Teaching vocabulary in Japanese universities : Some things our students need to know

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Abstract

I get the impression from talking to my fellow teachers that most feel that developing a large vocabulary is important for their students. However, most teachers seem to feel that it is just too big an area to cover, especially given the constraint of 90 minute classes that only meet once a week. The general consensus among vocabulary acquisition researchers is that the best way to deal with vocabulary in the classroom is to concentrate on a small core of the most useful words of English and to teach strategies to help learners to learn the rest independently (Nation, 2001). Learning vocabulary is an individual activity, it is a suitable area for independent learning, and can be left to learners to do in their own time, freeing up class time to concentrate on strategies. This paper is intended to give classroom teachers a brief overview of vocabulary acquisition theory and suggest some practical ways that they can be applied to the classroom. Firstly, I will provide a short summary of the nature of vocabulary and of vocabulary acquisition. Then I will outline some methods for memorising useful words and then reinforcing them. Finally, I will suggest some ways that learners can use bottom-up and top-down processes to guess word meanings from context, and find the connect meaning in a dictionary.

Introduction

When was the last time you were "stuck for a grammar"? There is a good reason why this phrase doesn't sound right, that is because we are more likely to notice our inability to articulate a particular thought due to a lack of the necessary vocabulary, than a lack of the required grammatical structure. So, an ungrammatical sentence like "now library go" communicates the speakers intention more clearly than "I'm going to the...er...um...". However, most teaching syllabi are structured around grammar rather than vocabulary for the simple reason that there are fewer grammatical structures in any given language. This paper does not argue that grammar should not be taught but rather argues that vocabulary needs to be given much more emphasis in the language classroom (for a more in-depth discussion of the lexical approach to language teaching see Lewis, 1993, 1996). There are a lot of words in any given language, and English has a larger lexicon than most. My copy of the *New Shorter Oxford English Dictionary on CD-ROM* lists 155,637 words listed under 97,209 headwords; this does not include certain categories of words; such as, proper nouns, etc. Estimates of the total number of words in the English language go as high as 250,000. It is impossible for a native-speaker of English to know all of these words, therefore, it is unreasonable to expect an EFL learner to learn them all. Nation (1990, 2001) estimates that an 'educated' native-speaker knows about 20,000 words by age twenty, that is, approximately 1,000 new words per year. This is still a nearly impossible task given that the average EFL learner in Japan starts learning English at age 12, and does not get anywhere near the same amount of exposure that a native-speaker child would. The problem is identifying which words to teach, and how to teach them. This needs to be done systematically, but, unfortunately, it is often taught in a very haphazard way. The purpose of this paper is to suggest some ways that it can be

taught more systematically.

This paper assumes little or no knowledge of vocabulary research (for a more in depth discussion of vocabulary research see Nation, 1990 or 2001). Terms specific to the area of vocabulary research are defined in Appendix A. Throughout this paper I use student to mean people studying a language in a formal education setting, and learner as a more general term for all people learning a language regardless of the setting in which it is being learned.

Word frequency

Fortunately, the field of corpus linguistics can help provide us with some of the answers to the problem of which words to teach. This involves collecting a large body (corpus) of language — usually written, although spoken corpora do exist — and then performing various statistical analyses on it. For the purposes of the current discussion, frequency data is the most useful. The usual way that this is done is to count the number of times that each word occurs, and then rank them from the most to the least frequent. When the number of occurrences of the thousand most frequent words is added up, coverage generally comes out at about 71% of the total running words. The next thousand words adds about 6% to that, and the next thousand adds 5%. From these figures it is obvious that as frequency gets lower, so do the gains in coverage. In fact Leech et al (2001) report that of 757,087 different words that occur in the BNC, 397,041 (52.44%) occur only once. Obviously, such words are of relatively little value to a learner due the low return for all the effort required to learn them. It is better to teach learners strategies for dealing with low frequency words when they meet them, such as ; guessing from context, and proper dictionary use.

Liu and Nation (1985) claim that a learner needs to know at least 95% (1

word in 20) of the words around an unknown word to have a good chance of guessing its meaning from context, but that 98% (1 word in 50) was optimum. This means that a learner needs a vocabulary of the first 5,000 most frequent word families of English in order to understand an unmodified text. This is the main argument for using simplified texts, otherwise it would take a learner too much time and effort to build up a sufficiently large vocabulary that they could begin reading. It should be noted that these figures refer to written English, the figures for spoken English are generally lower.

A target vocabulary of 5,000 word families is a much more useful long term goal for learners than the figures given above. However, it takes a very long time to learn that many words, and most teachers tend to focus more on short-term goals because of the relatively low amount of contact time available for teaching. In the case of first-year Japanese university students, a teacher can usually assume that their learners have completed 6 years of English in the formal education system. Paterson (2004) found that nearly all 97 first-year university students (three complete classes), who took part in a study using a bilingual English-Japanese vocabulary test of the 2,000 most frequent words of English, achieved the 80% criterion of mastery set by their teachers. This represents a very useful foundation on which to build learners' vocabulary.

This means that a sensible approach to teaching vocabulary is to consolidate, and build on, this 2,000 word base. However, beyond the 2,000 word level, correlations between word rankings in the various word frequency lists start to drop due to variations in the composition of the corpora on which they are based, for example, in the Wellington Corpus, names like 'Lange' and 'Diana' appear quite high on the list because of a high proportion of newspaper articles which were collected during the 1980's, a time when Princess Diana and then prime minister David Lange featured highly in the New Zealand news. This highlights the fact

that corpora are subject to many variables, such as, time of data collection, type or genre of texts used, the size of the database, etc. Therefore, when making teaching decisions based on corpus data, it is important to ensure that the corpus contains a large body of text sampled from a wide range of genres. One corpus that is quite widely considered to be reliable and useful is the British National Corpus (BNC), which has 100-million running words of written (90%) and spoken (10%) British English sampled from a wide range of sources (N. B. There is a similar corpus of American English, but it has not been widely disseminated). A useful resource based on the BNC is Leech et al (2001), which lists various data on word frequency. It is also useful because it gives information about the range of a word, which is another important factor when deciding its usefulness. Range is the number of texts within a corpus in which a wordoccurs.

In summary, given the limited contact time available to teachers, it is important that they use it to best advantage, and word frequency provides a very useful guide for selecting words to be taught in class. The 2,000 most frequent words of English provide a very useful base for students, and most Japanese university students appear to have vocabularies approaching this figure. However, a 2,000 word vocabulary is still insufficient to allow learners to understand unmodified texts. Therefore, it is important to consolidate and expand on this base using a combination of rote learning, graded readers, etc., which will be discussed later. A 2,000 word list is available in electronic form from Rob Waring's homepage ⟨http : //www1. harenet. ne. jp/~waring/vocab/index. html⟩, or in print form in appendix B.

Vocabulary acquisition

Like other kinds of acquisition, vocabulary acquisition is very complex and is

the subject many books and articles. For that reason, I will only briefly outline what has been relevant, in my experience, for classroom teaching. I will start by summarising what is meant by knowing a word, then outlining a model of the acquisition of a word advanced by Jiang (2000), and then discuss the importance of taking the effects of forgetting into account.

Some teachers, and the vast majority of students, seem to have very simplistic views of what it means to know a word. This usually involves a form-meaning relationship, or more specifically the English word and its L1 translation. Nation (2001) gives an extensive list of factors involved in knowing a word, which illustrates just how complicated it actually is:

From the point of view of receptive knowledge and use, knowing the word, for example, *underdeveloped* involves :

- being able to recognise the word when it is heard
- being familiar with its written form so that it is recognised when it is met in reading
- recognising that it is made up of the parts *under-*, *-develop-* and *-ed* and being able to relate these parts to its meaning
- knowing that *underdeveloped* signals a particular meaning
- knowing what the word means in the particular context in which it has just occurred
- knowing the concept behind the word which will allow understanding in a variety of contexts
- knowing that there are related words like overdeveloped, backward and challenged
- being able to recognise that *underdeveloped* has been used correctly in the sentence in which it occurs
- being able to recognise that words such as territories and areas are typical collocations
- knowing that *underdeveloped* is not an uncommon word and is not a pejorative word

From the point of view of productive knowledge and use, knowing the word *underdeveloped* involves :

- being able to say it with correct pronunciation including stress
- being able to write it with correct spelling

· being able to construct it using the right word parts in their appropriate forms

· being able to produce the word to express the meaning *underdeveloped*

· being able to produce the word in different contexts to express the range of meanings of *underdeveloped*

· being able to produce synonyms and opposites for *underdeveloped*

· being able to use the word correctly in an original sentence

· being able to produce words that commonly occur with it

· being able to decide to use or not use the word to suit the degree of formality of the situation (At present developing is more acceptable than *underdeveloped* which carries a slightly negative meaning.)

<div align="right">Nation, 2001, pp 26-28</div>

This list covers productive and receptive knowledge of a word in the three main areas of form, meaning, and use. There is more to knowing a word than just being able to give an L1 translation. Learners need to build up a picture the contexts in which a word is used, or not used; its common collocates; level of politeness; connotations; etc. While it is possible for a new word to be learned after only one exposure, as a rule, it takes many exposures for a word to be locked into long-term memory. It then takes many more exposures in a variety of contexts to develop a broad picture of how it is used. This suggests that high frequency words will be acquired sooner than low frequency words. However, this may not necessarily be true, because high frequency words tend to have a wider range of meaning and use, so there is much more to learn about them, for example; 'rusty' can be used to describe corroded metal, a skill that has been neglected, or a colour, and it also has the connotation of neglect, whereas 'oxidised' only has the meaning of having undergone a process of chemical reaction involving oxygen. Although both words are synonyms, the higher frequency word places a greater learning burden on students than the low frequency one. This is mitigated somewhat by more frequent exposure to the high frequency word.

The process of going from the initial stage of learning a new word to full

acquisition is a long and difficult one. Jiang's (2000) psycholinguistic model of lexical representation and development, based on Levelt's (1989) model of a lexical entry, describes it as a three stage process that assumes learning is taking place with some kind of formal instruction in an EFL/ESL environment. He claims that such a situation places two major constraints on L2 acquisition; limited exposure to contextualised language, and the existence of the L1 semantic and lexical system. Here in Japan, the grammar-translation method still tends to be the norm in formal junior and senior high-school English classes, where the medium of instruction is the L1, Japanese, meaning that students have fewer opportunities to meet 'real' English, and that the exposure that they do get, is usually mediated through Japanese.
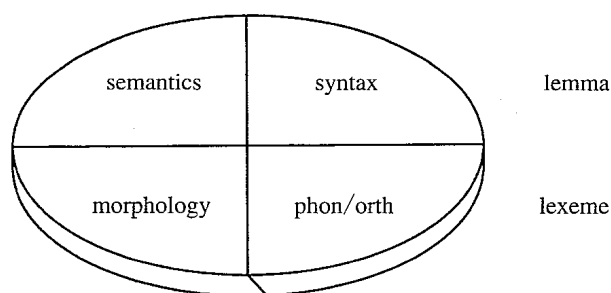

Figure 1 : The internal structure of the lexical entry (adapted from Levelt 1989)

Jiang (2000)

In the field of psycholinguistics, a word, or lexical entry, is assumed to have an internal structure as shown in Figure 1. The lemma refers to how the word is used, and contains information about its meaning (semantics), and use (syntax), and the lexeme refers to the form of the word, which includes; its inflections and derivatives (morphology), and its spoken and written forms (phonology and orthography, respectively). This model describes the structure of a word in an L1. Jiang describes the process of a new word being acquired in an L2 using this model.
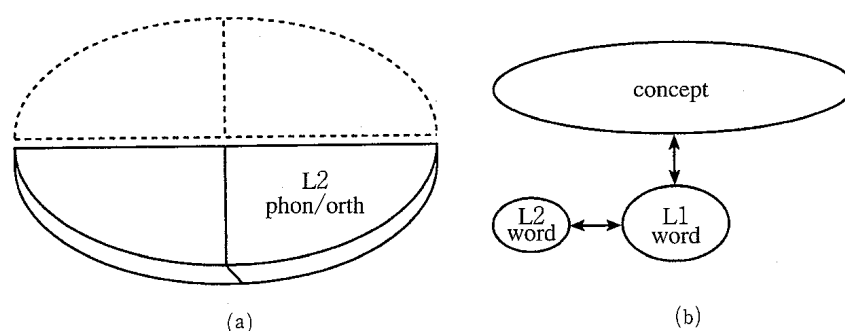
Figure 2 : Lexical representation (a) and processing (b) at the initial stage
of lexical development in L2

Jiang (2000)

The initial stage (Figure 2), which Jiang refers to as the formal stage, is when the word is first introduced to the learner's L2 vocabulary. All that is added are the formal specifications of the word, its spoken and written forms, and a pointer that provides a weak link it to its L1 equivalent.
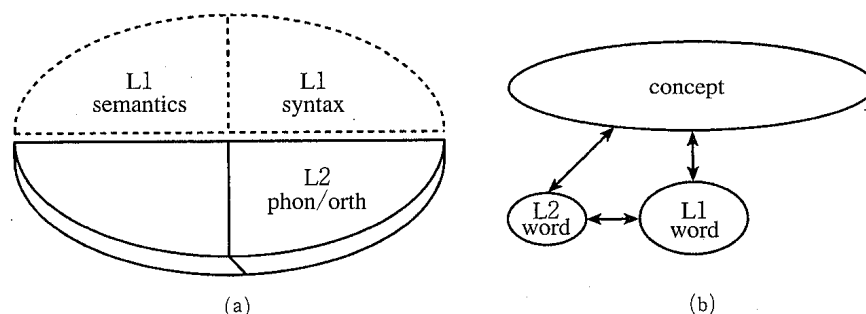

Figure 3 : Lexical representation (a) and processing (b) in L2 at the second stage

Jiang (2000)

With repeated exposure to the word, it then advances to the second stage (Figure 3), referred to as the lemma mediation stage. Here some strong associations are formed, but it involves simultaneous activation of the L2 word form and L1 lemma information. In other words, use of the L2 word is determined by the rules of the L1 word, and there is a strong bond between the L2 lexeme and the L1 lemma. The L1 lemma is, in effect, copied to the L2 word. Notice that

morphology is not transferred from the L1 to the L2 word. This is because inflections and derivations are language specific, and do not readily lend themselves to transfer.
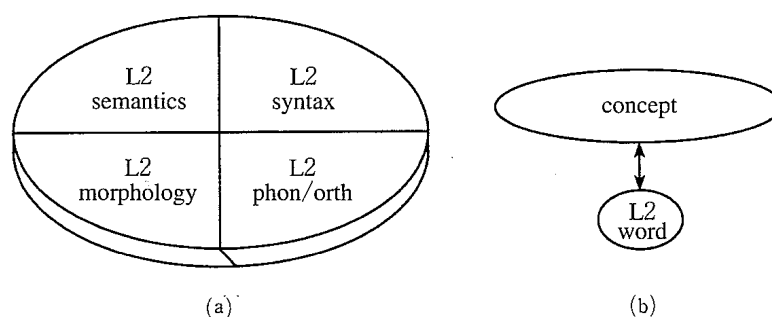

Figure 4 : Lexical representation (a) and processing (b) in L2 at the third stage
Jiang (2000)

The final stage (Figure 4), referred to as the integration stage, is where all L2 specifications have been extracted through exposure. The L2 word is similar to an L1 word in representation and processing. Jiang argues that in an EFL formal education setting, most words fossilise at the second stage, and never achieve the degree of automaticity and depth of knowledge required in the third stage.

As a simple example of this process, let us suppose that a Japanese junior high-school student is learning the English word 'cat', which is 'neko' in Japanese. She already has the concept behind the word 'neko' firmly fixed in her head, complete with all of its semantic and syntactic associations. Her textbook tells her that the English word for 'neko' is spelled c-a-t and that it is pronounced /kæt/, or more likely 'kyatto' using the katakana syllabic script, which often involves considerable distortion of the pronunciation of foreign words. The word 'cat' is now at the initial, formal, stage, which is illustrated in Figure 5. Other words in her vocabulary will be at various stages of development.
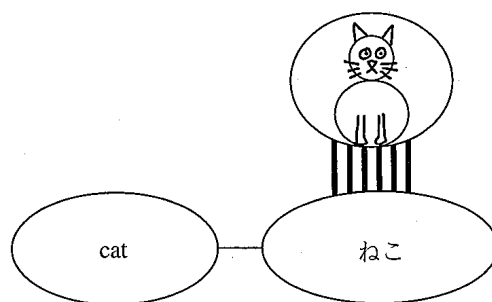
Figure 5 : Formal stage of 'cat'

Through repeated exposure to the word, it gradually becomes more firmly established, the strength of the link between the words 'cat' and 'neko' increases until a degree of automaticity begins to occur. Also, a direct, but weak, link between the word 'cat' and the concept cat is established independent of the word 'neko'. However, despite the appearance of an improvement in fluency, the student is for all intents and purposes translating progressively more rapidly. In the later part of this stage, as the link between 'cat' and 'neko' becomes very strong, the student is also learning what can and cannot be transferred to the English word from the Japanese. These things that can and cannot be transferred help establish the link between the word 'cat' and its concept. For example; if the student were to tell a native-speaker of English that she has a 'cat-tongue', they would not understand that she meant even though it is English. This is because in Japanese, 'nekojita', meaning someone who is very sensitive to hot foods or drinks, is part of the lemma information for 'neko', but it is not part of the lemma information for 'cat'. This stage is illustrated in Figures 6 and 7.
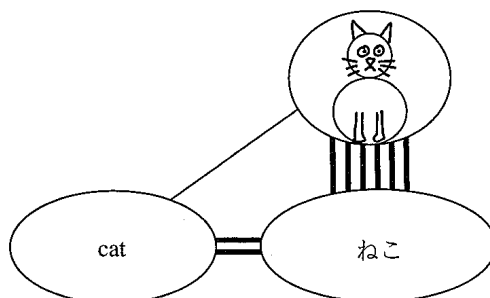

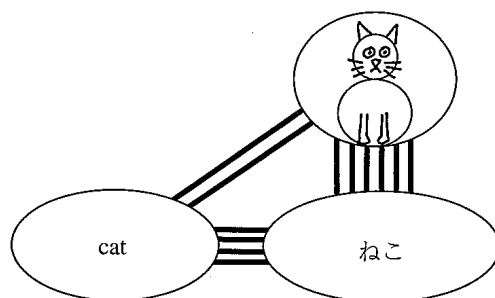**Figure 6 : The early lemma mediation stage of 'cat'**

Figure 7 : The later lemma mediation stage of 'cat'

In the final, integration, stage, the link between the word 'cat' and the concept is firmly established, and the word can be used with a high degree of fluency and accuracy in a full range of contexts. Furthermore, the link between 'cat' and 'neko' is diminished as it is no longer required to mediate use of 'cat'. This is illustrated in Figure 8. Note that the link still exists as she retains the ability to translate it when the occasion demands.
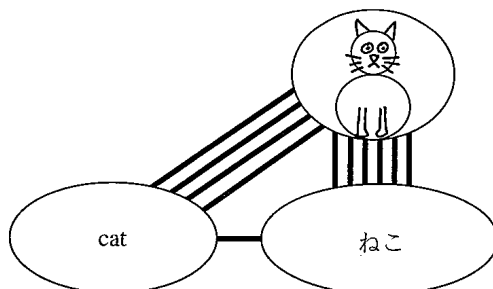

Figure 8 : The integration stage of 'cat'

The implications of Jiang's model are that learners need exposure to vast amounts of context rich L2 in order to build up sufficient knowledge to reach the integration stage, and he argues that due to the limited exposure to contextualised language typical of many traditional language classrooms, most words fossilise some time before reaching the integration stage.

As with any process of acquisition, there is also a corresponding process of attrition. One problem that occurs due to the lack of exposure to the target language in many traditional EFL classrooms is forgetting. It is a fact of life that people forget things. Our brains are highly efficient at processing language, and

filtering out items that are not useful. While factors like, difficult spelling or pronunciation, multiple meanings, other words with similar spelling or pronunciation, etc. can make a word more difficult to learn, the deciding factor seems to be the number of exposures to the word. The more often a word is encountered, or the stronger the need to use it, the more likely it is to be deemed useful and put into long-term memory, and then subsequent meetings with the word in context help to accumulate more detailed information about its range of form, meanings and uses. Estimates generally range between 8 and 15 meaningful encounters with a word before it is remembered. Meaningful means that the word is noticed and some kind of attention is given to it.

Let us say that a student is given a list of 100 words and told to learn them for a test at time T. This will involve some kind of rote learning, he will learn the words using whatever method they prefer up to time T. If this learning were completely successful, he would get 100% for the test. Given human nature, especially students, let us suppose he never looks at these words again. Then later, if a surprise test of the same words were given at time T+1, we would normally expect some forgetting to have taken place, let us assume that forgetting occurs at a rate of 40%, so the student gets 60% for the test. Then the test is given again after the same interval at time T+2, and assuming the same rate of forgetting, the student would get 36%, and then at time T+3 he would get 22%, and so on. Figure 9 illustrates this process and the parabolic shape that is formed when these scores are plotted against time is known as the forgetting curve (Waring, 2002; Pimsleur, 1967). This model assumes that there is no practice effect due to the repeated administrations of the test.
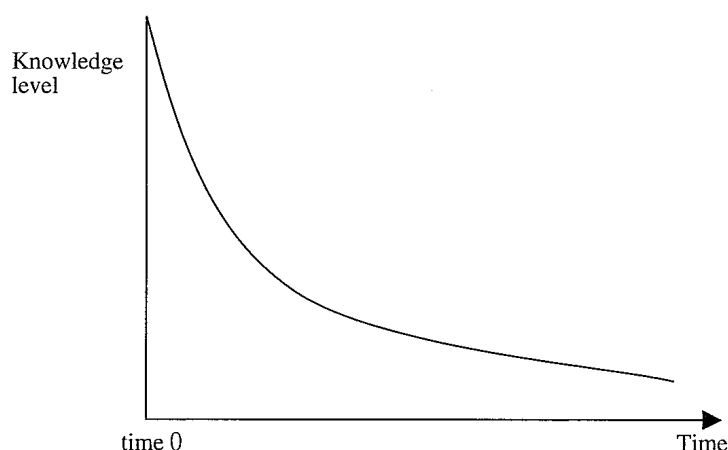
Figure 9 : The forgetting curve (from Waring, 2002)

The obvious way to counter the effects of the forgetting curve is to continue studying the words, which generally involves some form of self testing.　If this regular revision of the words occurs, then the rate of forgetting should decrease, and the learner can go for increasingly longer periods between practice sessions before a similar number of words are forgotten.　Figure 10 illustrates this process.
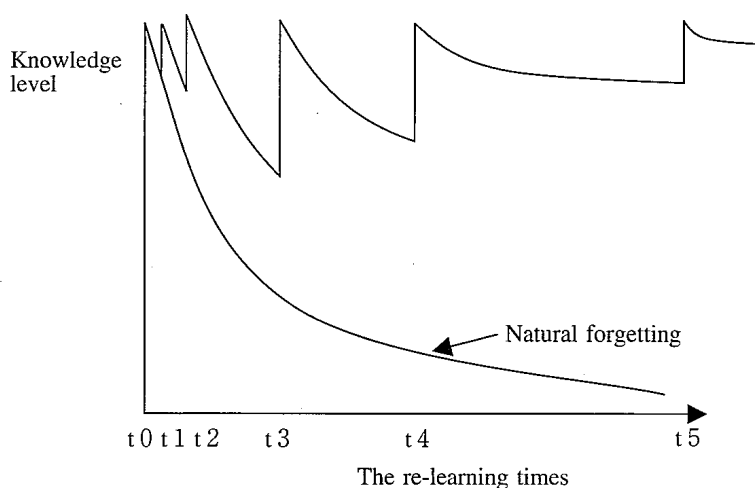

Figure 10 : A re-learning schedule (from Waring, 2002)

The implications of the forgetting curve are that we cannot assume that if a word has been taught, and learned, that it will be remembered.　This means that it is important for learners undergo a continual process of learning and reviewing words to accumulate a reasonably stable vocabulary.

Turning the theory into classroom practice

Now let us turn our attention to some practical things that we can teach our students to help them become better vocabulary learners and users. Some useful things that students can be taught in the classroom about vocabulary learning are; rote learning techniques (such as flashcards) to initiate the form meaning relationship, reading graded readers to build on this initial relationship through exposure to contextualised English at a level that is within their ability, and strategies for dealing with unknown words.

Rote learning techniques

To many teachers the idea of having student learn by rote smacks of the grammar-translation method that goes counter to the more communicative methods advocated today. They would argue that their students need to learn through exposure to contextualised language. This is certainly ideal, but it is also highly inefficient. Rote learning is inappropriate for many aspects of language learning, but vocabulary is one that does readily lend itself to rote learning, provided that it is treated as an initial step to acquisition. As mentioned above, students need to know about 95% to 100% of the words around an unknown word to be able to guess its meaning from context. These known words have to be learned somehow, and rote learning provides learners with the kick-start needed to quickly get them to the stage being able to learn new words through contextualised exposure.

Probably the most widely used rote learning technique by foreign language learners is the word list. In its most basic form this consists of a list of L2 words with their L1 equivalents next to them. Other useful information about the word like ; part of speech, related words, collocates, example sentences, etc., might be

included but this is the exception rather than the rule.　In their basic form they are relatively quick and easy to make, giving learners more time to actually learn them. Learners then in some way hide one side of the list, and repeatedly test themselves by trying to guess the other word in the L2－L1 word pairs.　The advantages of this are that new words can be added to the list as required, the words can be learned both productively and receptively (i. e. L1 to L2, or L2 to L1), and they do not take up much space.　However, they also have some serious limitations.

The most serious of these limitations is that we tend to remember words in the same form that we learn them.　Therefore if a word is learned from a list, it will be remembered as a list.　How many times have you heard a student say "I went to a party on. . ." and then watched as they counted out the days of the week on their fingers or in their head?　This is because the days of the week are usually taught as a list, and while the list can be repeated with a very high degree of fluency and accuracy, the individual days are only known by their position relative to the list, which is not conducive to fluent communication.　This is also true for months and any other words that often occur in lists.　Furthermore, after using a particular list for some time, learners are often able give the correct answer to the next word without looking at its L1 or L2 equivalent.　They know the answer simply because it comes after a known word in the list, not because they know the word.　Another disadvantage is that it is difficult for learners to prevent themselves seeing the next word when checking the one before due to the close proximity of the words on the list.　One way to avoid this happening is to go through the list and then check the answers afterwards, but this relies on the learner being able to remember their answers and knowing which ones they got correct or not.　A further disadvantage is that any list will contain a mixture of words that are at a variety of stages of being known, from words that are very well known and can be recalled easily to words that are completely unknown.　This makes learning inefficient because students are

working on words that they already know instead of focussing on the ones they do not know so well.

There is a more efficient way, known as flashcards. These consist of small pieces of card or paper with the L2 word on one side and its L1 equivalent on the other. They can be made using specially produced cards that come on a small ring, which can be purchased at most stationary shops for as little as 60 yen, by cutting up larger pieces of card, or by making a list with the words spaced out, folding the list in half and gluing the two halves together, and then cutting them up into individual words. The important thing is to use paper or card which is sufficiently thick enough to ensure that the word cannot be seen through it.

There are some major advantages of using flashcards. The most important of which is that they can be shuffled. Shuffling the cards produces a random order to the words being learned, so that it is impossible for the learner to anticipate the next word because it will be different each time, and words like days of the week will be known in relation to their L1 equivalent, rather than the other days of the week. Also, only one word pair is written on each card, so it is difficult to accidentally see the next answer, and if this does occur, the card that was accidentally seen can be slipped into a different part of the pack to do again later. Another advantage of using flashcards is that they can be put into piles of known and unknown words, so that learners can focus on the words that they do not know well.

There are several recommended ways to use flash cards and it is really a case of personal preference which one is used. One way is to put the cards into groups of ten and begin learning the first group, then later to do the second group, the next time the first group is done again, and then the second and then the third, so the sequence looks like this 1 2 1 2 3 1 2 3 4 1 2 3 4 5 1.... Notice that the interval between each subsequent practice session of the first group increases over time, and that there is a lot of repeated learning of each group. Another way is to have a box

or tray which is divided into ten or more compartments, it is helpful if it has a secure lid in case of accidents.　The learner then places a pile of cards into the first compartment and begins practicing them, the ones that she gets correct are placed in the second compartment and the ones she gets wrong are returned to the first.　Next time, she practices the cards in the second compartment, correct ones are put into the third compartment and incorrect ones are returned to the first, when the first compartment is nearly empty, a new pile is added to it.　The process continues with new cards being added to the first compartment, and others advancing through to the final compartment and being removed.　In this way there is plenty of repetition, and words that require more effort to learn get the extra attention they require.

I have been using flashcards since I first started learning Japanese, and I have subsequently used them for learning Old English and Latin vocabulary.　I also use cards with photos of my students on them to learn their names, and I can learn a class of 20 students in about half an hour.　When I make flashcards for studying vocabulary, I like to include information like part of speech and multiple meanings to help build up a deeper knowledge of the word.　I usually practice with a pile of 60 to 70 cards, and as I go through them, I sort them into three piles ; known, partially known, and unknown.　Then, I take the pile of known words, shuffle them, and go through them again, any words that I get wrong or have trouble remembering are put into the unknown or partially known piles, the ones that are known I put aside.　I then combine the unknown or partially known piles, shuffle them, and go through them again.　The process is then repeated until all of the words are known, and then I take the pile and go through it again to make sure that I did not forget any.　For many vocabulary researchers, this number of flash cards is too many, but I find that I can learn them reasonably quickly, and after all, a pile should not be done in just one session as repetition over time is a key element of this kind of vocabulary learning.　Personally, I prefer the commercially available

blank cards because the rings help keep them together, which was useful for learning them on the train to work or during a break. I have also found it useful to say the word out loud, which seems to help with retention and is good for pronunciation. I also like to practice words both receptively and productively. I have found production especially useful in the case of writing kanji because knowing it well enough to be able to write it correctly usually means that I can also recognise it. This should also be the case for students trying to learn the vagaries of English spelling.

In summary, flashcards are by far the most efficient way to learn new vocabulary. The way that flashcards are used is a matter of individual preference and learning style and what works for one person might not work for another. The important thing to bear in mind is that repeated meetings with a word over a long period of time are important to strengthen the link between its form and meaning, and to counter the effects of forgetting. However, another thing that must always be remembered is that this kind of rote learning is only an initial step on the way to establishing the word in the learner's vocabulary, what Jiang (2000) refers to as the formal stage, or even the early lemma mediation stage. Repeated encounters with the word in context are required to build up a broader picture of how to use it, and for it to move to the more advanced integration stage.

Intensive and extensive reading and listening

As noted earlier, there is a lot more to knowing a word in an L2 than simply being able to give its meaning or an L1 translation. Anyone who has seen the results of computer translation software, which generally rely on databases of words with one to one translations, should be able to attest to the fact that these word for word translations seldom come out particularly well. For example when I put the

first sentence of this paragraph into an online translator, translated it into Japanese and then back into English, I got the following result; "In order to be able to give meaning or L1 translation and ahead to be noted from simply, knowledge of the word in L2 there is a large quantity." Another time I did the same with "Nobody's perfect" and got back "complete avalanche". The problem is that there is very seldom a complete one to one relationship between words in different languages. While the meanings may be similar, each language has its own set of conventions that govern when, and how, a word can, or cannot, be used. There are many aspects of form, meaning, and use that simply cannot be transferred because they do not exist in either the L1 or the L2. These conventions are largely determined by context, and the best way to learn them is by experiencing them in context.

It is generally accepted in SLA that reception precedes production. While it is theoretically possible for a learner to combine a known base and affix, and correctly produce a word that they had never seen or heard before, there is also an equal chance that they will get it wrong without any experiential data to base it on. That argument aside, few would disagree that language input is the primary source of linguistic knowledge about an L2, which is later refined through production. Furthermore, learners need to develop both accuracy and fluency. This is just as true of learning vocabulary as it is of any other aspect of learning another language. There are two well established ways of doing this for written English, intensive and extensive reading. Intensive reading involves having learners study a short passage that is either unmodified or above their current level of ability with the purpose of identifying and learning new L2 forms. Extensive reading on the other hand, involves learners reading simplified texts that are below their current level of ability with the purpose of consolidating and broadening existing knowledge. Reading is only one form of receptive input, and it is important not to neglect listening just because it is easier to teach reading. Intensive listening material is readily available

and is in common use in most classrooms, but extensive listening is not. The major publishers do produce cassettes to accompany their graded reader series, but these do not appear to be widely used for extensive listening programs. Waring (2003) argues that students also need access to extensive listening materials in order to develop listening fluency, and it is certainly a very important learning tool, but I will not discuss it further here because in general the arguments for its use are similar to graded reading about which there is a far greater volume of research available.

Intensive reading certainly has an important role to play in the EFL classroom. However, from the point of view of vocabulary acquisition, learners need exposure to vast amounts of language input in order to learn from context. This is difficult when contact time is limited. So in order to get the contextualised input that they need, students need to be able to work independently outside class. They also need a very low density of unknown words in order to read fluently with effective comprehension. Some SLA researchers argue for the exclusive use of authentic texts, however, as shown earlier, a vocabulary in the region of 5,000 word families is necessary to comprehend the average unmodified text. It would be counterproductive to make students wait until they have acquired such a large vocabulary before attempting to read authentic texts, many would just simply give up trying out of frustration. Therefore, it makes much more sense to bring the level of the text down to the level of the learner, or preferably below it. The quality of writing in the graded readers currently available from the major EFL publishers is very high, and the ones that I have read did not make me feel like I was reading a learner text. There are many advantages to having a graded reading program: First and foremost among them, from the point of view of vocabulary is that words the student knows are presented in meaningful context allowing then to build up a picture of how it works in various contexts. Another important

advantage is that students choose the stories they want to read that are within their level of ability, this is very satisfying, and a motivating factor which is important because it makes them want to continue reading in the L2.

In summary, intensive reading is useful for introducing new vocabulary, but it is to slow and laborious to provide the volume of contextual information to consolidate vocabulary, and if overdone, it can have a demotivating effect because students feel that English is too difficult. Extensive reading provides a far greater volume of contextualised language, and helps to give students a sense of achievement in English.

Strategies for dealing with unknown words

It is, of course, inevitable that learners will encounter unknown words when reading and it is important that they learn strategies to deal with them. There are two main strategies that learners can use in such situations. The first is simply to ignore the word, and if it is not encountered again and does not seriously affect comprehension, then it is probably not important. However, if it is necessary to know the meaning of the word, then the other strategy is to use contextual clues to help find the meaning of the word, be that by guessing or using a dictionary.

Nation (2001, p 257) outlines a methodical 5-step approach for doing this. The first step is to determine the part of speech of the unknown word. The second step is to look at the immediate context of the word, in particular the sentence in which it occurs, and look for clues that might help determine its function (if it is a noun, determine if it is the subject or the object, if any adjectives modify it, the verb that is done to or by it, etc.). This involves bottom up processing. The third step is to look at the wider context of the passage and see if the relationship of the sentence to those around it, and the learner's world knowledge provide any further

clues. This is more of a top down process. The fourth step is to use all of the clues that have been accumulated to make an educated guess of the word's meaning. It is important not to guess too early because this can colour the learner's judgement causing them to overlook important contextual clues. The fifth step is to check the guess by;making sure that the guess is the same part of speech as the unknown word, substituting the guess in place of the unknown word to see if the sentence makes sense, and seeing if word parts support the guess. The final check is to use a dictionary, if one is available, to confirm the guess.

Dictionaries are very useful and important tools for learning vocabulary. Unfortunately, it is often assumed that learners know how to use them correctly, and this is not always the case. Learners need to know how a dictionary entry is structured in order to make effective use of it. The structure is generally very similar between publishers, and also between monolingual (English-English) and bilingual (English-Japanese, Japanese-English) dictionaries, although the content varies. A teacher will be doing their students a great service by training them to use information about part of speech, go past the first meaning, and look for example sentences that are similar in meaning and structure. Likewise, it is also important to get students to consider things like; part of speech, collocation, word parts, idiom, etc.

Conclusion

As with any kind of learning, it is important for learners to have some idea of what they are doing, and why. It should not be necessary to sell the idea of learning vocabulary, but if it is necessary to justify using some of the techniques outlined above, then the following are some reasons to give them. Most students enter university because it is import for getting a job, and many Japanese employers·

require a good score on some kind of standardised English test, this means that many will sit tests like TOEIC, Eiken, and TOEFL. The best way to get a good score on an English test is to be good at English. A large vocabulary will help them to understand more of the test. The fluency that will come from the graded readers will allow them to read more quickly, freeing up time for answering more questions. Guessing from context will help them to deal with unknown words when they cannot use a dictionary. The techniques outlined above are more learner-centred, and give students a greater degree of autonomy. This means that they can take the skills they have learned in the classroom outside and beyond the university. This is probably one of the most important things we can give our students.

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Appendix A : Definition of terms

Collocate (v), to form a collocation.

Collocate (n), the individual words which form a collocation.

Collocation, words which commonly occur together, usually a pair, although they are not always next to each other.

Corpus, a collection of written or spoken language used for linguistic analysis.

Headword, the main word in a group of related words, or the main entry in a dictionary, usually the uninflected form.

Lemma, a base word plus all of its inflected forms.   Dictionaries usually classify words by lemmas.   Differentiated semantically and by part of speech.

Range, the number of different texts or genres in which the word occurs.

Running words, see 'Type'.

Type, the number of words in a text regardless of the number of times used.

Token, the form of word that is different from others, each inflected form is counted as a separate word.   Not very useful when estimating vocabulary size, easy to program into a computer.

Word family, "a headword, its inflected forms, and its closely related derived forms" (Nation, 2001).   a group of lemmas closely linked to the base word by the use of affixes, related in meaning but differ in part of speech.

Appendix B : The 2, 000 most useful words of English

These are the most common 2000 words in English.   They are the most useful words for your study of English because you will meet them very often.   You cannot learn English without them !! You have no choice but to learn these words if you wish to learn even basic English.   However, you probably already know most of these words.   Look through this list and underline any words and phrases you do not know.   There are no numbers, days and months in this list.

Be very careful of 2 things

Because you may know the word as a verb does not mean you know the noun remember that there are word family members to learn too. E. g. help －＞ helps, helping, helped, helpful, helpless, unhelpful etc.

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sthg ＝ something　　　s/one ＝ someone　s/where ＝ somewhere
to buy (sthg) means 'to buy' or 'to buy something'
to meet (s/one) means 'to meet' or 'to meet someone'
to agree (with s/one) means 'to agree' or 'to agree with someone'
to teach (sthg (to s/one)) means 'to teach', 'to teach someone' ; 'to teach something' or 'to teach something to someone'

---

a
an ability
able
be able to do sthg
about
above
an absence
absolutely
academic
to accept sthg
access
an accident
to accompany s/one
according to s/one or sthg
an account
to account for sthg
to achieve sthg
an achievement
an acid
to acquire sthg
across
an act
to act
an action
active
an activity
actual
actually
to add (sthg)
an addition
additional
an address

to address s/one or sthg
an administration
to admit sthg
to adopt s/one
an adult
an advance
an advantage
advice
to advise (s/one)
an affair
to affect sthg
to afford sthg
afraid
after
an afternoon
afterwards
again
against
an age
an agency
an agent
ago
to agree (with s/one)
an agreement
ahead
aid
an aim
to aim for sthg
to aim to ＋verb
air
an aircraft
all

to allow sthg
almost
alone
alone
along
already
alright
also
alternative
an alternative
although
always
among
amongst
an amount
an analysis
ancient
and
an animal
to announce sthg
annual
another
an answer
to answer (s/one)
any
anybody
anyone
anything
anyway
apart
apparent
apparently

an appeal
to appeal (to s/one)
to appear (in sthg)
to appear at a place
an appearance
an application
to apply (to s/one)
to apply (for sthg)
to appoint s/one
an appointment
an approach
to approach s/one
appropriate
to approve (sthg)
an area
to argue (with s/one)
an argument
to arise
an arm
an army
around
to arrange sthg
an arrangement
to arrive (at a place)
(an) art
an article
an artist
as
to ask (s/one)
an aspect
an assembly
to assess sthg
an assessment
an asset
to associate with s/one
an association
to assume sthg
an assumption
at
an atmosphere
to attach sthg (to sthg)
an attack
to attack (s/one)
an attempt
to attempt sthg
to attend (sthg)

attention
an attitude
to attract s/one or sthg
attractive
an audience
an author
an authority
available
average
to avoid s/one or sthg
an award
to award sthg to s/one
aware
away
a baby
back
a back
a background
bad
a bag
a balance
a ball
a band
a bank
a bar
a base
to base sthg on sthg
basic
a basis
a battle
to be
to bear sthg
to beat s/one
beautiful
because
to become sthg or s/one
a bed
a bedroom
before
to begin sthg
a beginning
a behaviour
behind
a belief
to believe (s/one)
to believe in sthg

to belong to sthg
below
beneath
a benefit
beside
best
better
between
beyond
big
a bill
to bind sthg
a bird
a birth
a bit
black
a block
blood
bloody
to blow
blue
a board
a boat
a body
a bone
a book
a border
both
a bottle
a bottom
a box
a boy
a brain
a branch
to break sthg
a breath
a bridge
brief
bright
to bring sthg
broad
a brother
a budget
to build sthg
a building
to burn sthg

a bus
a business
busy
but
to buy (sthg)
by
a cabinet
a call
to call s/one
a campaign
can do / be / have. . .
a candidate
capable
a capacity
a capital
a car
a card
care
to care (for s/one or sthg)
a career
careful
carefully
to carry sthg
a case
cash
a cat
to catch (sthg)
a category
a cause
to cause sthg
a cell
central
a centre (or center)
a century
certain
certainly
a chain
a chair
a chairman
a challenge
a chance
a change
to change (sthg)
a channel
a chapter
a character

a characteristic
a charge
to charge s/one
cheap
to check sthg
a chemical
chief
a child
a choice
to choose sthg or s/one
a church
a circle
a circumstance
a citizen
a city
civil
a claim
to claim sthg
a class
clean
clear
to clear sthg
clearly
a client
to climb (sthg)
be close (to sthg)
to close sthg
closely
clothes
a club
coal
(a) code
(a) coffee
cold
a colleague
to collect sthg
a collection
a college
a colour
a combination
to combine sthg
to come
a comment
to comment (on sthg)
commercial
a commission

to commit sthg
a commitment
a committee
common
(a) communication
a community
a company
to compare sthg (with sthg)
a comparison
a competition
complete
to complete sthg
completely
complex
a component
a computer
to concentrate (on sthg)
a concentration
a concept
a concern
to concern oneself with sthg
concerned
to conclude sthg
a conclusion
a condition
to conduct sthg
a conference
confidence
to confirm sthg
a conflict
a congress
to connect sthg (with sthg)
a connection
a consequence
conservative
to consider sthg
considerable
a consideration
to consist of sthg
constant
a construction
a consumer
a contact
to contact s/one
to contain sthg
content

a context

to continue sthg

a contract

a contrast

to contribute to sthg

a contribution

(a) control

to control sthg

a convention

a conversation

a copy

a corner

corporate

correct

'cos (because)

a cost

to cost

could do / be /...

a council

to count sthg

a country

a county

a couple

a course

a court

a cover

to cover sthg

to create (sthg)

a creation

credit

(a) crime

criminal

a crisis

a criterion

critical

(a) criticism

to cross sthg

a crowd

to cry

cultural

(a) culture

a cup

current

currently

a curriculum

a customer

a cut

to cut sthg

damage

to damage sthg

a danger

dangerous

dark

data

a date

to date s/one

a daughter

a day

dead

a deal

to deal with s/one or sthg

(a) death

a debate

a debt

a decade

to decide sthg

a decision

to declare sthg

deep

a defence

a defense

a defendant

to define sthg

a definition

a degree

to deliver sthg

a demand

to demand sthg

democratic

to demonstrate sthg

to deny sthg

a department

to depend on sthg or s/one

a deputy

to derive sthg

to describe sthg

a description

a design

to design sthg

(a) desire

a desk

despite

to destroy sthg

a detail

detailed

to determine sthg

to develop sthg

a development

a device

to die

a difference

different

difficult

a difficulty

a dinner

direct

to direct sthg

a direction

directly

a director

to disappear

a discipline

to discover sthg

to discuss sthg

a discussion

a disease

a display

to display sthg

a distance

a distinction

a distribution

a district

to divide sthg

a division

to do sthg

a doctor

a document

a dog

domestic

a door

double

a doubt

down

to draw sthg

a drawing

a dream

a dress

to dress

a drink
to drink (sthg)
a drive
to drive sthg
a driver
to drop sthg
a drug
dry
due
during
a duty
each
an ear
early
to earn sthg
an earth
easily
east
easy
to eat (sthg)
economic
an economy
an edge
an editor
an education
educational
an effect
effective
effectively
an effort
an egg
either
elderly
an election
an element
else
elsewhere
to emerge
an emphasis
to employ s/one
an employee
an employer
employment
empty
to enable sthg to ＋verb
to encourage sthg

to encourage (s/one to do...)
an end
to end sthg
an enemy
energy
an engine
engineering
to enjoy sthg
enough
to ensure sthg ＋verb (＋s)
to enter sthg
an enterprise
entire
entirely
to entitle s/one to sthg
an entry
an environment
environmental
equal
equally
an equipment
an error
to escape (from sthg or s/one)
especially
essential
to establish sthg
an establishment
an estate
to estimate sthg
even
an evening
an event
eventually
ever
every
everybody
everyone
everything
evidence　　　　.
exactly
an examination
to examine sthg or s/one
an example
excellent
except
an exchange

an executive
an exercise
to exercise
an exhibition
to exist
an existence
existing
to expect sthg
to expect s/one to do sthg
an expectation
an expenditure
an expense
expensive
an experience
to experience
an experiment
an expert
to explain (sthg)
an explanation
to explore (sthg)
to express sthg (to s/one)
an expression
to extend sthg
an extent
external
extra
extremely
an eye
a face
to face sthg or s/one
a facility
a fact
a factor
a factory
to fail (sthg)
a failure
fair
fairly
a faith
a fall
to fall
familiar
a family
famous
far
a farm

a farmer
a fashion
fast
a father
a favour
a fear
to fear sthg or s/one
a feature
a fee
to feel sthg
a feeling
female
few
(a) few
a field
to fight (s/one)
a figure
a file
to fill sthg
a film
final
finally
finance
financial
to find sthg or s/one
a finding
fine
a finger
to finish sthg
a fire
a firm
first
a fish
to fit
to fix sthg
a flat
a flight
a floor
a flow
a flower
to fly (sthg)
to focus (on sthg)
to follow sthg or s/one
following
a food
a foot

a football
for
a force
to force s/one to do sthg
foreign
a forest
to forget (sthg or s/one)
a form
to form sthg
formal
former
forward
a foundation
free
a freedom
frequently
fresh
a friend
from
front
the front
a fruit
a fuel
full
fully
a function
a fund
funny
further
future
a future
to gain sthg
a game
a garden
a gas
a gate
to gather (sthg or s/one)
general
a general
generally
to generate sthg
a generation
a gentleman
to get sthg
a girl
to give sthg

a glass
to go somewhere
to go to (+name)
a goal
a god
a gold
good
goods
a government
a grant
to grant s/one sthg
great
green
grey (or gray)
a ground
a group
to grow (sthg)
growing
a growth
a guest
a guide
a gun
a hair
half of sthg
a half
a hall
a hand
to hand sthg (to s/one)
to handle sthg
to hang sthg (on sthg)
to happen
happy
hard
hardly
to hate sthg or s/one
to have sthg
he
a head
to head somewhere
a health
can hear (sthg)
to hear (sthg)
a heart
a heat
heavy
hell

a help
to help (s/one with sthg)
hence
her
here
herself
to hide (sthg or s/one)
high
highly
a hill
him
himself
his
historical
a history
to hit sthg or s/one
to hold sthg
a hole
a holiday
(a) home
a hope
to hope (for sthg)
a horse
a hospital
hot
a hotel
a hour
a house
a household
housing
how
however
huge
human
a human
to hurt (s/one or sthg)
a husband
I
an idea
to identify s/one
if
to ignore s/one
to illustrate sthg
an image
to imagine (sthg)
immediate

immediately
an impact
an implication
to imply sthg
importance
important
to impose s/one with sthg
impossible
an impression
to improve sthg
an improvement
in
an incident
to include sthg (in sthg)
including
an income
an increase
to increase sthg
increased
increasingly
indeed
independent
an index
to indicate sthg
individual
an individual
industrial
an industry
(an) influence
to influence sthg or s/one
to inform s/one about sthg
to inform s/one of sthg
information
initial
an initiative
an injury
inside
to insist on sthg
an instance
instead
an institute
an institution
an instruction
an instrument
insurance
to intend to do sthg

to intend doing sthg
an intention
an interest
interested
interesting
internal
international
an interpretation
an interview
into
to introduce s/one (to s/one)
an introduction
to investigate (sthg)
an investigation
an investment
to invite s/one (to s/where)
to involve s/one (in sthg)
an iron
an island
an issue
to issue sthg
it
an item
its
itself
a job
to join sthg (to sthg)
joint
a journey
a judge
to judge (sthg)
to jump
just
a justice
to keep sthg
key
a key
a kid
to kill (s/one)
a kind
a king
a kitchen
a knee
to know (sthg)
a knowledge
labour

a lack of sthg
a lady
a land
a language
large
largely
last
to last
late
later
latter
to laugh (at sthg)
to laugh (with s/one)
to laugh about sthg
to launch sthg
a law
a lawyer
to lay
a lead
to lead (sthg or s/one)
a leader
a leadership
leading
a leaf
a league
to lean
to learn (sthg)
least
to leave (s/where)
left
a leg
legal
a legislation
a length
less
to let s/one do sthg
a letter
a level
a liability
liberal
a library
to lie
a life
to lift (sthg or s/one)
light
a light

a like
be like sthg or s/one
to like sthg or s/one
likely
a limit
to limit sthg
limited
a line
a link
to link sthg (to sthg)
a lip
a list
to listen (to sthg)
to listen (to s/one)
a literature
little
to live (s/where)
living
a loan
local
a location
long
a look
to look (at sthg)
to look (at s/one)
a lord
to lose (sthg or s/one)
a loss
a lot
a love
to love (sthg or s/one)
lovely
low
a lunch
a machine
a magazine
main
mainly
to maintain sthg
major
a majority
to make sthg
be male
a male
a man
to manage (sthg)

a management
a manager
a manner
many
a map
a mark
to mark sthg
a market
to market sthg
a marriage
be married (to s/one)
get married (to s/one)
to marry s/one
(a) mass
a master
a match
to match sthg with sthg
a material
a matter
to matter
may do / be /. . .
maybe
me
a meal
to mean sthg
a meaning
a means
meanwhile
a measure
to measure sthg
a mechanism
media
medical
to meet (s/one)
a meeting
a member
a membership
a memory
mental
to mention sthg (to s/one)
merely
a message
a metal
a method
a middle
might do / be /. . .

a mile
military
a milk
a mind
to mind (sthg)
a mine
a minister
a ministry
a minute
to miss sthg or s/one
a mistake
a model
modern
a module
a moment
money
a month
more
a morning
most
a mother
a motion
a motor
a mountain
a mouth
a move
to move sthg
a movement
much
a murder
a museum
music
must
my
myself
a name
to name sthg or s/one
narrow
a nation
national
natural
a nature
near
nearly
necessarily
necessary

a neck
a need
to need sthg or s/one
to need to do sthg
a negotiation
a neighbour
neither
a network
never
nevertheless
new
news
a newspaper
next
nice
a night
no
no-one
nobody
to nod
a noise
none
nor
normal
normally
north
northern
a nose
not
a note
to note sthg
nothing
a notice
to notice (sthg)
a notion
now
nuclear
a number
a nurse
an object
an objective
an observation
to observe (sthg)
to obtain sthg
obvious
obviously

an occasion
to occur
odd
of
off
an offence
an offer
to offer (sthg (to s/one))
an office
an officer
official
an official
often
an oil
okay
old
on
once
one
only
onto
be open
to open sthg
to operate sthg
to operate on s/one
an operation
an opinion
an opportunity
an opposition
an option
or
an order
to order (sthg)
ordinary
an organisation
to organise sthg or s/one
an organization
an origin
original
other
an other
otherwise
ought
our
ourselves
out

an outcome
an output
outside
over
overall
own
to own sthg
an owner
a package
a page
a pain
to paint (sthg)
a painting
a pair
a panel
a paper
a parent
a park
a parliament
a part
particular
particularly
partly
a partner
a party
to pass (sthg)
a passage
past
a past
a path
a patient
a pattern
a pay
to pay (sthg)
a payment
a peace
a pension
a people
per
percent
perfect
to perform (sthg)
a performance
perhaps
a period
permanent

a person
personal
to persuade s/one
a phase
a phone
a photograph
physical
to pick sthg or s/one
a picture
a piece
a place
to place sthg on sthg
a plan
to plan sthg
a planning
a plant
a plastic
a plate
a play
to play sthg
to play with s/one
a player
please
a pleasure
plenty
plus
a pocket
a point
to point (to sthg)
to point (to s/one)
the police
a policy
political
a politics
a pool
poor
popular
a population
a position
positive
a possibility
possible
possibly
a post
potential
a potential

a pound
a power
powerful
practical
a practice
to prefer sthg (to sthg)
to prefer s/one (to s/one)
to prepare sthg
a presence
present
a present
to present (a prize)
a president
a press
to press sthg
a pressure
pretty
to prevent sthg
previous
previously
a price
primary
prime
a principle
a priority
a prison
a prisoner
private
probably
a problem
a procedure
a process
to produce sthg
a product
a production
professional
a profit
a program
a programme
progress
a project
to promise (sthg)
to promote sthg or s/one
proper
properly
a property

a proportion
to propose (sthg to s/one)
a proposal
a prospect
to protect sthg or s/one
a protection
to prove sthg (to s/one)
to provide sthg (to s/one)
provided
a provision
a pub
public
a public
a publication
to publish sthg
to pull sthg
a pupil
a purpose
to push sthg or s/one
to put sthg s/where
a quality
a quarter
a question
to question s/one (about sthg)
quick
quickly
quiet
quite
a race
a radio
a railway
a rain
to raise sthg
a range
rapidly
rare
a rate
rather
to reach sthg or s/one
a reaction
to read sthg
a reader
(a) reading
ready
real
to realise sthg

a reality
to realize sthg
really
a reason
reasonable
to recall sthg
to receive sthg (from s/one)
recent
recently
to recognise sthg or s/one
a recognition
to recognize sthg or s/one
to recommend sthg (to s/one)
a record
to record sthg
to recover sthg (from s/one)
red
to reduce sthg
a reduction
to refer sthg (to s/one)
a reference
to reflect on sthg
a reform
to refuse sthg
to regard sthg
a region
regional
regular
a regulation
to reject sthg
to relate (sthg) to sthg
a relation
a relationship
relative
relatively
(a) release
to release sthg
relevant
a relief
a religion
religious
to rely on sthg or s/one
to remain
to remember sthg or s/one
to remind s/one (about sthg)
to remove sthg (from . . .)

to repeat sthg
to replace sthg
to reply (to s/one)
a report
to report sthg (to s/one)
to report to s/one
to represent sthg
a representation
a representative
a request
to require s/one to do sthg
a requirement
research
a resource
a respect
to respond (to sthg or to s/one)
a response
a responsibility
responsible
a rest
to rest
a restaurant
a result
to retain sthg
a return
to return (sthg to s/one)
to reveal sthg (to s/one)
revenue
a review
a revolution
rich
to ride (sthg)
right
a right
a ring
to ring (sthg)
a rise
to rise
a risk
a river
a road
a rock
a role
to roll sthg
a roof
a room

round
a route
a row
royal
a rule
a run
to run
rural
safe
safety
a sale
same
a sample
to satisfy sthg or s/one
to save (sthg)
to say sthg to s/one
a scale
a scene
a scheme
a school
a science
scientific
a scientist
to score sthg
a screen
a sea
a search
to search sthg (for sthg)
a season
a seat
a second
secondary
a secretary
a section
a sector
to secure sthg
a security
can see (sthg or s/one)
to see (sthg or s/one)
to seek for sthg
to seem +adj
to seem to be +adj
to select sthg
a selection
to sell (sthg (to s/one))
to send sthg (to s/one)

senior
a sense
a sentence
separate
to separate sthg (from sthg)
a sequence
a series
serious
seriously
a servant
to serve (s/one sthg)
a service
a session
a set
to set sthg s/where
to settle (sthg)
a settlement
several
severe
sex
sexual
to shake sthg
shall
a shape
a share
to share (sthg)
she
a sheet
a ship
a shoe
to shoot (sthg or s/one)
a shop
short
a shot
should
a shoulder
to shout (at s/one)
a show
to show sthg (to s/one)
to shut sthg
a side
a sight
a sign
to sign sthg
a signal
a significance

significant
a silence
similar
simple
simply
since
since
to sing sthg
single
a sir
a sister
to sit (on sthg)
a site
a situation
a size
a skill
a skin
a sky
to sleep
slightly
to slip (on sthg)
slow
slowly
small
a smile
to smile (to s/one)
so
social
a society
soft
a software
a soil
a soldier
a solicitor
a solution
some
somebody
someone
something
sometimes
somewhat
somewhere
a son
a song
soon
be sorry

a sort
a sound
to sound
a source
south
southern
a space
to speak (to s/one)
a speaker
special
a species
specific
a speech
a speed
to spend sthg
to spend time doing sthg
a spirit
a sport
a spot
to spread sthg
a spring
a staff
a stage
to stand (on s/where)
standard
a standard
a star
to star (in sthg)
a start
to start (sthg)
a state
to state sthg (to s/one)
a statement
a station
a status
to stay (s/where)
to steal (sthg (from s/one))
a step
to step on sthg
to stick to s/one
to stick sthg to/on sthg
still
a stock
a stone
to stop (sthg)
to stop doing sthg

to stop to do sthg
a store
a story
straight
strange
a strategy
a street
a strength
a strike
to strike (sthg or s/one)
strong
strongly
a structure
a student
a studio
a study
to study sthg
a stuff
a style
a subject
substantial
to succeed (in sthg)
to succeed (at sthg)
a success
successful
such
suddenly
to suffer (sthg)
sufficient
to suggest sthg (to s/one)
a suggestion
suitable
a sum
a summer
a sun
a supply
to supply sthg (to s/one)
a support
to support s/one
to suppose sthg
sure
surely
a surface
a surprise
to surround sthg
a survey

to survive
to switch
a system
a table
to take sthg from s/one or sthg
a talk
to talk (to s/one)
tall
a tape
a target
a task
a tax
a tea
to teach (sthg (to s/one))
to teach (s/one (about sthg))
a teacher
a teaching
a team
a tear
technical
a technique
(a) technology
a telephone
a television
to tell s/one sthg
a temperature
to tend to sthg
to tend to do sthg
a term
a terms
terrible
a test
to test sthg or s/one
a text
than
to thank s/one (for sthg)
a thanks
that
the
a theatre
their
them
a theme
themselves
then
a theory

there
therefore
these
they
thin
a thing
to think (of sthg or s/one)
to think (about sthg or s/one)
this
those
though
though
a thought
a threat
to threaten s/one (with sthg)
through
throughout
to throw (sthg (s/where))
to throw (sthg (to s/one))
thus
a ticket
a time
tiny
a title
to
today
together
tomorrow
a tone
tonight
too
a tool
a tooth
top
a top
total
a total
totally
a touch
to touch (sthg or s/one)
a tour
towards
a town
a track
a trade
a tradition

traditional
traffic
a train
to train s/one
a training
a transfer
to transfer sthg (to s/one)
a transport
to travel (s/where)
to treat s/one (to sthg)
a treatment
a treaty
a tree
a trend
a trial
a trip
a troop
a trouble
true
a trust
a truth
to try (sthg)
a turn
to turn (sthg)
twice
a type
typical
unable
under
to understand (s/one or sthg)
an understanding
to undertake sthg
unemployment
unfortunately
a union
a unit
united
a university
unless
unlikely
until
up
upon
upper
urban
us

a use
to use sthg (for sthg)
used
useful
a user
usual
usually
a value
a variation
a variety
various
to vary
vast
a vehicle
a version
very
very
via
a victim
a victory
a video
a view
a village
violence
a vision
a visit
to visit s/one
to visit s/where
a visitor
vital
a voice
a volume
a vote
to vote (for s/one or sthg)
a wage
to wait (for s/one)
a walk
to walk (to s/where)
a wall
to want sthg or s/one
a war
warm
to warn s/one (about sthg)
to wash (s/one or sthg)
to watch (s/one or sthg)
a water

a wave

a way

we

weak

a weapon

to wear sthg

a weather

a week

a weekend

a weight

to welcome s/one (to s/where)

a welfare

well

a west

western

what

whatever

when

where

whereas

whether

which

while

a while

whilst

white

who

whole

a whole

whom

whose

why

wide

widely

a wife

wild

will do / be /. . .

a will

to win sthg

a wind

a window

a wine

a wing

a winner

a winter

to wish for sthg

with

to withdraw from sthg

within

without

a woman

to wonder about s/one or sthg

wonderful

wood

a word

work

to work

a worker

working

a works

a world

to worry about sthg or s/one

worth

would be / do /. . .

to write (sthg (to s/one))

a writer

a writing

wrong

a yard

yeah

a year

yes

yesterday

yet

you

young

your

yourself

youth

a youth