING 0
TOTALLED 0
TOTTALLING 0
TOTALLY 0
TOTALS 0
TOTALITY 0

TOUCH 0
TOUCHED 0
TOUCHES 0
TOUCHING 0
UNTOUCHED 0

TOWARD 0
TOWARDS 0

TOWN 1
TOWNS 0

TRADE 0
TRADED 0
TRADES 0
TRADING 0
TRADER 0
TRADERS 0

TRAIN 1
TRAINED 0
TRAINERS 0
TRAINING 0
TRAINS 0

TRAVEL 0
TRAVELED 0
TRAVELING 0
TRAVELLED 0
TRAVELLERS 0
TRAVELLING 0
TRAVELS 0

TREE 1
TREES 0

TROUBLE 0
TROUBLED 0
TROUBLES 0
TROUBLING 0
TROUBLESOME 0

TRUE 0
TRUTHFUL 0
TRUTH 0
TRUEST 0
TRUER 0
TRUTHFULNESS 0
TRULY 0
TRUTHS 0

TRUST 0
TRUSTED 0
TRUSTING 0
ENTRUST 0
TRUSTS 0

TRY 1
TRIED 0
TRIES 0
TRYING 0
TRIAL 0
TRIALS 0
TRIALING 0
TRIALED 0

TUESDAY 0
TUES 0
TUESDAYS 0

TURN 1
TURNED 0
TURNING 0
TURNS 0

TWELVE 0
TWELVES 0
TWELFTH 0
TWELFTHS 0

TWENTY 0
TWENTIES 0
TWENTIETH 0

TWO 0
TWICE 0

TYPE 0
TYPED 0
TYPES 0
TYPING 0
TYPIST 0
TYPISTS 0

U 0

UNDER 1
UNDERNEATH 0

UNDERSTAND 1
UNDERSTANDING 0
UNDERSTANDS 0
UNDERSTOOD 0

UNION 0
UNIONS 0

UNITE 0
UNITED 0
UNITES 0
UNITING 0
UNITY 0
UNIT 0
UNITS 0

UNIVERSITY 0
UNIVERSITIES 0

UNLESS 0

UNTIL 0

UP 2
UPSIDE 0

UPON 0
USE 1
MISUSED 0
USED 0
USEFUL 0
USEFULNESS 0
USELESS 0
USES 0
USING 0
USEFULLY 0
USER 0
USERS 0

USUAL 0
USUALLY 0
UNUSUAL 0
UNUSUALLY 0

V 87

VALLEY 0
VALLEYS 0

VALUE 0
VALUABLE 0
VALUABLES 0
VALUATION 0
VALUED 0
VALUER 0
VALUELESS 0
VALUES 0
VALUING 0
INVALUABLE 0
INVALUABLY 0

VARIETY 0
VARIETIES 0

VARIOUS 0
VARIOUSLY 0

VERY 1
VESSEL 0
VESSELS 0

VICTORY 0
VICTORIES 0
VICTORIOUS 0

VIEW 0
VIEWED 0
VIEWING 0
VIEWS 0

VILLAGE 0
VILLAGER 0
VILLAGERS 0
VILLAGES 0

VIRTUE 0
VIRTUES 0
VIRTUOUS 0

VISIT 0
VISITED 0
VISITING 0
VISITOR 0
VISITORS 0
VISITS 0
VISITATION 0

VOICE 0
VOICED 0
VOICES 0
VOICING 0
VOICELESS 0

VOTE 0
VOTED 0
VOTER 0
VOTERS 0
VOTES 0
VOTING 0

W 0

WAGE 0
WAGES 0
UNWAGED 0

WAIT 1
WAITED 0
WAITING 0
WAITS 0
WAITER 0
WAITERS 0
WAITRESS 0
WAITRESSES 0

WALK 1
WALKED 0
WALKING 0
WALKS 0

WALL 1
WALLED 0
WALLS 0

WANT 1
WANTED 0
WANTING 0
WANTS 0
UNWANTED 0

WAR 0
WARRED 0
WARRING 0
WARS 0

WATCH 2
WATCHED 0
WATCHES 0
WATCHING 0

WATER 1
WATERED 0
WATERS 0
WATERING 0

WAVE 0
WAVED 0
WAVES 0
WAVING 0

WAY 0
WAYS 0

WE 1
OUR 1
OURS 1
OURSELVES 0
US 1

WEALTH 0
WEALTHY 0

WEAR 1
WEARING 0
WEARS 0
WORE 0
WORN 0

WEDNESDAY 0
WEDNESDAYS 0

WEEK 1
WEEKEND 1
WEEKENDS 0
WEEKLY 0
WEEKS 0

WELCOME 0
WELCOMED 0
WELCOMES 0
WELCOMING 0
UNWELCOME 0

WELL 1
WELLS 0

WEST 0
WESTWARD 0
WESTWARDS 0

WESTERN 0
WESTERNS 0

WHAT 1
WHATEVER 0

WHEN 1
WHENEVER 0

WHERE 1
WHEREVER 0

WHETHER 0
WHICH 1
WHICHEVER 0

WHILE 0
WHILST 0

WHITE 1
WHITENESS 0
WHITER 0
WHITEST 0
WHITISH 0

WHO 1
WHOEVER 0
WHOM 0
WHOSE 0

WHOLE 0
WHOLENESS 0
WHOLLY 0

WHY 1
WIDE 0
WIDELY 0
WIDENED 0
WIDENESS 0
WIDENING 0
WIDER 0
WIDEST 0
WIDTH 0

WIFE 1
WIVES 0

WILD 0
WILDER 0
WILDEST 0
WILDLY 0
WILDNESS 0

WILL 0
LL 0
WILLING 0
WILLINGNESS 0
WILLINGLY 0
UNWILLING 0
UNWILLINGLY 0

WIN 0
WINNER 0
WINNERS 0
WINNING 0
WINS 0
WON 0

WIND 0
WINDED 0
WINDING 0
WINDS 0
WINDY 0

WINDOW 1
WINDOWS 0

WINTER 0
WINTERS 0
WINTRY 0

WISE 0
UNWISE 0
WISDOM 0
WISELY 0
WISENESS 0
WISER 0
WISEST 0

WISH 0
WISHED 0
WISHES 0
WISHING 0

WITH 1
WITHIN 0
WITHOUT 1
WOMAN 2
WOMEN 0

WONDER 0
WONDERED 0
WONDERFUL 0
WONDERING 0
WONDERS 0
WONDERFULLY 0

WOOD 0
WOODS 0
WOODEN 0
WOODLAND 0
WOODY 0

WORD 1
WORDS 0
WORDING 0

WORK 1
WORKED 0
WORKER 0
WORKERS 0
WORKING 0
WORKS 0
WORKMAN 0
WORKMEN 0

WORLD 1
WORLDS 0

WORTH 0
WORTHY 0
WORTHLESS 0

WOULD 0
WOULDN 0

WOUND 0
WOUNDS 0
WOUNDED 0
WOUNDING 0

WRITE 1
WRITER 0
WRITERS 0
WRITES 0
WRITING 0
WRITINGS 0
WRITTEN 0
WROTE 0

WRONG 1
WRONGED 0
WRONGING 0
WRONGS 0
WRONGLY 0

Y 0
YEAR 1
YEARS 0
YEARLY 0

YIELD 0
YIELDS 0
YIELDED 0
YIELDING 0

YES 1
YESTERDAY 1

YET 0
YOU 2
YOUR 1
YOURSELVES 0
YOURSELF 0
YOURS 1

YOUNG 1
YOUNGER 0
YOUNGESTER 0
YOUNGEST 0
YOUNGSTERS 0

YOUTH 0
YOUTHS 0
YOUTHFUL 0

Appendix 3: The Second Most Frequent 1000 Words of General English with their Derived Forms in Baseword List 2 Available with Range 32

ABROAD 0

ABSENCE 0
ABSENCES 0

ABSENT 0

ABSOLUTE 0

ABSOLUTELY 0

ACCIDENT 0

ACCIDENTS 0
ACCIDENTAL 0
ACCIDENTALLY 0

ACCUSE 0

ACCUSING 0
ACCUSES 0
ACCUSED 0

ACCUSTOM 0

ACCUSTOMS 0
ACCUSTOMING 0
ACCUSTOMED 0

ACHE 0

ACHING 0
ACHES 0
ACHED 0

ADMIRE 0

ADMIRING 0
ADMIRE 0
ADMIRE 0
ADMIRABLE 0
ADMIRATION 0

ADVERTISE 0

ADVERTISING 0
ADVERTISES 0
ADVERTISER 0
ADVERTISED 0
ADVERTISEMENT 0
ADVERTISEMENTS 0

ADVICE 0

ADVISORS 0
ADVISING 0
ADVISES 0
ADVISERS 0
ADVISER 0
ADVISED 0
ADVISE 0
ADVISORY 0

AEROPLANE 0

AEROPLANES 0

AFFORD 0

AFFORDED 0
AFFORDING 0
AFFORDS 0
AFFORDABLE 0

AFRAID 1

AFTERNOON 1

AFTERNOONS 0

AGRICULTURE 0

AGRICULTURAL 0

AHEAD 0

AIM 0

AIMS 0
AIMING 0
AIMED 0
AIMLESS 0
AIMLESSNESS 0

AIRPLANE 0

AIRPLANES 0

ALIKE 0

ALIVE 0

ALoud 0

ALTOGETHER 0

AMBITION 0

AMBITIONS 0
AMBITIOUS 0
AMBITIOUSLY 0

AMUSE 0

AMUSING 0
AMUSES 0
AMUSED 0
AMUSEMENT 0
AMUSEMENTS 0

ANGER 0

ANGERS 0
ANGERING 0
ANGERED 0
ANGRY 1
ANGRILY 0
ANGRIER 0
ANGRIEST 0

ANGLE 0

ANGLES 0
ANGLING 0
ANGLED 0

ANNOY 0

ANNOYS 0
ANNOYING 0
ANNOYED 0
ANNOYANCE 0

ANXIETY 0

ANXIETIES 0
ANXIOUS 0
ANXIOUSLY 0

APART 0

APOLOGIZE 0

APOLOGIZES 0
APOLOGIZED 0
APOLOGISE 0
APOLOGISING 0
APOLOGISES 0
APOLOGISED 0

APOLOGY 0

APOLOGIES 0
APOLOGETIC 0

APPLAUD 0

APPLAUDS 0
APPLAUDING 0
APPLAUDED 0

APPLAUSE 0

APPLE 1

APPLES 0

APPROVE 0

APPROVING 0
APPROVES 0
APPROVED 0
APPROVAL 0
DISAPPROVE 0
DISAPPROVING 0
DISAPPROVES 0
DISAPPROVED 0
DISAPPROVAL 0

ARCH 0

ARCHING 0
ARCHES 0
ARCHED 0

ARGUE 0

ARGUING 0
ARGUES 0
ARGUED 0
ARGUABLE 0
ARGUMENT 0
ARGUMENTS 0

ARRANGE 0
ARRANGED 0
ARRANGING 0
ARRANGES 0
ARRANGEMENT 0
ARRANGEMENTS 0

ARREST 0
ARRESTS 0
ARRESTING 0
ARRESTED 0

ARROW 0
ARROWS 0

ARTIFICIAL 0
ARTIFICIALLY 0

ASH 0
ASHES 0

ASHAMED 0
ASHAMEDLY 0

ASIDE 0
ASLEEP 0

ASTONISH 0
ASTONISHING 0
ASTONISHES 0
ASTONISHED 0
ASTONISHMENT 0

ATTEND 0
ATTENDS 0
ATTENDING 0
ATTENDED 0
ATTENDANT 0
ATTENDANCE 0
ATTENDANCES 0

ATTENTION 0

ATTRACT 0
ATTRACTS 0
ATTRACTING 0
ATTRACTED 0
ATTRACTIVE 0
ATTRACTION 0
ATTRACTIONS 0
ATTRACTIVELY 0
ATTRACTIVENESS 0

AUDIENCE 0
AUDIENCES 0

AUNT 0
AUNTY 0
AUNTS 0

AUTUMN 0
AVENUE 0
AVENUES 0

AVOID 0
AVOIDS 0
AVOIDING 0
AVOIDED 0
AVOIDANCE 0
AVOIDABLE 0
UNAVOIDABLE 0

AWAKE 0
AWAKEN 0
AWOKEN 0

AWKWARD 0
AWKWARDLY 0

AXE 0
AXING 0
AXES 0
AXED 0
AX 0

BABY 1
BABIES 0

BAG 1
BAGS 0
BAGGING 0
BAGGED 0

BAGGAGE 0
BAKE 0
BAKING 0
BAKES 0
BAKERS 0
BAKER 0
BAKED 0

BALANCE 0
BALANCING 0
BALANCES 0
BALANCED 0
UNBALANCED 0

BAND 0
BANDED 0
BANDING 0
BANDS 0

BARBER 0
BARBERS 0

BARE 0
BARING 0
BARES 0
BARED 0

BARELY 0
BARGAIN 0
BARGAINS 0
BARGAINING 0
BARGAINED 0

BARREL 0
BARRELS 0

BASIN 0
BASINS 0

BASKET 0
BASKETS 0

BATH 1
BATHS 0

BATHE 0
BATHING 0
BATHES 0
BATHED 0

BAY 0
BAYS 0

BEAK 0
BEAKS 0
BEAKED 0

BEAM 0
BEAMS 0
BEAMED 0
BEAMING 0

BEAN 0
BEANS 0

BEARD 0
BEARDS 0
BEARDED 0

BEAST 0
BEASTS 0

BEAT 0
BEATS 0
BEATING 0
BEATEN 0

BEG 0
BEGS 0
BEGGING 0
BEGGED 0
BEGGARS 0
BEGGAR 0

BEHAVE 0
BEHAVES 0
BEHAVED 0
BEHAVING 0

BEHAVIOUR 0
BEHAVIOURS 0
BEHAVIORS 0
BEHAVIOURAL 0
BEHAVIOR 0
BEHAVIORAL 0

BELL 0
BELLS 0

BELT 0

BELTS 0
BELTING 0
BELTED 0

BEND 0

BENT 0
BENDS 0
BENDING 0

BERRY 0

BERRIES 0

BICYCLE 0

BICYCLING 0
BICYCLES 0
BICYCLED 0

BILLION 0

BILLIONS 0

BIND 0

BINDS 0
BINDING 0
BINDERS 0
BINDER 0

BIRTH 0

BIRTHS 0
BIRTHDAYS 0
BIRTHDAY 0

BIT 0

BITS 0

BITE 0

BITES 0
BITING 0
BITTEN 0

BITTER 0

BITTERNESS 0
BITTERLY 0
BITTEREST 0
BITTERER 0

BLADE 0

BLADES 0

BLAME 0

BLAMING 0
BLAMES 0
BLAMED 0
BLAMELESS 0

BLESS 0

BLESSED 0
BLESSES 0
BLESSING 0
BLESSINGS 0

BLIND 0

BLINDS 0
BLINDLY 0
BLINDING 0
BLINDED 0
BLINDNESS 0

BLOCK 0

BLOCKS 0
BLOCKING 0
BLOCKED 0

BOAST 0

BOASTS 0
BOASTING 0
BOASTED 0
BOASTFUL 0

BOIL 0

BOILS 0
BOILING 0
BOILERS 0
BOILER 0
BOILED 0

BOLD 0

BOLDNESS 0
BOLDLY 0
BOLDEST 0
BOLDER 0

BONE 0

BONING 0
BONES 0
BONED 0

BORDER 0

BORDERS 0
BORDERING 0
BORDERED 0

BORROW 0

BORROWS 0
BORROWING 0
BORROWED 0

BOTTLE 0

BOTTLING 0
BOTTLES 0
BOTTLED 0

BOTTOM 0

BOTTOMS 0

BOUND 0

BOUNDS 0
BOUNDING 0
BOUNDED 0
BOUNDLESS 0

BOUNDARY 0

BOUNDARIES 0

BOW 0

BOWS 0
BOWING 0
BOWED 0

BOWL 0

BOWLS 0
BOWLING 0
BOWLED 0

BRAIN 0

BRAINS 0

BRASS 0**BRAVE 0**

BRAVING 0
BRAVES 0
BRAVELY 0
BRAVED 0
BRAVERY 0

BREAKFAST 1

BREAKFASTS 0
BREAKFASTING 0
BREAKFASTED 0

BREATH 0

BREATHS 0
BREATHLESSLY 0
BREATHLESS 0

BREATHE 0

BREATHING 0
BREATHES 0
BREATHED 0

BRIBE 0

BRIBING 0
BRIBES 0
BRIBED 0
BRIBERY 0

BRICK 0

BRICKS 0

BROADCAST 0

BROADCASTED 0
BROADCASTING 0
BROADCASTS 0

BROWN 1

BROWNS 0
BROWNING 0
BROWNE 0

BRUSH 0

BRUSHING 0
BRUSHES 0
BRUSHED 0

BUCKET 0

BUCKETS 0

BUNCH 0**BUNCHES 0****BUNDLE 0****BUNDLING 0
BUNDLES 0
BUNDLED 0****BURST 0****BURSTS 0
BURSTING 0****BURY 0****BURYING 0
BURIES 0
BURIED 0****BURIAL 0****BURIALS 0****BUS 1****BUSSING 0
BUSES 0
BUSSED 0****BUSH 0****BUSHES 0
BUSHY 0****BUSY 0****BUSILY 0
BUSIEST 0
BUSIER 0****BUTTER 1****BUTTERS 0
BUTTERING 0
BUTTERED 0****BUTTON 0****BUTTONS 0
BUTTONING 0
BUTTONED 0
UNBUTTONED 0****CAGE 0****CAGING 0
CAGES 0
CAGED 0****CAKE 1****CAKES 0****CALCULATE 0****CALCULATOR 0
CALCULATING 0
CALCULATES 0
CALCULATED 0
CALCULATION 0
CALCULATIONS 0****CALM 0****CALMS 0
CALMLY 0
CALMING 0
CALMED 0
CALMNESS 0****CAMERA 0****CAMERAS 0****CAMP 0****CAMPED 0
CAMPING 0
CAMPS 0****CANAL 0****CANALS 0****CAP 0****CAPS 0
CAPPINGS 0
CAPPING 0
CAPPED 0****CAPE 0****CAPES 0
CAPED 0****CARD 0****CARDS 0****CARRIAGE 0****CARRIAGES 0****CART 0****CARTS 0
CARTING 0
CARTED 0****CAT 1****CATS 0****CATTLE 0****CAUTION 0****CAUTIONS 0
CAUTIONING 0
CAUTIONED 0
CAUTIOUS 0
CAUTIOUSLY 0****CAVE 0****CAVING 0
CAVES 0
CAVED 0****CENT 0****CENTS 0****CENTIMETRE 1****CENTIMETRES 0****CENTURY 0****CENTURIES 0****CEREMONY 0****CEREMONIES 0
CEREMONIAL 0****CHAIN 0****CHAINS 0
CHAINING 0
CHAINED 0****CHAIR 0****CHAIRS 0
CHAIRMAN 0****CHALK 0****CHALKS 0****CHARM 0****CHARMS 0
CHARMING 0
CHARMED 0****CHEAP 1****CHEAPNESS 0
CHEAPLY 0
CHEAPEST 0
CHEAPER 0****CHEAT 0****CHEATS 0
CHEATING 0
CHEATED 0****CHECK 0****CHECKS 0
CHECKING 0
CHECKED 0****CHEER 0****CHEERY 0
CHEERS 0
CHEERING 0
CHEERFUL 0
CHEERED 0****CHEESE 1****CHEESES 0****CHEQUE 0****CHEQUES 0****CHEST 0****CHESTS 0****CHICKEN 0****CHICKENS 0****CHIMNEY 0****CHIMNEYS 0****CHRISTMAS 0****CHRISTMASES 0**

CIVILISE 0

CIVILIZING 0
 CIVILIZES 0
 CIVILIZED 0
 CIVILIZE 0
 CIVILISING 0
 CIVILISES 0
 CIVILISED 0
 CIVILISATION 0
 CIVILISATIONS 0

CLAY 0

CLAYS 0

CLEAN 0

CLEANED 0
 CLEANER 0
 CLEANERS 0
 CLEANEST 0
 CLEANING 0
 CLEANLY 0
 CLEANS 0
 CLEANNES 0

CLERK 0

CLERKS 0

CLEVER 0

CLEVERNESS 0
 CLEVERLY 0
 CLEVEREST 0
 CLEVERER 0

CLIFF 0

CLIFFS 0

CLIMB 0

CLIMBS 0
 CLIMBING 0
 CLIMBERS 0
 CLIMBER 0
 CLIMBED 0

CLOCK 1

CLOCKS 0

CLOTH 0

CLOTHS 0
 CLOTHING 0
 CLOTHES 0

CLUB 0

CLUBBED 0
 CLUBBING 0
 CLUBS 0

COARSE 0

COARSEST 0
 COARSER 0
 COARSENESS 0
 COARSELY 0

COAT 1

COATS 0

COFFEE 1

COFFEES 0

COLLAR 0

COLLARS 0

COLLECT 0

COLLECTS 0
 COLLECTING 0
 COLLECTED 0
 COLLECTIVE 0
 COLLECTIVELY 0
 COLLECTOR 0
 COLLECTORS 0
 COLLECTION 0
 COLLECTIONS 0

COMB 0

COMBS 0
 COMBING 0
 COMBED 0

COMBINE 0

COMBINING 0
 COMBINES 0
 COMBINED 0
 COMBINATION 0
 COMBINATIONS 0

COMFORT 0

UNCOMFORTABLE 0
 DISCOMFORT 0
 COMFORTS 0
 COMFORTING 0
 COMFORTED 0
 COMFORTABLY 0
 COMFORTABLE 0

COMMERCE 0

COMMERCIAL 0
 COMMERCIALLY 0

COMPANION 0

COMPANIONS 0
 COMPANIONSHIP 0

COMPARE 0

COMPARABLE 0
 COMPARED 0
 COMPARES 0
 COMPARATIVE 0
 COMPARISON 0
 COMPARISONS 0
 COMPARING 0
 COMPARATIVELY 0

COMPETE 0

COMPETING 0
 COMPETES 0
 COMPETED 0

COMPETITION 0

COMPETITIONS 0

COMPLAIN 0

COMPLAINTS 0
 COMPLAINT 0
 COMPLAINS 0
 COMPLAINING 0
 COMPLAINED 0

COMPLICATE 0

COMPLICATED 0
 COMPLICATES 0
 COMPLICATING 0
 COMPLICATION 0
 COMPLICATIONS 0

COMPOSE 0

COMPOSING 0
 COMPOSES 0
 COMPOSER 0
 COMPOSED 0
 COMPOSITE 0
 COMPOSITION 0

CONFESS 0

CONFESSING 0
 CONFESSES 0
 CONFESSED 0
 CONFESSION 0
 CONFESSIONS 0

CONFIDENCE 0

CONFIDENCES 0
 CONFIDENT 0
 CONFIDENTLY 0

CONFUSE 0

CONFUSING 0
 CONFUSES 0
 CONFUSED 0
 CONFUSION 0

CONGRATULATE 0

CONGRATULATING 0
 CONGRATULATES 0
 CONGRATULATED 0
 CONGRATULATIONS 0

CONNECT 0

CONNECTED 0
 CONNECTING 0
 CONNECTS 0
 CONNECTION 0
 CONNECTIONS 0

CONQUER 0

CONQUERS 0
 CONQUERORS 0
 CONQUEROR 0
 CONQUERING 0
 CONQUERED 0
 CONQUEST 0
 CONQUESTS 0

CONSCIENCE 0

CONSCIENCES 0

CONSCIOUS 0
CONSCIOUSNESS 0
UNCONSCIOUS 0
UNCONSCIOUSLY 0
CONSCIOUSLY 0

CONVENIENCE 0
CONVENIENCES 0
CONVENIENT 0
CONVENIENTLY 0

CONVERSATION 1
CONVERSATIONS 0

COOK 1
COOKS 0
COOKING 0
COOKERS 0
COOKER 0
COOKED 0

COOL 0
COOLS 0
COOLNESS 0
COOLLY 0
COOLING 0
COOLEST 0
COOLER 0
COOLED 0

COPPER 0

COPY 0
COPYING 0
COPIES 0
COPIED 0

CORK 0
CORKS 0
CORKING 0
CORKED 0

CORNER 0
CORNERS 0
CORNERED 0
CORNERING 0

CORRECT 0
CORRECTS 0
CORRECTLY 0
CORRECTING 0
CORRECTED 0
CORRECTNESS 0
CORRECTION 0
CORRECTIONS 0
INCORRECT 0
INCORRECTLY 0

COTTAGE 0
COTTAGES 0

COUGH 0
COUGHS 0
COUGHING 0
COUGHED 0

COURAGE 0
COURAGEOUS 0

COUSIN 0
COUSINS 0

COW 1
COWS 0

COWARD 0
COWARDS 0
COWARDLY 0
COWARDICE 0

CRACK 0
CRACKS 0
CRACKING 0
CRACKED 0

CRASH 0
CRASHING 0
CRASHES 0
CRASHED 0

CREAM 0
CREAMS 0
CREAMING 0
CREAMED 0

CREATURE 0
CREATURES 0

CREEP 0
CREPT 0
CREEPS 0
CREEPING 0

CRIME 0
CRIMES 0

CRIMINAL 0
CRIMINALLY 0

CRITIC 0
CRITICS 0
CRITICALLY 0
CRITICAL 0

CROP 0
CROPS 0
CROPPING 0
CROPPED 0

CRUEL 0
CRUELLY 0
CRUELNESS 0
CRUELLEST 0
CRUELLER 0
CRUELTY 0
CRUELTIES 0

CRUSH 0
CRUSHING 0
CRUSHES 0
CRUSHED 0

CULTIVATE 0
CULTIVATING 0
CULTIVATES 0
CULTIVATED 0
CULTIVATION 0

CUP 0
CUPS 0

CUPBOARDS 0
CUPBOARD 0

CURE 0
CURING 0
CURES 0
CURED 0
CURABLE 0
INCURABLE 0

CURIOUS 0
CURIOUSLY 0
CURIOSITY 0

CURL 0
CURLS 0
CURLING 0
CURLED 0
CURLY 0

CURSE 0
CURSING 0
CURSES 0
CURSED 0

CURTAIN 0
CURTAINS 0

CURVE 0
CURVING 0
CURVES 0
CURVED 0

CUSHION 0
CUSHIONS 0
CUSHIONED 0
CUSHIONING 0

CUSTOM 0
CUSTOMS 0
CUSTOMARY 0

CUSTOMER 0
CUSTOMERS 0

DAMAGE 0
DAMAGING 0
DAMAGES 0
DAMAGED 0
UNDAMAGED 0

DAMP 0

DAMPNESS 0
DAMPEST 0
DAMPER 0

DANCE 1

DANCED 0
DANCER 0
DANCERS 0
DANCES 0
DANCING 0

DARE 0

DARED 0
DARES 0
DARING 0

DEAF 0

DEAFNESS 0
DEAFEST 0
DEAFER 0

DEBT 0

DEBTS 0

DECAY 0

DECAYS 0
DECAYING 0
DECAYED 0

DECEIVE 0

DECEIVING 0
DECEIVES 0
DECEIVED 0
DECEPTION 0

DECREASE 0

DECREASING 0
DECREASES 0
DECREASED 0

DEED 0

DEEDS 0

DEER 0**DEFEND 0**

DEFENCE 0
DEFENDS 0
DEFENDING 0
DEFENDERS 0
DEFENDER 0
DEFENDED 0

DELAY 0

DELAYS 0
DELAYING 0
DELAYED 0

DELICATE 0

DELICATELY 0
DELICACY 0
DELICACIES 0

DELIGHT 0

DELIGHTS 0
DELIGHTING 0
DELIGHTFULLY 0
DELIGHTFUL 0
DELIGHTED 0

DELIVER 0

DELIVERED 0
DELIVERIES 0
DELIVERING 0
DELIVERS 0
UNDELIVERED 0
DELIVERY 0

DESCEND 0

DESCENDS 0
DESCENDING 0
DESCENDED 0

DESERVE 0

DESERVING 0
DESERVES 0
DESERVEDLY 0
DESERVED 0

DESK 0

DESKS 0

DESPAIR 0

DESPAIRS 0
DESPAIRINGLY 0
DESPAIRING 0
DESPAIRE 0

DEVIL 0

DEVILS 0

DIAMOND 0

DIAMONDS 0

DICTIONARY 1

DICTIONARIES 0

DIG 0

DUG 0
DIGS 0
DIGGING 0

DINNER 1

DINNERS 0
DINING 1
DINES 0
DINED 0
DINE 0

DIP 0

DIPS 0
DIPPING 0
DIPPED 0

DIRT 0

DIRTY 1

DISAPPOINT 0

DISAPPOINTS 0
DISAPPOINTING 0
DISAPPOINTED 0
DISAPPOINTMENT 0
DISAPPOINTMENTS 0

DISCIPLINE 0

DISCIPLINING 0
DISCIPLINES 0
DISCIPLINED 0
DISCIPLINARY 0

DISCUSS 0

DISCUSSING 0
DISCUSSES 0
DISCUSSED 0
DISCUSSION 0
DISCUSSIONS 0

DISEASE 0

DISEASES 0
DISEASED 0

DISGUST 0

DISGUSTS 0
DISGUSTING 0
DISGUSTED 0

DISH 0

DISHES 0

DISMISS 0

DISMISSING 0
DISMISSES 0
DISMISSED 0
DISMISSIVE 0
DISMISSIVELY 0

DISTURB 0

DISTURBS 0
DISTURBING 0
DISTURBED 0
DISTURBANCE 0
DISTURBANCES 0

DITCH 0

DITCHING 0
DITCHES 0
DITCHED 0

DIVE 0

DIVING 0
DIVES 0
DIVED 0
DOVE 0
DIVER 0
DIVERS 0

DONKEY 0

DONKEYS 0

DOT 0

DOTS 0

DOUBLE 0
DOUBLED 0
DOUBLES 0
DOUBLING 0

DOZEN 0
DOZENS 0

DRAG 0
DRAGS 0
DRAGGING 0
DRAGGED 0

DRAWER 0
DRAWERS 0

DROWN 0
DROWNS 0
DROWNING 0
DROWNED 0

DRUM 0
DRUMS 0
DRUMMING 0
DRUMMED 0

DUCK 0
DUCKS 0
DUCKING 0
DUCKED 0

DULL 0
DULLNESS 0
DULLEST 0
DULLER 0

DURING 0
DUST 0
DUSTS 0
DUSTING 0
DUSTED 0
DUSTER 0
DUSTERS 0

EAGER 0
EAGERNESS 0
EAGERLY 0

EARN 0
EARNS 0
EARNING 0
EARNED 0
EARNINGS 0

EARNEST 0
EARNESTLY 0

EASE 0
EASING 0
EASES 0
EASED 0
UNEASE 0
UNEASY 0

EDGE 0
EDGED 0
EDGES 0
EDGING 0

EDUCATE 0
EDUCATING 0
EDUCATES 0
EDUCATED 0
EDUCATOR 0
EDUCATORS 0
UNEDUCATED 0
EDUCATION 0
EDUCATIONAL 0

ELASTIC 0
ELASTICS 0
ELASTICITY 0

ELDER 0
ELDERLY 0

ELECTRIC 0
ELECTRICITY 0
ELECTRICIANS 0
ELECTRICIAN 0
ELECTRICAL 0
ELECTRICALLY 0

ELEPHANT 0
ELEPHANTS 0

EMPTY 0
EMPTYING 0
EMPTIES 0
EMPTIED 0

ENCLOSE 0
ENCLOSING 0
ENCLOSES 0
ENCLOSED 0
ENCLOSURE 0

ENCOURAGE 0
ENCOURAGINGLY 0
ENCOURAGING 0
ENCOURAGES 0
ENCOURAGED 0
ENCOURAGEMENT 0

ENGINE 0
ENGINES 0

ENGINEER 0
ENGINEERING 0
ENGINEERS 0

ENTERTAIN 0
ENTERTAINS 0
ENTERTAINING 0
ENTERTAINED 0
ENTERTAINMENT 0

ENTIRE 0
ENTIRELY 0

ENVELOPE 0
ENVELOPES 0

ENVY 0
ENVYING 0
ENVIES 0
ENVIED 0
ENVIOUS 0

ESPECIAL 0
ESPECIALLY 0

ESSENCE 0
ESSENCES 0

ESSENTIAL 0
ESSENTIALS 0
ESSENTIALLY 0

EVIL 0
EVILER 0
EVILEST 0
EVILLY 0
EVILNESS 0
EVILS 0

EXACT 0
EXACTLY 0

EXAMINING 0
EXAMINES 0
EXAMINED 0
EXAMINE 0
EXAMINER 0
EXAMINERS 0
EXAMINATION 0
EXAMINATIONS 0

EXCELLENT 0
EXCELLENCE 0

EXCESS 0
EXCESSIVE 0
EXCESSIVELY 0

EXCITE 0
EXCITING 0
EXCITES 0
EXCITEDLY 0
EXCITED 0
EXCITEMENT 0

EXCUSE 1
EXCUSING 0
EXCUSES 0
EXCUSED 0

EXPLODE 0
EXPLODING 0
EXPLODES 0
EXPLODED 0
EXPLOSION 0
EXPLOSIONS 0
EXPLOSIVE 0

EXPLORE 0

EXPLORING 0
EXPLORATION 0
EXPLORES 0
EXPLORED 0
EXPLORATORY 0
EXPLORER 0
EXPLORERS 0
EXPLORATIONS 0

EXTRA 0

EXTRAS 0

EXTRAORDINARY 0

EXTRAORDINARILY 0

EXTREME 0

EXTREMELY 0

FADE 0

FADING 0
FADES 0
FADED 0

FAINT 0

FAINTS 0
FAINTLY 0
FAINTING 0
FAINTER 0
FAINTED 0
FAINTNESS 0

FALSE 0

FALSELY 0
FALSEHOOD 0

FAN 0

FANS 0
FANNING 0
FANNED 0

FANCY 0

FANCIED 0
FANCIER 0
FANCIES 0
FANCIEST 0
FANCILY 0
FANCINESS 0
FANCYING 0

FASHION 0

FASHIONABLE 0
FASHIONED 0
FASHIONING 0
FASHIONS 0

FASTEN 0

FASTENED 0
FASTENER 0
FASTENERS 0
FASTENING 0
FASTENS 0

FAT 1

FATS 0
FATTEN 0
FATTY 0

FATE 0

FATES 0

FAULT 0

FAULTY 0
FAULTS 0

FEAST 0

FEASTS 0
FEASTING 0
FEASTED 0

FEATHER 0

FEATHERS 0
FEATHERING 0
FEATHERED 0

FEMALE 0

FEMALES 0

FENCE 0

FENCING 0
FENCES 0
FENCED 0

FEVER 0

FEVERISH 0
FEVERS 0

FIERCE 0

FIERCEST 0
FIERCER 0
FIERCENESS 0
FIERCELY 0

FILM 1

FILMS 0
FILMING 0
FILMED 0

FINGER 0

FINGERS 0

FIRM 0

FIRMS 0
FIRMNESS 0
FIRMLY 0
FIRMEST 0

FLAG 0

FLAGS 0

FLAME 0

FLAMES 0
FLAMING 0

FLASH 0

FLASHING 0
FLASHES 0
FLASHED 0

FLAT 1

FLATS 0
FLATTEN 0
FLATTENING 0

FLAVOUR 0

FLAVOURS 0
FLAVOURING 0
FLAVOURED 0
FLAVOR 0
FLAVORS 0
FLAVORING 0
FLAVORED 0

FLESH 0**FLOAT 0**

FLOATS 0
FLOATING 0
FLOATED 0

FLOOD 0

FLOODS 0
FLOODING 0
FLOODED 0

FLOUR 0**FOLD 0**

FOLDS 0
FOLDING 0
FOLDED 0

FOND 0

FONDNESS 0
FONDLY 0
FONDEST 0
FONDER 0

FOOL 0

FOOLS 0
FOOLISHNESS 0
FOOLISHLY 0
FOOLISH 0
FOOLING 0
FOOLED 0

FOOT 1

FEET 0
FOOTBALL 0
FOOTBALLS 0

FORBID 0

FORBIDS 0
FORBIDDING 0
FORBIDDEN 0

FORGIVE 0

FORGIVING 0
FORGIVES 0
FORGIVEN 0
FORGAVE 0

FORK 0 FORKS 0	GAY 0 GAYNESS 0 GAYEST 0 GAYER 0 GAILY 0 GAITY 0	GRAVE 0 GRAVES 0
FORMAL 0 FORMALLY 0 FORMALITY 0	GENEROUS 0 GENEROUSLY 0 GENEROSITY 0	GREASE 0 GREASING 0 GREASES 0 GREASED 0 GREASY 0
FORWARD 0 FORWARDS 0	GLORY 0 GLORIES 0 GLORIOUS 0	GREED 0 GREEDY 0 GREEDILY 0
FRAME 0 FRAMING 0 FRAMES 0 FRAMED 0	GOAT 0 GOATS 0	GREET 0 GREETINGS 0 GREETES 0 GREETING 0 GREETED 0
FREEZE 0 FROZEN 0 FREEZING 0 FREEZES 0	GOVERN 0 GOVT 0 GOVERNS 0 GOVERNOR 0 GOVERNING 0 GOVERNED 0 GOVERNMENT 0 GOVERNMENTS 0 GOVERNMENTAL 0	GREY 0
FREQUENT 0 FREQUENTS 0 FREQUENTLY 0 FREQUENTING 0 FREQUENTED 0 FREQUENCY 0 INFREQUENT 0 INFREQUENTLY 0	GRACE 0 GRACING 0 GRACES 0 GRACEFULLY 0 GRACEFUL 0 GRACED 0	GRIND 0 GRINDS 0 GRINDING 0
FRIGHT 0 FRIGHTS 0 FRIGHTFUL 0 FRIGHTENS 0 FRIGHTENING 0 FRIGHTENED 0 FRIGHTEN 0	GRADUAL 0 GRADUALLY 0	GUARD 0 GUARDED 0 GUARDING 0 GUARDS 0
FRUIT 1 FRUITS 0	GRAIN 0 GRAINS 0	GUESS 0 GUESSING 0 GUESSES 0 GUESSED 0
FRY 0 FRYING 0 FRIES 0 FRIED 0	GRAM 0 GRAMS 0	GUEST 0 GUESTS 0
FUN 0 FUNNY 1 FUNNIEST 0 FUNNIER 0	GRAMMAR 0 GRAMMARS 0	GUIDE 0 GUIDING 0 GUIDES 0 GUIDED 0
FUNERAL 0 FUNERALS 0	GRAND 0 GRANDSONS 0 GRANDSON 1 GRANDPARENTS 0 GRANDPARENT 0 GRANDPA 0 GRANDMOTHER 1 GRANDMA 0 GRANDFATHER 1 GRANDDAUGHTERS 0 GRANDDAUGHTER 1 GRANDCHILDREN 0 GRANDCHILD 0	GUILTY 0 GUILTILY 0 GUILT 0 GUILTLESS 0
FUR 0 FURS 0	GRASS 0 GRASSES 0 GRASSY 0	GUN 1 GUNS 0 GUNNER 0
GALLON 0 GALLONS 0	GRATEFUL 0 GRATEFULLY 0	HABIT 0 HABITS 0 HABITUAL 0 HABITUALLY 0
GAP 0 GAPS 0		HAIR 1 HAIRY 0 HAIRS 0
GARAGE 0 GARAGES 0		HALL 0 HALLS 0

HAMMER 0
HAMMERS 0
HAMMERING 0
HAMMERED 0

HANDKERCHIEF 0
HANDKERCHIEFS 0

HANDLE 0
HANDLED 0
HANDLES 0
HANDLING 0

HARBOR 0
HARBOURS 0
HARBOUR 0
HARBORS 0

HARM 0
HARMS 0
HARMLESS 0
HARMING 0
HARMFUL 0
HARMED 0

HARVEST 0
HARVESTS 0
HARVESTING 0
HARVESTER 0
HARVESTED 0

HASTE 0
HASTILY 0
HASTENS 0
HASTENING 0
HASTENED 0
HASTEN 0

HAT 1
HATS 0

HATE 1
HATRED 0
HATING 0
HATES 0
HATED 0

HAY 0

HEAL 0
HEALS 0
HEALING 0
HEALED 0

HEALTH 0
HEALTHIER 0
HEALTHIEST 0
HEALTHILY 0
HEALTHY 0

HEAP 0
HEAPS 0
HEAPING 0
HEAPED 0

HESITATE 0
HESITATING 0
HESITATES 0
HESITATED 0
HESITATION 0
HESITATIONS 0

HIDE 0
HID 0
HIDDEN 0
HIDES 0
HIDING 0

HINDER 0
HINDERS 0
HINDERING 0
HINDERED 0

HIRE 0
HIRING 0
HIRES 0
HIRED 0

HIT 0
HITTING 0
HITTER 0
HITS 0

HOLE 0
HOLES 0

HOLIDAY 0
HOLIDAYS 0

HOLLOW 0
HOLLOWS 0
HOLLOWING 0
HOLLOWED 0

HOLY 0
HOLINESS 0
HOLIEST 0
HOLIER 0

HONEST 0
HONESTY 0
HONESTLY 0
DISHONEST 0

HOOK 0
HOOKS 0
HOOKING 0
HOOKED 0

HORIZON 0
HORIZONS 0

HOSPITAL 0
HOSPITALS 0

HOST 0
HOSTS 0
HOSTING 0
HOSTED 0

HOTEL 1
HOTELS 0

HULLO 0
HELLO 1
HEY 0
HI 1

HUMBLE 0
HUMBLY 0
HUMBLING 0
HUMBLES 0
HUMBLED 0

HUNGER 0
HUNGRY 1
HUNGRILY 0
HUNGERS 0
HUNGERING 0

HUNT 0
HUNTS 0
HUNTING 0
HUNTERS 0
HUNTER 0
HUNTED 0

HURRAH 0

HURRY 0
HURRYING 0
HURRIES 0
HURRIEDLY 0
HURRIED 0

HURT 0
HURTS 0
HURTING 0
HURTFUL 0

HUT 0
HUTS 0

ICE 0
ICY 0
ICED 0

IDEAL 0
IDEALS 0
IDEALLY 0

IDLE 0
IDLING 0
IDLES 0
IDLED 0
IDLY 0

IMAGINE 0
IMAGINING 0
IMAGINES 0
IMAGINED 0
IMAGINATION 0
IMAGINATIONS 0
IMAGINATIVE 0
IMAGINARY 0

IMITATE 0
IMITATING 0
IMITATES 0
IMITATED 0
IMITATION 0
IMITATIONS 0

IMMEDIATE 0
IMMEDIACY 0
IMMEDIATELY 0

IMMENSE 0
IMMENSELY 0

IMPROVE 0
IMPROVING 0
IMPROVES 0
IMPROVED 0
IMPROVEMENT 0
IMPROVEMENTS 0

INFORM 0
INFORMS 0
INFORMING 0
INFORMED 0
INFORMATION 0

INFORMAL 0
INFORMALLY 0

INK 0
INKS 0
INKY 0

INN 0
INNS 0

INQUIRE 0
INQUIRY 0
INQUIRING 0
INQUIRIES 0
INQUIRES 0
INQUIRED 0
ENQUIRE 0
ENQUIRY 0
ENQUIRING 0

INSECT 0
INSECTS 0

INSIDE 0
INSIDER 0
INSIDERS 0

INSTANT 0
INSTANTLY 0

INSTRUMENT 0
INSTRUMENTS 0
INSTRUMENTAL 0

INSULT 0
INSULTS 0
INSULTING 0
INSULTED 0

INSURE 0
INSURING 0
INSURES 0
INSURED 0
INSURANCE 0

INTEND 0
INTENDED 0
INTENDING 0
INTENDS 0
INTENT 0
INTENTLY 0
INTENTION 0
INTENTIONS 0
INTENTIONAL 0
INTENTIONALLY 0

INTERFERE 0
INTERFERING 0
INTERFERES 0
INTERFERED 0
INTERFERENCE 0

INTERNATIONAL 0
INTERNATIONALLY 0

INTERRUPT 0
INTERRUPTS 0
INTERRUPTING 0
INTERRUPTED 0

INVENT 0
INVENTS 0
INVENTORS 0
INVENTOR 0
INVENTING 0
INVENTED 0
INVENTION 0
INVENTIONS 0

INVITE 0
INVITING 0
INVITES 0
INVITED 0
INVITATION 0
INVITATIONS 0

INWARD 0
INWARDLY 0

ISLAND 0
ISLANDS 0

JAW 0
JAWS 0

JEALOUS 0
JEALOUSLY 0
JEALOUSY 0

JEWEL 0
JEWELS 0
JEWELLERS 0
JEWELLER 0
JEWELLERY 0

JOKE 0
JOKES 0
JOKED 0
JOKING 0

JOURNEY 0
JOURNEYS 0
JOURNEYING 0
JOURNEYED 0

JUICE 0
JUICES 0
JUICY 0

JUMP 0
JUMPS 0
JUMPING 0
JUMPED 0

KEY 0
KEYS 0

KICK 0
KICKS 0
KICKING 0
KICKED 0

KILOGRAM 0
KILOGRAMS 0

KILOMETRE 1
KILOMETRES 0

KISS 0
KISSING 0
KISSES 0
KISSED 0

KITCHEN 1
KITCHENS 0

KNEE 0
KNEES 0

KNEEL 0
KNEELS 0
KNEELING 0
KNEELED 0

KNIFE 0
KNIVES 0

KNOCK 0
KNOCKS 0
KNOCKING 0
KNOCKED 0

KNOT 0
KNOTTING 0
KNOTTED 0
KNOTS 0

LADDER 0
LADDERS 0

LAMP 0

LAMPS 0

LAZY 0

LAZINESS 0
LAZILY 0
LAZIEST 0
LAZIER 0

LEAF 0

LEAFY 0

LEAN 0

LEANS 0
LEANING 0
LEANED 0

LEATHER 0

LEATHERS 0

LEG 1

LEGS 0

LEND 0

LENT 0
LEND 0
LENDING 0

LESSON 0

LESSONS 0

LIBERTY 0

LIBERTIES 0

LID 0

LIDS 0

LIMB 0

LIMBS 0

LIQUID 0

LIQUIDS 0

LIST 0

UNLISTED 0
LISTS 0
LISTED 0
LISTING 0

LITRE 1

LITRES 0

LOAD 0

UNLOADS 0
UNLOADING 0
UNLOADED 0
LOADS 0
LOADING 0
LOADED 0

LOAF 0

LOAVES 0

LOAN 0

LOANS 0

LOCK 0

UNLOCKS 0
UNLOCKING 0
UNLOCKED 0
UNLOCK 0
LOCKS 0
LOCKING 0
LOCKED 0

LODGING 0

LODGINGS 0

LOG 0

LOGS 0

LONE 0

LONELY 0
LONELINESS 0

LOOSE 0

LOOSELY 0
LOOSEN 0

LOT 1

LOTS 1

LOUD 0

LOUDNESS 0
LOUDLY 0
LOUDEST 0
LOUDER 0

LOYAL 0

LOYALTY 0
LOYALLY 0

LUCK 0

LUCKY 0
LUCKILY 0
LUCKIEST 0
LUCKIER 0
UNLUCKY 0
UNLUCKILY 0

LUMP 0

LUMPS 0

LUNCH 1

LUNCHE 0

LUNG 0

LUNGS 0

MAD 0

MADNESS 0
MADLY 0
MADDEST 0
MADDER 0
MADMAN 0

MAIL 0

MAILS 0
MAILING 0
MAILED 0

MALE 0

MALES 0

MANAGE 0

MANAGING 0
MANAGES 0
MANAGERS 0
MANAGER 0
MANAGED 0
MANAGEMENT 0

MAP 0

MAPS 0

MAT 0

MATS 0

MATCH 0

MATCHING 0
MATCHES 0
MATCHED 0

MEAL 1

MEALS 0

MEANTIME 0

MEANWHILE 0

MEAT 1

MEATS 0

MECHANIC 0

MECHANICS 0
MECHANICAL 0
MECHANICALLY 0

MEDICINE 0

MEDICINES 0
MEDIC 0

MELT 0

MELTS 0
MELTING 0
MELTED 0

MEND 0

MENDS 0
MENDING 0
MENED 0

MERCHANT 0

MERCHANTS 0

MERCY 0

MERCIFUL 0
MERCIES 0

MERRY 0

MERRINESS 0
MERRIEST 0
MERRIER 0
MERRILY 0

MESSAGE 0

MESSAGES 0

MESSENGER 0

MESSENGERS 0

METRE 1

METRES 0

MILD 0

MILDNESS 0
MILDLY 0
MILDEST 0
MILDER 0

MILL 0

MILLS 0
MILLING 0
MILLER 0
MILLED 0

MILLIGRAM 0

MILLIGRAMS 0

MILLILITRE 0

MILLILITRES 0

MILLIMETRE 0

MILLIMETRES 0

MINERAL 0

MINERALS 0

MISERABLE 0

MISERABLY 0

MISTAKE 0

MISTAKING 0
MISTAKES 0
MISTAKENLY 0
MISTAKEN 0
UNMISTAKABLY 0
UNMISTAKABLE 0

MIX 0

MIXTURES 0
MIXTURE 0
MIXING 0
MIXES 0
MIXED 0

MODEL 0

MODELS 0
MODELLING 0
MODELLED 0
MODELING 0
MODELED 0

MODERATE 0

MODERATELY 0
MODERATION 0

MODEST 0

MODESTY 0
MODESTLY 0

MONKEY 0

MONKEYS 0

MOTION 0

MOTIONS 0
MOTIONING 0
MOTIONED 0
MOTIONLESS 0

MOUSE 0

MICE 0

MUD 0

MUDDY 0

MULTIPLY 0

MULTIPLYING 0
MULTIPLIES 0
MULTIPLIED 0
MULTIPLE 0
MULTIPLICATION 0

MURDER 0

MURDERS 0
MURDERING 0
MURDERERS 0
MURDERER 0
MURDERED 0

MYSTERY 0

MYSTERIOUSLY 0
MYSTERIOUS 0
MYSTERIES 0

NAIL 0

NAILS 0
NAILING 0
NAILED 0

NARROW 0

NARROWED 0
NARROWER 0
NARROWEST 0
NARROWING 0
NARROWLY 0
NARROWNESS 0
NARROWS 0

NEAT 0

NEATNESS 0
NEATLY 0
NEATEST 0
NEATER 0

NECK 0

NECKS 0

NEEDLE 0

NEEDLING 0
NEEDLES 0
NEEDED 0

NEGLECT 0

NEGLECTS 0
NEGLECTING 0
NEGLECTED 0

NEPHEW 0

NEPHEWS 0

NEST 0

NESTS 0
NESTING 0
NESTED 0

NET 0

NETS 0

NICE 1

NICEST 0
NICER 0
NICENESS 0
NICELY 0

NIECE 0

NIECES 0

NOISE 1

NOISY 0
NOISILY 0
NOISES 0

NONSENSE 0

NONSENSICAL 0

NOON 0**NOSE 1**

NOSES 0

NOUN 0

NOUNS 0

NUISANCE 0

NUISANCES 0

NURSE 0

NURSING 0
NURSES 0
NURSED 0

NUT 0

NUTS 0

OAR 0

OARS 0

OBEY 0

OBEYS 0
OBEYING 0
OBEYED 0
OBEDIENCE 0
OBEDIENTLY 0
OBEDIENT 0
DISOBEY 0
DISOBEYED 0
DISOBEYING 0

OCEAN 0

OCEANS 0

OFFEND 0

OFFENSES 0
OFFENSE 0
OFFENDS 0
OFFENDING 0
OFFENDED 0
OFFENSIVE 0
OFFENSIVELY 0
INOFFENSIVE 0
INOFFENSIVELY 0

OMIT 0
OMITTING 0
OMITTED 0
OMITS 0
OMISSION 0
OMISSIONS 0

ONWARDS 0
ONWARD 0

OPPOSE 0
OPPOSING 0
OPPOSES 0
OPPOSED 0

OPPOSITE 0
OPPOSITES 0

ORANGE 1
ORANGES 0
ORANGISH 0

ORGAN 0
ORGANS 0

ORIGIN 0
ORIGINS 0
ORIGINATES 0
ORIGINATED 0
ORIGINAL 0
ORIGINALLY 0
ORIGINALITY 0

ORNAMENT 0
ORNAMENTS 0
ORNAMENTAL 0

OUTLINE 0
OUTLINED 0
OUTLINES 0
OUTLINING 0

OVERCOME 0
OVERCOMING 0
OVERCOMES 0
OVERCAME 0

PACK 0
PACKS 0
PACKING 0
PACKED 0
PACKAGE 0
PACKAGES 0

PAD 0
PADS 0
PADDING 0
PADDED 0

PAIN 0
PAINS 0
PAINFUL 0
PAINFULLY 0

PAIR 0
PAIRS 0
PAIRING 0
PAIRED 0

PALE 0
PALING 0
PALES 0
PALED 0
PALENESS 0

PAN 0
PANS 0

PARCEL 0
PARCELS 0
PARCELLED 0

PARDON 1
PARDONS 0
PARDONING 0
PARDONED 0
UNPARDONABLE 0

PARENT 0
PARENTS 0
PARENTAL 0
PARENTAGE 0

PARK 0
PARKS 0
PARKING 0
PARKED 0

PERMANENT 0
PERMANENTLY 0

PASSAGE 0
PASSAGES 0

PASSENGER 0
PASSENGERS 0

PASTE 0
PASTING 0
PASTES 0
PASTED 0

PATH 0
PATHS 0

PATIENT 0
PATIENTLY 0
PATIENCE 0

PATRIOTIC 0
PATTERN 0
PATTERNS 0
PATTERNED 0

PAUSE 0
PAUSING 0
PAUSES 0
PAUSED 0

PAW 0
PAWS 0

PEARL 0
PEARLS 0

PECULIAR 0
PECULIARLY 0
PECULIARITY 0
PECULIARITIES 0

PEN 1
PENS 0

PENCIL 0
PENCILS 0

PENNY 0
PENNIES 0

PERFECT 0
PERFECTED 0
PERFECTING 0
PERFECTLY 0
PERFECTS 0
PERFECTION 0

PERFORM 0
PERFORMS 0
PERFORMING 0
PERFORMERS 0
PERFORMED 0
PERFORMANCE 0
PERFORMANCES 0

PERSUADE 0
PERSUASION 0
PERSUADES 0
PERSUADED 0
PERSUADING 0
PERSUASIVE 0
PERSUASIVELY 0

PET 0
PETS 0

PHOTOGRAPH 1
PHOTOGRAPHY 0
PHOTOGRAPHS 0
PHOTOGRAPHING 0
PHOTOGRAPHERS 0
PHOTOGRAPHER 0
PHOTOGRAPHED 0

PICK 0
PICKS 0
PICKING 0
PICKERS 0
PICKER 0
PICKED 0

PIG 0
PIGS 0

PIGEON 0
PIGEONS 0

PILE 0

PILING 0
PILES 0
PILED 0

PIN 0

PINS 0
PINNED 0
PINNING 0

PINCH 0

PINCHING 0
PINCHES 0
PINCHED 0

PINK 1

PINKNESS 0
PINKEST 0
PINKER 0

PINT 0

PINTS 0

PIPE 0

PIPES 0

PITY 0

PITYING 0
PITIES 0
PITIED 0

PLANE 0

PLANES 0

PLASTER 0

PLASTERS 0
PLASTERING 0
PLASTERED 0

PLATE 0

PLATES 0

PLENTY 0

PLENTIFUL 0

PLOUGH 0

PLOUGHS 0
PLOUGHING 0
PLOUGHED 0

PLURAL 0

PLURALS 0

POCKET 0

POCKETS 0

POEM 0

POETRY 0
POETIC 0
POET 0
POEMS 0

POISON 0

POISONS 0
POISONOUS 0
POISONING 0
POISONED 0

POLICE 1

POLICING 0
POLICEWOMEN 0
POLICES 0
POLICEMEN 0
POLICEMAN 1
POLICED 0

POLISH 0

POLISHING 0
POLISHES 0
POLISHED 0

POLITE 0

POLITEST 0
POLITER 0
POLITENESS 0

POOL 0

POOLS 0
POOLING 0

POSTPONE 0

POSTPONING 0
POSTPONES 0
POSTPONED 0

POT 0

POTTING 0
POTTED 0
POTS 0

POUR 0

POURS 0
POURING 0
POURED 0

POWDER 0

POWDERS 0
POWDERY 0

PRACTICAL 0

PRACTICALLY 0

PRACTISE 0

PRACTISES 0
PRACTISED 0
PRACTISING 0
PRACTICE 0
PRACTICES 0

PRAISE 0

PRAISING 0
PRAISES 0
PRAISED 0

PRAY 0

PRAYS 0
PRAYING 0
PRAYERS 0
PRAYER 0
PRAYED 0

PREACH 0

PREACHING 0
PREACHES 0
PREACHERS 0
PREACHER 0
PREACHED 0

PRECIOUS 0**PREFER 0**

PREFERS 0
PREFERRING 0
PREFERRED 0
PREFERABLE 0
PREFERENCE 0
PREFERENCES 0
PREFERENTIAL 0

PREJUDICE 0

PREJUDICES 0
PREJUDICED 0
UNPREJUDICED 0

PRESERVE 0

PRESERVED 0
PRESERVES 0
PRESERVING 0
PRESERVATION 0

PRETEND 0

PRETENDS 0
PRETENDING 0
PRETENDED 0
PRETENCE 0

PRIDE 0

PRIDES 0

PRIEST 0

PRIESTS 0

PRINT 0

PRINTED 0
PRINTERS 0
PRINTING 0
PRINTS 0
REPRINT 0
REPRINTS 0
REPRINTING 0
REPRINTED 0

PRISON 0

PRISONS 0
PRISONERS 0
PRISONER 0
IMPRISON 0

PRIZE 0

PRIZED 0
PRIZES 0

PROBABLE 0
PROBABLY 0
PROBABILITY 0
PROBABILITIES 0
IMPROBABLE 0

PROCESSION 0
PROCESSIONS 0

PROFESSION 0
PROFESSIONS 0

PROGRAMME 0
PROGRAM 0
PROGRAMED 0
PROGRAMING 0
PROGRAMMED 0
PROGRAMMES 0
PROGRAMMING 0
PROGRAMS 0

PROMPT 0
PROMPTS 0
PROMPTLY 0
PROMPTING 0
PROMPTED 0

PRONOUNCE 0
PRONOUNCING 0
PRONOUNCES 0
PRONOUNCED 0

PROUD 0
PROUDLY 0
PROUDEST 0
PROUDER 0

PUMP 0
PUMPS 0
PUMPING 0
PUMPED 0

PUNCTUAL 0
PUNCTUALLY 0
PUNCTUALITY 0

PUNISH 0
PUNISHING 0
PUNISHES 0
PUNISHED 0
PUNISHMENT 0
PUNISHMENTS 0

PUPIL 0
PUPILS 0

PURE 0
PUREST 0
PURER 0
PURENESS 0
PURELY 0
IMPURE 0
IMPURITY 0

PURPLE 1
PURPLISH 0

PUSH 0
PUSHING 0
PUSHES 0
PUSHED 0

PUZZLE 0
PUZZLING 0
PUZZLES 0
PUZZLED 0

QUALIFY 0
QUALIFYING 0
QUALIFIES 0
QUALIFIED 0
QUALIFICATION 0
QUALIFICATIONS 0

QUARREL 0
QUARRELS 0
QUARRELLING 0
QUARRELLED 0
QUARRELING 0
QUARRELED 0

QUART 0
QUARTS 0

QUICK 1
QUICKNESS 0
QUICKLY 0
QUICKEST 0
QUICKER 0

QUIET 0
QUIETER 0
QUIETEST 0
QUIETLY 0
QUIETNESS 0

RABBIT 0
RABBITS 0

RADIO 0
RADIOS 0
RADIOED 0

RAIL 0
RAILWAYS 0
RAILWAY 0
RAILS 0
RAILROADS 0
RAILROAD 0

RAIN 0
RAINS 0
RAINING 0
RAINED 0
RAINDROPS 0
RAINDROP 0

RAKE 0
RAKING 0
RAKES 0
RAKED 0

RAPID 0
RAPIDLY 0
RAPIDITY 0

RARE 0
RAREST 0
RARER 0
RARENESS 0
RARELY 0

RAT 0
RATS 0

RAW 0
RAWNESS 0
RAWEST 0
RAWER 0

RAY 0
RAYS 0

RAZOR 0
RAZORS 0

RECOMMEND 0
RECOMMENDS 0
RECOMMENDING 0
RECOMMENDED 0
RECOMMENDATION 0
RECOMMENDATIONS
0

REFER 0
REFERS 0
REFERRING 0
REFERRED 0

REFLECT 0
REFLECTS 0
REFLECTING 0
REFLECTED 0
REFLECTIVE 0
REFLECTION 0
REFLECTIONS 0

REFRESH 0
REFRESHES 0
REFRESHING 0
REFRESHED 0
REFRESHMENT 0

REGULAR 0
IRREGULAR 0
REGULARLY 0
IRREGULARLY 0

REGRET 0

REGRETTING 0
 REGRETFUL 0
 REGRETTED 0
 REGRETS 0

REJOICE 0

REJOICING 0
 REJOICES 0
 REJOICED 0

RELIEVE 0

RELIEVING 0
 RELIEVES 0
 RELIEVED 0
 RELIEF 0

REMEDY 0

REMEDYING 0
 REMEDIES 0
 REMEDIED 0

REMIND 0

REMINDS 0
 REMINDING 0
 REMINDED 0
 REMINDER 0

RENT 0

RENTING 0
 RENTED 0
 RENTS 0

REPAIR 0

REPAIRS 0
 REPAIRING 0
 REPAIRED 0

REPEAT 0

REPEATED 0
 REPEATEDLY 0
 REPEATING 0
 REPEATS 0

REPLACE 0

REPLACING 0
 REPLACES 0
 REPLACED 0
 REPLACEMENT 0
 REPLACEMENTS 0
 REPLACEABLE 0
 IRREPLACEABLE 0

REPRODUCE 0

REPRODUCES 0
 REPRODUCING 0
 REPRODUCED 0
 REPRODUCTION 0
 REPRODUCTIONS 0

REPUTATION 0

REPUTATIONS 0

REQUEST 0

REQUESTS 0
 REQUESTING 0
 REQUESTED 0

RESCUE 0

RESCUING 0
 RESCUES 0
 RESCUED 0

RESIGN 0

RESIGNS 0
 RESIGNING 0
 RESIGNED 0
 RESIGNATION 0
 RESIGNATIONS 0

RESIST 0

RESISTS 0
 RESISTING 0
 RESISTED 0
 RESISTIBLE 0
 RESISTANCE 0

RESPONSIBLE 0

IRRESPONSIBLE 0
 RESPONSIBILITY 0
 RESPONSIBILITIES 0

RESTAURANT 1

RESTAURANTS 0

RETIRE 0

RETIRING 0
 RETIRES 0
 RETIRED 0
 RETIREMENT 0

REVENGE 0

REVENGES 0

REVIEW 0

REVIEWS 0
 REVIEWING 0
 REVIEWED 0

REWARD 0

REWARDS 0
 REWARDING 0
 REWARDED 0

RIBBON 0

RIBBONS 0

RICE 1**RID 0**

RIDS 0
 RIDDING 0
 RIDDED 0

RIPE 0

RIPEST 0
 RIPER 0
 RIPENESS 0

RISK 0

RISKS 0
 RISKING 0
 RISKED 0
 RISKY 0

RIVAL 0

RIVALS 0
 RIVALRY 0
 RIVALRIES 0
 RIVALLING 0
 RIVALLED 0

ROAR 0

ROARS 0
 ROARING 0
 ROARED 0

ROAST 0

ROASTS 0
 ROASTING 0
 ROASTED 0

ROB 0

ROBS 0
 ROBBING 0
 ROBBER 0
 ROBBED 0
 ROBBERS 0

ROD 0

RODS 0

ROOF 0

ROOFS 0

ROOT 0

ROOTS 0
 ROOTED 0

ROPE 0

ROPES 0

ROT 0

ROTTING 0
 ROTTED 0
 ROTS 0
 ROTTEN 0

ROW 0

ROWS 0
 ROWING 0
 ROWED 0

RUB 0

RUBS 0
 RUBBING 0
 RUBBED 0

RUBBER 0

RUBBERS 0

RUBBISH 0

RUDE 0
RUDEST 0
RUDER 0
RUDENESS 0
RUDELY 0

RUG 0
RUGS 0

RUIN 0
RUINED 0
RUINING 0
RUINS 0

RUSH 0
RUSHED 0
RUSHES 0
RUSHING 0

RUST 0
RUSTY 0
RUSTS 0
RUSTING 0
RUSTED 0

SACRED 0
SACREDNESS 0

SACRIFICE 0
SACRIFICING 0
SACRIFICES 0
SACRIFICED 0
SACRIFICIAL 0

SAD 1
SADNESS 0
SADLY 0
SADDEST 0
SADDER 0
SADDEN 0

SADDLE 0
SADDLING 0
SADDLES 0
SADDLED 0

SAKE 0
SAKES 0

SALARY 0
SALARIES 0

SAMPLE 0
SAMPLING 0
SAMPLES 0
SAMPLED 0

SAND 0
SANDY 0
SANDS 0

SATISFY 0
SATISFYING 0
SATISFIES 0
SATISFIED 0
SATISFACTORY 0
SATISFACTION 0
DISSATISFACTION 0
DISSATISFYING 0
DISSATISFY 0
DISSATISFIES 0
DISSATISFIED 0

SAUCE 0
SAUCES 0

SAUCER 0
SAUCERS 0

SAWS 0
SAWING 0
SAWED 0

SCALE 0
SCALES 0

SCATTER 0
SCATTERS 0
SCATTERING 0
SCATTERED 0

SCENT 0
SCENTS 0
SCENTING 0
SCENTED 0

SCISSORS 0
SCOLD 0
SCOLDS 0
SCOLDING 0
SCOLDED 0

SCORN 0
SCORNS 0
SCORNING 0
SCORNEO 0
SCORNFUL 0
SCORNFULLY 0

SCRAPE 0
SCRAPING 0
SCRAPES 0
SCRAPED 0

SCRATCH 0
SCRATCHING 0
SCRATCHES 0
SCRATCHED 0

SCREEN 0
SCREENS 0
SCREENING 0
SCREENED 0

SCREW 0
SCREWS 0
SCREWING 0
SCREWED 0

SEARCH 0
SEARCHING 0
SEARCHES 0
SEARCHED 0

SEED 0
SEEDS 0
SEEDING 0
SEEDED 0
SEEDLING 0

SEIZE 0
SEIZED 0
SEIZES 0
SEIZING 0

SELDOM 0
SELF 0
SELFISHNESS 0
SELFISHLY 0
SELFISH 0
SELVES 0

SENTENCE 0
SENTENCES 0

SEVERE 0
SEVERITY 0
SEVEREST 0
SEVERER 0
SEVERENESS 0
SEVERELY 0

SEW 0
SEWS 0
SEWN 0
SEWING 0
SEWED 0

SHADE 0
SHADINGS 0
SHADING 0
SHADES 0
SHADED 0

SHALLOW 0
SHALLOWNESS 0
SHALLOWEST 0
SHALLOWER 0

SHAME 0
SHAMING 0
SHAMES 0
SHAMEFUL 0
SHAMEFULLY 0
SHAMED 0

SHARP 0

SHARPNESS 0
SHARPLY 0
SHARPEST 0
SHARPER 0
SHARPENS 0
SHARPENING 0
SHARPENED 0
SHARPEN 0

SHAVE 0

SHAVED 0
SHAVING 0
SHAVES 0

SHEEP 1

SHEET 0
SHEETS 0

SHELF 0

SHELVES 0

SHELL 0

SHELLS 0
SHELLING 0
SHELLED 0

SHELTER 0

SHELTERS 0
SHELTERING 0
SHELTERED 0

SHIELD 0

SHIELDS 0
SHIELDING 0
SHIELDED 0

SHILLING 0

SHILLINGS 0

SHIRT 1

SHIRTS 0

SHOCK 0

SHOCKS 0
SHOCKING 0
SHOCKED 0

SHOE 1

SHOED 0
SHOEING 0
SHOES 0

SHOP 1

SHOPS 0
SHOPPING 0
SHOPPERS 0
SHOPPER 0
SHOPPED 0

SHOUT 1

SHOUTED 0
SHOUTING 0
SHOUTS 0

SHOWER 0

SHOWERS 0
SHOWERING 0
SHOWERED 0

SHUT 0

SHUTTING 0
SHUTS 0

SICK 0

SICKNESS 0
SICKLY 0
SICKEST 0
SICKER 0

SIGNAL 0

SIGNALS 0
SIGNALLING 0
SIGNALLED 0

SILK 0

SILKS 0

SINCERE 0

SINCERELY 0
SINCERITY 0

SINK 0

SUNK 0
SINKS 0
SINKING 0
SANK 0

SKILL 0

SKILLED 0
SKILLS 0
SKILFUL 0
SKILFULLY 0

SKIN 0

SKINS 0
SKINNING 0
SKINNED 0

SKIRT 1

SKIRTS 0

SLAVE 0

SLAVES 0
SLAVERY 0

SLIDE 0

SLIDING 0
SLIDES 0
SLID 0

SLIGHT 0

SLIGHTED 0
SLIGHTER 0
SLIGHTEST 0
SLIGHTING 0
SLIGHTLY 0
SLIGHTS 0

SLOW 1

SLOWED 0
SLOWER 0
SLOWEST 0
SLOWING 0
SLOWLY 0
SLOWS 0

SLIP 0

SLIPS 0
SLIPPING 0
SLIPPED 0

SLOPE 0

SLOPING 0
SLOPES 0
SLOPED 0

SMELL 0

SMELT 0
SMELLS 0
SMELLING 0
SMELLED 0

SMOKE 0

SMOKING 0
SMOKES 0
SMOKERS 0
SMOKELESS 0
SMOKED 0

SMOOTH 0

SMOOTHS 0
SMOOTHLY 0
SMOOTHING 0
SMOOTHED 0

SNAKE 0

SNAKES 0

SOAP 0

SOAPS 0

SOCK 1

SOCKS 0

SOIL 0

SOILED 0
SOILING 0
SOILS 0

SOLEMN 0

SOLEMNLY 0

SOLID 0

SOLIDIFY 0
SOLIDLY 0
SOLIDS 0

SOLVE 0

SOLVING 0
SOLVES 0
SOLVED 0
SOLUTION 0
SOLUTIONS 0

SORE 0

SORES 0

SORRY 1

SORRINESS 0
SORRIEST 0
SORRIER 0

SOUP 0

SOUPS 0

SOUR 0

SOURS 0
SOURLY 0
SOURING 0
SOURD 0

SOW 0

SOWS 0
SOWING 0
SOWED 0

SPADE 0

SPADES 0

SPARE 0

SPARING 0
SPARES 0
SPARED 0

SPELL 0

PELT 0
PELLS 0
PELLING 0
PELLED 0
MISSPELT 0

SPILL 0

SPILLS 0
SPILLING 0
SPILLED 0

SPIN 0

SPUN 0
SPINS 0
SPINNING 0

SPIT 0

SPITS 0
SPITTING 0
SPAT 0

SPLENDID 0

SPLENDIDLY 0

SPLIT 0

SPLITTING 0
SPLITS 0

SPOIL 0

SPOILS 0
SPOILING 0
SPOILED 0

SPOON 0

SPOONS 0
SPOONFUL 0

SPORT 1

SPORTING 0
SPORTS 0

STAFF 0

STAFFS 0

STAIN 0

STAINS 0
STAINING 0
STAINED 0

STAIRS 0

UPSTAIRS 0
DOWNSTAIRS 0

STAMP 0

STAMPS 0
STAMPING 0
STAMPED 0

STEADY 0

UNSTEADY 0
UNSTEADILY 0
STEADYING 0
STEADILY 0
STEADIES 0
STEADIED 0

STEAL 0

STOLE 0
STOLEN 0
STEALS 0
STEALING 0

STEAM 0

STEAMS 0
STEAMING 0
STEAMED 0

STEEP 0

STEEPNESS 0
STEEPEST 0
STEEPER 0

STEER 0

STEERS 0
STEERING 0
STEERED 0

STEM 0

STEMS 0
STEMMED 0

STICK 0

STICKING 0
STICKS 0
STUCK 0

STIFF 0

STIFFNESS 0
STIFFEST 0
STIFFER 0
STIFFENS 0
STIFFENING 0
STIFFENED 0
STIFFEN 0

STING 0

STUNG 0
STINGS 0
STINGING 0

STIR 0

STIRS 0
STIRRING 0
STIRRED 0

STOCKING 0

STOCKINGS 0

STOMACH 0

STOMACHS 0

STORM 0

STORMED 0
STORMING 0
STORMS 0

STOVE 0

STOVES 0

STRAIGHT 0

STRAIGHTENED 0
STRAIGHTENING 0
STRAIGHTENS 0
STRAIGHTER 0
STRAIGHTEST 0

STRAP 0

STRAPS 0
STRAPPING 0
STRAPPED 0

STRAW 0

STRAWS 0

STRETCH 0

STRETCHED 0
STRETCHES 0
STRETCHING 0

STRICT 0

STRICTNESS 0
STRICTLY 0
STRICTEST 0
STRICTER 0

STRING 0

STRINGS 0
STRINGING 0
STRINGED 0

STRIP 0

STRIPS 0
STRIPPED 0
STRIPPING 0

STRIPE 0

STRIPES 0
STRIPED 0
STRIPING 0

STUFF 0

STUFFS 0
STUFFING 0
STUFFED 0

STUPID 1

STUPIDITY 0
STUPIDLY 0
STUPIDEST 0
STUPIDER 0

SUCK 0

SUCKS 0
SUCKING 0
SUCKED 0

SUDDEN 0

SUDDENLY 0
SUDDENNESS 0

SUGAR 1

SUGARS 0
SUGARY 0

SUIT 0

SUITS 0
SUITING 0
SUITED 0
SUITABILITY 0
SUITABLE 0
UNSUITABLE 0

SUPPER 0

SUPPERS 0

SUSPECT 0

SUSPECTS 0
SUSPECTING 0
SUSPECTED 0
UNSUSPECTING 0

SUSPICION 0

SUSPICIONS 0
SUSPICIOUS 0
SUSPICIOUSLY 0

SWALLOW 0

SWALLOWS 0
SWALLOWING 0
SWALLOWED 0

SWEAR 0

SWORN 0
SWORE 0
SWEARS 0
SWEARING 0

SWEAT 0

SWEATS 0
SWEATING 0
SWEATED 0

SWEEP 0

SWEPT 0
SWEEPS 0
SWEEPING 0

SWELL 0

SWOLLEN 0
SWELLS 0
SWELLING 0
SWELLED 0

SWIM 0

SWUM 0
SWIMS 0
SWIMMING 0
SWAM 0

SWING 0

SWUNG 0
SWINGS 0
SWINGING 0

SYMPATHY 0

SYMPATHIES 0
SYMPATHETIC 0
SYMPATHETICALLY 0

TAIL 0

TAILS 0

TAILOR 0

TAILORS 0
TAILORING 0
TAILORED 0

TALL 1

TALLEST 0
TALLER 0

TAME 0

TAMING 0
TAMES 0
TAMED 0

TAP 0

TAPS 0
TAPPING 0
TAPPED 0

TASTE 0

TASTED 0
TASTES 0
TASTING 0

TAXI 1

TAXIS 0

TEA 1

TEAS 0

TELEGRAPH 0

TELEGRAPHS 0
TELEGRAPHING 0
TELEGRAPHED 0

TELEPHONE 1

TELEPHONING 0
TELEPHONES 0
TELEPHONED 0
PHONES 0
PHONING 0
PHONED 0
PHONE 1

TEMPER 0

TEMPERS 0

TEMPERATURE 0

TEMPERATURES 0

TEMPT 0

TEMPTS 0
TEMPTING 0
TEMPTED 0

TEND 0

TENDS 0
TENDEd 0
TENDENCY 0
TENDENCIES 0

TENDER 0

TENDERNESS 0
TENDERLY 0

TENT 0

TENTS 0

TERRIBLE 0

TERRIBLY 0

THANK 1

THANKS 0
THANKING 0
THANKFULLY 0
THANKFUL 0
THANKED 0

THEATRE 0

THEATRES 0
THEATRICAL 0

THICK 0

THICKNESS 0
THICKLY 0
THICKEST 0
THICKER 0

THIEF 0

THIEVES 0

THIN 1

THINS 0
THINNING 0
THINNEST 0
THINNESS 0
THINNER 0
THINNED 0
THINLY 0

THIRST 0

THIRSTS 0

THORN 0

THORNS 0

THOROUGH 0

THOROUGHNESS 0

THOROUGHLY 0

THREAD 0

THREADS 0

THREADING 0

THREADED 0

THREAT 0

THREATS 0

THREATENS 0

THREATENING 0

THREATENED 0

THREATEN 0

THROAT 0

THROATS 0

THUMB 0

THUMBS 0

THUNDER 0

THUNDERS 0

THUNDERING 0

THUNDERED 0

TICKET 1

TICKETS 0

TIDE 0

TIDES 0

TIDAL 0

TIDY 0

TIDYING 0

TIDIES 0

TIDIED 0

TIE 1

UNTIED 0

UNTIE 0

TYING 0

TIES 0

TIED 0

TIGHT 0

TIGHTNESS 0

TIGHTEST 0

TIGHTER 0

TIGHTLY 0

TIGHTENS 0

TIGHTENING 0

TIGHTENED 0

TIGHTEN 0

TIN 0

TINS 0

TIP 0

TIPS 0

TIPPING 0

TIPPED 0

TIRE 0

TIRING 0

TIRES 0

TIRED 1

TITLE 0

TITLED 0

TITLES 0

TOBACCO 0

TOBACCOS 0

TOE 0

TOES 0

TOMORROW 1

TONGUE 0

TONGUES 0

TONIGHT 1

TOOL 0

TOOLS 0

TOOTH 0

TEETH 0

TOOTHLESS 0

TOUGH 0

TOUGHNESS 0

TOUGHEST 0

TOUGHER 0

TOUR 0

TOURS 0

TOURING 0

TOURED 0

TOURIST 0

TOURISTS 0

TOWEL 0

TOWELS 0

TOWER 0

TOWERS 0

TOWERING 0

TOY 0

TOYS 0

TRACK 0

TRACKS 0

TRACKING 0

TRACKED 0

TRANSLATE 0

TRANSLATING 0

TRANSLATES 0

TRANSLATED 0

TRANSLATION 0

TRANSLATIONS 0

TRAP 0

TRAPS 0

TRAPPING 0

TRAPPED 0

TRAY 0

TRAYS 0

TREASURE 0

TREASURING 0

TREASURES 0

TREASURED 0

TREASURY 0

TREASURER 0

TREAT 0

TREATS 0

TREATING 0

TREATED 0

TREATMENT 0

TREATMENTS 0

TREMBLE 0

TREMBLING 0

TREMBS 0

TREMLED 0

TRIBE 0

TRIBES 0

TRICK 0

TRICKSTER 0

TRICKS 0

TRICKING 0

TRICKED 0

TRIP 0

TRIPS 0

TRIPPING 0

TRIPPED 0

TRUNK 0

TRUNKS 0

TUBE 0

TUBES 0

TUNE 0

TUNING 0

TUNES 0

TUNED 0

TWIST 0

TWISTS 0

TWISTING 0

TWISTED 0

TYPICAL 0

TYPICALLY 0

UGLY 0

UGLINESS 0

UGLIEST 0

UGLIER 0

UMBRELLA 0

UMBRELLAS 0

UNCLE 0

UNCLES 0

UNIVERSE 0

UNIVERSAL 0

UPPER 0

UPRIGHT 0

UPSET 0
UPSETTING 0
UPSETS 0

UPWARDS 0
UPWARD 0

URGE 0
URGING 0
URGES 0
URGED 0

VAIN 0
VAINLY 0
VAINEST 0
VAINER 0

VEIL 0
VEILS 0
VEILING 0
VEILED 0

VERB 0
VERBS 0

VERSE 0
VERSES 0

VIOLENT 0
VIOLENTLY 0
VIOLENCE 0
NONVIOLENT 0

VOWEL 0
VOWELS 0

VOYAGE 0
VOYAGING 0
VOYAGES 0
VOYAGED 0

WAIST 0
WAISTS 0

WAKE 0
WOKE 0
WAKING 0
WAKES 0
WAKEN 0
WOKEN 0

WANDER 0
WANDERS 0
WANDERING 0
WANDERED 0

WARM 1
WARMS 0
WARMLY 0
WARMING 0
WARMED 0
WARMTH 0

WARN 0
WARNED 0
WARNING 0
WARNS 0

WASH 1
WASHED 0
WASHES 0
WASHING 0

WASTE 0
WASTED 0
WASTES 0
WASTING 0
WASTEFUL 0
WASTEFULLY 0

WAX 0
WAXING 0
WAXES 0
WAXED 0

WEAK 0
WEAKLY 0
WEAKNESS 0
WEAKEN 0

WEAPON 0
WEAPONS 0

WEATHER 1
WEATHERS 0
WEATHERING 0
WEATHERED 0

WEAVE 0
WOVE 0
WEAVING 0
WEAVES 0
WEAVED 0

WEED 0
WEEDS 0
WEEDING 0
WEEDED 0

WEIGH 0
WEIGHTS 0
WEIGHT 0
WEIGHS 0
WEIGHING 0
WEIGHED 0

WET 0
WETTING 0
WETS 0

WHEAT 0
WHEATS 0

WHEEL 0
WHEELS 0
WHEELER 0
WHEELED 0

WHIP 0
WHIPS 0
WHIPPING 0
WHIPPED 0

WHISPER 0
WHISPERS 0
WHISPERING 0
WHISPERED 0

WHISTLE 0
WHISTLING 0
WHISTLES 0
WHISTLED 0

WICKED 0
WICKEDNESS 0
WICKEDEST 0
WICKEDER 0
WICKEDLY 0

WIDOW 0
WIDOWS 0
WIDOWER 0
WIDOWED 0

WINE 1
WINING 0
WINES 0
WINED 0

WING 0
WINGS 0
WINGING 0
WINGED 0

WIPE 0
WIPING 0
WIPES 0
WIPED 0
WIPER 0
WIPERS 0

WIRE 0
WIRING 0
WIRES 0
WIRED 0

WITNESS 0
WITNESSING 0
WITNESSES 0
WITNESSED 0

WOOL 0
WOOLS 0
WOOLLEN 0
WOOLLY 0

WORM 0
WORMS 0
WORMING 0
WORMED 0

WORRY 0
WORRYING 0
WORRIES 0
WORRIED 0

WORSE 0
WORST 0
WORSEN 0

WORSHIP 0
WORSHIPPING 0
WORSHIPS 0
WORSHIPPED 0

WRAP 0
WRAPPING 0
WRAPS 0
WRAPPER 0
WRAPPERS 0
WRAPPED 0

WRECK 0
WRECKED 0
WRECKING 0
WRECKS 0

WRIST 0
WRISTS 0

YARD 0
YARDS 0

YELLOW 1
YELLOWISH 0

ZERO 1
ZEROS 0

Appendix 4: The Numbers of Randomly 10 Selected from 2000 High Frequency Words Using Random Generator from Graph Pad Software
(<http://www.graphpad.com/quickcalcs/randomselect2.cfm>, 15.03.2012).

Randomly select a subset of subjects.

Sequence # Group 1

1	664
2	634
3	1644
4	874
5	1967
6	1177
7	1866
8	935
9	575
10	64

(The remaining 1990 of the 2000 subjects were not selected.)

Appendix 5: The Numbers of Randomly 10 Words from the Types Occurring in the Course Book Using Random Generator from Graph Pad Software
(<http://www.graphpad.com/quickcalcs/randomselect2.cfm>, 19.03.2012).

Randomly select a subset of subjects.

Sequence # Group 1

1	154
2	329
3	297
4	196
5	363
6	62
7	384
8	289
9	300
10	382

(The remaining 495 of the 505 subjects were not selected.)

Appendix 6: The Results of the Analysis of Unit 1 in Range

Processing file: C:\Users\Fatma\Desktop\düz metinbelgesi,spot analysis\UNIT 1.txt

Number of lines: 11

Number of words: 140

Reading: C:\Users\Fatma\Desktop\BASEWRD1.txt

Reading: C:\Users\Fatma\Desktop\BASEWRD2.txt

Reading: C:\Users\Fatma\Desktop\BASEWRD3.txt

WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	130/92.86	67/88.16	58
two	8/ 5.71	7/ 9.21	7
three	1/ 0.71	1/ 1.32	1
not in the lists	1/ 0.71	1/ 1.32	?????
Total	140	76	66

Number of BASEWRD1.txt types: 4119 Number of BASEWRD1.txt families: 998

Number of BASEWRD2.txt types: 3708 Number of BASEWRD2.txt families: 988

Number of BASEWRD3.txt types: 3107 Number of BASEWRD3.txt families: 570

Table of Ranges: Types

76 Words appear in 1 input files

Table of Ranges: Families

66 Words appear in 1 input files

Types Found In Base List One

TYPE	RANGE	FREQ	F1
A	1	10	10
ABOUT	1	1	1
ALSO	1	2	2
ALWAYS	1	3	3

AND	1	5	5
ANOTHER	1	1	1
ARE	1	2	2
BEING	1	2	2
CAN	1	1	1
DO	1	1	1
DREAMS	1	1	1
EASY	1	1	1
EXAMPLE	1	1	1
FEEL	1	1	1
FLOWER	1	1	1
FOR	1	2	2
FRIEND	1	8	8
FRIENDS	1	2	2
FRIENDSHIP	1	1	1
GET	1	1	1
GOOD	1	2	2
GREAT	1	1	1
HAS	1	1	1
HAVE	1	2	2
HELP	1	1	1
HELPFUL	1	1	1
IF	1	1	1
IN	1	2	2
IS	1	7	7
IT	1	1	1
KIND	1	1	1
LAUGH	1	1	1
LIKE	1	1	1
LISTEN	1	1	1
MAKE	1	2	2
MEMORIES	1	1	1
NEED	1	1	1

NOT	1	2	2
OF	1	2	2
ONE	1	1	1
QUALITIES	1	1	1
QUALITY	1	1	1
REALLY	1	1	1
SENSE	1	1	1
SENSITIVE	1	1	1
SHOULD	1	1	1
SO	1	2	2
SOME	1	1	1
SPECIAL	1	1	1
SUPPORTIVE	1	1	1
TELL	1	1	1
THEM	1	2	2
THERE	1	2	2
THEY	1	4	4
TIMES	1	1	1
TO	1	2	2
TOGETHER	1	1	1
TROUBLE	1	1	1
TRUE	1	7	7
UP	1	1	1
WAY	1	1	1
WHAT	1	1	1
WHEN	1	1	1
WHY	1	1	1
WITH	1	1	1
YOU	1	9	9
YOUR	1	4	4

Types Found In Base List Two

TYPE	RANGE	FREQ	F1
------	-------	------	----

CHEER	1	1	1
ENCOURAGE	1	1	1
FUN	1	1	1
HONEST	1	2	2
NICE	1	1	1
PHONE	1	1	1
TREAT	1	1	1

Types Found In Base List Three

TYPE	RANGE	FREQ	F1
RELIABLE	1	1	1

LIST OF FAMILY GROUPS

BASE ONE FAMILIES	RANGE	TYFREQ	FAFREQ	F1
A	1	10	10	10
ABOUT	1	1	1	1
ALSO	1	2	2	2
ALWAYS	1	3	3	3
AND	1	5	5	5
ANOTHER	1	1	1	1
BE	1	0	11	11
CAN	1	1	1	1
DO	1	1	1	1
DREAM	1	0	1	1
EASY	1	1	1	1
EXAMPLE	1	1	1	1
FEEL	1	1	1	1
FLOWER	1	1	1	1
FOR	1	2	2	2
FRIEND	1	8	11	11
GET	1	1	1	1
GOOD	1	2	2	2
GREAT	1	1	1	1

HAVE	1	2	3	3
HELP	1	1	2	2
IF	1	1	1	1
IN	1	2	2	2
IT	1	1	1	1
KIND	1	1	1	1
LAUGH	1	1	1	1
LIKE	1	1	1	1
LISTEN	1	1	1	1
MAKE	1	2	2	2
MEMORY	1	0	1	1
NEED	1	1	1	1
NOT	1	2	2	2
OF	1	2	2	2
ONE	1	1	1	1
QUALITY	1	1	2	2
REALLY	1	1	1	1
SENSE	1	1	1	1
SENSITIVE	1	1	1	1
SHOULD	1	1	1	1
SO	1	2	2	2
SOME	1	1	1	1
SPECIAL	1	1	1	1
SUPPORT	1	0	1	1
TELL	1	1	1	1
THERE	1	2	2	2
THEY	1	4	6	6
TIME	1	0	1	1
TO	1	2	2	2
TOGETHER	1	1	1	1
TROUBLE	1	1	1	1
TRUE	1	7	7	7
UP	1	1	1	1

WAY	1	1	1	1
WHAT	1	1	1	1
WHEN	1	1	1	1
WHY	1	1	1	1
WITH	1	1	1	1
YOU	1	9	13	13

BASE TWO FAMILIES	RANGE	TYFREQ	FAFREQ	F1
CHEER	1	1	1	1
ENCOURAGE	1	1	1	1
FUN	1	1	1	1
HONEST	1	2	2	2
NICE	1	1	1	1
TELEPHONE	1	0	1	1
TREAT	1	1	1	1

BASE THREE FAMILIES	RANGE	TYFREQ	FAFREQ	F1
RELY	1	0	1	1

Types Not Found In Any List				
TYPE	RANGE	FREQ		F1
HUMOUR	1	1		1

time taken was : 1 Seconds

Number of cache nodes read:	24902
Number of cache nodes written:	795
Number of disk nodes read:	0
Number of disk nodes written:	0
Number of nodes per second,	0
Total Number of words,	140
Number of words per second,	140
Number of unique words in tree,	76
Number of unique words per second,	76

Memory used,	0.95 MB
Size of node,	316 bytes
Memory used by nodes,	0.02 MB

...Finished

Appendix 7: Interview Questions

1. What are your valuable comments about the course book in terms of its vocabulary?
=}
 2. What is the most disturbing result in your view? Vocabulary coverage, distribution, or repetition? In other words, which is the most important issue in vocabulary of an EFL course book according to you?
=}
 3. What do you think about the status of vocabulary in an EFL course book?
=}
 4. What are top 3 reasons for you to present the 2000 high frequency words in an EFL course book in primary or secondary schools?
=}
 5. Considering the importance of vocabulary in EFL course books, could you please tell which metaphors do you use for vocabulary, course book, and the 2000 high frequency words?
- A) Vocabulary is just like a/an =}
- B) EFL course book is just like a/an =}
- C) The 2000 high frequency words of general English is just like a/an =}

Appendix 8: Paul Nation's Answers in the Interview

Thanks for your data. Sorry to be so slow in replying but I have had a lot of work to do.

Here are my answers to your questions.

1 The first 1000 words will always cover a very large proportion of any text, including a course book. When doing analysis the data based on the range program it is really important that you look carefully at the words which are not in any lists to make sure that they are not errors or the results of hyphenated words, or any other problem. When I analyse the text I typically run through the program, look at the words not in any lists and then go back and tidy up the text and perhaps the lists. It also looks as if you're total number of tokens is probably rather small and so you have to be a little bit careful because the reliability then goes down because of the small number of tokens. Your figure 1 refers to types rather than families. I'm not sure of the different effect of counting families compared to type tis, but the result should be rather similar. Your figure 2 is probably a reflection of the length of each unit. Comparing the number of types in each unit only makes sense if you also show the number of tokens. This is because the number of types is strongly dependent on the number of tokens.

- 2 I guess your figure 5 is a bit surprising. Normally according to Zipf's law, somewhere near half of the types would occur only once. Your figure shows 79%. This once again could be the result of a small corpus. If it isn't, then the lack of repetition would be the most disturbing feature because repetition is essential for learning. Course bookmakers might argue that it is up to the teacher to provide the repetition
- 3 I don't really know how to answer this question. My main thoughts are that there should be fairly careful vocabulary control to match the needs of the learners, and that there should be plenty of opportunities for repetition.
- 4 Learners get the greatest return for learning the first 2000 words, these words are of general service and so are useful no matter what use is made of English, these words cover a large proportion of any text.
- 5 I'm not sure I can answer this question. I guess vocabulary is like air, because you can't use a language without it. And EL course book is like clothing, useful but not essential to life. The first 2000 words is like the oxygen in the air.

CURRICULUM VITAE

Fatma ÜNLÜ was born in Uşak, 1982. She graduated from Sait Sabri Ağaoğlu High School in 2000, and she graduated from the Department of English Language Teaching Education at Atatürk University in 2005. She started to work as a teacher of English in Pertek Public Education Center in Tunceli, 2005, and she has been working as an EFL teacher in Zehra Kitapçıoğlu Primary School in Trabzon since 2009.