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Autor/es
Mario Arribas García
Director/es
Rosa María Jiménez Catalán y Almudena Fernández Fontecha
Facultad
Facultad de Letras y de la Educación
Titulación
Departamento
Filologías Modernas
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**UNIVERSIDAD
DE LA RIOJA**

Faculty of Letters and Education

Department of Modern Philologies

**Multimodal analysis of instructional materials
and vocabulary learning in EFL and CLIL
instruction**

Mario Arribas García

October, 2021

SUPERVISORS: Rosa María Jiménez Catalán

Almudena Fernández Fontecha

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TABLE OF CONTENTS

LIST OF TABLES	I
LIST OF FIGURES	3
SUMMARY	7
RESUMEN	11
CHAPTER 1. INTRODUCTION	15
1.1. BILINGUAL AND MULTILINGUAL EDUCATION.....	15
1.2. THE ROLE OF VOCABULARY IN BI/MULTILINGUAL COMPETENCE	16
1.3. AIMS OF THE THESIS.....	18
1.4. THESIS OUTLINE.....	19
CHAPTER 2. THEORETICAL FRAMEWORK	21
2.1. COMMUNICATIVE COMPETENCE	21
2.2. LEXICAL COMPETENCE	23
2.3. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL).....	27
2.3.1. Definition and characteristics.....	27
2.3.2. CLIL implementation in Spain.....	31
2.3.2.1. Bilingual communities.....	32
2.3.2.2. Monolingual communities	34
2.4. TEACHING MATERIALS: CLIL AND EFL TEXTBOOKS	39
2.5. SCAFFOLDING.....	42
2.5.1. Definition.....	42
2.5.2. Scaffolding in language learning.....	43
2.5.3. Scaffolding in CLIL	46
2.6. MULTIMODALITY	47
2.6.1. Carney and Levin's model	49
2.6.2. Multimodal analysis from a systemic functional perspective	52
2.6.2.1. Royce's model.....	57
2.7. SUMMARY.....	59
CHAPTER 3. LITERATURE REVIEW	60
3.1. CLIL AND L2 SKILLS.....	60
3.1.1. Receptive oral skills.....	60

3.1.2. Receptive written skills	63
3.1.3. Productive oral skills	68
3.1.4. Productive written skills	72
3.1.5. Summary	76
3.2. CLIL AND L2 LEXICAL COMPETENCE	77
3.2.1. Receptive vocabulary	80
3.2.2. Productive vocabulary	85
3.2.2.1. Productive vocabulary breadth: PVLТ research	85
3.2.2.2. Productive vocabulary: breadth and depth	88
3.2.3. Summary	98
3.3. MATERIALS ANALYSIS: THE TEXTBOOK.....	98
3.4. SCAFFOLDING.....	107
3.5. MULTIMODALITY.....	115
3.6. SUMMARY.....	126
CHAPTER 4. RESEARCH QUESTIONS	128
4.1. STUDY 1.....	129
4.2. STUDY 2.....	129
CHAPTER 5. STUDY 1. A MULTIMODAL ANALYSIS OF EFL AND CLIL TEACHING MATERIALS.....	131
5.1. INTRODUCTION	131
5.2. METHOD.....	132
5.2.1. The context: Bilingual Section	132
5.2.2. The sample: EFL textbooks and CLIL science materials	132
5.2.3. Data collection	134
5.2.4. Instruments and procedures	135
5.2.4.1. Prompts' selection	138
5.3. RESULTS	144
5.3.1. Research question 1.....	144
5.3.1.1. Types and tokens	144
5.3.1.2. Frequency levels	146
5.3.1.3. Unique and shared words.....	149
5.3.2. Research Question 2.....	150

5.3.2.1. Linguistic input.....	150
5.3.2.1.1. EFL textbooks.....	150
5.3.2.1.2. CLIL materials	159
5.3.2.2. Visual input.....	163
5.3.2.2.1. EFL textbooks.....	164
5.3.2.2.1.1. Quantitative analysis.....	164
5.3.2.2.1.2. Qualitative analysis	167
5.3.2.2.2. CLIL materials	178
5.3.2.2.2.1. Quantitative analysis.....	178
5.3.2.2.2.2. Qualitative analysis	182
5.4. DISCUSSION	193
5.4.1. Research question 1.....	193
5.4.1.1. Types and tokens	193
5.4.1.2. Frequency levels	194
5.4.1.3. Unique and shared words.....	195
5.4.2. Research question 2.....	197
5.4.2.1. Linguistic input.....	197
5.4.2.2. Visual input.....	198
5.5. SUMMARY.....	202
CHAPTER 6. STUDY 2: L2 VOCABULARY LEARNING THROUGH EFL AND CLIL	203
6.1. INTRODUCTION	203
6.2. METHOD.....	204
6.2.1. Context: Bilingual Section.....	204
6.2.2. Participants.....	204
6.2.2.1. Learners	204
6.2.2.2. EFL and CLIL science teachers.....	205
6.2.3. Instruments and procedures	207
6.2.3.1. Data gathering instruments	207
6.2.3.1.1. Questionnaires and interviews.....	207
6.2.3.1.2. Vocabulary Knowledge Scale (VKS).....	208
6.2.3.2. Prompts' selection	209
6.2.3.3. Data collection	210

6.2.3.4. Data analysis	211
6.2.3.4.1. Interview to teachers.....	211
6.2.3.4.2. Informants' survey	211
6.2.3.4.3. VKS test.....	211
6.2.3.4.3.1. Quantitative analysis.....	211
6.2.3.4.3.2. Qualitative analysis	213
6.3. RESULTS	216
6.3.1. Research question 3.....	216
6.3.2. Research question 4.....	222
6.3.2.1. Word relations	223
6.3.2.2. CEFR levels.....	230
6.3.2.3. Grammatical categories.....	233
6.3.2.4. Available vocabulary: word occurrences and retrieval order	236
6.3.2.5. Sentence retrieval.....	238
6.4. DISCUSSION	243
CHAPTER 7. CONCLUSIONS	252
CHAPTER 8. CONCLUSIONES.....	259
REFERENCES	266
APPENDIX	307
1. TYPES AND TOKENS DISTRIBUTED BY TYPE OF INSTRUCTION.....	307
2. UNIQUE AND SHARED WORDS: TEXT LEX ANALYSIS	323
3. FREQUENCY LEVELS: RANGE ANALYSIS.....	349
4. GUIDE TO INTERVIEW TEACHERS.....	725
5. STUDENTS' LINGUISTIC BACKGROUND QUESTIONNAIRE.....	731
6. WORD RESPONSES TO VKS PROMPTS	732

LIST OF TABLES

Table 1. Types of semantic relationships between verbal and ideational choices (Royce, 2002)	58
Table 2. Studies on CLIL and receptive oral skills	62
Table 3. Studies on CLIL and receptive written skills	65
Table 4. Studies on CLIL on productive oral skills	70
Table 5. Studies on CLIL on productive written skills	74
Table 6. Tests and tools used to measure lexical competence (Adapted from Jiménez Catalán and Moreno Espinosa, 2005)	79
Table 7. Studies on CLIL and receptive vocabulary	82
Table 8. Studies on CLIL and productive vocabulary	87
Table 9. L2 lexical availability and Lex30 studies	95
Table 10. Studies on the analysis of EFL and CLIL textbooks	104
Table 11. Approaches to scaffolding in CLIL guides	108
Table 12. Studies on the influence of scaffolding on language learning	112
Table 13. Studies on multimodality and language learning	117
Table 14. Prompts: predominant type of instruction, linguistic occurrences and immediate context	142
Table 15. Distribution of prompts according to their frequency in the BNC	143
Table 16. Wordsmith: types and tokens per material (EFL – CLIL)	145
Table 17. Range: results for EFL and CLIL	148
Table 18. EFL 1 textbook: structure and visuals per unit (Source: Addison & Norcott, 2011a)	165
Table 19. EFL 2 textbook: structure and visuals per unit (Source: Addison & Norcott, 2011a)	165
Table 20. Occurrences of types of images on the EFL 2 materials based on Carney and Levin (2002) ...	166
Table 21. Occurrences of intersemiotic relations on the EFL2 textbook based on Royce (2002)	167
Table 22. CLIL 1 material: structure and visuals per unit	179
Table 23. CLIL 2 material: structure and visuals per unit	179
Table 24. Occurrences of types of images on CLIL 2 materials based on Carney and Levin's (2002)	181
Table 25. Occurrences of intersemiotic relations on CLIL 2 materials based on Royce (2002)	182
Table 26. Raw scores and descriptive statistics of scores in VKS distributed by informants and type of instruction	217
Table 27. Absolute and mean scores in VKS per type of instruction	218
Table 28. Absolute and mean scores in VKS per type of instruction for the prompt IRON	220

Table 29. Overview of prompt description, input description and output scores	222
Table 30. Word responses to question “sé que esta palabra está relacionada con estas otras palabras” (item six in VKS)	224
Table 31. Distribution of lexical/semantic relations observed in learners’ word responses per CEFR level and VKS prompt.....	231
Table 32. Informants’ retrieval of word categories per prompt	235
Table 33. Informants’ retrieval order and word occurrences per prompt.....	237
Table 34. EFL-related sentences per prompt: number and mean length.	239
Table 35. CLIL-related sentences per prompt: number and mean length	239
Table 36. IRON-derived sentences: number and mean length types of words and mean length	240
Table 37. Typical sentence patterns	241
Table 38. Sentences retrieved in the most productive CLIL and EFL prompts in item five	242

LIST OF FIGURES

Figure 1. Aspects of knowing a word according to Nation (2001, p. 27)	25
Figure 2. Example of transformational image (Carney & Levin, 2002, p. 18)	51
Figure 3. Unsworth's (2006a, p. 1175) framework of image-language relations	54
Figure 4. Example of homospatiality relation (Unsworth, 2006a, p. 1184)	55
Figure 5. Example of a multimodal relation of enhancement (Unsworth, 2006a, p. 1196)	56
Figure 6. Sample of written discourse in EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 76)	151
Figure 7. Example of activities in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 72)	153
Figure 8. Example of vocabulary activities in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 34)	154
Figure 9. Example of vocabulary presented in the EFL 1 textbook (Source: Addison & Norcott, 2011b, p. 33)	155
Figure 10. Example of vocabulary presented in activities in the EFL 1 textbook (Source: Addison & Norcott, 2011b, p. 5)	156
Figure 11. Example of the prompts DRILL and NOISE in an activity in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 77)	157
Figure 12. Example of the prompt NOISE as a title in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)	157
Figure 13. Examples of the word "NOISE" in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)	158
Figure 14. Example of the prompt MIRROR in the EFL 2 textbook: visual and linguistic modes (Source Addison & Norcott, 2011b, p. 87)	158
Figure 15. Sample of discourse in CLIL materials	159
Figure 16. Example of a problem-solving HOTS activity in CLIL materials	160
Figure 17. Example of a vocabulary section in the CLIL materials	161
Figure 18. Example of the word LAYER in CLIL 2 materials	162
Figure 19. Example of the use of VENT in a visual mode exercise in CLIL 2 materials	163
Figure 20. First page of Unit 6: various relationships (Source: Addison & Norcott, 2011b, p. 71)	169
Figure 21. First page of Unit 7 of the EFL 2 textbook: various relationships (Source: Addison & Norcott, 2011b, p. 85)	170
Figure 22. Listening activity in Unit 6 of the EFL 2 textbook: example of representational images (Source: Addison & Norcott, 2011b, p. 81)	171

Figure 23. Listening activity in Unit 7 of the EFL 2 textbook: example of representational images (Source: Addison & Norcott, 2011b, p. 96)	172
Figure 24. Representational images in Unit 7 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 93).....	174
Figure 25. Representational images in Unit 6 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 77).....	175
Figure 26. Decorational image in Unit 6 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)	176
Figure 27. Organizational image in Unit 6 from the EFL textbook (Source: Addison & Norcott, 2011b, p. 71)	177
Figure 28. Example of image related to a prompt used in the VKS (Source: Addison & Norcott, 2011b, p. 84)	178
Figure 29. Example of a representational(-decorational) visual in CLIL.....	183
Figure 30. Example of a representational(-decorational) visual for the prompt MOTION in CLIL	183
Figure 31. Example of representational (-decorational) visuals in Unit 9	184
Figure 32. Example of an organizational visual in a CLIL activity	185
Figure 33. Example of a space for learners' drawing in CLIL.....	185
Figure 34. Graphs as interpretational visuals in CLIL	187
Figure 35. Formulas as interpretational visuals in CLIL	188
Figure 36. Example of an interpretational visual in CLIL.....	188
Figure 37. Example of a transformational visual expressing hyponymy in CLIL	190
Figure 38. Example of the prompt AVERAGE with a visual in CLIL.....	191
Figure 39. Example of the adapted version of VKS test administered to informants.....	209
Figure 40. VKS scoring system (Wesche & Paribakht, 1996, p. 30)	212
Figure 41. Word relations per type of instruction: global results	226
Figure 42. Word relations per prompt in CLIL	227
Figure 43. Word relations per prompt in EFL	227
Figure 44. Word relations per type of instruction for IRON	228
Figure 45. Semantic relationships in CLIL prompts.....	229
Figure 46. Semantic relationships in EFL prompts.....	229
Figure 47. Semantic relations in IRON per type of instruction	230
Figure 48. Distribution of lexical/semantic relations in word type responses per CEFR level and type of instruction.....	231

Figure 49. Distribution of lexical/semantic relations per prompt, CEFR level and type of instruction	232
Figure 50. Distribution of lexical/semantic relations for IRON, per CEFR level and type of instruction	233
Figure 51. Informants' retrieval of word categories per type of instruction	234
Figure 52. Distribution of word categories provided in the prompt IRON per type of instruction.	235

SUMMARY

Based on a conceptualization of bilingual and multilingual education as a flexible process that hosts a variety of experiences and contexts (Dewaele et al., 2003; Grosjean, 2008), the present doctoral dissertation explores the effect of the type of instruction, English as a Foreign Language (EFL) and Content and Language Integrated Learning (CLIL), on L2 vocabulary learning in secondary education. Two studies were conducted to address this main objective. The first study focuses on an analysis of instructional materials in an EFL subject and a CLIL science subject in 1st and 2nd ESO (*Educación Secundaria Obligatoria*). Quantitative and qualitative research has been conducted in the identification of types, tokens, word families and presence of multimodality (visual and linguistic modes) in the instructional materials. In the second study, we make use of an adapted version of the Vocabulary Knowledge Scale (VKS) test (Wesche & Paribakht, 1996) to investigate aspects of depth of vocabulary knowledge in a group of 25 Spanish students in 2nd ESO exposed to English via the EFL subject and a CLIL science subject, whose materials were analysed in the first study. The selection of one group of students was made in order to avoid possible cross-group comparability issues, such as extra exposure to the foreign language through CLIL instruction. The evidence gathered from the first study along with the information obtained via interviews to teachers, among others, has contributed to the interpretation of some findings of the second study. Both studies were conducted in a high school of La Rioja which implemented a bilingual or CLIL programme (Bilingual Section) in secondary education.

Chapter 1 presents the theoretical framework of this dissertation. We introduce the concepts that are central for the two research studies that make up the main body of this research project, i.e., lexical competence, CLIL, instructional materials, scaffolding, and multimodality. Regarding multimodality, we explain the concept and the theoretical

underpinnings that led to the creation of the models that are applied to the analysis of our first study: Carney and Levin (2002) and Royce (1998, 2002).

Chapter 2 introduces the theoretical framework of this thesis. Here, we examine the current state of the scientific literature about communicative and lexical competence, the theoretical underpinnings of CLIL and its implementation in Spain, and finally the concepts of scaffolding and multimodality. Chapter 3 presents a review of the scientific literature about the main topics of this thesis. We address studies on CLIL and the L2 skills, and CLIL and lexical competence. This review points to an overall positive impact of CLIL on most L2 skills. This chapter also presents a review of the scientific literature on the role of textbooks in the foreign language and CLIL settings, along with studies on scaffolding, and multimodality. With respect to textbooks, literature highlights a shortage of studies about vocabulary in CLIL textbooks, even more in secondary education. The review reveals that high quality CLIL textbooks and teaching materials are scarce. The review on scaffolding, on its part, suggests a positive effect on students' learning processes, such as L2 skills or motivation. Finally, the review on multimodality presents it as a potentially useful and beneficial strategy both for teachers and students.

Chapter 4 presents the research questions for each of the two studies introduced above. Chapter 5 addresses the first study, which has focused on an analysis of instructional materials in an EFL subject and a CLIL science subject. Results indicate that one of the differences between both materials is related to the role of vocabulary in each textbook. The CLIL material presented lower figures in terms of types and tokens, but a higher type-token ratio. It means that CLIL materials are denser and less repetitive regarding lexical items. These materials also contained less frequent words, which suggests the effect of a specific register compared to the general language found in the EFL textbook. Concerning the role of multimodal elements, the CLIL material contained a lower number of visuals, but the role of the visual elements was perceived as more essential as

potential scaffolding devices than in the EFL textbook, in which most of the images served a representational-decorative purpose. Some of these findings could contribute to the interpretation of some results in the second study.

Chapter 6 introduces the second study. As explained above, in this study, we explored aspects of depth of L2 vocabulary knowledge in a group of Spanish students in secondary education exposed to English via the EFL subject and a CLIL science subject. We measured their vocabulary depth through two set of words (words learned through EFL and words learned through CLIL) in addition to a word learned through both types of instruction. The study revealed some differences. EFL prompts led to larger sentences, a higher number of sentences, and more compound sentences compared to the CLIL prompts. In addition, the lexical items learned in a CLIL context provided a wider range of grammatical categories and a larger variety of lexical-semantic relations.

Chapter 7 (and 8) presents the conclusions of the thesis. While each type of instruction differs in the register and in the difficulties that it imposes, as well as in the strategies that are used to express meaning, in general, our findings show that both types are effective regarding vocabulary learning in the foreign language. Among the practical implications of these results, we explain the role that the teaching materials have on aspects such as vocabulary knowledge. Teachers' responsibility in materials selection is particularly considered. Finally, further lines of research are discussed.

RESUMEN

La presente tesis doctoral se basa en una conceptualización de la educación bilingüe y multilingüe como un proceso flexible que engloba un gran número de experiencias y contextos (Dewaele et al., 2003; Grosjean, 2008), para explorar el efecto de dos tipos de instrucción (Inglés como lengua extranjera y Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE)) en el vocabulario de la L2 en 1º y 2º ESO (Educación Secundaria Obligatoria). Se llevaron a cabo dos estudios para conseguir el objetivo principal. El primer estudio se centra en el análisis de materiales didácticos en una asignatura de inglés como lengua extranjera y en una asignatura AICLE del ámbito de ciencias (Ciencias Naturales). Se adoptaron enfoques cualitativos y cuantitativos para la identificación de tipos, tokens, familias de palabras, y la presencia de la multimodalidad (modo lingüístico y modo visual) en los materiales didácticos. Para el Segundo estudio se utilizó una adaptación del *Vocabulary Knowledge Scale (VKS)* test (Wesche & Paribakht, 1996) para investigar aspectos como la profundidad del vocabulario en un grupo intacto de 25 estudiantes de 2º ESO que habían aprendido la lengua extranjera a través de la propia asignatura de inglés y la asignatura de ciencias impartida a través de AICLE, cuyos materiales se analizaron en el primer estudio. La selección del grupo de estudiantes se realizó de modo que se pudieran evitar aspectos de comparaciones entre grupos, como podría ser la exposición adicional a la lengua extranjera a través de la instrucción AICLE. Las evidencias recogidas en el primer estudio junto con la información derivada de las entrevistas a los docentes han ayudado a la interpretación de los resultados del Segundo estudio. Ambos estudios se realizaron en un instituto de educación secundaria de La Rioja, en el cual se desarrollaba un programa bilingüe al amparo del enfoque AICLE (sección bilingüe).

El Capítulo 1 de esta tesis presenta el marco teórico. Aquí introducimos los conceptos que son centrales para los dos estudios de investigación que conforman el cuerpo principal de este proyecto de investigación, es decir, competencia léxica, CLIL, materiales didácticos, andamiaje y multimodalidad. En cuanto a la multimodalidad, explicamos el concepto y los fundamentos teóricos que llevaron a la creación de los modelos que se aplican al análisis de nuestro primer estudio: los modelos proporcionados por Carney y Levin (2002) y Royce (1998, 2002).

El Capítulo 2 retoma las ideas en torno a las cuales orbita la investigación y examina el estado actual de la literatura científica sobre la competencia comunicativa y léxica, los fundamentos teóricos de AICLE y cómo se implementa de manera diferente en España, y finalmente los conceptos de andamiaje y multimodalidad. El marco teórico da paso a la revisión de la literatura.

El Capítulo 3 presenta una revisión de la literatura científica sobre la influencia de AICLE en las cuatro destrezas de la lengua extranjera. La primera sección de este capítulo muestra los resultados de estudios recientes que miden y comparan grupos AICLE y no AICLE en habilidades productivas y receptoras orales y escritas, así como una provisión de estudios sobre AICLE y competencia léxica. En general esta revisión apunta a un impacto positivo de AICLE en la mayoría de las habilidades lingüísticas. Este capítulo también presenta una revisión de la literatura científica sobre el papel de los libros de texto en la lengua extranjera y los contextos AICLE, el andamiaje y también la multimodalidad. Con respecto a los libros de texto, se observa una escasez de estudios sobre el vocabulario en los libros de texto AICLE, más aún en educación secundaria. La revisión revela que los libros de texto y materiales didácticos AICLE de alta calidad son escasos. La revisión sobre el andamiaje, por su parte, sugiere un efecto positivo en los procesos de aprendizaje de los estudiantes, como las destrezas L2 o la motivación.

Finalmente, la revisión sobre multimodalidad la presenta como una estrategia potencialmente útil y beneficiosa tanto para profesores como para estudiantes.

El Capítulo 4 presenta las preguntas de investigación para cada uno de los dos estudios de esta tesis. El Capítulo 5 aborda el primer estudio, que se ha centrado en un análisis de materiales de instrucción en la asignatura de inglés como lengua extranjera y en una asignatura de ciencias a través de AICLE. Entre otros resultados, el material AICLE presentó cifras más bajas en términos de tipos (palabras diferentes) y tokens (repeticiones de tipos), pero una relación tipo-token más alta, lo que indica que los materiales CLIL son más densos y menos repetitivos con respecto a los elementos léxicos. Estos materiales también contenían palabras menos frecuentes, lo que sugiere el efecto de un registro específico en comparación con el lenguaje general que se encuentra en el libro de texto de inglés como lengua extranjera. En cuanto al papel de los elementos multimodales, el material AICLE contenía un menor número de elementos visuales, pero el papel de estos se percibió más relevante para el aprendizaje del vocabulario al funcionar como posibles dispositivos de andamiaje. Por el contrario, la mayoría de las imágenes en el libro de texto de inglés como lengua extranjera tenían una función meramente representacional-decorativa.

El capítulo 6 presenta el segundo estudio. Como se explicó anteriormente, en este estudio, exploramos aspectos de profundidad del conocimiento del vocabulario L2 en un grupo de estudiantes españoles en educación secundaria expuestos en las dos asignaturas. Medimos la profundidad de su vocabulario a través de dos conjuntos de palabras (palabras aprendidas a través de EFL y palabras aprendidas a través de CLIL) además de una palabra aprendida a través de ambos tipos de instrucción. El estudio reveló algunas diferencias. En palabras aprendidas a través de la asignatura de inglés como lengua extranjera, los estudiantes produjeron oraciones más largas, un mayor número de oraciones y más oraciones compuestas en comparación con las palabras

AICLE. Además, las palabras aprendidas en el contexto AICLE proporcionaron una gama más amplia de categorías gramaticales y una mayor variedad de relaciones léxico-semánticas.

El capítulo 7 (y 8) presenta las conclusiones de la tesis. Si bien cada tipo de instrucción difiere en el registro y en las dificultades que impone, así como en las estrategias que se utilizan para expresar significado, en general nuestros hallazgos muestran que ambos tipos son efectivos en cuanto al aprendizaje de vocabulario en lengua extranjera. Entre las implicaciones prácticas de estos resultados, explicamos el papel que tienen los materiales didácticos en aspectos como el conocimiento del vocabulario. Se considera especialmente la responsabilidad de los profesores en la selección de materiales. Finalmente, se discuten futuras líneas de investigación.

CHAPTER 1. INTRODUCTION

1.1. Bilingual and multilingual education

One of the defining features of our society is globalization. This concept refers to the interdependence of different countries' economies, cultures, and populations, something that is represented by the trade and flow of goods, services, information, technology, or people. The flow of people and information between countries, cultures, and societies entails a necessary change in the way that people communicate and, in the language, used for that purpose. While traditionally most people would only use one language to communicate within their social group, nowadays bilingualism is the norm rather than the exception. In agreement with Larsen-Freeman (2018), there exists a growing social, economic, and educational exigency that demands the acquisition of a second language, as it may be the case of English as a foreign language (EFL), as the most spoken foreign or second language (L2, henceforth) (Eberhard et al., 2021), with nearly 900 million speakers.

Against rigid views of bilingualism and multilingualism, which consider them as the native-like control of two or more languages (Weinreich, 1952; Siguan & Mackey, 1986; or Baker, 1993), recently there is a more inclusive and flexible tendency that defines them simply as the presence of two or more languages (Dewaele et al., 2003; Grosjean, 2008). The abundance of research on bilingualism and multilingualism in recent years has favoured a growing understanding of their benefits and it has activated an interest in language immersion schools. Yet, according to Dewaele, et al. (2003, p. 8), bilingualism, and multilingualism by extension, both at the individual and societal level, are phenomena of such complexity that the wider the lens through which they are viewed, the more complete the resultant picture will be. Thus, there is still a need for an

ample and far-reaching perspective to distinguish and expose the subtleties of the bilingual and multilingual context in which an investigation may be materialized.

Educational systems are obliged to focus on providing the students' access to learning new languages, as one of their main aims (Calvo, 2007). As noted by Gisbert (2012), endowing youngsters with a comprehensive education should be among the main objectives of any educational system, and that includes providing young people the tools that will allow them to reach their professional life with the highest success possibilities. It is exactly here where the implementation of bilingual programs fits as a measure to achieve the mentioned goals and there are some paradigmatic examples for Spain to look at, like Canada, the United States or, in the European context, Germany and France.

All throughout the language teaching history there have been methods and approaches that have aimed at spreading bilingualism. One of these approaches to foreign language teaching nowadays is Content and Language Integrated Learning (CLIL). CLIL is a teaching approach that combines content teaching and language teaching, using techniques and strategies that foster cognition, critical thinking, and help students to develop autonomy (Mehisto, et al., 2008). CLIL includes foreign languages in the educational context in a natural way, making students learn the foreign language in a process that tries to resemble, as much as possible, the learning conditions of the first language (L1).

1.2. The role of vocabulary in bi/multilingual competence

Following Crystal (1995), linguistic competence refers to the knowledge that a person has of the rules that govern a given language, so that s/he is able both to produce and understand an indefinite number of sentences and to identify mistakes and ambiguities. Along with the system of rules of a language, a competent speaker needs to master its vocabulary.

Traditionally, within the educational context, a great emphasis has been put on teaching grammar rules, on the one hand, and lists of vocabulary items as independent elements, on the other hand. As Chung and Nation (2003) observe, teaching vocabulary by means of isolating words from their contexts, e.g., using wordlists, implies losing the essence of learning a word, because the lists focus exclusively on form and meaning, rather than on use. They propose focusing on these aspects by teaching words in reading practice using sentences instead of isolated words, and also focusing on the sound of words by means of its pronunciation. The burden of knowing a word, according to Nation (1990, 2001), includes form, meaning, and use, and these three concepts encompass diverse aspects like knowing the associations with other words, the limitations on its use, its syntactic behaviour, its base form and derivations, the semantic value, or the particular meanings that the word may have.

Part of the difficulty of learning a word comes from the relations that exist between words and the way that speakers store them in their mental lexicon, the system that allows the storage and organization of words and their information in long term memory. There has been a considerable amount of research in the last decades about the existence of different mental lexicons in the brain for various languages (Wolter & Gyllstad, 2011; Aitchison, 2012), and although there is no agreement regarding this specific issue, there is, on the contrary, agreement on the differences on the processes of acquisition and development of those foreign or second language (L2) (used indistinctively in this thesis) mental lexicons (Oster, 2009). These divergences rely on the physical, physiological, and mental developmental peculiarities that differ between a new-born, who is starting to learn his/her L1, and an experienced language user, be it a child, teenager, or adult, who has had more contact with language, a deeper knowledge, and more control of it (Oster, 2009).

Researching vocabulary offers a wide range of possibilities of gaining a better understanding of how languages are learnt. It allows for a wide variety of research venues, from breadth and depth of vocabulary to word association, the contrasts between native speakers and foreign language learners, or the influence of extra-linguistic elements on learning, just to name a few.

1.3. Aims of the thesis

Within the framework of bilingual and multilingual education and, more precisely, of the CLIL approach, the main objective of this thesis is to explore the impact of the instructional approach, EFL or CLIL, on different aspects of L2 vocabulary learning. As a complementary part of this exploration, we particularly address the use of multimodal (visual and linguistic) scaffolding resources for vocabulary learning in the instructional materials used in EFL and CLIL science in 1st and 2nd year of Spanish secondary education.

Two studies are conducted to address this main objective. In the first study, we examine the ways in which the EFL vocabulary is approached in the written teaching materials used in EFL and the CLIL subject in the two years of compulsory secondary education or *Educación Secundaria Obligatoria* (ESO) in Spanish. We will provide a quantitative and qualitative analysis of types, tokens, frequency levels, and the use of multimodal resources as potential scaffolding resources aimed at facilitating vocabulary learning. In the second study, we investigate the effectiveness of the type of instruction on L2 vocabulary learning in 2nd ESO. Quantitative and qualitative aspects regarding vocabulary depth and other aspects, such as word relations, are particularly considered. The evidence gathered from the first study on the instructional materials along with the information obtained via interviews to the teachers participating in our study, among others, will contribute to the interpretation of some the findings of this second study.

1.4. Thesis outline

Chapter 2 presents the Theoretical Framework of this thesis. It addresses the concepts of lexical competence and CLIL. We ponder over one of the core elements of this research, teaching materials, and we close this chapter by summarising the notions of scaffolding and multimodality and choosing a model that allows us to analyze multimodal elements. Chapter 3 addresses the Literature Review, which accounts for the empirical studies that have considered the main topics of this thesis, such as research on the effect of methods on the linguistic competence of individuals, scaffolding techniques, multimodality and the use of teaching materials to teach vocabulary in EFL. Chapter 4 introduces the Research Questions of this thesis. The next step is the report of the two empirical studies, as follows: the first study is covered in Chapter 5, which focuses on the analysis of vocabulary and visuals in the materials used to teach both subjects, and the second study is addressed in Chapter 6, which delves into the effect of CLIL and EFL types of instruction on vocabulary learning. Finally, after presenting the empirical studies, we move to the general Conclusions of the thesis. This dissertation includes an Appendix section with data relevant in the two studies.

CHAPTER 2. THEORETICAL FRAMEWORK

2.1. Communicative competence

The twentieth century brought important changes to the foreign language teaching field. Various approaches, like the Audiolingual method, the Situational approach or the Communicative Language Teaching (CLT) approach emerged (Richards & Rodgers, 2018). The CLT was influenced by the works of British functional linguists like Halliday (1973), and, above all, the work conducted in sociolinguistics by Hymes (1972) and, some years later, by Canale and Swain (1980). Hymes (1972) proposed four distinct types of knowledge that conformed the theoretical concept of communicative competence. These four types include knowing if something is formally possible, feasible in terms of implementation, appropriate in relation to its context, and if something is performed and what it entails. Based on previous works such as Hymes (1972), Halliday (1976), or Widowson (1978), Canale and Swain (1980) (as quoted in Richards & Schmidt, 2002) provide a theoretical framework for communicative competence, including two further types of competence: grammatical competence, that includes the knowledge of lexical items and the rules of morphology, syntax, semantics, and phonology, and sociolinguistic competence, that encompasses the sociocultural rules and the rules of discourse. Later developments of communicative competence have led to the inclusion of other types of competence, such as discourse, and strategic competences.

Together with these theoretical definitions and frameworks of communicative competence, the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) establishes three categories of competences that are encompassed within the whole idea of communicative competence. These three categories are: linguistic competences, sociolinguistic competences, and pragmatic

competences. The first group includes grammatical, semantic, phonological, orthographical, orthoepic, and lexical competences. The sociolinguistic competence is concerned with the social dimension of language use, and finally, the main addition with regards to other models, is pragmatic competence, which embeds discourse competence, functional competence, and design competence. Pragmatic competence deals with the organization of the message, the communicative functions which are to be performed, and with how messages are sequenced according to interactional and transactional schemata (Council of Europe, 2001, p. 123).

For the purposes of this thesis, it is important to consider the role of vocabulary in the different competences subsumed under communicative competence. Both in the framework proposed by Canale and Swain (1980) and in the Council of Europe's document, vocabulary is integrated in communicate competence. Canale and Swain (1980) refer to grammatical competence and they include here the knowledge of lexical items, morphological rules, syntax, semantics, phonology, and lexical competence. Within the first group, grammatical competence, according to Canale and Swain (1980, 1981), refers to the mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. Semantic competence is another component of communicative competence, and in words of Marconi (2020, p. 6):

Semantic competence can be seen as the ability to simulate or re-enact perceptual (including proprioceptive and introspective) and motor experiences of the states of affairs that language describes, by manipulating memory traces of such experiences or fragments of them.

In other words, semantic competence is closely linked to the meaning of the texts that speakers receive and its understanding by the speaker him/herself. Phonological competence is another item in communicative competence. It is related, in the field of language teaching and learning, to the ability of the speaker to reach a native-like

pronunciation, and the updated version of the companion of the CEFR (Council of Europe, 2020, pp. 133-135) identifies features like articulation and pronunciation of phonemes, intonation, rhythm, stress, accent or accentedness, and prosodic as the defining features of phonological competence. Orthoepic competence is also closely related to pronunciation. As far as orthographic competence is concerned, the companion of the CEFR (Council of Europe, 2020, p. 136) states that it concerns the ability to copy, spell and use layout and punctuation, with a special emphasis on spelling. Since vocabulary acquisition is at the root of this dissertation, lexical competence is further described in the following section.

2.2. Lexical competence

The concept of lexical competence has received substantial attention from scholars in the last decades. The first attempt to address this issue was the assumptions postulated by Richards (1976) on what is meant by knowing word. We will retake this issue later (section 3.2), at this point we will mention the review of lexical competence by Jiménez Catalán (2002), who bases her ideas on Richards (1976) and discusses Richards' notion of knowing a word. We will also consider an updated reflection on vocabulary and how it is learned (Nation & Webb, 2011) with the idea of a more complete definition of this concept. Following the tradition initiated by Richards (1976), these scholars relate the concept of lexical competence to knowledge of the word. They note the complexity of defining 'what does it mean to know a word' because for three reasons. One is that word knowledge is not fixed in the person, it changes throughout life (vocabulary breadth). Another reason is that word knowledge comprises different levels and dimensions of knowledge. That is to say, the learner may acquire more knowledge of the word, for example, how it collocates or how it associates with other words (vocabulary depth). In addition, vocabulary knowledge or lexical competence varies from person to person. Word knowledge may vary depending on factors such as age, gender, or cognitive

development among others. Despite the difficulty of defining lexical competence, some dimensions of aspects knowledge are recurrent in most definitions of lexical competence. For example, Nation (1990) refers to meaning, written form, spoken form, grammatical behaviour, collocations, associations, register, and frequency of a word. In addition, learning a word entails further dimensions, such as vocabulary depth and breadth, and productive (active) or receptive (passive) knowledge of a word (Nation, 1990; Schmitt, 2000).

Nation (2001) further developed the definition of the concept of knowing a word and subsumed within the receptive/productive and breath/depth dimensions the following aspects of word knowledge: form, meaning, and use. Concerning the form, he distinguished spoken, written, and word parts, and for meaning, this scholar established three categories: form and meaning, concept and referent, and associations. Finally, as far as use is concerned, the Nation included three elements, namely: grammatical functions, collocations, and constrains on use (register, frequency, etc.). Nation (2001, p. 27) provides a table which is presented in Figure 1, originally labelled by the author as “what is involved in knowing a word”.

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Figure 1. Aspects of knowing a word according to Nation (2001, p. 27)

This framework is important in our thesis as some of the dimensions advocated by Nation are addressed in the two studies that form part of our dissertation.. First, regarding the form of words, the written form and the word parts are a key component because in the second study of the dissertation we research if students can identify selected words and the parts that make up those words. Secondly, regarding meaning, the associations and form and meaning are equally important, because we used a modified version of the Vocabulary Knowledge Scale (VKS) and we asked informants about words related to the prompts that were given to them, and the use of synonyms or other lexical units can offer a lot of information about how words are learnt. Finally, the use of words, including the grammatical functions, collocations, and limitations of use are also measured by means of the VKS test.

The provision of a definition of lexical competence is not an easy task, then. In the CEFR (Council of Europe, 2001, p. 110), lexical competence is defined as “the knowledge of and ability to use the vocabulary of a language”, which consists of “lexical elements and

grammatical elements". The lexical elements that are highlighted in the CEFR are (1) fixed expressions, which include formulaic expressions and metaphorical constructions, idiomatic expressions, fixed expressions, phrasal verbs, and fixed collocations, and (2) single word forms, even those that are polysemous. The grammatical elements are the ones classified into closed categories, like articles, prepositions, or conjunctions among other categories. Marconi (1997, p. 77), for instance, views lexical competence "as part of overall linguistic competence; more particularly, it is regarded as part of semantic competence, the knowledge and abilities that underlie a speaker's understanding of a language". Meara (1996, p. 14) acknowledges that the difficulty of a thorough definition lies in the lack of a lexical competence framework which implies the existence of "a complete model of semantics, and a complete specification of the syntactic and associational behaviour of all the words in a speaker's lexicon". Available definitions of lexical competence do not reflect its complexity in terms of its components. Therefore, a more comprehensive definition is required. One that understands lexical competence as a combination of knowledge (form, meaning and use of a lexical item), abilities and skills that a person develops and deploys in different contexts of communication. Learners can resort to their mental lexicons and construct varied relationships, which contribute to increase lexical size and depth by activating knowledge appropriate to the communicative purpose, the interlocutor and the social context. Vocabulary, as a collection of words that belong to the linguistic repertoire of an individual, is the central element of lexical competence. These words can be learnt through written, spoken, or sign language.

Lexical or vocabulary knowledge is often viewed as a key tool for second language learning because a limited vocabulary impedes successful communication as it has been stated by scholars and researchers, from Wilkins (1987) or Lewis (1993) to Schmidt (2010). These authors highlight the importance of vocabulary and claim that nothing can

be conveyed without vocabulary (Wilkins, 1987), that lexis is the heart of language (Lewis, 1993) or that speakers of foreign languages carry dictionaries instead of grammar books (Schmidt, 2010). Schmitt (2002, p. 55) remarks that lexical knowledge is a central element to communicative competence and to the acquisition of a second language. On its part, Nation (2001) addresses the relationship between vocabulary knowledge and language use, which can be described as a relation of complementarity and reciprocity: vocabulary knowledge enables language use and, conversely, language use leads to further vocabulary knowledge.

2.3. Content and Language Integrated Learning (CLIL)

2.3.1. Definition and characteristics

Along with lexical knowledge, another central element of our thesis is CLIL (Marsh & Marsland, 1999; Eurydice, 2006; Lorenzo, et al., 2020).

In a multilingual Europe, the need for understanding other languages is a reality, and some recent initiatives and projects have been set up in response to this reality (Eurydice, 2006). They aim at helping European citizens to acquire at least two languages different from their first languages. CLIL is one of these initiatives; within its education is regarded as the natural scenario where multilingualism can be spread by means of using “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Mehisto et al., 2008, p. 9).

Over the last two decades, CLIL has become one of the most popular language teaching approaches in Europe, ranging from preschool level (Kersten et al., 2010) to secondary education (Moore, 2007; Gené-Gil, et al., 2015; Martínez Agudo, 2020) and university level (Dafouz, 2006; Dalton-Puffer, et al., 2010; Merino & Lasagabaster, 2015, Ruiz de Zarobe, 2015; Nikula, et al., 2016). Mehisto et al. (2008) explain that some centuries ago

Latin was the language used for instructional purposes at universities; there were even earlier examples of this type of education, as the authors observe. The idea behind CLIL is not new. As early as 1960, similar approaches had already been implemented in the Canadian immersion context and later in the USA, in the latter under the name of Content-Based Language Teaching (CBLT) or Content-Based Instruction (CBI).

Among its positive outcomes, research has found that it helps learners to attain higher cognitive levels and to foster their autonomy in the learning process (Cenoz, et al., 2013). Also, this type of instruction incidentally increases their motivation towards learning new contents and boosts their language ability (Lasagabaster et al., 2014; Arribas, 2016). CLIL has gained presence throughout the last decades, not only because of the positive impact on learners but also because the socio-political international situation that has been taking place in Europe.

Concerning its theoretical foundations, most scholars (see Mohan, 1986; Coyle, 1999; Marsh & Wolff, 2007; Mehisto, 2008; Coyle et al., 2010) agree on the following principles: first, language works as an instrument to learn the content of a subject in the school curricula rather than being the subject itself; second, the importance lays on content (meaning) and communication over structures, functions, or grammar; and third, language is acquired following a natural process, i.e., students involved in a CLIL environment learn additional languages just like speakers acquire their first languages. There is a real purpose behind this principle: to acquire subject knowledge, because “language ceases to be taught in isolation” (Mohan, 1986, p. 18). In conclusion, CLIL combines various principles that have been treated as separate entities for a long time: it is the point where language learning and subject learning converge (Coyle et al., 2010). To agglutinate these main tenets in CLIL, Coyle (1999) develops the 4 Cs model, which includes the core elements that shape this type of instruction, namely: Content, Communication, Cognition, and Culture. Since CLIL combines the teaching of a specific

content and a foreign language, content refers to the content subject and communication to the L2. Cognition is seen as a key component and it refers to the thinking ability of learners, and culture, the component that surrounds all the learning environment, can be summarized as the awareness of self and 'otherness'.

In CLIL, the centre of the classroom shifts from the teacher to the pupil: "the teacher pulls back from being the donor of knowledge and becomes the facilitator [...]" (Coyle et al., 2010, p. 6). As it was mentioned earlier, there is a strong focus on communication and learners are constantly encouraged to express their ideas to enhance their development of communicative skills and the activation of their cognitive abilities (Mehisto et al., 2008). Real things and entities that are part of the lives of learners and which they can experience outside the classroom, like music, history, or mathematics, to name a few, can be experienced inside the classroom as well. It motivates students by allowing them to apply the knowledge that they acquire. Besides, exposure to a foreign language is dramatically increased, resulting in a better command of the target language, as recent studies conclude (Sylvén, 2010).

There are several factors to which the successful widespread of CLIL can be attributed to. In a world where monolingual countries are an exception, the global society demands fluent users of additional languages other than their own. Moreover, the current economic world situation is pushing people out of their countries, guiding them to the exploration of better professional opportunities. Immigrants seek these better professional chances and languages are undoubtedly a successful integrative tool that would permit them to succeed in this task. In this process, people do not only bring their motivation to change their lives, but also their own languages, thus creating richer linguistic communities. This multifaceted linguistic landscape seems to be an ideal ground for CLIL. In addition, as some studies have found (OECD, 2010), there is an urge to improve the linguistic competence of European citizens, even more in the Spanish

context, where this research study is conducted. CLIL is a possible solution to this situation due to its potential to increase the exposure to the foreign language, therefore helping students to improve their language and communicative skills, as Sylvén (2010, p. 13) remarks:

Many people argue that an effective way to achieve competence in another language is through the CLIL method, because when a language is learned as a separate subject, only two to three hours per week are devoted to it. By using CLIL, students are exposed to the target language to a much larger degree, which is vital for linguistic competence to develop.

There are other reasons that might support the implementation of CLIL as an effective type of instruction such as the undeniable increasing importance of the use of ICT in the classroom context (Wojtowicz et al., 2011; Fernández Fontecha, 2012) which plays the role of a supportive tool that helps to achieve the content, communication and cognition teaching objectives. In this case, ICT resources can be a part of one of the main CLIL strategies which will be discussed below: scaffolding. By supporting cognitive development, CLIL is also considered to prepare students to understand appropriately multimodal texts, something that is further described below.

CLIL makes use of specific strategies to overcome the difficulties imposed by the dual objective of learning both language and content. Among them, we can point out the organization of learning through cross-curricular themes and projects, using authentic materials, building students' confidence, making students communicate more than the teacher or developing on prior established knowledge, pre-teach vocabulary and specific grammar, videos, captions, or gestures (Gibbons, 2002; 2003; 2006; Hammond & Gibbons, 2005; Walqui, 2006; Mehisto, et al., 2008; Coyle, et al., 2010; Dale, et al., 2010). Among these strategies, in this thesis, we will particularly address the use of scaffolding techniques, i.e., techniques designed to provide the assistance that learners need to accomplish tasks and develop the understanding that they would not be able to manage on their own (Hammond & Gibbons, 2005, p. 9).

Today, CLIL is found in a large number of European countries. In most cases a foreign language is learnt together with a minority language. English, French, and German hold an outstanding position in the ranking of foreign languages acquired by means of CLIL compared to the less predominant position of other languages such as Spanish, Italian or Russian. Most countries implement CLIL all along the compulsory primary and secondary education, few offer CLIL instruction in pre-primary or kindergarten education.

2.3.2. CLIL implementation in Spain

There is a great diversity in the implementation of CLIL all over the world. In Europe, for example, experiences differ among regions within a country but also along schools in a single town. Based on the Eurydice report (2006), this situation was closely linked to the autonomy given to countries and schools. This diversity of experiences also has to do with the lack of regulation or official guides regarding its implementation. This can particularly affect aspects such as teacher training and linguistic competence, language level to be achieved by learners under a CLIL program, or length of the programs and the amount of CLIL hours (Mehisto et al., 2008, p. 57). For instance, in France, Poland or Hungary, prospective CLIL students are selected according to their performance on entrance exams both on the target language and on subject knowledge. As Baetens Beardsmore (1993, p. 39) observes: “the social situation in each country [...] always has an effect. [T]here is no blueprint of CLIL that could be applied in the same way in various countries”.

The implementation of CLIL in Spain has received considerable attention. Concerning languages, the main idiosyncratic feature of Spain as a country is its linguistic diversity. There are monolingual regions in which Spanish is the official language as well as bilingual regions where Spanish coexists with the language of the community. This situation affects the position of foreign languages in CLIL programs: in monolingual communities, the foreign languages in CLIL are L2, whereas in bilingual communities

they are L3 or even L4. To present the various types of implementations of CLIL in Spain we will firstly devote our attention to those bilingual communities that have put into practice some kind of CLIL instruction; secondly, we will shift our focus onto the monolingual communities. In this respect, we refer to bilingual and monolingual communities as autonomous regions where there is a coexistence of two co-official languages or where there is only one official language, respectively.

Following, we explore sources that display the situation of bilingual education in representative Spanish bilingual and monolingual autonomous communities during the last ten years. Regarding the bilingual communities, we present a summary of the situation of CLIL in the Basque Autonomous Community (henceforth BAC), Catalonia, and Galicia. Regarding the monolingual communities, we will examine the cases of Andalusia, Madrid, and La Rioja, with a special emphasis on the latter, where the data for this thesis were gathered.

2.3.2.1. Bilingual communities

As Lasagabaster and Ruiz de Zarobe (2010) note, various linguistic instructional programs have been developed in the BAC. Students may study subjects either through Basque or Spanish, they can learn Basque or Spanish as a subject itself or, depending on the school, they can even study some subjects through Basque and others through Spanish. This distribution of subjects is a response to the objectives pursued by the linguistic policies in the Basque region, according to which, it is intended that students reach Common European Framework of Reference (CEFR) (Council of Europe, 2001) levels at the end of the compulsory education i.e., B2+ for Basque and Spanish, B1+ for English, and A2 for French. CLIL courses in English, that is, content subjects taught in English have undergone a rapid development in the last years. Although multilingualism is gaining importance there are, according to Vila et al. (2017, p. 513), some voices that complain that Basque may be negatively affected by the inclusion of subjects taught in

English, which would reduce the teaching hours devoted to the minority language. Thus, the challenge resides in the incorporation of CLIL courses in the existing bilingual programs while ensuring a balanced development of the two co-official languages.

Another case of CLIL implementation in a bilingual region is the Catalan one – reported by Navés and Victori (2010), where Catalan coexists with Spanish in this North-eastern Spanish region. CLIL began in Catalonia as early as the 1980s with participation of 24 schools in the first pilot programs. Since then, the number kept increasing until reaching 135 schools in 2009. As stated in Navés and Victori (2010), the effectiveness of CLIL relies on the stability of the programs together with other important factors like parental support. Vila et al. (2017, p. 510) underline that there are ideological and political factors shaping the educational context. In 2010, the local educational authorities focused their attention on literacy and foreign languages and encouraged the use of English in CLIL programs. But the sentence of the Constitutional Court had an impact and Catalan schools were required to use more Spanish in schools.

The situation of CLIL in Galicia is described by San Isidro (2010), who posits that CLIL started in Galicia back in 1999 by means of pioneering programs. Since then, it has kept on increasing its presence, from 12 pioneer schools to 200 schools nowadays, after a formal regulation took place in 2008. This formal regulation involved implementing CLIL in all educational levels in primary and secondary education whether through English or French. San Isidro (2009, p.5) attributes the positive effect of CLIL in Galicia to “the promotion of immersion programs [...]; the creation of a gradually increasing network of primary and secondary schools, as well as teacher-training programs that include in-service training; and materials design”. The main aim of CLIL in this community, as reported by San Isidro, is to motivate teachers and students to learn more additional languages. In primary education, Castilian is used to teach natural and social sciences as well as mathematics (Vila et al., 2017, p. 515). For the remaining subjects, the aim is

to achieve a 50–50 division in the number of hours of instruction. Regarding secondary schools, Galician must be used both in social and natural sciences, and Spanish must be used in mathematics and computer science.

2.3.2.2. Monolingual communities

Having summarized the CLIL situation in three Spanish bilingual communities, we are now focusing on how CLIL has been and is being implemented in some monolingual Spanish communities. Andalusia has traditionally been a monolingual community but, in agreement with Lorenzo (2010), different factors led to substantial changes in linguistic policies. For example, globalization, the role of tourism, and the growth of international educative exchange programs, Erasmus, for instance, and immigration made a turning point in these Andalusian linguistic policies.

During the last decade, as noted by Lorenzo (2010), the results of Andalusia in PISA (OECD, 2009) proved the existence of a worrying low level in linguistic competences in Spanish, the students' L1. At that same time, a great investment in bilingual education was giving good results and this situation led to a change in educational policies; the combination of these two opposite, but associated, factors inspired the CIL document (*Curriculum Integrado de Lenguas*, i.e., Integrated Curriculum of Languages). This document was meant to change the bases of first language teaching by making it more communicative. At the very same time, some subjects were to be also taught in foreign languages following the same communicative methodologies. The crucial aspects of this policy are the use of a genre-based approach along with task-based methods, the centrality of texts and the continuous assessment. As Pérez Cañado (2018) observes, Andalusia has witnessed two plans which have bolstered bilingual education in this monolingual context, firstly the *Plan de Fomento del Plurilingüismo* (Andalusian Plan for the Promotion of Plurilingualism) which was implemented in 2005 and secondly, in 2016 the *Plan Estratégico del Desarrollo de las Lenguas* (Strategic Plan for the Development

of Languages). According to the Junta de Andalucía (2016) these numbers show that there has been an increase by around 100 new bilingual schools each year for the last decade, from the 519 schools that pioneered the bilingual programs in 2008 up to 1260 schools in 2016. The growth in numbers is paralleled in the number of teachers involved in bilingual schools, with an increase from 871 teachers in 2008 up to 9735 in 2016. In the school year 2018-2019, there were 1417 bilingual centres and 460,975 students.

As to the case of Madrid, in the last decade Llinares and Dafouz (2010), summarized the beginning of the situation of CLIL in this region. They observe that there existed two diverse CLIL programs that are still functioning: on the one hand the MEC/British Council Project and, on the other hand, the CAM (*Comunidad Autónoma de Madrid*) Bilingual Project. The former began in 1996 to promote the cooperation among Spanish native teachers, bilingual UK teachers, and English native assistants from the UK who provide extra exposure to students. The key points that characterize it are the usage of authentic English materials, along with students and staff collaboration and exchanges with English schools. The British Council also advises the Ministry on development of the integrated curriculum for all 89 Primary and 56 Secondary schools within the Ministry's Bilingual Project (British Council, 2020). Bilingual programmes in the Madrid region are based on the CLIL approach. As such, a considerable fraction of the contents is taught in English (between 40% and 60% in the MEC/British Council Project, and between 30% and 50% in the CAM Bilingual Project. During the school year 2015-2016, Pires-Jiménez and Álvarez-Espinosa (2015) state that the number of schools involved in bilingual programs was of 353 primary public schools, 181 state funded primary schools, and 110 secondary schools. Some years later, according to official data offered by the Education department of the autonomous region (Comunidad de Madrid, 2020), the CAM Bilingual Project takes place in primary and secondary schools in Madrid, including during the school year 2017-2018 a total of 369 primary schools and 356 secondary schools, which

are a share of 46.6% primary schools and 51% of secondary schools. All bilingual schools must teach the subjects of English and sciences through English, and other areas must be included until a 30% of the teaching hours are taught in the foreign language. Nowadays, according to Pena Díaz (2019), the CAM project includes in primary education 340 public schools and 45 private schools that are either bilingual or have adopted a CLIL approach.

There are converging and diverging points between both projects. Common to them it is the fact that there are native assistants involved and the exchanges among teachers and students. Nevertheless, there are differences too, for instance, the CAM Bilingual Project offers methodology and language courses for teachers throughout the academic year, and furthermore schools also enjoy an increase in funding, mainly for ICT and materials. However, as the authors remark, the CLIL offer is not limited to primary and secondary education; some universities in Madrid include several bilingual degrees as well, where courses are taught completely in English. This picture of the CLIL situation in Madrid reveals that a great effort is being put into spreading CLIL: not only is it being implemented on primary and secondary education, being above 700 the total number of schools involved in both projects, but also on tertiary education.

Another example of a monolingual community can be found in Castilla La Mancha. In this community CLIL had been being implemented for the last 10 years in primary and secondary schools, as reported in the review conducted by Fernández Fontecha (2009). In primary schools, learners receive bilingual instruction in English in three subjects, i.e., English language and two non-linguistic disciplines (NLD), the exposure to the foreign language goes from 40% or 50% percent in NLD to 100% in EFL lessons. The situation in secondary schools in Castilla La Mancha is somehow similar in the sense that students receive bilingual instruction in various subjects, with percentages of exposure to English ranging from 70% in NLD to 100% in EFL. Nevertheless, teachers from this region detect

a lack of specific training above all in secondary education, where they are either teacher specialists or language specialists.

Another example of the implementation of CLIL in monolingual communities is the case of Extremadura, which is one of the most active communities as bilingualism in education is concerned, with the Bilingual Section Projects or the *Plan Linguaex*. The bilingual programmes began back in 1996, when two schools adhered to a project with the British Council. As for the year 2015, there were 265 bilingual sections in Extremadura, out of which 147 were Spanish-English sections. Besides, there were other primary schools that included a second foreign language in the curriculum, most of them (116) included French, and others Portuguese or Italian. According to Alejo and Piquer Píriz (2010, p. 229) the main features of the bilingual projects are the following: (1) three different foreign languages can be used (English, French or Portuguese), (2) there must be at least one session each week in the foreign language, (3) the subjects taught in the FL are two or three subjects, (4) students involved in the Bilingual Sections are required to attend additional foreign language classes for an additional hour, (5) Bilingual sections receive official support in the form of travels abroad for the students, financial support for teachers, and native language assistants for bilingual schools.

This section on the implementation of CLIL in Spain will be completed by an account of CLIL in La Rioja. We deem this review necessary to place the context for our thesis. As stated by Fernández Fontecha (2009), La Rioja is a monolingual community where immigration and, above all, tourism have a great importance due to the culture of wine, The Way of St. James, and *San Millán de La Cogolla*, i.e., the cradle of the first Spanish words. A decade ago, the author noted the existence of some initiatives designed to improve the teaching of foreign languages teaching as for instance: the PILC Project (*Proyectos de Innovación Lingüística en Centros*, i.e., School Language Innovation Projects). There has been an evolution in this program since Fernández Fontecha

(2009). This PILC program originally consisted of two possibilities of using the foreign language in the classroom: Type A, where the foreign language is employed for greetings, routines, and instructions, and Type B, where part of the curriculum is taught in the foreign language. There have been some changes throughout the years and the PILC project offered three diverse alternatives: type A, where a unit is taught through the foreign language, type B, where a unit is taught through the foreign language each trimester, and type C, where a school subject is fully taught in the foreign language. This shift in the bilingual program leads us to think about the positive impact that bilingualism has had on the educational context.

Nowadays, in 2020, as the Regional Government states (Gobierno de La Rioja, 2020a) due to the development of bilingualism in the schools of La Rioja and the positive impact and results, there is only one possibility for schools enrolled in the PILC program, and that entails teaching two didactic units using the foreign language. Regarding the response to those experiences, there has been a great increase in the number of schools that have adhered to bilingualism, since back in 2005 only 10 schools were involved in this project; however, we find 46 schools in 2009, and 57 schools in 2018. In addition to the PILC project, there is another program that encompasses 26 bilingual schools that have a bilingual project, in accordance with the official registers provided by the Regional Government (Gobierno de La Rioja, 2020b). The bilingual project requires schools to teach at least three subjects by means of a foreign language, including natural and social sciences together with physical education, music, or visual arts.

The Bilingual Sections have also changed since Fernández Fontecha's (2009) account. Bilingual Sections were a parallel, but diverse, way to PILC projects, to implement CLIL in schools in La Rioja. These programs began in 2008 (BOR, 2008) required that at least two subjects were taught in a foreign language provided that the total number of hours taught in the foreign language did not surpass the 50% of the total hours of the

curriculum. This program is of crucial importance for the development of this dissertation, because the school in which our study was built up belonged to this bilingualism promotion program.

These Bilingual Sections were abrogated in 2018, and the new legislation (BOR, 2018) that is addressed to secondary schools and higher studies makes clear that secondary schools must teach at least 30% of non-linguistic subjects through English or another foreign language. As of 2020, according to the data provided by the *Consejería de Educación de La Rioja* (Gobierno de La Rioja, 2020b), there are 17 bilingual primary schools and 9 secondary schools registered as bilingual schools according to the official law (BOR, 2018).

So far, we have briefly portrayed the situation of CLIL in Spain and, as it happens with most of the implementations in the European countries, differences also arise between the various regions of this country. Despite its diversity, CLIL seems to have an overall positive impact on language achievement, as it will be explained in Chapter 3. However, several aspects have not been sufficiently addressed in CLIL research, such as textbooks and other teaching materials.

2.4. Teaching materials: CLIL and EFL textbooks

According to Richards and Schmidt (2002, p. 561), a textbook is defined as “a book on a specific subject which is used as a teaching guide, normally in a school or college”. Foreign language textbooks might focus on a single linguistic skill or might be part of a series where multiple skills are covered. The teaching in EFL and in CLIL depends on the materials used. Despite the growth of online resources, the use of printed textbooks still dominates the EFL context (Tomlinson, 2008; 2010; 2012) and in CLIL scenarios the last years have witnessed an increase in the number of available textbooks. Most publishing houses nowadays offer a wide range of textbooks designed for bilingual

educational contexts as we have seen through our experience as English language teacher in primary and secondary education teaching position. From our teaching experience, we can say that textbooks are essential above all in primary and secondary schools, not only because these educational resources contain the vocabulary that students need and must learn, but also because they are one of the most direct ways of contact with the foreign language, mainly in its written form.

Textbooks have been a recurring topic of research in the field of applied linguistics (e.g., Crawford, 2001; McGrath, 2013; Tomlinson, 2016). Nevertheless, as Crawford (2001) observes there is no agreement on the role they should have in the foreign language classroom, nor in the benefits they have on students' linguistic and sociocultural competence (Lasagabaster & López, 2015; Canga & Cifone, 2016). Even though the role of textbooks in the classroom seems to be a controversial issue, their importance in nowadays EFL and CLIL contexts is out of doubt, and they are one of the main tools used by the teachers. In the words of McGrath (2013, pp. 127-140), this fact is exemplified by the low number of teachers that create their own materials due to the difficulties that they experience, such as the lack of time and resources together with the absence of a standardized framework to elaborate or adapt teaching materials (Ball, 2018, p. 6). This section addresses the main defining features of textbooks. Since our study focuses on EFL and science, this part of the thesis will mainly focus on textbooks used in these school subjects.

In recent years, the literature on evaluation of EFL textbooks has increased considerably. The most recent research focuses on specific topics like gender-bias in textbooks (Shah, 2012; Blumberg, 2015) or cultural aspects (Wu, 2010; Raigón-Rodríguez & Larrea-Espinar, 2015; Weninger & Kiss, 2015), or a combination of vocabulary and culture (Canga & Cifone, 2016 and 2021) who ascertained that the total number of words related to culture encountered in both textbooks is not balanced and also that there is a tendency

in secondary education textbooks to highlight geographical locations and famous or influential characters, leaving aside controversial topics which can cause tensions in ELT classroom interactions (Canga & Cifone, 2016), and also that primary education textbooks include references to festivals as it is recommended in regional and national educational policies, and that these textbooks focus on the target culture leaving aside the students' own culture (Canga & Cifone, 2021). However,, in earlier decades, research provided more global and comprehensive reviews on EFL textbooks, which offered a solid ground for textbook evaluation and selection (Sheldon, 1988; Ansari & Esmat, 2002). For example, Sheldon (1988) presented a checklist on the aspects of previous evaluations of EFL textbooks, which was later updated by Ansari and Esmat (2002). Researchers pointed to a list of features that a textbook should have, where they include the approach to language, content presentation, sequencing and organization, addition of a guide for teachers, supplementary materials, use of graphics and organizers, accompanying workbook, and physical characteristics related to value and durability.

Concerning science textbooks, according to Penney et al. (2003), they should emphasize the textual quality of the book over any other features, paying special attention to metalanguage, where hypotheses, predictions, conclusions, justifications, or giving evidence should occur. Furthermore, regarding CLIL textbooks features and characteristics, López-Medina (2016) proposes a checklist based upon previous research on textbooks evaluation and suggest that CLIL textbooks should meet different criteria according to structure, organization, durability, content authenticity and relation to curriculum, and integration of the 4Cs framework, as the most relevant characteristics. Conversely, other scholars (e.g., Pérez & Malagón, 2017) are aware of the scarcity of CLIL textbooks and encourage teachers to design their own teaching materials rather than using commercial textbooks, and they emphasize the importance of activities and

interactive practice together with an adaptation of authentic material and interactive tools.

Finally, EFL and CLIL materials differ regarding the textual aspect and the use of images, graphics, and mental organizers. As regards the textual or linguistic content, CLIL materials present a more complex structure and a greater use of metalinguistic resources compared to EFL materials. On the other hand, while EFL textbooks tend to incorporate attractive decorative visuals and layouts (Sheldon, 1988), CLIL materials tend to emphasize the development of cognitive skills by means of graphic organizers and images.

Although publishing houses have multiplied the available textbooks for CLIL teaching, we should be aware that there is still a scarcity of CLIL books that meet the desired requisites for this type of instruction (Pérez & Malagón, 2017). In this line, Meyer (2010) observes their lack of quality, whereas Kelly (2010) highlights the lack of language support, or scaffolding, that students get in CLIL subjects, a key strategy which we address in the following section.

2.5. Scaffolding

2.5.1. Definition

Instructional scaffolding is defined as “the support [...] that allows students to meaningfully participate in and gain skill at a task that they would be unable to complete unaided” (Belland et al., 2013, p. 505). According to the Vygotskian social theory of learning (1978), learners present their best improvement in the Zone of Proximal Development (ZPD). The ZPD refers to the gap that exists between what a student can achieve on his/her own and what s/he can achieve with the help of an adult or a more advanced peer. In other words, it stands for the techniques used by teachers to bridge

the gap between the actual knowledge level of the learner and the potential level which s/he may be able to achieve. In that sense, it implies the use of scaffolding techniques.

Hammond and Gibbons's (2005) combine the Vygotskian theory with the Hallidayan social theory of language and explain scaffolding at macro level, or "designed-in", and micro level, or interactional. The former deals with lessons planned beforehand and links learners' knowledge to prior experiences using distinct strategies like "planning for message abundance" or using mediating texts and artefacts. The latter refers to the non-pre-scripted and less controlled interactions, which represent a challenge to students. In this case, true scaffolding takes place because learners use their prior knowledge to relate it to the present or future contents studied in the classroom. The authors emphasize the importance of the relationships between macro and micro levels for scaffolding to be effective.

2.5.2. Scaffolding in language learning

A considerable amount of literature has been published on scaffolding language learning. Some authors propose strategies that fall within the umbrella of the concept of scaffolding (Hammond, 2001; Gibbons, 2002; Kim, 2010) so these can be used within the classroom, others elaborate a conceptual framework for the developing of scaffolding (Walqui, 2006), or even multilingual and multimodal frameworks for language learners (Yi Lo & Lin, 2015).

According to Van de Craen et al. (2017), strategies specifically designed for EFL learners could also be applied within a CLIL context since the essence of scaffolding remains untouched when implementing CLIL. The conceptual framework developed by Walqui, designed for EFL learners, can be also used in CLIL. Walqui (2006) relates scaffolding to the Vygotskian learning theory and especially to the concept of ZPD by means of social interaction, i.e., the learner develops knowledge when working with others, be it

peers of same or divergent levels (learners) or experts (teachers). According to Walqui (2006), working the ZPD allows the learner to achieve more than s/he would on his/her own. The author presents six types of scaffolding: modelling refers to an example of the product that the learner is supposed to provide, bridging entails building upon previous knowledge, re-presenting text consists on turning a text into a different genre, developing metacognition, or the way in which learners manage their thinking skills, contextualization is linked to the existence of different registers like the academic or everyday language, and schema building, which addresses the incorporation of new information into pre-existent knowledge, (Walqui, 2006, pp. 170-176).

Contextualization, for instance, implies that language is not isolated. It means that any speaker has plenty of resources in his/her environment for making meaning. Walqui also adds that one of the greatest problems that EFL learners face in content area classes is reading and using the textbooks. Not only is the language academic, but it is usually very dry and dense, and normally presented with few or no relevant illustrations. Walqui (2006) posits that embedding this language in a more sensory context where learners need to make use of other senses, including for example manipulatives, pictures, moving images (films without sound) and other types of realia (authentic objects and sources of information) can make language accessible and engaging for students.

Together with contextualization, schema building is another important type of scaffolding because it allows learners to have a wider view of the diverse elements of the text, therefore they can gather the meaning of the whole. Schema building refers to a situation in which new information is integrated into a network of previous knowledge, therefore learners can recognize its connection with prior materials and concepts, and they can apply previously acquired skills to new situations. More specifically Walqui, (2006, p. 173) states that:

In preparation for a reading assignment, for example, a teacher may ask students to preview the text, noting heads and subheads, illustrations and their captions, titles of charts, etc. In this way, students begin their reading with a general sense of the topic and its organization, with their schema already activated and ready to accept new connections.

The importance of headings and related resources has been addressed and included in previous research. For example, it was addressed by Schmidt under his Noticing hypothesis (Schmidt, 1990, Schmidt, 1993, Schmidt, 2010). Schmidt (1990, 1993, 2010) refers to the role that attention and awareness play on active learning as opposed to unconscious acquisition. Different techniques can be implemented to facilitate this process, such as colour coding or bold letters. In this way, this hypothesis can be directly linked to schema building because they complement one another in the sense that triggering prior knowledge and being aware of new information can lead to better learning.

According to some authors (Walqui, 2006; Guerrini, 2009; Bentley, 2010; Fernández Fontecha et al., 2020), images can help learners to better comprehend the content they are exposed to. Images do not only provide more information, but they can also trans-semiotize (Lin, 2015), or resemiotize (Fernández Fontecha et al., 2020), the text, put in another way, images translate the text and help to organize the relations between the particular elements of reality, those that language can only explain in a linear way. Resemiotization refers to the transformation of the ideas from a text into another meaning-making form (Iedema, 2003) using linguistic, visual and other resources. It makes reference to “how meaning shifts from context to context, from practice to practice, or from one stage of a practice to the next” (Iedema 2003, p. 41), or it can also be conceptualized as intersemiotic translation, which is the translation and explanation of ideas using language, images and other semiotic resources (O’Halloran et al., 2014; 2015). In many cases, resemiotization entails the introduction and use of new semiotic resources that may result in a metaphorical expansion of meanings in the sense that the

functional elements of a semiotic resource are created with the use of other semiotic resources (O'Halloran & Smith, 2011).

Our research is grounded in concepts such as contextualization, schema building and resemiotization.

2.5.3. Scaffolding in CLIL

In CLIL, scaffolding becomes a key concept due to the complexity imposed by the approach, as content and language are learned at the same time. It would comprehend the strategies that mediate the learning process, and which would help students to overcome the difficulties that arise in learning new concepts and processes in a foreign language. Therefore, scaffolding in this context should address difficulties imposed by both the content itself and by the foreign language.

In a CLIL situation these strategies include, for instance, (1) building on students' existing knowledge, skills, attitudes, interests and experience, (2) repackaging information in user-friendly ways, or more accessible ways, e.g., use of paraphrase or visual aids, such as images, animations, gestures, (3) responding to particular learning styles, (4) fostering creative and critical thinking or (5) challenging students to take another step forward and not to just coast in comfort (Mehisto, et al., 2008; Cenoz, et al., 2013). Lin and Wu (2015, p. 300) propose that the success of CLIL depends on guidance through interaction in the context of shared experience, with the additional principle that learners that may experience difficulties should be allowed to trans-semiotize new concepts by using whatever familiar semiotic resources they have at their disposal: e.g., L1/L2 everyday wordings, L1/L2 academic wordings, as well as visuals, drawings, gestures, etc. Classroom language, in this case, is "naturalized" because learners can connect language with their everyday experience in exchanging communication.

Scaffolding techniques in CLIL can be addressed via Focus on Form (FonF) (Ellis, 2001). By means of FonF techniques, learners' attention is attracted to a particular linguistic form as they engage in the performance of tasks and in which the understanding and use of that form is required. Two main types of FonF are usually considered: proactive and reactive. As noted in Fernández Fontecha et al. (2020, p. 7), proactive FonF is a type of designed-in scaffolding process (Hammond & Gibbons, 2005) which enables "students to notice and to use target language features that might otherwise not be used or even noticed in classroom discourse" (Lyster, 2007, p. 44). On the other hand, reactive FonF is a type of spontaneous teacher-student interactive scaffolding (Hammond & Gibbons, 2005) through which students' "corrective feedback as well as other attempts to draw learners' attention to language features in relatively unplanned and spontaneous ways" is provided (Lyster, 2007, p. 47). Fernández Fontecha et al. (2020), for instance, suggest the use of some language awareness pedagogical strategies of proactive FonF, which involve multimodal resources, in teachers' interventions, instructional materials or in task design, such as the implementation of visual thinking scaffolding techniques to facilitate access to meaning or to reinforce the learning of certain problematic target features in CLIL science at lexicogrammatical level (e.g., grammatical metaphor).

2.6. Multimodality

Recent studies have approached several aspects of multimodality in language learning in general and in CLIL in particular (Jewitt, 2008; Yi Lo & Lin, 2015; Evnitskaya & Jakonen, 2017; Fernández Fontecha et al., 2020). With the upsurge of new media, the concept of multimodality has been gaining growing importance over the last decades (Kress, 2003). Multimodality is defined as the combination of various modes or sign systems and communication artefacts whose production and reception depend on the interrelations that communicators will make of them (Ventola et al., 2004). In the context of our research, we pay particular attention to the linguistic and visual modes found in

the textbook. We will cover to any kind of visuals, diagrams, maps, figures, tables, or pictures.

Regarding this relationship between text and image, it is fundamental to briefly address some of the ground theories that have analyzed the basic semiotic principles which operate across modes. Barthes (1977) provides one of the earliest and simplest theories, and the author elicits three relations between text and image. The first one is called *anchorage*, where the text supports the image and language has a function of elucidation. Secondly, we find *illustration*, in this case the image supports the text, and the image realizes the text. Finally, we have the relation of *relay*, which is rare in the fixed image but of high importance in films and moving images because in this type of relation the dialogue advances the action. Barthes is one of the first authors to provide a framework to analyze the relations between images and texts.

Kress (2003) argues that communication has been constantly changing and is now governed by visual elements and not by words. This shift is more noticeable when we look at the format where the text appears, since it has changed from the paper, traditionally in the form of a book, to the screen. The author offers examples of how images have modified the way in which texts, such as some textbooks, have evolved. In his view, changes can be seen not only in the design of the pages of the textbook, where images play a significant role, but also in the grammar of the written texts. For instance, we are given an example of a sentence made of five different clauses in a fragment taken from a textbook from the 1950s compared to a pattern of a sentence of only two clauses in a more recent science textbook. This situation explains by itself the importance that visuals have in our daily life, and it shapes the style, format, and printout. We can infer that visuals contain important information that may complete what words mean or even substitute them.

Some scholars highlight the importance of visual grammar (Kress & van Leeuwen, 1996) and posit that most readers are not aware of the significance of images since they have not been trained to read them and are not well acquainted with visual grammar in the same way that they are trained in reading written texts from a very young age. However, as a great number of sources have noted (e.g., van Leeuwen & Jewitt, 2001; Kress, 2003; Ventola et al., 2004; Solly et al., 2008), visual elements are now more determining than ever before. When different modes are combined, there is not just a single set of semiotic principles operating but diverse underlying grammars (Kress & van Leeuwen, 2001). These modes provide meaning on different layers and they are also meaning making resources in their interaction (Jewitt, 2008). This combination of modes and the impact that they have on meaning can also be linked to Paivio's (1991) Dual Coding Theory (DCT). This theory establishes that cognition takes place at two different interconnected levels by means of two different codes, the word or the textual level, and the level of the mental image. According to this DCT the combination of text and image might have a positive effect on vocabulary recall.

In the following section, we will present some models that explain the relationship between different modes. Among them, we will particularly focus on Carney and Levin (2002) and Royce (1998, 2002), as they will help us to create a more solid foundation for the analysis of visual elements in CLIL and EFL textbooks in the first study of this thesis.

2.6.1. Carney and Levin's model

Carney and Levin (2002) adopt a pragmatic approach to define which relations may exist between texts and images and how these relations affect learning, providing updated justifications and examples of an earlier version of their theory (Levin, 1981). Carney and Levin are focused on the educational context and look at the effect that images may have on learners who are exposed to various types of texts through particular subjects. They explain that images can enhance learning because they make the text more

concentrated directing the readers' attention, more concise, concrete, coherent, comprehensible and easier to understand, correspondent, relating to the prior knowledge of the readers, and codable. Since the context of our research is merely educational, the image-text relations provided by Carney and Levin (2002) are directly applicable to our study. They suggest a series of functions, i.e., *decorative*, *representational*, *organizational*, *interpretational*, and *transformational* relations, giving the latter the most importance regarding educational contexts. Carney and Levin (2002, p. 7) describe them as follows:

- *Decorational*: the image embellishes the page and there is no relation between the text and the image itself. An example of this relation could be the drawing of a pine next to a text about hiking activities.
- *Representational*: pictures part or the whole content of the text. In this case, a picture that accurately portrays the landscape described in a text would serve as an example. They make the text more concrete.
- *Organizational*: a structural framework for the content is provided. The images that may accompany a text that explains the steps that must be followed in a process, or a map that shows the route that must be followed are organizational examples. They can also serve the purpose of providing large sets of data through graphics such as diagrams or charts.
- *Interpretational*: images that help clarify the meaning of a difficult text. They can be considered visual analogies used to facilitate the understanding of abstract concepts through visuals easier to comprehend. This type of relation takes place, for instance, in the representation of blood pressure in terms of a pump system.
- *Transformational*: these pictures include systematic mnemonic or memory enhancing components that are designed to improve how a reader recalls text information. These relations are both the most beneficial and the most complex.

Part of the content of the text is re-coded into the image, therefore the image recalls the readers about the content of the text. An example of a transformational image can be seen in Figure 2, where the details of a fictional city called Belleview are represented, and an arrow points at a bell hanging from the finish line.



Figure 2. Example of transformational image (Carney & Levin, 2002, p. 18)

According to Levin et al. (1987), the visual type affects learning. They found that transformational graphics had the highest substantial benefits for learning, followed, by interpretational, organizational and representative visuals affected learning positively, while decorative visuals had no effect on learning.

The authors also provide a list of ten features that an image should have to facilitate and improve learning from the text: they mainly suggest that pictures must be applied to the whole text, they should be carefully selected because pictures should honour the text and not be purely decorative elements, they should not be conflicting with the text, they should not be used if the text is memorable *per se*, pictures must not be used if the text

elicits useful mental images by itself, they must be within the limits of understanding of the reader, they must be relevant for the readers' generation, not adulterated and of good quality, and they should also be made to perform their function.

2.6.2. Multimodal analysis from a systemic functional perspective

Social semiotics resorts mainly to Systemic Functional Linguistics (SFL) (Halliday, 1973; Halliday, 1975; Halliday, 1979; Halliday, 1993; Halliday, 1994; Halliday & Hasan, 1976; Halliday & Hasan, 1985; Halliday & Matthiessen, 2014). According to SFL, language is both functional and systemic. The word "systemic" refers to the view of language as a network of interrelated systems (namely semantics, lexico-grammar, phonology), and the term "functional" refers to the choices that language users make when they exchange meanings through language. The actual meaning conveyed in a message depends on the semiotic choices that speakers make, in the sense that different choices would entail a different meaning.

Halliday (1978) mentioned a concept that became the hallmark of the SFL theory: metafunction. Metafunctions are meaning-making principles that can be applied to all languages and modes (Halliday, 1985; Halliday & Matthiessen, 2004). The metafunctions are ideational, interpersonal, and textual. The ideational metafunction elaborates on the nature of entities, processes and circumstances by relating them in different ways to a set of properties. According to Hasan (2009, p. 8) the 'interpersonal' metafunction enacts social relations, including the speaker's assessments of possibilities, the evaluation of phenomena, attitude to self and others as well as commitment to the interactive process. Finally, the textual metafunction contributes to the creation of text. These metafunctions always work together and the three of them are found in every clause and cannot be separated when clauses are analyzed. From a SFL perspective, metafunctions allow us to analyze language and find the meaning that

is to be transmitted because each one of them gives us information about the different elements involved in any text.

A great deal of multimodal frameworks or models have been inspired by Systemic Functional Linguistics (Halliday, 1973; Halliday & Matthiessen, 2004) and subsequent further developments by authors like Hodge and Kress (Jewitt, 2008). This type of frameworks extends the principles of SFL to the Systemic Functional Theory (SFT) by adding to textual analysis the analysis of distinct semiotic systems or modes, such as images (Kress & Van Leeuwen, 2001), music (Van Leeuwen, 1999), infographics and websites (Tan, et al., 2016) or films (Bateman & Schmidt, 2013), among others. The theoretical underpinnings of SFT inspired other scholars to explore the relations between the linguistic mode (text) and the visual mode (image). Within this tradition, we find a comprehensive list of authors who follow this trend (Royce, 2002; Marsh & White, 2003; Martinec & Salway, 2005; Unsworth, 2006a and 2006b; O'Halloran & Smith, 2011; Fernández Fontecha et al., 2020). These authors apply the SFT framework to the analysis, classification and tagging of any type of relationships that may occur between texts and images on a variety of contexts. On a general basis, the multimodal approach these authors propose "involves attending to the interplay between these types of meanings in and across each of the modes in use, which multiplies the complexity of meaning" (Kress et al., 2001, p. 14). Furthermore, they believe that focusing on one single mode provokes not only missing part of the meaning, but "the meaning" itself. We will devote some paragraphs to succinctly outline other existing classifications of the relations between text and images.

Based on SFL, O'Halloran and Smith (2011) extend the Systemic Functional Multimodal Discourse Analysis (SF-MDA), and use of some SF fundamental concepts, namely strata, metafunctions, and register, among others. For example, based on SF-MDA, Fernández Fontecha et al. (2020) offer some ideas about the use of multimodal

scaffolding resources for CLIL contexts to make complex scientific content more accessible, for example by adapting resources, using new resources (e.g., stick figures and other simple schematic drawings) and maintaining parts from the original text for the depiction of abstract concepts and ideas for a non-specialist audience.

Another important contribution that derives from SFT was provided by Unsworth (2006a and 2006b), who aims at providing a framework useful in the description of inter-modal (or multimodal) construction of ideational meaning (Figure 3).

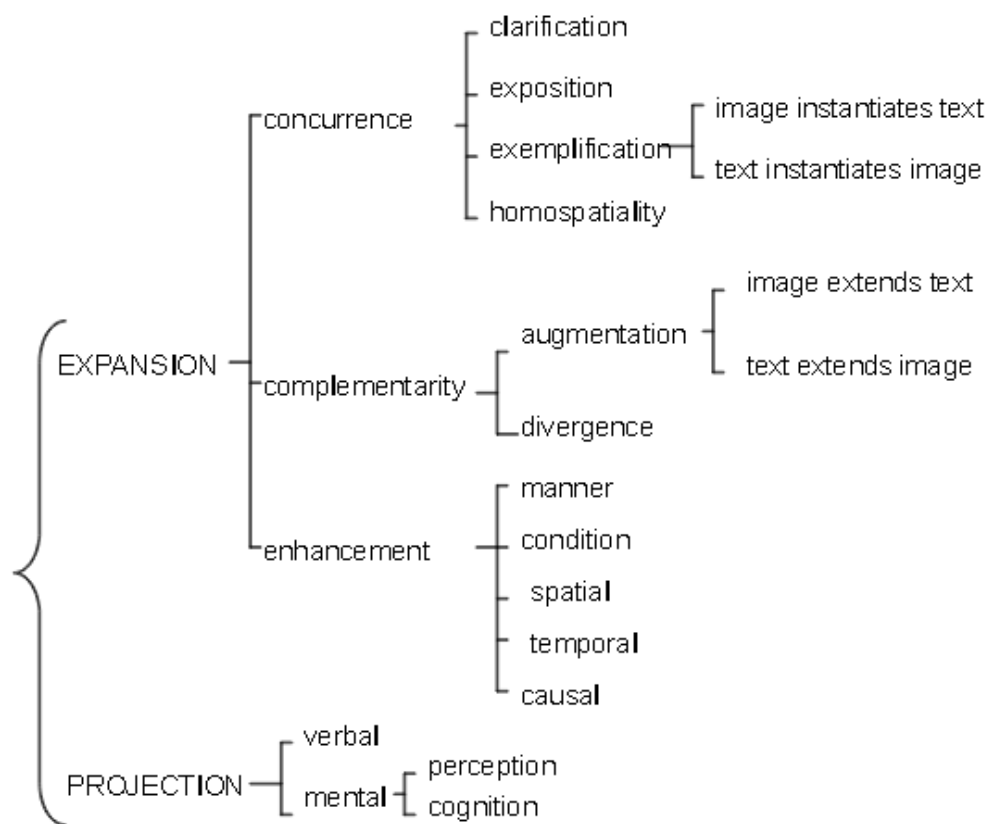


Figure 3. Unsworth's (2006a, p. 1175) framework of image-language relations

The framework is based on the logico-semantic relations postulated by Halliday. For instance, the ideational metafunction is divided into relations of expansion and projection. On the one hand, expansion is further subdivided into concurrency, complementarity and enhancement, whereas on the other hand we have verbal and

mental projections. Regarding the relations of expansion, Unsworth (2006a) notes the following:

Concurrence happens when there is an ideal equivalence between text and image. *Clarification* takes place when the image clarifies the written text. The author (Unsworth, 2006a, p. 1177) explains that the text reads “Students constructed fly traps from old PET drink containers to catch flies.” and the nature of the trap and how it catches flies are clarified by the image. *Exposition* occurs when the image and the text are of the same level of generality. Unsworth (2006a, p. 1178) presents an image of a duck adapting its plumage to the surrounding environment while the text explains how the change of colours is an example of camouflage. The *exemplification* relation appears when either the image or the text is more general than the other, and *homospatiality* “refers to texts where two different semiotic modes co-occur in one spatially bonded homogenous entity” (Unsworth, 2006a, p. 1177) as can be seen in Figure 4, where the lines that represent the heat emerging from a campfire spell the word “hot”.

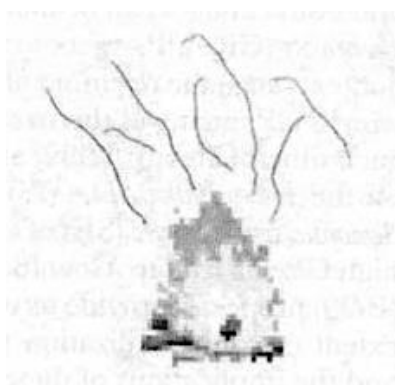


Figure 4. Example of homospatiality relation (Unsworth, 2006a, p. 1184)

Complementarity takes place when what is represented in both modes is divergent, but they complement each other, so the meaning of the whole is more than the sum of each of the modes separately. In this case, *augmentation* is present where each of the modes provides meanings additional to and consistent with those provided in the other mode (Unsworth, 2006a, p. 1185). For example, Unsworth (2006a, p. 1186) shows a diagram

of the cycle of water that contains specific comments about how snow melts or the role of clouds. These comments do not appear in the text accompanying the image; thus, the image extends the text. *Divergence* is the point where the ideational content of text and image are at variance.

Enhancement refers to relationships of manner, condition, space, time and cause. For example, the verbiage constructs the condition and the image the consequence or the logical manner, condition, space, time, or cause in which the wording is expected to happen. Figure 5 presents a woman receiving hormone replacement therapy and the picture shows the manner in which the therapy is received.



Figure 5. Example of a multimodal relation of enhancement (Unsworth, 2006a, p. 1196)

Projection refers to either a 'locution', which is the quoting or reporting of wording, or an idea, which is the quoting or reporting of thought (Unsworth, 2006a, p. 1197). This type of relation normally appears on the bubble of cartoon or comic stories.

2.6.2.1. Royce's model

Royce's (2002) model is applied to the analysis of the text-image relations that take place in the CLIL and EFL educational materials in the first study of this thesis. Grounded in Halliday's (1994) Systemic Functional Linguistics, and with a special emphasis on the intersemiotic ideational meanings, Royce (2002) aims at analysing teaching materials in terms of two main aspects: (1) defining functional categories found in Halliday (1994) and (2) looking at the lexical choices of the writer to understand how the visual ideational choices relate semantically to the verbal ideational choices.

To identify Hallidayan functional categories, which are represented by participant, process, circumstances, and attributes, Royce (2002, pp. 193-194) advises on finding the answers to the following questions: (1) identification: who or what is in the visual frame (animate or inanimate)?, (2) activity: what action is taking place between the actor(s) and the recipient(s) or object(s) of that action?, (3) circumstances: what are the elements that are locative (i.e., concerned with the setting), are of accompaniment (i.e., participants not involved with the action), or are of means (i.e., participants used by the actors)?, (4) attributes: what are the participants' qualities and features? Based on these processes, the author proposes a taxonomy of semantic relationships between verbal and ideational choices, as shown in Table 1.

Table 1. Types of semantic relationships between verbal and ideational choices (Royce, 2002)

INTERSEMIOTIC RELATION	TYPE OF RELATION	MEANING
SYNONYMY	Similarity	An image can represent a synonymous lexical item
ANTONYMY	Opposition	An image can represent an opposite lexical item
HYPONYMY	Class-subclass	An image can represent a hypernym or hyponym
MERONYMY	Part-whole	An image can represent a part that signifies the whole
COLLOCATION	Expectancy	An image can recall lexical items likely to occur together

According to Royce (2002, p. 194), these intersemiotic relations can be of (1) synonymy, where, for example, we may encounter the image of a scientist, which can be glossed as “scientist”, but may be intersemiotically synonymized by the lexical item “researcher” in the linguistic mode, (2) antonymy, in which a graph showing increased degrees of temperature, glossed as “increases over time”, may be intersemiotically related through antonymy to the lexical item “decreases”, (3) hyponymy: in this case a sketch may show various types of marsupials in desert areas, glossed as “marsupials”, and it can be intersemiotically related to the lexical item “kangaroo”, which is a type or subclass of marsupial, (4) meronymy, for example, a schematic diagram showing an energy-efficient house, glossed as the “energy-efficient house” may be intersemiotically to the lexical item “solar panels”, (5) collocation: An image showing the effects of silting in harbours, glossed as “silting”, may collocate with the lexical item “dredging”, because as reported by the author these words can be reasonably expected to cooccur in this topic. These relationships are valuable scaffolding strategies because they are a helpful resource to develop and reinforce semantic relationships in language. For instance, synonymy as a multimodal scaffolding strategy would allow learners to directly access to the meaning of difficult words. An example of this idea would be an image of a cottage accompanying the word “cottage”. It could be expected that the learner would understand better the meaning of the word via the visual than the definition “small house, usually located in the countryside”. Meronymy, on its part, would also be helpful for learners as far as receptive

and productive vocabulary are concerned. If we build on the previous example of the energy-efficient house, learners could encounter lexical items like “solar panels” or “photovoltaic” as receptive vocabulary in the text next to the picture. These words could also be productive vocabulary in an activity where learners would have to write the terms to tag the components of a visual that shows an energy-efficient house.

2.7. Summary

This chapter has presented the theoretical framework of this thesis. We have introduced the concepts that are pivotal for our two research studies, i.e., lexical competence, CLIL, instructional materials, scaffolding, and multimodality. With respect to multimodality, we have explained this concept and the theoretical underpinnings that led to the creation of the models that will be mainly applied to the analysis of our first study: the models provided by Carney and Levin (2002) and Royce (1998, 2002).

The next chapter takes up these ideas around which our research orbits and examines the current state of scientific literature with regard to CLIL, and more specifically the role of vocabulary, the use of textbooks both in EFL and CLIL, scaffolding, and multimodality.

CHAPTER 3. LITERATURE REVIEW

This chapter addresses the research studies related to this thesis. First, it delves into research on CLIL and the four L2 skills. Then, it reviews studies about CLIL and lexical competence. Next, it focuses on research conducted on EFL and CLIL textbooks, with particular attention to scaffolding and multimodality.

3.1. CLIL and L2 skills

3.1.1. Receptive oral skills

Receptive oral skills have been widely researched and one of the main components in this research is vocabulary. The ability to identify words and their meaning is directly linked to the comprehension of the ideas conveyed in the text, however, according to Miralpeix and Muñoz (2018) the relationship between vocabulary knowledge and listening skills has received less attention from researchers than the relationship with reading skills, in spite of findings (Kelly, 1991) that suggest that lack of lexical knowledge is a noticeable handicap for listening comprehension.

Pérez-Vidal and Roquet (2015), Pladevall-Ballester and Ballvona (2016), and Pérez Cañado and Lancaster (2017) identified no differences among the CLIL and non-CLIL groups. For example, Pérez-Vidal and Roquet (2015) found that listening did not improve in a CLIL group of secondary students. Pladevall-Ballester and Ballvona (2016) obtained no remarkable effects for CLIL on these skills but intragroup development in both CLIL and non-CLIL. Non-significant results in favour of CLIL in oral production and comprehension were obtained in Pérez-Cañado and Lancaster (2017). On the other hand, Nieto (2018) only found significant differences between CLIL and non-CLIL groups in Primary Education. In Secondary education, the CLIL group outperformed the non-CLIL in the overall results of listening and in every oral comprehension subskill. Finally, in Foltyn (2019), the CLIL group was more aware of metacognitive receptive strategies

although differences were not significant. Table 2 provides an overview of these studies. Finally, although the comparison in Pladevall-Ballester (2016) takes place between two CLIL groups, positive significant differences were found for a science group contrasted with the arts and crafts group of students.

Table 2. Studies on CLIL and receptive oral skills

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
PÉREZ-VIDAL AND ROQUET (2015)	Linguistic competence	Pre-test, post-test	50 CLIL and 50 non-CLIL secondary education students	Listening does not improve
PLADEVALL-BALLESTER (2016)	Listening and reading comprehension skills	Cambridge Young Learners' Tests (YLE)	96 CLIL students in science (428 hours of exposure) and 42 CLIL students in arts and crafts (393 hours of exposure)	Significant differences for science students in listening skills. Low achievers benefit more from science than arts and crafts.
PLADEVALL-BALLESTER AND VALLBONA (2016)	Receptive skills	Cambridge Young Learners' Tests (YLE)	138 CLIL and 149 non-CLIL primary students, 5th and 6th graders	CLIL has no remarkable effects but there is intragroup development in both cases
PEREZ CAÑADO AND LANCASTER (2017)	Oral comprehension and oral production	Two English language competence tests designed <i>ad hoc</i>	12 CLIL and 12 non-CLIL secondary students	Not significant results in favour of CLIL in oral production and comprehension
NIETO (2018)	Listening skills	-	2,790 CLIL and 17,070 non-CLIL primary 4 th grade learners, and 2,680 CLIL and 17,638 non-CLIL 2 nd year secondary students	No differences between CLIL and non-CLIL groups in Primary Education. In Secondary, the CLIL group outperformed the non-CLIL in the overall results of listening and in every oral comprehension subskill
FOLTYN (2019)	Listening skills	Multiple choice and gap filling exercises. Pre-test and post-test	26 CLIL and 25 non-CLIL lower secondary students	CLIL outperformed non-CLIL peers and were more aware of metacognitive receptive strategies

3.1.2. Receptive written skills

As it was stated above about receptive oral skills, vocabulary is considered as the most decisive element for text interpretation (Laufer & Sim, 1985). In this regard, recent research has shown, in general, a positive effect of CLIL on reading. Table 3 contains a summary of recent studies that propose a comparison between CLIL and traditional methodologies on the reading skill. Wolff (2005) posits that reading should be one of the cornerstones for CLIL methodology, because this skill is crucial for any type of instruction, but in CLIL it “decide[s] on the students’ success or failure” (Wolff, 2005 p. 17).

Dalton-Puffer (2008) conducted an extensive review of studies that researched the influence of CLIL in language skills, and it was found out that CLIL exerts a positive influence on receptive skills, vocabulary, morphology, creativity, risk-taking, fluency, and emotive/affective outcomes, whereas CLIL does not affect syntax, writing, informal/non-technical language, pronunciation, and pragmatics. This investigation was completed some years later by Ruiz de Zarobe (2011), and it is stated that CLIL learners are better than their non-CLIL counterparts in written comprehension, listening comprehension, receptive vocabulary, fluency in speaking and writing, and emotive/affective outcomes.

According to the studies presented in the following table, we can see a tendency towards the positive effect of CLIL on reading competence as it could be expected on the light of the word of Dalton-Puffer (2008) and Ruiz de Zarobe (2011). Most studies found significant differences in favour of CLIL. Prieto-Arranz et al. (2015) point to the effectiveness of CLIL programmes in the overall development of receptive skills, particularly, reading comprehension. Other studies like the one conducted by Artieda et al. (2017), Ruiz de Zarobe and Zenotz (2017), or Bayram et al. (2019) show that, among other linguistic dimensions, CLIL has significantly positive effects on reading comprehension and vocabulary, measured with the Vocabulary Level Test (VLT)

(Nation, 1983, 2012) since their findings indicated that reading awareness and strategy use were enhanced following the CLIL training, besides, these differences were maintained in the long run in the case of the results provided by Ruiz de Zarobe and Zenotz (2017). In the case of the VKS test, a test we used in this thesis, CLIL informants also outperformed their non-CLIL counterparts as stated by Bayram et al. (2019). Nieto (2017) also focuses on reading comprehension, and we find that the reading skills that benefited from CLIL were global comprehension, lexical comprehension, understanding of space-time relationships, integration of extra-textual information, and identification of extra-textual relations. The author also noted that CLIL benefits the acquisition of literal reading comprehension and inferential reading comprehension in the L1. Additionally, Ruiz de Zarobe and Zenotz (2015) indicate that the students who were trained in reading seemed to have greater metacognitive awareness and obtained better results with no significant differences, something which also seems to be present in Gutiérrez and Ruiz de Zarobe (2017) also give relevance to the positive influence of CLIL in metacognitive reading, although differences were not significant in this case. Finally, Puspitasari (2020) evaluated the effect of mind mapping -one of the scaffolding strategies present in CLIL scenarios- in reading comprehension and affirms that mind maps have a positive influence and students also consider this strategy as a helpful tool for word level and text level comprehension.

Table 3. Studies on CLIL and receptive written skills

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
DALTON-PUFFER (2008)	State of the art. Revision of studies	Previous studies	Depending on studies	CLIL learners are better than their counterparts in receptive skills, vocabulary, morphology, creativity, risk-taking, fluency, quantity, emotive/affective outcomes. CLIL does not affect these skills: syntax, writing, informal/non-technical language, pronunciation, and pragmatics.
RUIZ ZAROBÉ (2011)	State of the art. Revision of studies	Previous studies	Depending on studies	CLIL learners are better than their counterparts in written comprehension, listening comprehension, receptive vocabulary, fluency in speaking and writing, and emotive/affective outcomes. CLIL is not as effective in syntax, productive vocabulary, informal/non-technical writing, accuracy in writing, and pronunciation.
PRIETO-ARRANZ, ET AL. (2015)	Reading and listening comprehension proficiency	First test: Ten short texts covering different topics and textual genres. Second test: slightly more specific vocabulary related to CLIL subjects, either science or social sciences	50 CLIL and 85 non-CLIL secondary students	CLIL may have a direct impact in improving learners' reading comprehension abilities. CLIL students have significant better outcomes in the CLIL reading test
PLADEVALL-BALLESTER (2016)	Listening and reading comprehension skills	Cambridge Young Learners' Tests (YLE)	96 CLIL students in science (428 hours of exposure) and 42 CLIL students in arts and crafts (393 hours of exposure)	Significant differences for science students in listening skills. Low achievers benefit more from science than arts and crafts.
RUIZ DE ZAROBÉ AND ZENOTZ (2015)	Effect of training in formal instruction in reading strategies	Pre-test and post-test: Reading and listening comprehension tests Oral and written production tests Survey for reading strategies Metacognitive reading test Metacognitive task	Two homogeneous groups of 25 students who were in their fifth year of primary education (10–11 years of age)	Results indicate that those students who were trained strategically in reading seemed to have greater metacognitive awareness and thus, they obtained better results. However, no significant differences were found between the number and types of strategies used in both groups

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
WHITTAKER AND ACEVEDO (2016)	Project implementing a literacy programme	-	Classes of 12 years old, and 14-15 years old	Explicit teaching of reading, focusing on language and content, and modeling the writing of new texts, led to uptake of language and content by students. This approach to the texts of school subjects gave the teachers a new perspective, that of their students as processors of a variety of text types, in different languages, and as producers of texts for disciplines and languages with very different requirements.
PLADEVALL-BALLESTER AND VALLBONA (2016)	Receptive skills	Cambridge Young Learners' Tests (YLE)	138 CLIL and 149 non-CLIL primary students, 5th and 6th graders	CLIL has no remarkable effects but there is intragroup development in both cases
ARTIEDA ET AL. (2017)	Influence of age and hours of exposure on the L2 competence	Cloze-test, dictation, and composition	50 CLIL and 50 non-CLIL secondary students	CLILs were significantly better in reading comprehension and in several dimensions of writing: lexical richness, linguistic and communicative competence
GUTIÉRREZ AND RUIZ DE ZAROBÉ (2017)	Metacognitive reading strategies	Pre-test and post-test including strategies like 'activate background knowledge', 'make predictions', 'guess from context', 'observe the layout'	72 CLIL and 73 non-CLIL primary students	CLILs obtained better scores on the metacognitive reading task but with no significant differences
RUIZ DE ZAROBÉ AND ZENOTZ (2017)	Critical literacy and critical thinking	Pre-test and post-test including strategies like 'activate background knowledge', 'make predictions', 'guess from context', 'observe the layout of the text' and 'pay attention to the type of text',	25 CLIL and 25 non-CLIL students aged 11-13	CLILs show statistically significant gains in reading comprehension
NIETO (2018)	Reading comprehension	Reading comprehension test	2,790 CLIL and 17,070 non-CLIL primary 4 th grade learners, and 2,680 CLIL and 17,638 non-CLIL 2 nd year	The reading skills that benefited from CLIL were global comprehension, lexical comprehension, understanding of space-time relationships, integration of extra-textual information, and identification of extra-textual relations

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
			secondary students	
BAYRAM ET AL. (2019)	Reading comprehension, receptive and productive vocabulary knowledge	Cambridge Key English Test, VLT 2k, and VKS	62 CLIL and 62 non-CLIL secondary students	CLIL students significantly outperformed their non-CLIL counterparts in reading comprehension, receptive and productive vocabulary knowledge.
PUSPITASARI (2020)	Effect of mind mapping in CLIL students' reading comprehension	Students should make 12 mind maps for the tasks which was purposefully to help them comprehend the reading and an essay writing. Interview with 6 students	37 students in a private university in Indonesia	Mind maps have a positive influence on students' reading comprehension. Mind mapping also helps them in the decoding process in reading to gain both at word level and text level comprehension

3.1.3. Productive oral skills

Broadly speaking, and as far as productive oral skills are concerned, a general tendency is found in favour of CLIL learners. (e.g., Nieto, 2016; Lialikhova, 2018; Martínez Agudo, 2020). However, studies differ both in results and significance. For example, according to Nieto (2016), learners enrolled in a CLIL program in Spanish Primary education outperformed their non-CLIL counterparts in most analyzed features, such as reading, writing, listening, and spoken production and interaction, but speaking was the only language skill where significant differences were found. Similarly, non-significant differences in favour of CLIL were observed in the study conducted by Pérez Cañado and Lancaster (2017). These authors also found that productive oral skills were more positively affected than the receptive oral skills. This goes in line with Gallardo del Puerto and Gómez Lacabex (2016) findings, according to which, CLIL learners produced denser and richer oral narratives characterized by better content, vocabulary, grammar, and fluency. Likewise, Fabra and Jakob (2015) examined learners' oral fluency and accuracy, and they concluded that although both the CLIL and control group improved with the passing of time, CLIL learners progressed faster, but they did not show amelioration on vowel segments' production. Gallardo del Puerto and Gómez Lacabex (2013) also highlighted the better results in oral skills for CLIL groups contrasted with non-CLIL groups.

The tendency indicates that CLIL exerts a positive influence on the outcomes of the students in fluency, grammar, or lexis (Gallardo del Puerto & Gomez Lacabex, 2013; Lialikhova, 2018), in the provision of larger and denser narrations (Gallardo del Puerto & Gomez Lacabex, 2016), or in a broader oral competence (Martínez Agudo, 2020). There are also positive differences in favour of CLIL groups in the use of complex elements that provide different perspectives (Hüttner & Rieder-Bünemann, 2010) or in the use of modal verbs relational processes (Linares & Whittaker, 2010). It must be

noted that most studies (Gallardo del Puerto & Gomez Lacabex, 2013; Fabra & Jakob, 2015; Gallardo del Puerto & Gómez Lacabex, 2016; Pérez-Cañado & Lancaster, 2017; Lialikhova, 2018; Martínez Agudo, 2020) either present a lack of significance in the studies or obtained data from small control groups from 12 to 80 informants, which makes it difficult to extrapolate the results. There is the exception of Nieto (2016), who conducted the study with more than 2,000 CLIL and 19,000 non-CLIL informants. Table 4 contains a succinct summary of recent studies that analyzes the effect of CLIL on productive oral skills.

Table 4. Studies on CLIL on productive oral skills

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
HÜTTNER AND RIEDER-BÜNEMANN (2010)	Oral narratives in CLIL and non-CLIL	Storytelling: Frog, where are you? (Mayer 1969)	22 CLIL and 22 non-CLIL secondary education learners, aged 12-13 years old	Quantitative and qualitative advantages as regards English language competence of the children in the CLIL group. The most marked differences can be found in the more complex elements, i.e., to use language to describe shifts of perspective or to apply communicative strategies
LLINARES AND WHITTAKER (2010)	Students' spoken and written performance CLIL history lessons	Recording of students'	6 students from two CLIL classes, 1 st and 2 nd year of ESO, aged 13-14, compared to history learners in their L1	Some of the CLIL students' spoken language also shows features of the language of history. CLIL students produce more relational processes and modal verbs of different types
GALLARDO DEL PUERTO AND GÓMEZ LACABEX (2013)	Pronunciation, vocabulary, grammar, fluency, content	Storytelling: Frog, where are you? (Mayer 1969)	14 CLIL and 14 Non-CLIL secondary education students	Better fluency, lexis and grammar for CLIL. Non-CLIL larger in quantity. No significant differences in pronunciation
FABRA AND JAKOB (2015)	Oral fluency and accuracy	Reading aloud and storytelling	21 CLIL and 22 Non-CLIL secondary students	CLIL shows faster progress but does not have an impact on pronunciation. Differences were not significant.
GALLARDO DEL PUERTO AND GÓMEZ LACABEX (2016)	Pronunciation, vocabulary, grammar, fluency, content	Storytelling: Frog, where are you? (Mayer 1969)	17 CLIL, 19 non-CLIL peers and 17 non-CLIL with +2 years of exposure	CLIL produces larger and denser oral narrations with better content, vocabulary, grammar, and fluency. CLIL does not exhibit better content, fluency, vocabulary, grammar, or pronunciation than elder learners. Differences were not significant in oral dimensions.
NIETO (2016)	Writing, oral production and interaction, reading, and listening	"My favourite animal" "Choose a new bedroom" "The football match" "Wash your hands"	+2000 CLIL and +19000 non-CLIL 4 th year primary education students (9-10 years old)	CLIL offers significant differences in oral production and interaction
PEREZ CAÑADO AND LANCASTER (2017)	Oral comprehension and oral production	Two English language competence tests designed <i>ad hoc</i>	12 CLIL and 12 non-CLIL secondary students	Non-significant results in favour of CLIL in oral production and comprehension
LIALIKHOVA (2018)	Fluency, vocabulary, pronunciation, and grammar	Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	27 secondary students, receiving 18 CLIL lessons	CLIL was mostly beneficial in fluency, vocabulary, and Pronunciation. Significant differences for high-achievers and non-significant for low-achievers.

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
MARTÍNEZ AGUDO (2020)	Oral competence	Cross sectional pre-test post-test	Primary education students (82 CLIL, 80 non-CLIL) Secondary education CLIL students (74 CLIL, 82 non-CLIL) Baccalaureate (67 CLIL)	CLIL presents more developed oral competence. Significant advantages were observed for CLIL pupils

3.1.4. Productive written skills

Written competence is also part of the linguistic competence of language learners. The study of written skills can be tackled through the assessment of a variety of genres, or by focusing on specific aspects such as the usage of syntax, grammar, or vocabulary. As regards the latter, research also showed a positive overall influence of CLIL compared to traditional methodologies.

Table 5 includes studies on the assessment of written production in CLIL. In general, the tendency points to a superiority of CLIL students vs. non-CLIL students. For instance, statistically significant differences in favour of CLIL students were found in Lahuerta (2015, 2016), regarding the quality of the composition, accuracy, and fluency. Likewise, in Corral (2019), the CLIL group outperformed the non-CLIL group in written accuracy. Other studies acknowledge this positive effect of the CLIL approach although results are non-significant. For example, Jexenflicker and Dalton-Puffer (2010) who posit that CLIL learners are ahead of the EFL students in overall results, and the only significant results emerge in vocabulary range and orthographic correctness. Ruiz de Zarobe (2010) also identifies a positive effect of CLIL in content, organization, vocabulary, language usage and mechanics. She suggests that there is a positive relationship between the amount of exposure through English and written foreign language proficiency. Nieto (2016) as it was stated earlier, also found positive differences for the CLIL group. Gené-Gil, et al. (2015) reports that non-CLIL students progressed more in lexical complexity than the CLIL group, although the CLIL group tended to obtain higher scores in general. Finally, Arabah and Wu (2017) posit that university students showed an enhancement on their writing abilities.

The above literature has shown a tendency in favour of CLIL learners regarding productive vocabulary, however, we need considering other studies that have reported either mixed findings or counterevidence in favour of the non-CLIL learners. For

example, the results provided by Jiménez Catalán et al. (2006) indicate that the CLIL group produced less tokens than their non-CLIL counterparts, and Agustín Llach and Jiménez Catalán (2007) also point towards some aspects such as word repetition and use of meronyms in which the non-CLIL group obtained better results than the CLIL group. . Likewise, although in the study conducted by Pérez-Vidal and Roquet (2015) the CLIL group showed better results in accuracy, these proved to be non-significant. Similarly, Olsson and Sylvén (2017) observed that CLIL students performed slightly better in writing than non-CLIL students, but their academic vocabulary use was not as good as it was expected.

Table 5. Studies on CLIL on productive written skills

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
JIMÉNEZ CATALÁN ET AL. (2006)	Effect of the intensiveness of English instruction on students' productive vocabulary	Cloze test, reading comprehension test, VLT, and letter composition	More than 130 primary school students	Content-based students produced fewer tokens and types than the non-content group. However, the type/token ratio is higher with the content-based group.
AGUSTÍN LLACH AND JIMÉNEZ CATALÁN (2007)	Effect of the type of instruction on the use of reiteration ties	Cloze test and composition	6 th Primary Education CLIL (N=30) 6 th Primary Education Non-CLIL (N=30)	Similar patterns of use in both groups. Superordinates, synonyms, antonyms, and general nouns are higher for CLIL students. In word repetition and meronymys the percentages of use are higher in the non-content group.
RUIZ DE ZAROBÉ (2010)	Written production: content, organization, vocabulary, language usage and mechanics	Writing task: Letter to a host family	EFL group: Only EFL CLIL 1 group: EFL + 3-4 CLIL hours CLIL 2 group: EFL + 5-6 CLIL hours	There is a positive relationship between the amount of exposure through English and written foreign language proficiency. Students enrolled on CLIL programmes outperform students on the EFL
JEXENFLICKER AND DALTON-PUFFER (2010)	Written production of CLIL and non-CLIL students	Free writing task	Upper secondary college CLIL (n = 39) EFL (n = 47)	CLIL students ahead of EFL-only peers on overall, and significant advantages in vocabulary range and orthographic correctness. No differences in discourse competence and textual organization
RUIZ DE ZAROBÉ (2010)	Written competence of CLIL and EFL learners	Letter to a host family	EFL group – 3 EFL hours per week (n = 29) CLIL group 1 – 3 EFL hours per week + 3 or 4 CLIL hours per week (n = 24) CLIL group 2 – 3 EFL hours per week + 5 CLIL hours per week (n = 36)	CLIL groups score better in relation to the five categories analyzed in written production: content, organization, vocabulary, language usage and mechanics, which suggests there is a positive relationship between the amount of exposure through English and written foreign language proficiency
WHITTAKER ET AL. (2011)	Written discourse development	Four writing tasks -one per academic year- designed with	Longitudinal study with two classes in two state secondary schools (12 to 16 years old)	There is some development towards the academic register required for successful writing in the disciplines at school in the area of textual coherence

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	RESULTS
GENÉ-GIL, ET AL. (2015)	Written performance	Longitudinal study. Compositions writing	30 CLIL and 15 non-CLIL secondary students	Both groups wrote more accurate compositions and CLIL participants produced more complex texts
LAHUERTA (2015)	Fluency, accuracy, grammatical complexity and lexical complexity	Written composition: Do you think school uniform should be worn at the high school?'	101 CLIL 3 rd year and 104 CLIL 4 th year, 98 non-CLIL 1 st year and 90 non-CLIL 4 th year secondary students	CLIL group significantly outperformed the non-CLIL group in the general quality of the composition, and in accuracy, fluency.
PEREZ VIDAL AND ROQUET (2015)	Complexity, accuracy, fluency, organization, grammar, and vocabulary	A writing activity in class groups. Writing a dialogue based on a picture	50 CLIL and 50 non-CLIL secondary students	The superiority of CLIL cannot be confirmed, although they show better accuracy
LAHUERTA (2016)	Fluency, accuracy, grammatical complexity and lexical complexity	Written composition: What are your favourite TV programmes?'	100 CLIL 1 st year and 100 CLIL 4 th year, 100 non-CLIL 1 st year and 100 non-CLIL 4 th year secondary students	CLIL group significantly outperformed the non-CLIL group in the general quality of the composition, and in accuracy, fluency and grammatical and lexical complexity
NIETO (2016)	Writing, oral production and interaction, reading, and listening	"My favourite animal" "Choose a new bedroom" "The football match" "Wash your hands"	+2000 CLIL and +19000 non-CLIL 4 th year primary education students (9-10 years old)	CLIL offers positive differences in writing, but these are not significant
ALRABAH AND WU (2017)	Writing competence in English and their attitudes towards CLIL	Group interviews and survey	27 university students in a CLIL course	The majority thought that CLIL enhanced their writing competence both within and beyond the sentence level, including punctuation marks and capitalization rules. Also paragraph organization
OLSSON AND SYLVÉN (2017)	Pronunciation, vocabulary, grammar, fluency, content	Writing assignments for three years. Two argumentative, Two expository texts	14 CLIL and 14 Non-CLIL secondary education students	CLILs did not use academic vocabulary to any significantly greater extent than non-CLILs
CORRAL (2019)	Development of students' written competence in CLIL and non-CLIL	Three different types of writing: a short email, an opinion about a school issue and a short story	112 students, divided into one CLIL group and two non-CLIL groups	Non-CLILs resort to their L1 prior knowledge more frequently. CLILs significantly outperformed their peers in written accuracy. Both groups presented a similar number of deviations regarding cohesion and coherence.

3.1.5. Summary

Section 3.1 has presented a review of the scientific literature about the influence of CLIL on the four main skills of linguistic competence. What is, in sum, contained in these sections are the results of a selection of recent studies that measure and compare CLIL and non-CLIL groups on productive and receptive skills. Data derived from the research point to a positive impact of CLIL on most linguistic skills.

According to the studies included in tables 2, 3, 4 and 5, there seems to be a tendency that points at productive skills being generally more positively affected than receptive skills although there are also some noticeable exceptions. Productive oral and written skills are affected in a positive manner, because in both cases CLIL groups, with some exceptions (Jiménez Catalán et al., 2006; Jiménez Catalán & Ojeda Alba, 2009), present better outcomes than their counterparts, or the study by Tragant et al. (2016) where the students learn more words in the EFL lessons than in CLIL ones. Regarding oral skills, all researched aspects of oral productive skills but pronunciation were more positively influenced by CLIL.

As a final remark, it is clear that CLIL is supposed to foster both content and language learning and it must be noted that although the positive effect of CLIL seems to be highly consistent, there is still room for improvement because some studies reflect that CLIL does not have a consistent significant positive impact in overall communicative skills compared to traditional methods, or, even in some cases, that CLIL learners are outperformed by non-CLIL groups, as we have displayed in productive skills.

3.2. CLIL and L2 lexical competence

As it was stated previously in the Theoretical Framework, lexical competence is a central part of communicative competence, and this section is devoted to review its relation to CLIL and EFL contexts.

Breadth and depth of vocabulary have been relevant variables in applied linguistics research. According to Meara (1996: 9) breadth refers to the number of words that are known at least in the most significant aspects of meaning. However, the depth is a different yet complementary construct that measures the nuances and deep understanding of lexical items, more related to the quality of the knowledge of the meaning of words. In the words of Li and Kirby (2014, p. 2) breadth of vocabulary refers to how many words a person knows, whereas depth of vocabulary refers to how well a person knows these words. This dichotomy is only one constituent of the group of the mentioned dichotomies that are associated with vocabulary. On the other hand, according to Nation (1990) the productive knowledge of a word can be defined as the ability to retrieve a particular word from memory when required and to be able to use that particular word at suitable time and in suitable situations. Conversely, receptive vocabulary knowledge is the ability to recognize a word and recall its meaning when it is encountered. Beyond the mentioned dichotomies, for Fitzpatrick and Thwaites (2020) an additional aspect of word knowledge that allows to understand to what extent a word is known and how speakers organize their individual lexicons is the association of words. These authors argue that research on word association has been used to capture information about definitional, collocational, orthographic, or morphological knowledge, and it also provides information on the individual proficiency, which shows a parallel increase with the number of responses, and the closeness to native-like proficiency. Word association tests are also a helpful tool to research depth of knowledge and word storage and retrieval, as they may provide information on synonyms, meaning-based

responses, orthographic or phonological responses, or conceptual related words (Fitzpatrick & Thwaites, 2020, p. 14). These authors also state that word association is interesting for L2 researchers because the density of lexical networks might be linked to verbal fluency and, therefore, to language proficiency, and verbal fluency. (Fitzpatrick & Thwaites, 2020, p. 23).

Lexical organization is connected to the concept of lexical availability, which is defined as the words that immediately come to mind as a response to stimuli provided by prompts related to semantic domains closely connected to daily life (Jiménez Catalán, 2014). Schmitt and Zimmerman (2002) also related lexical organization to how derivative words are learnt. and they concluded that they are not learnt as easily as it could be presupposed, what makes even clearer that learning a word is a complex phenomenon. Vocabulary breadth and vocabulary depth are studied by means of different tests within the field of applied linguistics and more specifically with L2 learners, as can be seen in Table 6.

This table is inspired on the test revision done in Jiménez Catalán and Moreno Espinosa (2005). These authors provided a list of the validated tests and tools that had been widely used with EFL learners in primary or secondary education. The authors grouped the assessment instruments into three categories, namely receptive, productive, and breadth & depth. Some tests were included into two different categories due to its characteristics, as is the case of the Vocabulary Level Tests (Nation, 1983; Nation, 1990; Laufer & Nation, 1995; Schmitt et al., 2001).

Table 6. Tests and tools used to measure lexical competence (Adapted from Jiménez Catalán and Moreno Espinosa, 2005).

DIMENSION MEASURED	TESTS AND/OR TOOLS
RECEPTIVE TESTS	<ul style="list-style-type: none"> - Eurocentres Vocabulary Size Test (EVST) Vocabulary Levels Test (VLT) - New Vocabulary Levels Test (NVLT) - Word Associates Test
PRODUCTIVE TESTS	<ul style="list-style-type: none"> - Lex30) - Lexical Frequency Profile - P-Lex - K_Lex - Productive Translation Test (L1 to L2, and L2 to L1): - Word Definition Tasks - Picture Describing Tests - Productive Vocabulary Levels Test (PVLT) - A vocabulary-based graded dictation test
BREADTH & DEPTH	<ul style="list-style-type: none"> - Eurocentres Vocabulary Size Test (EVST) - Vocabulary Knowledge Scale (VKS) - Vocabulary Levels Test (VLT) - New Vocabulary Levels Test (NVLT) - Productive Vocabulary Levels Test (PVLT) Yes/No vocabulary test

As can be observed, there is a wide range of vocabulary tests that focus on different dimensions of lexical competence. As will be explained in the Methodology section, in the second study of this dissertation we made use of the VKS (Wesche & Paribakht, 1996) to measure depth of vocabulary. Both this and the tests and tools included in the above Table have been mainly used with EFL learners, but they have also been used in CLIL contexts, although in this case research is still in an embryonic stage and further research is therefore needed.

The following section aims to review the scientific literature about the relationship between CLIL and the different components of lexical competence. The section is divided into two further subsections that include a review of studies on receptive and productive vocabulary, including studies on lexical availability in the last group.

3.2.1. Receptive vocabulary

Receptive vocabulary can be understood as the necessary knowledge or background to recognize and understand the meaning of words in oral and written texts. In this case, the main tendency that can be found among recent studies is that CLIL has a positive influence on receptive vocabulary knowledge. The studies included in Table 7 have reported significant differences in favour of CLIL groups in comparison with non-CLIL groups, as shown in Xanthou (2011), Canga (2015b), Sylvén and Ohlander (2015), Castellano-Risco (2018), Pérez-Cañado (2018), or Castellano-Risco et al. (2020). However, other studies have observed lack of differences between CLIL and non-CLIL groups (Admiraal et al., 2006) or the existence of not significant differences (Agustín Llach & Canga, 2014; Canga, 2015a); also, another group of studies simply emphasize the positive effect of exposure to English as a target language (Godfroid et al., 2017) or reading or pre-reading (Pellicer-Sánchez et al., 2020) on receptive vocabulary.

When we delve deeper into these studies, we note that some of them show that CLIL groups outperform non-CLIL groups in word recognition (Sylvén & Ohlander, 2015). Likewise, we observe that the effect of the word length on vocabulary acquisition, in this regard Godfroid et al. (2017) report that word length negatively affected form recognition, meaning recognition, and meaning recall, thus, shorter words were learned significantly better than longer words. However, in the study by Pellicer-Sánchez et al. (2020) on form recognition and meaning recall, word length also played a role, with longer words being better recognized and learned. Finally, the amount of exposure to the foreign language appears as a central issue in CLIL studies. In this regard, Xanthou (2011) found that learners receiving CLIL instruction outperformed those who followed ordinary instruction. Although the findings are encouraging, as the author notes, they should be carefully considered because informants had received a short amount of exposure to CLIL methodology (five lessons). After three lessons, the CLIL group presented gains in

vocabulary contrasted with the control group, which received instruction by means of L1, whereas the tests showed that both groups had improved their content knowledge. Also relevant is the study conducted by Castellano-Risco et al. (2020) provided evidence of the positive differences in favour of the CLIL groups to the learning context rather than just a greater exposure to the foreign language.

Table 7. Studies on CLIL and receptive vocabulary

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
ADMIRAAL, ET AL. (2006)	Receptive vocabulary, reading, speaking. Longitudinal study (6 years)	EFL vocabulary test National Final Examinations Cito: Oral Proficiency	Secondary Education CLIL (N=584) Non-CLIL (N=721)	Dutch	N/A	Both groups present gains, but there is no significant difference between groups regarding the mean score on the EFL Vocabulary Test
XANTHOU (2011)	Prior knowledge and active processing of L2 vocabulary breadth	Experimental pretest/posttest research	Primary education CLIL (N=24) Non-CLIL G1 (N=21) Non-CLIL G2 (N=15)	Greek	3 years learning English	Significant positive effect of CLIL (p= .001) on L2 vocabulary
AGUSTÍN LLACH AND CANGA (2014)	Receptive vocabulary (Longitudinal study)	2k VLT	Primary education CLIL (N=58) Non-CLIL (N=49)	Spanish	CLIL = 714 - 944 Non-CLIL = 419 - 629	Vocabulary knowledge below 1k words. Growing differences from non-significant differences in grade 4th to moderate significant differences in grade 6th in favour of the CLIL learners. A stable rate of lexical growth with very similar number of words being learned from one year to the next. Slightly better for CLILs.
CANGA (2015A)	Receptive vocabulary	VLT	4 th year Secondary Education Non-CLIL (N=132), 6 th year Primary education Non-CLIL (N=199), 6 th year Primary education CLIL (N=79)	Spanish	Secondary= 1049 hours Primary Non-CLIL= 629 hours Primary CLIL= 944 hours	Learners' receptive vocabulary sizes lie within the most frequent 1000 words, non-CLIL secondary school students throw better results than primary students but the differences between the secondary group and the CLIL group are not statistically significant
CANGA (2015B)	Receptive vocabulary	VLT	5 th year Primary Education CLIL (N=61) Non-CLIL (N=194)	Spanish	Primary Non-CLIL= 524 hours	Statistically significant differences in favour of CLIL learners

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
					Primary CLIL= 839 hours	
SYLVÉN AND OHLANDER (2015)	Receptive vocabulary	VLT, Depth of Vocabulary Knowledge Measure TOEFL Vocabulary Measure	Secondary education CLIL = 137 Non-CLIL = 84	Swedish	N/A	CLIL significantly outperformed non-CLIL
GODFROID ET AL. (2017)	Incidental vocabulary learning in a natural reading context	First five chapters from the novel: <i>A Thousand Splendid Suns</i> One comprehension test, one form recognition test and one meaning recall test	19 native speakers (17females) and 35 non-native speakers (23 females)	English / Arabic, Hindi, and Urdu	N/A	The number of exposures was the strongest predictor of vocabulary learning (form and meaning), while total reading time independently contributed to the learning of word meaning. Thus, both quantity and quality of lexical processing aid incremental vocabulary development
CASTELLANO-RISCO (2018)	Receptive vocabulary	Yes-no test	Secondary Education CLIL (N=24) and non-CLIL (N=20)	Spanish	CLIL = 2010 hours Non-CLIL = 1200 hours	CLIL group presents significant differences in receptive vocabulary learning.
PÉREZ CAÑADO (2018)	Receptive and productive vocabulary	Language tests designed ad hoc. They comprised use of English, vocabulary, reading, writing, and speaking	Primary, Secondary Education, and baccalaureate CLIL (N=1033) non-CLIL (N=991)	Spanish	CLIL = 8-9 hours/week Non-CLIL = 5 hours/week	CLIL groups present significantly better outcomes since primary education

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
CASTELLANO-RISCO ET AL. (2020)	Receptive vocabulary	2K and academic version of the Vocabulary Levels Test	Secondary Education CLIL (N=82) and non-CLIL (N=56)	Spanish	Between 1300 and 2000 hours for CLILs, and 1200 hours for non-CLILs	CLIL learners nearly doubled regular EFL learners' receptive knowledge and significant differences in favour of CLIL learners in academic vocabulary. A difference of 1000 hours of instruction within the same programme does not result in significant variations regarding general and academic vocabulary knowledge, whereas smaller input variations in different learning contexts lead to significant differences in lexical knowledge
PELLICER-SÁNCHEZ ET AL. (2020)	The effect of pre-reading instruction on vocabulary learning	V_Yes-No (Version 1.01)	English L1 speakers (N=92)	English	N/A	Pre-reading instruction (plus reading the text) led to both more vocabulary learning and a processing advantage. Cumulative reading times were a significant predictor of meaning recognition scores.

3.2.2. Productive vocabulary

The earlier section defined receptive vocabulary as the necessary dimension to understand a word, but there exists a productive side of vocabulary which makes reference to the knowledge that is needed to be able to use and produce a word. This section provides a summary of studies on productive vocabulary and CLIL and is divided into two different parts, on the one hand studies that use the productive vocabulary levels test (Schmitt et al., 2001) to measure vocabulary breadth in CLIL contexts and, on the other, the second part includes a body of studies that have investigated vocabulary breadth and depth by means of Lex30 and lexical availability tasks.

3.2.2.1. Productive vocabulary breadth: PVL research

The studies specifically focused on productive vocabulary size or breadth of EFL learners are scarce and very reduced those related to productive vocabulary and CLIL. Due to its scarcity, in this section we also include research that have examined other aspects together with productive vocabulary, as it is the case of receptive vocabulary in the study by Merikivi and Pietilä (2014), the role of gender in vocabulary acquisition (Canga & Arribas, 2015), attitudes, motivation, and receptive vocabulary (Arribas, 2016). Likewise, in this section, we have also included studies that were already reviewed in section 3.1 under the perspective of language skills as it happens with the study by Pérez Cañado (2018) for example. At this point we focus our attention specifically on vocabulary and its relationship with CLIL. As shown in Table 8, the results point to the positive effect of CLIL on this dimension of lexical competence, that is, productive vocabulary. Merikivi and Pietilä (2014), Canga and Arribas (2015) and Reynaert (2019) conclude that CLIL groups outperform their non-CLIL counterparts with significant differences. Arribas (2016) acknowledges positive differences in favour of CLIL although in this case, they are not significant.

A special note is made with respect to the study by Tragant et al. (2016) which is mentioned again in the following section devoted to studies that research teaching materials. Tragant et al. (2016) analyze the vocabulary input found in the textbooks used in two different types of instruction, but they also measure the productive vocabulary of 22 primary education students. The authors compare the gains in vocabulary for EFL and CLIL words and conclude that both types of instruction are effective, but students learned more words from the EFL lessons than from the CLIL lessons and the differences were significant.

Table 8. Studies on CLIL and productive vocabulary

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
MERIKIVI AND PIETILÄ (2014)	Receptive and productive	VLT and Productive level tests	Secondary education CLIL = 75 (13 years old) CLIL = 88 (16 years old) Non-CLIL = 74 (16 years old) Non-CLIL = 93 (16 years old)	Finish	CLIL 13 y.o. = 2600 hours CLIL 16 y.o. = 3400 hours Non-CLIL 13 y.o. = 330 hours Non-CLIL 16 y.o. = 600 hours	Significant differences in favour of CLIL in 2k, 3k, 5k, 10k, and AWL
CANGA AND ARRIBAS (2015)	Productive vocabulary and vocabulary size	VLT	Secondary Education CLIL (N=80) Non-CLIL (N=19)	Spanish	15-16 years old CLIL= 1079-1109 hours Non-CLIL= 1049 hours	CLIL present significant differences in favour. Vocabulary size is lesser than 1000 words for both groups.
ARRIBAS (2016)	Receptive and productive Vocabulary	VLT	Secondary Education 1st year N=105 (CLIL=3 / Non-CLIL=102) 2nd year N=99 (CLIL= 28 / Non-CLIL= 71) 3rd year N=108 (CLIL= 96/ Non-CLIL= 12) 4th year N=94 (CLIL=75 / Non-CLIL= 19)	Spanish	Between 1 and 90 hours of CLIL exposure in 3 rd and 4 th years of Secondary Education	CLIL group presents better outcomes in productive and receptive vocabulary with no significant differences
TRAGANT, ET AL. (2016)	Productive Lexical Knowledge	<i>Ad hoc</i> pre-tests post-tests 1 EFL test and 1 CLIL test. 30 vocabulary items with a drawing and the initial letter as a prompt	Primary Education (N=22)	Catalan / Spanish bilinguals	8-9 years old 4 hours/week EFL 3 hours/week CLIL	Significant gains in productive vocabulary for both types of instruction More words are produced in the EFL context
PÉREZ CAÑADO (2018)	Use of English, vocabulary	Language tests designed ad hoc. They comprised use of English, vocabulary, reading, writing, and speaking	Primary, Secondary Education, and baccalaureate CLIL (N=1033) non-CLIL (N=991)	Spanish	CLIL = 8-9 hours/week Non-CLIL = 5 hours/week	CLIL groups present significantly better outcomes since primary education
REYNAERT (2019)	Productive vocabulary	VLT	Lower secondary CLIL = 238 Non-CLIL = 48	Czech	N/A	Significant differences in favour of CLIL for the groups that had two or more years of experience

3.2.2.2. Productive vocabulary: breadth and depth

This section includes studies that have addressed either vocabulary breadth or vocabulary depth or both in CLIL with EFL learners at different educational grades by means of the Lex30 test, lexical availability tasks, and composition tasks. Due to the scarcity of this type of research in CLIL contexts, we also include some studies that do not focus on the effect of CLIL but on EFL teaching and learning either due to the vocabulary instruments used (Lexical availability task or VKS) used or the results obtained, as they could help us direct our research questions.

The productive vocabulary of CLIL and non-CLIL EFL learners has been scarcely investigated in comparison with receptive vocabulary. For the sake of clarity, we will distinguish Lex30 studies (which are based on a controlled production-association test that limits the number of word responses), from lexical availability and composition tasks (that do not limit the number, but word production might be influenced by the semantic domain or the topic). In the latter case, the tasks are of different nature, as the former focus on word production and association depending on semantic categories or domains, whereas the latter are embedded in the framework of the topic of theme addressed in the composition. Focusing on Lex30, Fitzpatrick (2000), Meara and Fitzpatrick (2000), Jiménez Catalán and Moreno Espinosa (2005) examined the vocabulary size (vocabulary breadth) and the mental lexicon of EFL learners by exploring the word associations observed in their word responses to this test.

Meara and Fitzpatrick (2000) report the validation for a productive vocabulary test, Lex30, after testing the tool with a group of 43 adult learners of English as a foreign language, whose mother tongues were either Arabic or Icelandic. The results derived from their research suggest that out the four related words that testees produce, the first one is more frequent than the three remaining words. Besides, results indicate that those learners who have a larger receptive vocabulary produce a relatively higher number of

infrequent words. In comparison, the purpose of the study conducted by Moreno Espinosa (2009) aimed to describe the characteristics of the productive lexical profile of 130 young Spanish learners of English as a foreign language (EFL) at the end of primary education in two different learning contexts (EFL and CLIL). Likewise, the author aimed at determining the type of semantic associations observed in the words retrieved by each group. She concluded that syntagmatic and paradigmatic associations were the dominant response categories for both groups, that CLILs produced more types (CLIL 580 vs EFL 522) and tokens (CLIL 814 vs EFL 650), and that the non-CLIL group produced a slightly larger number of paradigmatic responses. EFL learners also produce more words located in the first two bands of the more frequent words, whereas CLILs present higher number in words that are not in these frequency levels. However, there does not seem to be a significant relationship between proficiency levels and association categories, neither significant difference between groups were found. This study (Moreno Espinosa, 2009) is the only study, that we are aware of, that investigates and contrasts word association in the vocabulary production of CLIL and non-CLIL learners.

Alejo and Piquer (2016) investigated the differences in motivation, input-related variables and linguistic attainment of two groups of CLIL students whose main difference was the social context (rural vs urban). Among other tools that evaluated other aspects, the authors evaluated productive vocabulary by means of the Lex30 test. All students were aged 14-15 years old and had been exposed to English for 900 hours, including primary, secondary education, and the CLIL exposure. Urban learners produce more types (CLIL 70 vs EFL 55) and more tokens (CLIL 76 vs EFL 60) as mean results and as total results (CLIL 431 vs EFL 256) than their rural counter parts. These results were obtained in a CLIL context with the use of a word association test, and they might help us in the interpretation of the results of our studies.

Additionally, word production and association have been studied by means of lexical availability tasks. As in Lex30 production/association test, in lexical availability tasks informants are required to provide the first words that come to their mind. Most of the research conducted so far with EFL learners has focused on the examination of the effect of personal and instructional variables such as CLIL and time the word production of CLIL and non-CLIL EFL learners. Although the focus of lexical availability tests is not an estimation of the vocabulary size but the production of words according to semantic categories which are provided as a stimulus, by means of lexical availability tasks the research conducted by Jiménez Catalán and Fitzpatrick (2014), Jiménez Catalán and Agustín Llach (2017) demonstrated that age and exposure were related to vocabulary production (breadth) and to the quality of the words (depth) retrieved in response to prompts included in lexical availability tasks. They found a positive correlation between the age and amount of exposure and the number of words produced, that is to say, the older the learner and the greater the exposure, the larger the production of words. Likewise, their study proved that, after an equal number of hours of English exposure, CLIL learners retrieved a higher number of words, but both, CLIL and non-CLIL groups, showed similarities concerning the most and least productive prompts, first word responses, word frequency, and word level. Another study conducted by Jiménez Catalán and Ojeda Alba (2009) showed that the non-CLIL group obtained better results than CLIL learners in a lexical availability study where a cloze test was used. Hence, the authors suggest that further research on CLIL vs. non-CLIL should control the amount of exposure to the foreign language.

As to the research that has focused on word production and use of vocabulary in compositions, Agustín Llach and Jiménez Catalán (2007) used a letter-composition task in order to investigate lexical reiteration as a mechanism of lexical cohesion. The results confirm that CLIL learners performed better than non-CLIL learners. The authors

highlight better results for the CLIL group, and they also remark that both CLIL and non-CLIL EFL learners resorted to repetition rather than to synonyms or antonyms, suggesting similar mechanisms of lexical cohesion in both groups of participants.

It has been stated in previous paragraphs and sections that CLIL tends to have a positive impact in several aspects. In this respect, Jiménez Catalán and Fernández Fontecha (2015) asked EFL learners at six grade to complete a cloze test and to write a letter-composition task. Their CLIL group scored higher in a language level test (cloze test) and made use of a higher number of lexical phrases than the non-CLIL group. However, the results did not prove to be significant. Their findings corroborate the studies conducted by Llinares and Whittaker (2007) or Olsson and Sylvén (2017), who conclude that both groups show gains in academic vocabulary but with no significant differences observed in the writing argumentative and expository texts of CLIL and non-CLIL groups.

There have been other studies that have focused on lexical availability, even though they do not evaluate CLIL programmes. The revision of these studies is included here for the sake of comparison as they can provide us with a solid background for the interpretation of our own results. For example, the study conducted by Jiménez Catalán and Fitzpatrick (2014) is relevant for the purposes of the two studies included in this thesis as the authors researched lexical availability in primary and secondary education, 6th and 8th grades, aged 11 to 13 years old, and particularly, because they focused on word frequency in lexical production of EFL learners. Their results indicated that, as expected based on the higher numbers of age and exposure, 8th graders produced 1,512 more tokens and 378 more types than 6th graders. Regarding the most productive prompts, “countryside” and “sports and hobbies” are among the most productive for both groups. As to the frequency of the words produced, their findings showed the predominance of high frequency words in the two groups of different age and level. An important finding was that EFL learners continue to expand their knowledge on the most frequent band, that is, together with an

increase of infrequent words, learners also increase their production of the 2,000-word frequency band.

In similar studies that use the lexical availability task (with similar and different prompts), individual factors such the learners' language profiles, or instructional factors such as the type of language program or the characteristics of the prompt have shown to influence the lexical availability production of EFL learners. For example, in the comparative study of L3 and L3 EFL learners, Jiménez Catalán and Fernández Fontecha (2019) reported a higher significant number of words retrieved by L2 EFL learners than L3 immigrant EFL learners. Their study pointed to the possible inhibited effect of bilingualism (minority language + Spanish) but also to the effect of sociological factors that were not investigated in their study. As to the effect of the prompt or semantic category in EFL learners' production, Fernández Orío and Jiménez Catalán (2015), and Jiménez Catalán and Dewaele (2017) observed that the prompts that elicit more words tend to be the ones that seem to be those more familiar to the informants, such as "animals", "school", or "food and drink". As the authors remark, these semantic categories stand for topics related to learners' daily lives. For this reason, and as the authors suggest, the words produced in response to these categories ("food and drinks", "animals", clothes") were the most productive categories, probably, because they were more easily accessible than others. Besides, as the authors report, nouns were the most elicited word class and regardless of age, or grade, there were no differences in concerning the distribution of word production per word class in EFL learners. However, the effect of the word class used as prompt was evidenced in Jiménez Catalán and Dewaele (2017) and in Fernández Orío and Jiménez Catalán (2015). The former study compared the word production on prompts of different word classes by EFL learners at 4th ESO in two language programs: although in the same grade and the same high school, one group had received regular EFL instruction, while the other had received

more demanding instruction, aimed to pass B1 exam at the *Escuela Oficial de Idiomas* (EOI) or Official School of Languages. As expected, the EOI EFL group produced a significant higher number of words than the regular EFL group, but the two groups retrieved a higher number of words in response to Animals, Food and Drink, and Clothes (nouns) than to Happy (adjective) or Give up (verb). This also goes in line with the findings obtained by Jiménez Catalán and Dewaele (2017), who confirmed that concrete nouns were the most elicited words, more than abstract nouns, adjectives, or verbs. In this case, the focus of the study was to ascertain if emotion prompts elicited more words than non-emotion prompts, in a single group of 46 learners. The authors confirm that most words were produced for the prompt “school”, followed by “animals”, “happy”, “love”, “hate” and “sad”. They also highlight that non-emotion prompts elicited a higher number of words than emotion prompts, and those learners retrieved a higher number of words in response to positive emotion prompts rather than to negative prompts. It is suggested that the results might be due to the vocabulary input that the learners had been exposed to in textbooks. Our thesis goes further in this line and combines the analysis of textbooks and a test that contains a question about the relations that are established for a set of words.

There are other studies that analyze different aspects of lexical competence, but they do not include the CLIL variable, although these studies are not CLIL related, they make use of the VKS test to measure lexical competence. Since the results of one of our studies derive from the VKS test it was decided to review studies that use this tool. Yuksel and Tanriverdi (2009), Qing and Ching Ha (2015), Khezrlou and Ellis (2017) and Sato and Angulo (2020) researched different aspects of vocabulary learning such as the influence of captions (Yuksel & Tanriverdi, 2009) or the role of L1 in vocabulary acquisition (Sato & Angulo, 2020) with the VKS test as a reference. Results indicate that captioned audio-visual texts (Yuksel & Tanriverdi, 2009) have a positive impact on

vocabulary, that young learners benefit from reading-based activities in productive vocabulary (Qing & Ching Ha, 2015), that multi-glossing is effective in assisting explicit and incidental vocabulary learning (Khezrlou & Ellis, 2017) or the positive role of L1 in vocabulary acquisition (Sato & Angulo, 2020).

Table 9. L2 lexical availability and Lex30 studies

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
MEARA AND FITZPATRICK (2000)	Validation of Lex30 test	Lex30	43 adult English learners	Arabic and Icelandic	N/A	Lex30 is a valid tool to assess productive vocabulary. The first word is more frequent than the three remaining words. Subjects with a large receptive vocabulary tended to produce a relatively high number of infrequent words
AGUSTÍN LLACH AND JIMÉNEZ CATALÁN (2007)	Lexical reiteration	Cloze test	6th Primary Education CLIL (N= 30) and non-CLIL (N=30)	Spanish	CLIL= 960 hours Non-CLIL= 629 hours	CLIL group has better results in word repetition and general nouns More word repetitions and meronyms for non-CLIL
LLINARES AND WHITTAKER (2007)	Productive vocabulary	Composition on natural disasters	Secondary Education CLIL (N=43)	Spanish	N/A	Few differences between oral and written discourse Similarity between the students' performance and the textbook
JIMÉNEZ CATALÁN AND OJEDA ALBA (2009)	Lexical availability in CLIL and non-CLIL contexts	Cloze test	86 primary education learners CLIL (n=42) EFL (n=44)	Spanish	EFL = 629 hours CLIL = 629 hours + one subject partially taught in English	Higher mean scores for EFL learners, and also higher scores in 12 out of 15 prompts. The first words provided are the most frequent ones.
MORENO ESPINOSA (2009)	Characteristics of L2 young learners' responses	Lex30	130 Spanish primary school learners CLIL (N=65) Non-CLIL (N=65)	Spanish	CLIL = 960 hours Non-CLIL= 629 hours	Syntagmatic and paradigmatic associations were the dominant response categories for both groups. Non-CLIL produced a slightly larger number of paradigmatic responses There does not seem to be a significant relationship between proficiency levels and association categories. No significant differences between any groups in any of the different categories were found.
YUKSEL AND TANRIVERDI (2009)	Effects of close captions on vocabulary development	VKS test	Intermediate university-level students (N=120)	Turkish	-	The captions group performed a little better than the group who viewed the movie clip without the captions, but not significant differences

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
JIMÉNEZ CATALÁN AND FITZPATRICK (2014)	Lexical richness	Nine prompts: 'Animals', 'Parts of the body', 'Countryside', 'Food and drink', 'Professions', 'School', 'Sports and Hobbies', 'Town', and 'Transport'	6 th Primary education and 2 nd Secondary education	Spanish	6 th Primary = 629 EFL hours 2 nd Secondary = 839 EFL hours + 350 CLIL hours	Secondary students produce more words to each prompt and a greater variety of words. The lexical diversity of the groups is similar
FERNÁNDEZ ORÍO AND JIMÉNEZ CATALÁN (2015)	Lexical availability	Six prompts: 'Animals', 'Food and drink', 'Clothes', 'Friendship', 'Happy' and 'Give up'	4 th year Secondary Education EFL learners (N=39) EFL + EOI learners (N=19)	Spanish	1042 hours	Quantitative significant differences for EOI group Both groups retrieved mostly concrete nouns in response to the traditional prompts
JIMÉNEZ CATALÁN AND FERNÁNDEZ FONTECHA (2015)	Lexical phrases and language level	Letter and Cloze	6 th Primary (N=60)	Spanish	11-12 years Hours: CLIL: 960; non-CLIL: 629	CLIL group has a significant better language level. CLIL is better in lexical phrases, but with no significant differences
QING AND CHING HA (2015)	Vocabulary retention through reading-based exercises	VKS test	3 rd Primary Education (N=25)	Chinese	-	Reading-based exercises help vocabulary retention with young learners (retention between 48% and 73% of words) The productive learning condition outperformed the receptive learning condition
ALEJO AND PIQUER (2016)	Lexical availability Language level Longitudinal two year-span	Lex30	3 rd and 4 th Secondary education (N=48)	Spanish	EFL = 140 hours CLIL = 70 hours	Vocabulary grows over two years, but there is a ceiling effect present in high-achievers Low-frequency words significantly decrease over time
JIMÉNEZ CATALÁN AAND AGUSTÍN LLACH (2017)	Lexical availability	10-prompt lexical availability test	Secondary Education CLIL (N=70)	Spanish	CLIL= 1189 hours Non-CLIL = 839	CLIL favours in retrieved number of words Inconclusive in most and least productive prompts, first word responses, word frequency, and word level
KHEZRLOU AND ELLIS (2017)	Effects of computer-assisted glosses on	VKS test and WRT (word recognition test)	Upper-intermediate English literature major	Persian	-	The increase in VKS scores indicate that multi-glossing is effective in assisting explicit and incidental vocabulary learning

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
	vocabulary acquisition		university learners (N=99)			
OLSSON AND SYLVÉN (2017)	Academic vocabulary	Writing argumentative and expository texts	Secondary Education CLIL (N=119) and non-CLIL (N=102)	Swedish	N/A	Both groups show gains in academic vocabulary. No significant differences
JIMÉNEZ CATALÁN AND DEWAELE (2017)	Lexical availability Emotion vocabulary	Prompts: School, Animals, Love, Hate, Happy and Sad	6 th year primary education EFL+CLIL learners (N=45)	Spanish	EFL = 819 hours CLIL = 225 hours	Nouns are the most common category of words. No direct relation between textbooks and elicited words
SATO AND ANGULO (2020)	Role of L1 in L2 vocabulary development	VKS test	8 th grade students (N=34) aged 14 years old. CEFR level = B2	Spanish	-	Learners improve their knowledge of 14 of 20 words The more L1 languaging the learners engaged in regarding a particular word, the greater the chance that they increased their knowledge of that word.

3.2.3. Summary

This section has provided a brief insight on what research has explored about the effect of CLIL on various aspects of lexical competence, such as receptive and productive vocabulary. Findings point to a tendency towards the superiority of CLIL compared to their non-CLIL although differences in outcomes are not always significant. There are also some exceptional cases in which CLIL groups' results are below their counterparts. Possible conflicting reasons, such as amount of exposure to the foreign language, has been discussed.

3.3. Materials analysis: the textbook

The use of textbooks has traditionally been, and still is nowadays, one of the central elements in the analysis of language teaching materials. In CLIL, as Czura (2017) points out, there is an acute shortage of textbooks that fully integrate content and language teaching, and in some contexts, publishers tend to offer translated versions of regular textbooks paying more attention to the linguistic component. In this section, we will review studies that explore on the one hand, the use of vocabulary in EFL and CLIL textbooks and, on the other hand, aspects of scaffolding and multimodality (visuals and text) in textbooks.

The studies on the perceptions of CLIL teachers (Aguilar & Rodríguez, 2012; Pladevall-Ballester, 2015) and the abundant literature on the analysis, evaluation and design of CLIL materials (Fernández Fontecha, 2012; Morton, 2013; López-Medina, 2016; Ball, 2018) reveal that teachers are aware of the limitations regarding CLIL textbooks and that they tend to create their own materials (Hahn, 2019). The analysis, evaluation, and design of EFL textbooks have been largely dealt with in research (Sheldon, 1988; Ellis, 2001). However, as Tomlinson (2012, 2013) remarks, still further research is needed on this issue.

Regarding EFL textbooks and their relationship with our study, research has focused on the similarities and differences in core vocabulary among various textbooks (Millar, 2016), or how particular lexical dimensions are presented (Fernández Orío, 2014). If we look at other specific studies on vocabulary and EFL textbooks, we can find research projects that have examined cultural lexicon (Canga & Cifone Ponte, 2016, 2021) or studies on the selection of words according to frequency lists (García-Bermejo, 2015; Nordlund, 2016; Norberg & Nordlund, 2018), or the frequency of some words for incidental acquisition (Alejo et al., 2010).

On the other hand, research and didactic proposals are also scarce on CLIL textbooks and materials although the interest is increasing in the last years (Fernández Fontecha, 2012; Morton, 2013; López-Medina, 2016; Ball, 2018). For example, some scholars (Miekley, 2005; Wang, et al., 2011; Nimehchisalem & Mukundan, 2015; López-Medina, 2016) have developed checklists for the analysis and evaluation of the items that CLIL materials should have. The most relevant characteristics that are common to the reviewed checklists are the following: EFL textbooks should integrate four language skills, put receptive skills before productive skills, incorporate higher level thinking skills and problem solving, include communicative approach and target vocabulary in each unit, present reading and writing activities integrated, and they should promote cross-cultural awareness and possess appealing design and format with illustrations, type size, colour/black white, layout. Following Fernández Fontecha et al. (2020), a feature particularly relevant in CLIL teaching, and that should be incorporated in the design of CLIL materials, is the attention via FonF that should be paid to the scientific and academic discourse found in different subjects, or registers, and the language and structure in genres typical of a given register.

Concerning vocabulary, our review reveals that it is a core topic in research based on the analysis of EFL materials, but it has not received sufficient attention in CLIL studies.

Therefore, this review will focus on the analysis of vocabulary in EFL materials, paying attention to those points that will be considered in our investigation.

Different aspects are considered in research about this topic. Criado and Sánchez (2012) investigated the role of vocabulary frequency in EFL textbooks (A2 level). In their analysis, they found that about 92% of the words used in two EFL textbooks were among the three most frequent levels. The authors also found some discrepancy in the textbooks in terms of the standardized type-token ratio (STTR), which in one of the books was 30.17 and in the other book was 33.06. Jiménez Catalán and Mancebo (2008) analyzed the vocabulary input of two primary education and two secondary education EFL textbooks, with a provision of results of nearly 1,300 types in both 6th primary textbooks, in around 7,500 and 6,200 tokens, with a very similar STTR in both textbooks. The secondary education textbooks presented an increase in these figures, with 3,238 types and 32,251 tokens in one of the 4th secondary education textbooks and 3,764 types and 40,449 tokens for the other EFL textbook. The STTR in these cases was 39.2 and 40.3 for each of the textbooks. Alejo et al. (2010) analyzed the opportunities for the learning of English phrasal verbs offered in a corpus of eight textbooks for Spanish learners of EFL at secondary and post-secondary education. Among others, the authors concluded that few opportunities are created for incidental uptake to take place. Phrasal verbs do not appear as frequently as it is needed for this purpose. Besides, they state that the discourse in the textbooks does not parallel the native discourse. In an analysis of three secondary education EFL textbooks, González Romero (2015) focused on the level of words and found that it was consistent with the level of the textbook. Other authors (e.g., Nordlund, 2016; Sibanda & Baxen, 2016; Norberg & Nordlund, 2018) reported that, even though vocabulary is a key component in language learning, in EFL, material designers do not seem to follow a systematic approach in the selection of vocabulary. García-Bermejo (2015), in a study in primary education, observed the same

idea with respect to CLIL materials. He concludes that 95% of words found in CLIL textbooks can be found in the first six frequency bands in natural sciences, and even the first 25 bands in social sciences, something which is far from the two or three most frequent bands expected in primary education, as expressed by Nordlund (2016). In contrast with García-Bermejo (2015), Nordlund (2016) finds that EFL textbooks contain a high number of low frequency words, as high as one third of the words that appear on the textbooks. This finding was also supported by Norberg and Norlund (2018) when they found that many words used in the EFL textbooks occur normally outside the everyday language use.

Moreover, the register with which learners are presented in instructional materials necessarily shapes their vocabulary and the language they acquire. Bocca and Vasconcelo (2015) posit that textbooks do not imitate genres, instead they digest and modify them. In the study conducted in primary education by Tragant et al. (2015), mentioned above, the vocabulary of EFL and CLIL materials was compared and gains in productive vocabulary were examined. The main findings in this study showed that there were significant gains in productive vocabulary for both groups and that more words were produced in the EFL context. Regarding the lexical items in both types of materials, Tragant et al. (2015) found that the EFL textbook presents more words belonging to the first and second frequency word bands while CLIL materials contain more words of Latin-based and off-list words. More specifically, the EFL textbook contains a lower percentage of tokens ($n= 256$ tokens) than the Science textbook ($n= 337$ tokens), that is to say, the CLIL materials included roughly 25% more lexical items than the EFL materials.

Particularly concerning CLIL materials, what can be assumed is that teachers must make an effort to match the instructional materials to the CLIL principles, either because specific materials are non-existent or because it is necessary to adapt the discourse in

textbooks in order for learners not to find it excessively demanding (Hahn, 2019). Besides, considering the integration of content and language in textbooks, Arshad (2020) identifies that EFL textbooks cannot be used as a replacement for the possible deficiencies in the CLIL material because foreign language instruction differs from CLIL in many aspects regarding the 4 Cs framework proposed by Coyle (Coyle et al., 2010). The author also states that the results reveal certain breeches between CLIL features and the textbook's contents. Layout, learning outcomes, organization of the content, subject matter, authenticity of the text, exercises, and focus on language skills do not seem to match with the CLIL approach. Yet, these results should be analyzed carefully because the study is limited to the analysis of one secondary education textbook.

With respect to multimodality in textbooks, understood mainly as the use of the visual mode along with the linguistic mode, according to González Romero (2015), multimodal elements in textbooks respect the traditional composition in the western culture, what results in an easier understanding for learners because they are already familiar with the disposition of the different components. Ajayi (2012) found that the use of visuals is generally effective in conveying meaning, but sometimes learners cannot relate to the images they are presented with because there is a wide gap between what is shown and the learners' actual social context. Some studies conclude that multimodality is effective not only to help carry meaning, or content, but also to help understand language (Marefat & Marzban, 2014; González Romero, 2015; Salbego et al., 2015; Gris Roca, 2017). As noted by Salbego et al. (2015, p. 12), teachers should guide students' learning by teaching them to read the visual mode together with textual mode. These authors conclude that the way the SFL metafunctions are depicted in the visual mode via images, angles, shots, or vectors, in terms of Kress and van Leeuwen's (2006) visual grammar, may help learners to understand both content and language. Table 10 presents a

selection of recent research about relevant aspects of our research (vocabulary, multimodality) in CLIL and EFL textbooks.

Table 10. Studies on the analysis of EFL and CLIL textbooks

AUTHORS	FOCUS	TYPE OF RESEARCH	CORPUS	PARTICIPANTS	RESULTS
JIMÉNEZ CATALÁN AND MANCEBO (2008)	Vocabulary input in EFL textbooks	Quantitative study	Two 6 th primary education EFL textbooks and two 4 th secondary education textbooks	-	Nearly 1,300 types in both 6 th primary textbooks, in around 7,500 and 6,200 tokens, the STTR is very similar in both textbooks. 3,238 types and 32,251 tokens in one 4 th secondary textbook and 3,764 types and 40,449 tokens for the second textbook. The STTR is 39.2 and 40.3 for the textbooks.
ALEJO ET AL. (2010)	Phrasal verbs in EFL textbooks	Quantitative study	Eight EFL textbooks used in Secondary Education and Baccalaureate	-	Phrasal verbs do not appear as often as needed for incidental acquisition to take place, and the frequency of phrasal verbs does not parallel the native discourse
AJAYI (2012)	How teachers deploy multimodal textbooks to enhance English language learning	Qualitative case study	Classroom observations, field notes, interviews, and textbook analysis Secondary education	2 teachers with 10+ years' experience	Multimodality confounded the students' learning, at least from a social perspective. The scripted nature of the textbooks seemed to have discouraged the teachers from mediating them
CRIADO AND SÁNCHEZ (2012)	Lexical frequency	Corpus study (RANGE)	Two CEFR A2 EFL textbooks: New English File and Face2Face	-	Both course books are similar in the number of words included and their distribution throughout the ranges studied, but they differ in some other fields, such as the standardized type/token ratio and the emphasis on repetitive practice
MAREFAT AND MARZBAN (2014)	Multimodal analysis of gender representation in ELT	Multimodal analysis	One dialogue that carries a clear concept. Not specified educational level	-	Visual and verbal discourses highly support each other to depict gender identity
BOCCA AND VASCONCELO (2015)	Genres used in the manuals of Spanish as a Foreign Language (ELE)	Systemic functional analysis of textbooks	Six ELE books. Unspecified educational level.	-	Readings, vocabulary, and grammar are the elements that appear with graphics more commonly. Textbooks do not imitate genres, they digest and modify them
GARCÍA-BERMEJO (2015)	Vocabulary in CLIL textbooks	Corpus study	Two textbooks: Natural science ByME: primary and social science ByME: primary education	-	95% of words in Natural Sciences belong to the first six bands of most common words, while for Social Sciences, to reach that 95%, words belong to the first 25 bands.

AUTHORS	FOCUS	TYPE OF RESEARCH	CORPUS	PARTICIPANTS	RESULTS
GONZÁLEZ ROMERO (2015)	Holistic, diachronic and multimodal analysis of English textbooks	Corpus study	Three EFL textbooks: English File (1997), New Framework (2008) Face2Face (2012) Secondary education level.		The vocabulary included in each textbook matches the expected level. Most of the activities consist of lower thinking skills: understanding and applying. Visual compositions are in accordance with the vertical and horizontal axes.
MARTÍN DEL POZO AND RASCÓN (2015)	Evaluation of CLIL textbooks	Corpus study	25 books from different subjects. Primary education.	-	CLIL textbooks are centred on the content curriculum and very few make the language curriculum explicit. Language is normally limited to vocabulary.
SALBEGO ET AL. (2015)	Visual analysis of English textbooks	Image analysis from a social semiotics perspective	Three images from three textbooks. Beginner's level.		The interpretation of images may scaffold learners in understanding and doing the language activities. The representation of participants, angles, shots, modality, or vectors may help learners to understand the content
NORDLUND (2016)	Comparative analysis of vocabulary in EFL Primary textbooks	Corpus study	Two sets of EFL teaching materials commonly used in Sweden: Good Stuff and New Champion. Primary education.	-	Material creators do not seem to consider frequency word lists. All textbooks contain a high proportion of low-frequency words. One-third of the words are not found among the 2,000 most frequent English words.
SIBANDA AND BAXEN (2016)	Determining ESL learners' vocabulary needs from a textbook corpus	Corpus study	12 books from different subjects used in Primary Education in South Africa	-	There were found 212 core words as a requisite for Grade 3. The selection of frequent words needs to be improved due to the inadequacy of lexical challenges.
GRIS ROCA (2017)	Grammar in primary school EFL textbook activities	Corpus study	100 activities taken from 10 EFL textbooks used in Spanish primary school	-	EFL textbooks give prominence to activities partially or mostly focused on communicative and/or pragmatic meaning, whereas metalinguistic awareness is not very frequently pursued. Most activities tended to display a higher implicit teaching potential
NORBERG AND NORDLUND (2018)	Lexis in L2 English Textbooks in Sweden	Corpus study	Seven EFL textbooks commonly used in Swedish primary school years 3 and 4.	-	Many words in the textbooks occur only occasionally in common everyday language use. There does not seem to be a common thought behind word selection in textbooks used in Swedish schools

AUTHORS	FOCUS	TYPE OF RESEARCH	CORPUS	PARTICIPANTS	RESULTS
HAHN (2019)	Analysis of the situation of CLIL materials in Austria	Interviews	-	5 History teachers	Specific CLIL materials are difficult to find or non-existent. Teachers simplify other texts, modify the discourse, and adapt the content for their lessons.
ARSHAD (2020)	Investigating Content and Language Integration in an EFL textbook	Corpus study	One EFL textbook from grade 11. Secondary education	-	Layout, learning outcomes, organization of the content, subject matter, authenticity of the text, exercises, and focus on language skills does not seem to match with CLIL perspectives

This section has presented a summary on the current research on EFL and CLIL textbooks relevant for this dissertation. It can be observed that ongoing research about vocabulary needs further development because some studies, as we have just seen, prove that CLIL textbooks have a consistent presentation of content, but they have an opportunity for improvement in vocabulary, more precisely in word selection. Studies about vocabulary in CLIL textbooks are limited, even more in secondary education, most of these studies take place in a primary education context. Nevertheless, it is expected that these data will prove to be helpful in the interpretation of some of the results of our thesis.

3.4. Scaffolding

The concept of scaffolding was theoretically addressed in Chapter 2. Now we review the concept in two types of sources: CLIL implementation guides, and studies that have analyzed scaffolding empirically.

Along with research in the field, a set of recommendations for implementation of CLIL in different contexts have been published in the last two decades mainly in the European context. The following lines are devoted to the analysis of scaffolding in these CLIL implementation guides. We will review if the concept is mentioned, and, if so, we will specially look at recommendations of use of visual elements in CLIL.

Table 11 shows chronologically which scaffolding strategies are addressed in these CLIL guides. All titles specifically refer to CLIL, except for Haley and Austin (2004) and Lyster (2007) which belong to the North American context and, instead of CLIL, the authors refer to Content-Based Instruction (CBI). Some of the books present a theoretical approach (Marsh & Marsland, 1999; Marsh, et al., 2001; Haley & Austin, 2004; Lyster, 2007; Marsh & Wolff, 2007; Mehisto, et al. 2008; Coyle et al. 2010) whilst others focus

on the pedagogical implications and approach CLIL from a practical perspective (Bentley, 2010; Dale, et al., 2010; Dale & Tanner, 2012).

Table 11. Approaches to scaffolding in CLIL guides

AUTHORS	SCAFFOLDING STRATEGIES
MARSH AND MARSLAND (1999)	Visual support (e.g., diagrams)
MARSH, MALJERS, AND HARTIALA (2001)	No references to scaffolding
HALEY AND AUSTIN (2004)	Semantic mapping and videos (authors do not use the term “scaffolding”)
LYSTER (2007)	Recasting, negotiation for meaning, negotiation of form, or self-repair. No references to visuals
MARSH AND WOLFF (2007)	No references to scaffolding
MEHISTO, ET AL. (2008)	Avoiding using synonyms, brainstorming a topic, shortening sentences, side notes, graphic organizers, highlighting text, using pictures and realia.
BENTLEY (2010)	Using visuals and realia, using word banks, glossaries, sentence substitution tables, writing frames, diagrams, animations, visual organizers. Adding definitions, short explanations, underlining key concepts, using capital letters, bold font, or inserting word banks or glossaries of key content words
COYLE ET AL. (2010)	Using images, diagrams, font types, and asking questions.
DALE ET AL. (2010)	Visuals: models, drawings, demonstrations, storyboards, plans, cartoons, or video material. Questioning students. Dodge’s scaffolding types.
DALE AND TANNER (2012)	Graphic organizers, FonF, interview as input.

Based on the evidence provided by Table 11, we observe that Marsh et al. (2001) and Marsh and Wolff (2007) make no reference to scaffolding as a key concept for CLIL, maybe due to the lack of implementation experiences at the time of publication. With regard to the lack of specificity in some of the theoretical volumes, it can be noted that Coyle et al. (2010, pp. 102-104) mention aspects such as using images together with a content word and a definition, highlighting the key words in particular fonts or a picture taken by a photographer, strategies that are completely linked to noticing hypothesis (Schmidt, 1990, Schmidt, 1993, Schmidt, 2010). Bentley (2010) also mentions strategies closely related to the noticing hypothesis like adding definitions, short explanations or

underlining key concepts, using capital letters, bold font, or inserting word banks or glossaries of key content words (Bentley, 2010, p. 52).

Apart from the use of side notes, colours, fonts, and sizes, the references to spoken language strategies are common to some of the guides (Lyster, 2007; Mehisto, et al., 2008; Dale et al., 2010; Dale & Tanner, 2012). Lyster discusses some oral strategies such as recasting, negotiation for meaning, negotiation of form, or self-repair (Lyster, 2007, pp. 87-124) to which, as Mehisto et al. (2008, pp.140) note, the avoidance of using synonyms, brainstorming a topic, or shortening sentences can be added as well. Coyle et al. (2010) add questioning as a key aspect of scaffolding and consider that the use of visuals is subordinated to it.

The use of visuals encompasses references to still images, video and moving images. Mehisto, et al. (2008, pp. 144-147) include examples of still images like the use of a web in a brainstorming activity, graphic organizers, or chunking information with tables, charts, graphic organizers, diagrams, mind maps, webs and pictures. Dale et al. (2010) and Bentley (2010) broaden the list of visuals to include models, drawings, demonstrations, storyboards, or plans. Regarding the use of videos, Haley and Austin (2004, p. 174) mention them as a scaffolding strategy but do not specify which types of videos are recommended. Bentley (2010) and Dale et al. (2010) also add cartoons, or video material as possible strategies.

Dale et al. (2010) refer to Dodge' (2001) types of scaffolding: reception, transformation and production. Reception scaffolds help learners to learn and retain better what they have learned. Transformation scaffolds help learners to give a particular shape to what they have acquired, and production scaffolds, which consists of providing students with examples and schemas so they can create things they had not done before. These authors include frames, charts, and tables examples of reception scaffolds. They consider Venn diagrams as transformation scaffolds because learners need to

understand information and need to transform that information so it can fit into a sector of the diagram. As production scaffolds they include strategies like text deconstruction, questioning, and the use of graphic organizers and images as triggers for oral or written production.

The evidence retrieved from this review is limited because the analyzed guides fail to provide a restricted range of methodological approaches, references, and examples on the use of images, although some emphasize the importance that this meaning-making resource has or may have for CLIL. Even if scaffolding seems to be a central strategy in CLIL, instructions about its implementation are scarce in pedagogical sources, such as these CLIL guides. Let us now take a closer look at what research can contribute on this particular aspect.

Table 12 includes a sample of studies that investigated the effects of scaffolding on language learning. Specific studies on the effect of scaffolding on L2 learning, and more specifically CLIL, are scarce. Overall, it can be observed that research concludes that scaffolding has a positive effect on various aspects relevant in the process of foreign language learning, such as classroom participation and peer interaction (Nguyen, 2013; Samana, 2013; Gerakopoulou, 2016), written competence, motivation (Carlioni, 2018), or cognitive development (Li & Zhang, 2020).

On the other hand, CLIL research is embryonic on this issue, and it has mainly focused on the use of linguistic scaffolding strategies. Nonetheless, theoretical proposals that focus on the application of scaffolding in CLIL contexts are available, such as Fernández Fontecha et al. (2020), who propose the use of the Systemic Functional Multimodal Discourse Analysis (SF-MDA) approach in the identification of several features of visual thinking that could help scaffold CLIL learning in the science classroom. This approach is explored in relation to students' understanding and communication of complex

scientific knowledge in a foreign language in upper secondary education but can be applied to lower levels.

Some references on the use and the positive effect of linguistic scaffolding strategies in CLIL, such as rephrasing, recasting, or cue elicitation are found in the investigation on this aspect (Llinares, Morton, & Whittaker, 2012), and to the process of translanguaging (Moore & Nikula, 2016; as cited in Fernández Fontecha et al., 2020, p. 2). The term translanguaging was originally coined in the 1980s to refer to the planned and systematic use of two languages in the same lesson. In a more updated definition, García (2009) defines translanguaging as multiple discursive practices that bilingual speakers use to understand the bilingual or multilingual world in which they live. Translanguaging is thus the process used by bilingual learners to create a space where they make use of all their linguistic and semiotic repertoires. Furthermore, parallel to these studies, emerging research has also identified the use of some multimodal scaffolding resources, such as gestures or visuals for CLIL learning (Evnitskaya & Jakonen, 2017; Forey & Polias 2017). Regarding the impact of gestures, for example, which are a part of the scaffolding strategy, Hermoso (2012) concludes that gestures influence positively students' comprehension and oral production.

Table 12. Studies on the influence of scaffolding on language learning

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
NGUYEN (2013)	Peer scaffolding in oral presentation (EFL)	Students' reports	University students N = 12	Vietnamese	10-13 years	Peer scaffolding was beneficial and highly valued by the participants
SAMANA (2013)	Teacher and pair scaffolding in pair work (EFL)	8 recorded tasks Interviews	One university class, one teacher and 14 students	Thai	N/A	Low level students can provide scaffolding as well as higher level peers. Teacher's scaffolding encourages students' participation and interaction.
GERAKOPOULOU (2016)	Oral interaction (CLIL)	Videotaped lessons: Seven CLIL lessons and two EFL lessons	Secondary education Dutch teachers N = 8	Dutch	5 years teaching subjects 2 years teaching CLIL	Teachers tend to use different forms of body language. Student participation is encouraged. Teachers appear to concentrate more on the development of content and linguistic and less on cognitive development
TAGUCHI ET AL. (2016)	Reading (EFL)	Revision of studies	N/A	N/A	N/A	Reading fluency is a significant contributor to L2 reading comprehension and that repetition has become an effective and time-tested method for boosting L2 reading fluency
VALLEJO ARAYA (2016)	Writing (EFL)	Writing a narrative-descriptive essay	University students N = 32	Filipino	N/A	Drafting and rewriting decreases drastically the number of grammatical errors.
BRADLEY, et al. (2017)	CLIL Multiliteracies	Discussion and reflection of experts	N/A	N/A	N/A	Multiliteracies might help teachers to make connections between resources and content. Multiliteracies help learners to use graphic organizers
CARLONI (2018)	Students' perceptions on the effect of scaffolding in CLIL lessons	Questionnaire	University students N = 82	Italian	N/A	Students consider scaffolding very helpful and motivating. Students value positively the engagement and the increased talk-time in pair or group tasks.
MESTRE-MESTRE AND MACDONALD (2018)	Pragmatic strategies in CLIL scaffolding	Analysis of the teaching units provided by prospective teachers	University students of the CLIL training programme	Spanish	N/A	Teachers do not include pragmatic aspects in their designed units

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	EXPOSURE	RESULTS
FERNÁNDEZ FONTECHA, ET AL. (2020)	Theoretical proposal (CLIL)	SF-MDA applied to CLIL scaffolding	-	English	-	SF-MDA principles: constituency and stratification, metafunctional hypothesis, resemiotization Visual thinking as a resemiotization strategy
LI AND ZHANG (2020)	Teacher scaffolding in reading (CLIL)	Initiation–response–follow-up (IRF) framework for classroom discourse analysis	One teacher from a university class	Chinese	N/A	Effective teacher scaffolding in CLIL is coherent and adaptative. It is often inquiry-based to promote learners' engagement in higher order thinking

Overall, these studies highlight the beneficial effects of scaffolding both in language and content learning. Scaffolding, in its many forms and components, seems to have a positive effect on students' learning processes. Beyond CLIL, some studies have focused on the effect of scaffolding on teaching and learning, and more precisely on language teaching and learning. The findings show a positive effect of scaffolding on language learning (Tang, 1997; Guichon & McLornan, 2007; Martínez Feito, 2009; Cenoz, 2010). The age variable is also taken into account because according to Martínez Feito (2009) even infants are benefited from this technique. Concerning productive and receptive linguistic skills, the impact is also positive. Nguyen (2013) confirms that scaffolding helps learners with oral presentations in EFL contexts, we see it helps learners with communication skills and with the organization of the ideas in the presentation. These findings, although carried out in different contexts, go in line with Gerakopoulou (2016) where the positive effects of scaffolding on higher cognitive skills were also confirmed in CLIL contexts. Written skills are also positively affected by scaffolding, as it can be seen in Vallejo Araya (2016), who concluded that the number of grammatical errors decreases when learners are scaffolded in their writing practice. With the exception of Bradley et al. (2017) and Fernández Fontecha et al. (2020), who focus on graphic organizers and visual thinking respectively, this review of studies allows us to see that the main scaffolding strategies are linguistic, and are based on reading, drafting in written texts, or inquiring students.

There remain several aspects of scaffolding about which relatively little is known. We think that more research is needed, because we found a scarcity of empirical studies that measure the effect of scaffolding on specific aspects of the linguistic competence, like productive or receptive skills, or lexical competence, even more in a CLIL context. There are some examples that confirm the positive influence of scaffolding on oral comprehension and production (Hermoso, 2012), writing (Vallejo Araya, 2016), or

reading (Taguchi et al. 2016), but none of them was carried out in a CLIL context. Another drawback of these studies is that, since the informants are normally university students, it is hard to extrapolate the results to other groups of population such as secondary students, because, as we explained in previous sections, the importance of exposure to the foreign language and the effect of age play a key role in language learning. It is to be seen if scaffolding has the same effect on teenagers as it has on adult or more experienced learners. Taken together, research points to an influence of scaffolding on foreign language learning, whether in a foreign language context or CLIL. However, some aspects need to be further explored, such as the use of scaffolding in textbooks and other teaching materials, more specifically the role of multimodality as a scaffolding technique in the pedagogical material itself. The next section is devoted to these topics.

3.5. Multimodality

As explained by Cenoz (2010), multimodality via media resources, e.g., Youtube, may have a positive effect on students' motivation and perception of their learning process (Cenoz, 2010). Callow (2005), for instance, carried out a research study with 11 and 12 years-old students in which they were required to understand some visual and cultural images of their country and had to create alternative written and visual texts. Results showed that working with images helped them to engage better with the topic they were working on and, apart from enjoying the task, they realized that their artworks reflected their individual ideas. Motivation is not the only feature which is fostered by multimodality. Previous research, like Guichon and McLornan (2008), confirmed that comprehension improves when students are exposed to a text that contains various modes. Comprehension was better when learners received a text in the form of an L2 subtitled video, as compared to only audio, to video without subtitles, and compared to an L1 subtitled video. Table 13 presents a selection of recent relevant studies that have

explored multimodality in CLIL and EFL teaching and learning, and in textbooks and teaching materials.

Table 13. Studies on multimodality and language learning

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
CHUNG (2002)	Effects of using organizers with video texts for the teaching of listening	4 comprehension tests (multiple choice and open-ended questions) Questionnaire	University students Group 1 = 50 Group 2 = 45 Group 3 = 48 Group 4 = 45	Chinese	Two segments from one episode of Family Album, U.S.A., Book I (1991)	Question previewing is significantly positive on the multiple-choice tests, but not clear with open-ended questions. The combined treatment had more positive effects than question previewing alone only on the open-ended questions
BEZEMER AND KRESS (2008)	Principles underlying the design of multimodal ensembles and the potential epistemological and pedagogic effects of multimodal designs	Qualitative text comparison	Corpus analysis	English	Analysis of multimodal, hyper- or interrelated "texts"(lessons, units, chapters, exercises from textbooks, workbooks, CD-ROMs,DVDs, Web sites) for secondary education of English, Science, and Mathematics, published between 1930 and 2005	There is a significant increase of images in the multimodal design of textbooks of subjects like science and English as L1 since the 1930s. Images play a key role in the construction of scientific knowledge but played a lesser, subordinate role in English textbook
BOERS ET AL. (2009)	Pictorial elucidation in the recollection of idioms	Three exercises: meaning multiple-choice, origin multiple-choice, and gap-fill	38 university students	Dutch	Students are provided with 60 idioms: 30 idioms accompanied with an image and 30 with only a verbal explanation	The idioms associated with a picture seem to be easier recalled for students, but there is no statistical evidence to suggest that adding pictures to stimulate the dual coding of L2 idioms fosters recollection of the phrases for purposes of re-production
SYDORENKO (2010)	Modality of input and vocabulary acquisition	Comprehension, written and aural recognition, written and aural translation (from L2 to L1), and word knowledge tests	26 university students	25 English 1 Cantonese	2 texts	No significant differences, but results suggest that captions facilitate recognition of written word forms, while audio facilitates recognition of aural word forms; and that more word meanings are learned when videos are shown with both audio and captions
KUPETZ (2011)	Multimodal resources of students' explanations in CLIL interaction	Verbal, para-verbal, and non-verbal resources used by students to carry out the interactional activity of 'explaining'	One 10 th grade class	German	Single case analysis of a video-recording of a geography lesson	Multimodal approach is useful in revealing the resources students deploy to construct meaning

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
MALEKI AND SAFAEE (2011)	Effect of visual and textual accompaniments to verbal stimuli on the listening comprehension	2 IELTS listening tests	58 University students	Persian	2 listening excerpts, one with visual stimuli and another with only audio	Significant differences in favour of imaged texts compared to denser scripts
ETEMADI (2012)	Effects of bimodal subtitling of English movies on content comprehension and vocabulary recognition	Ten multiple choice comprehension questions and another ten multiple choice vocabulary questions	44 university students	Persian	Informants watched two movies once, one with subtitles and the other without subtitles	Subtitles improve significantly the comprehension of the movie but subtitles do not have an impact on vocabulary recognition
LWO AND LIN (2012)	Effects of different captions in L2 multimedia learning	Multimedia reading program Checklist for recording observations	Secondary education students 16 high proficiency 16 low proficiency	Chinese	Two lessons with four types of exposure: 1 = No captions 2 = Chinese captions 3 = English captions 4 = Chinese + English captions	No significant differences in vocabulary recognition and content learning among the four types of exposure. The combination of voice and animation is enough input for learning.
ALMEIDA AND COSTA (2014)	Role of subtitling	Discussion on studies	-	-	-	Subtitling is better than dubbing for language learning. Higher order thinking skills can be developed both in formal and informal settings through the use of subtitling.
BAVA HARJI, ALAVI, AND LETCHUMANAN (2014)	Effect of captions on content comprehension, vocabulary acquisition and language proficiency	Michigan English Test Content specific Test Questionnaire	University students N = 92 Control group = 45 Experimental group = 47	Arabic	Connect with English: 25 videos, with 50 fifteen-minute episodes	Significant differences in favour of captions both in vocabulary and language learning. No significant differences for content learning.
BISSON ET AL. (2014)	Repeated exposure to multimodal input in incidental acquisition of vocabulary	Yes-No test designed ad hoc combining written words, images, and auditory stimuli	68 University students	English	-	Lexical items were acquired after as little as two exposures to multimodal stimuli in an incidental learning situation. The greater the exposure the better the incidental learning.
FARÍAS ET AL. (2014)	Types and combinations of multimodal presentations in the retention and transfer of concrete vocabulary in EFL learning	Retention test (RT), a transfer test (TT), and a questionnaire to evaluate the type of presentation (TPQ)	104 second year university student	Spanish	-	Results suggest that still images helped more than text and video in vocabulary learning and that actions are better represented through videos than through still images

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
GONZALES (2015)	Rhetorical genre studies in the translangual, multimodal composing practices of linguistically diverse composition students	Written composition and video-taped analysis	17 university students	10 English native speakers 7 EFL	Examination of connections between students' linguistic repertoires and their respective approaches to multimodal composition	L2 students exhibit advanced expertise and rhetorical sensitivity layering meaning through multimodal composition when they cannot rely solely on words
MORTON (2015)	Vocabulary explanations in CLIL classrooms	Corpus analysis	Four teachers in a Secondary education school	-	A corpus of twelve 50-minute biology, technology, history and geography lessons	Teachers use two effective strategies to introduce vocabulary in CLIL lessons: dialogues and discourse. Teacher also use gestures, focus on form, explanations, and writing in the blackboard
GARCÍA AND LIN (2016)	Translanguaging in bilingual education	Literature review	-	-	-	Shift of focus in bilingual education: languages > repertoire
CHOI AND YI (2016)	Teachers' Integration of Multimodality into classroom practices for ELLs	Qualitative analysis of the multimodal discourse of two teachers	Two teachers	Two teachers who had limited experience with ELLs	An English course of 16 weeks. Each teacher taught eight weeks	Multimodal teaching helps ELLs gain nuanced understanding of content knowledge, allows them to express what they learned, and provides them with a psychological refuge
BIRKETVEIT AND RIMMEREIDE (2017)	Use of authentic picture books and illustrated books to improve L2 writing	Log books, a questionnaire, individual interviews and learners' written texts before and after the reading project	One class of 11 years-old	Norwegian	A selection of 70 picture books/illustrated books	The study reveals that the project improved learners' motivation to read and led to improvement in their writing skills
BOERS ET AL. (2017)	Multimodal annotations for vocabulary learning	Word meaning recognition text	18 University students	Various languages	900-word text with six pseudowords	Correct words: 21% under the text-only gloss condition and of 35% under the multimodal gloss condition
HOWELL (2017)	Argument Instruction: Incorporating multimodality and Digital Tools	Interviews, observation, and questionnaires	A ninth-and a 10 th -grade English teacher and their students	English	Practices of 6-7 weeks with infographics and of 8-9 weeks with a website	Students were engaged with argument as social practice and they may benefit from an explicit discussion of the transfer of multimodal literacies between contexts
SCHMERBECK AND LUCHT (2017)	Creating meaning through multimodality	Assessment proposal	Intermediate level language learners	German	-	Assessment and evaluation of understanding through a portfolio of photos that create meaning The project demonstrates the value of the multiliteracies approach and the importance of visual literacy in teaching students to analyze multimodal texts
BATCHELOR (2018)	Multimodality as a motivation for revision	Students' journals with drafts of flash fiction	27 7th grade students	English	Data gathering from students' outcomes and	Using multiple sign systems encourages risk taking, supports inquiry and diversity.

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
		writing, students' transmediated objects, students' notes, and questionnaires			perspectives during 15 weeks	Students make deeper connections when meaning making occurs
CHEN, ET AL. (2018)	Captioning in learners' spoken vocabulary acquisition	Reading comprehension test Vocabulary pre-test and post-test	118 Secondary education students	Mandarin	10 videos watched weekly twice	Captioning can facilitate EFL middle school students' aural form recognition from video viewing The captioned group performed significantly better than those in the non-captioned group on overall vocabulary acquisition
GRAPIN (2018)	To illustrate how students deploy multiple modes strategically as they engage in scientific modelling	Analysis of multimodal elements in two lightbox models created by learners	Case study of two learners	English	Two models provided by learners	Embracing the strong version of multimodality is not only necessary but transformative for EFLs in the new content standards era, because it allows them to draw from the meaning-making resources at their disposal while engaging in disciplinary practices.
JAKOBSEN AND TONESSEN (2018)	Design-Oriented Analysis of Multimodality in EFL	Direct observation	15-16 years-old learners	Norwegian	Tasks based on the novel <i>The Absolutely True Diary of a Part-time Indian</i> (2007)	The visual and other resources are primarily seen as support for learning written and oral English language and culture, and skills in literary analysis. Without the training of teachers to pay attention to modes beyond the verbal in their teaching and assessment, an important part of reading and production of texts is potentially lost as a means of learning
RODGERS, (2018)	Images in TV and potential for learning unknown vocabulary	Analysis of two TV series	-	-	2 series: Once upon a time (Tokens/episode = 3796 Total tokens = 83518) Planet Earth (Tokens/episode = 2831 Total tokens = 31144)	Imagery present in documentary and narrative television co-occurs with words in the audio soundtrack in such a way that vocabulary learning may be supported. Cooccurrence would make vocabulary learning easier, and it is more common in documentaries than in series.

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
BORRAS AND MOORE (2019)	Plurilingual and Multimodal Management of Participation and Subject Complexity in University CLIL Teamwork	Video recording of a student teamwork session	Undergraduate university students	-	Investigate how students mobilize diverse resources from their communicative repertoires, including plurilingual resources, gesture and material artefacts to accomplish tasks	It is possible to achieve interactional and cognitive equilibrium in academic situations in which linguistic symmetries are marked. Potential errors of linguistic bricolage become incorporated into the students' shared EFL variety
MAGNUSSON AND GODHE (2019)	Multimodality in Language Education – Implications for Teaching	An example from a poetry assignment and students' solutions in a Swedish as a first language framework	-	-	How a multimodal approach to meaning-making can contribute to language education	To establish a metalanguage for meaning-making in education based on the metafunctions and to teach about metafunctions and meaning-making on general and specific levels is a possible strategy to cultivate multimodal meaning-making, but teachers need professional development
WU AND LIN (2019)	Translanguaging and trans-semiotising	Class observation and discourse analysis	One group of grade 10	Japanese	3 biology lessons	Positive impact on the students in the continuous flow of knowledge co-making
KARABASSOVA AND SAN ISIDRO (2020)	Teachers' perceptions and practices in translanguaging	Exploratory qualitative study: surveying, interviewing, and lesson observation	275 teachers from 20 schools	Russian or Kazakh	Investigating CLIL teachers' perceptions on the pedagogical use of translanguaging and the impact of those perceptions on their teaching practices	Teaching practices related translanguaging: exclusive use of the target language as an ideal, translanguaging as a way of scaffolding content; translanguaging as a transitional practice; and translanguaging as a way to counter teachers' own language proficiency limits
LEONTJEV AND DE BOER (2020)	Multimodal mediational means in assessment of processes	Analysis of students' interactions and oral presentation	6 university students	Japanese	Analysis of students' interaction in a forum and analysis of students' oral presentations	Students learned to use the novel academic language with conceptual understanding
SAKULPRASERT SRI (2020)	Teachers' Integration of Multimodality in EFL classroom in Thailand	Classroom observation, questionnaires and interviews	10 English teachers at university and 317 undergraduate students	Thai	Analysis of how teachers integrate multimodality in their English classes	Teachers integrate multiple semiotic modes in their classroom practices which contribute to enhancing students' English skills and enabling them to apply their knowledge and skills to real life situations.

AUTHORS	FOCUS	INSTRUMENTS	PARTICIPANTS	L1	DESIGN	MAIN FINDINGS
SONG AND LIN (2020)	Translingual practices at a Shanghai university	Interviews, intertextual analysis, metapragmatic analysis and analysis of epistemics in interaction	20 postgraduate university students	Chinese	Report cases where students are engaged in translingual practices and relevant metapragmatic reflection in different social spaces	<p>Participants strongly agreed that adding related visuals and sounds in English lessons aided in their learning</p> <p>Uneven accessibility of linguistic repertoires results in uneven access to transcultural and trans-epistemic awareness, and translingual negotiation strategies.</p> <p>It is important to develop students' critical awareness of the history of English and linguacultural practices of the local societal space, and to emphasize raising students' translingual and transcultural/trans-epistemic awareness.</p>
WILLIAMS (2020)	Use of gesture and models when translanguaging during a CLIL class	Multimodal transcriptions made from video recordings of the lessons	10 students aged 10-11 years old 1 English teacher	Students: Cantonese Teacher: English	Investigate ways in which fifth-grade emergent bilinguals' draw from their semiotic repertoires when translanguaging in content-based science lessons	<p>Emergent bilinguals use non-linguistic modes to aid their science discourse in four distinct ways: replacement, support, demonstration and imitation.</p> <p>Gestural and tactile meanings replace unknown everyday words and science language during demonstrations</p>

Multimodality is a widely explored topic in the educational field, as this review shows. First of all, it must be said that one of the most encompassing studies on the evolution and the role of images in textbooks is the one carried out by Bezemer and Kress (2008), which reports a significant increase of images in the multimodal design of textbooks of subjects like science and English as L1 since the 1930s. They also found that images play a key role in the construction of scientific knowledge but played a lesser and subordinate role in English textbooks. From a broad perspective, García and Lin (2016) posit that there has been a shift of focus in bilingual education, since languages have given way for repertoire, where multimodality is more prominent. Karabassova and San Isidro (2020) reflect on the perspectives of teachers about translanguaging, as a multimodal strategy, and conclude that it is perceived as a way of scaffolding content, as a transitional practice, and as a way to counter teachers' own language proficiency limits. Song and Lin (2020) also highlight the importance of translanguaging and inform that an uneven accessibility of linguistic repertoires results in uneven access to transcultural and trans-epistemic awareness, and translingual negotiation strategies, resulting in an underdeveloped conceptual understanding.

Considering the influence of multimodality on the learning process, one of the first conclusions that can be drawn is that an adequate use of multimodality is helpful for language learning, meaning making, and cognition. Some studies that reinforce this positive influence are, for example, Chung (2002), who detects a significant positive influence of multimodal elements like graphic organizers and strategies like previewing on some types of questions and other authors like Etemadi (2012), who signals towards the positive impact on content learning. Gonzales (2015) posits that L2 students exhibit advanced expertise and rhetorical sensitivity layering meaning through multimodal composition when they cannot rely solely on words, and Choi and Yi (2016) affirm that multimodal teaching helps ELLs gain nuanced understanding of content knowledge, and

it allows them to express what they learned, and provides them with a psychological refuge. Birketveit and Rimmereide (2017) identify an increase in motivation when multimodality is involved in the learning process and Schmerbeck and Lucht (2017) identify an overall value of multiliteracies. Besides, Grapin (2018) proposes that multimodality allows learners to draw from the meaning-making resources at their disposal while engaging in disciplinary practices. Leontjev and De Boer (2020) also reflect on the positive effect of multimodality in conceptual learning in oral presentations. This seems to go in line with Wu and Lin's (2019) findings of a positive impact on the students' flow of knowledge.

Regarding the gains or the impact on language learning, research shows that multimodality is effective in a variety of aspects of foreign language learning, such as listening comprehension (Maleki & Safaee, 2011). Almeida and Costa (2014) confirm that multimodality, in the form of subtitles, is more effective for language achievement than dubbing an audio-visual text, due to the cooccurrence of two different modes. More specifically, multimodal resources tend to have a noteworthy positive impact on vocabulary learning. Research shows that using a combination of modes, as it is the case of captioned and subtitled videos, vocabulary learning and acquisition is benefited (Bava Harji et al., 2014; Bisson et al., 2014; Morton, 2015; Boers et al., 2017; Chen et al., 2018). These positive results seem to confirm what was proposed by Farías et al. (2014), who led one of the few studies that measure the effect of multimodality on English vocabulary retention, besides their results suggest that still images help more than text and video in vocabulary learning and that actions are better represented through videos than through still images. They used as previous references similar studies on English speaking students of German (Plass, 1998) and French speaking students of Russian (Sydorenko, 2010), where a positive influence of multimodality on vocabulary learning could be also observed. Along these lines and based on the systemic theory, Moreno

Jaén and Pérez Basanta (2009) pointed to the benefits of using DVDs to develop conversational competence, including real vocabulary acquisition, and design a framework of L2 conversational components for the analysis of context in multimodal materials. In more recent years Rodgers (2018) also detects a positive influence of the use of images on vocabulary learning, and states that cooccurrence would make vocabulary learning easier, and it is more common in documentaries than in series.

Psychological and cognitive aspects also benefit from the use of multimodal resources. According to Howell (2017) students may benefit from an explicit discussion of the transfer of multimodal literacies between contexts, Batchelor (2018) concludes that using multiple sign systems encourages students to take risks and it supports inquiry and students also make deeper connections when meaning making occurs. Besides, learners perceive multimodality and the combination of modes as beneficial in their learning process (Sakulprasertsri, 2020).

Even though there is a clear trend that, as we have presented, shows a positive effect of multimodality on several aspects of the learning process, other studies report non-significant results. For example, Boers et al. (2009) indicate that there is no statistical evidence to suggest that adding pictures to stimulate the dual coding of L2 idioms fosters recollection of the phrases for purposes of re-production. These results seem to go in line with those presented by Lwo and Lin (2012) identify no significant differences in EFL vocabulary recognition and content learning among the different types of exposure to texts with and without multimodal elements. It is not stated in the research, but results might be explained in the light of studies like the ones developed by that Magnusson and Godhe (2019) and Jakobsen and Tonessen (2018). Magnusson and Godhe (2019) state that a key aspect that needs to be outlined is the fact that teachers need more training if they mean to effectively deploy multimodality in their classes, because according to

Jakobsen and Tonessen (2018) without that training, an important part of reading and production of texts is potentially lost.

There has also been research that have approached multimodality in CLIL contexts. For example, Kupetz (2011) considers that multimodal approach is useful in revealing the resources that students deploy to construct meaning. Morton (2015) provides information about CLIL teachers and confirm that they use two effective strategies to introduce vocabulary in their lessons: dialogues and discourse. Teachers also use gestures, focus on form, explanations, and writing in the blackboard as multimodal strategies. More aspects of the positive impact of multimodality can be seen in the fact that, in some studies, learners' heterogeneous linguistic repertoires are not an obstacle for successfully completing the task, for constructing subject knowledge, or for establishing a climate of mutual understanding and cooperation as it can be observed in Borrás and Moore (2019) Finally, Williams (2020) notes that limited bilinguals make use of non-linguistic modes in CLIL contexts in these ways: replacement, support, demonstration and imitation. They also use gestures when they cannot find specific terms to convey the meaning.

As a final remark, these results must be carefully read because most of the studies presented in Table 13 were carried out with a small number of informants, be it teachers or learners. In addition, this research focuses on qualitative interpretation of the results rather than on systematic quantitative analysis, probably due to the complexity of multimodality and the lack of standardized tests to measure this aspect on the educational field.

3.6. Summary

Chapter 3 has presented a review of scientific literature on the five central topics of this thesis, i.e., (1) the relation between CLIL and L2 linguistic skills, (2) the relation between

CLIL and lexical competence, (3) the role of textbooks in the foreign language and CLIL contexts, (4) scaffolding and (5) multimodality.

First of all, the reviewed studies allowed us to see that, in general, CLIL has a positive impact on the development of the foreign language and this impact is present all along Spanish compulsory education. Secondly, the positive impact of CLIL can also be noted on the development of lexical competence. Findings also point to a tendency towards the superiority of CLIL groups compared to non-CLIL groups in the development of cognitive skills. This tendency is highly consistent throughout studies, although positive differences in favour of CLIL are not significant in all of them.

Thirdly, with respect to textbooks, we have observed that there is a shortage of studies about vocabulary in CLIL textbooks, even more in secondary education. It also seems that high quality CLIL textbooks and teaching materials are scarce. Our analysis leads us to think that further work should be done regarding vocabulary, and particularly, word selection in CLIL materials.

This chapter also highlights the beneficial effects of scaffolding. Scaffolding is a successful strategy that helps learners both in language and content learning. In its many forms and components (e.g., use of visuals, gestures, linguistic focus, etc.), it seems to have a positive effect on students' learning processes. As it was noted, learners can benefit from scaffolding on aspects as diverse as linguistic skills, cognition, motivation and engagement. Connected to scaffolding, multimodality is found to be a useful and beneficial strategy both for teachers and learners at the time of conveying a message and it also has a positive impact on vocabulary learning. Nonetheless, teachers need more training, as do students, to make the utmost of its potential as a pedagogical tool.

CHAPTER 4. RESEARCH QUESTIONS

The main objective of this thesis was to investigate the impact of the instructional approach, EFL or CLIL, on different aspects of L2 vocabulary learning. Complementarily, particular attention was paid to the use of multimodal elements, mainly visual and linguistic modes, as scaffolding resources both in CLIL and EFL materials. That is, we explored the role of visual and linguistic modes as devices to facilitate mainly L2 vocabulary learning. Two studies were conducted to explore this issue. The first study aimed to identify the vocabulary input and the multimodal elements in EFL and CLIL science materials. The second focused on the informants' L2 vocabulary outcomes in a vocabulary test in each type of instruction. The evidence gathered from the first study on the instructional materials along with the information obtained via interviews to teachers, among others, might contribute to the interpretation of some findings of the second study.

As explained above, the scientific literature suggested a general positive tendency about the use of CLIL in terms of gains both in productive and receptive linguistic skills, and also in lexical competence. Yet, various factors such as the individual differences of the informants or the amount of exposure to the language, among others, are not usually controlled in research. In order to control for the bias attributable to possible individual differences or contextual reasons, due to the use of different groups of informants, following the above-mentioned study by Tragant et al. (2016), in the present research (study 2) we made use of one single group of informants who received instruction via EFL and CLIL. On the other hand, research also showed that the use of multimodal elements had benefits on different aspects of the learning progress of learners. Yet, to our knowledge, the analysis of multimodality in CLIL materials is scarce.

4.1. Study 1

The main goal of the first study was the identification of the vocabulary input and multimodal scaffolding resources in the materials used for EFL and CLIL instruction (science) in the first and second year of Spanish secondary education. A special emphasis was put on the register that each textbook or teaching material contained. The role of images and their relationship with the lexical items was also carefully observed. The research questions of this study are as follows:

RQ1. Are there any quantitative and qualitative differences in the vocabulary input found in EFL and CLIL textbooks and teaching materials?

RQ2. Are there any quantitative and qualitative differences in the EFL and CLIL materials in terms of the use of the linguistic and visual modes as potential multimodal scaffolding resources for L2 vocabulary learning?

4.2. Study 2

The second study attempted to identify the effect of the type of instruction (EFL and CLIL), through the teaching material on vocabulary acquisition. In this case we analyzed the depth with which words are learnt in each type of instruction, the word relations that learners made between the words they learnt and their prior knowledge, or the type of sentences that they created based on a cue word. The research questions of this study are as follows:

RQ3. Are there any quantitative differences in the informants' vocabulary outcomes to the VKS for each type of instruction in terms of scores to this test?

RQ4. Are there any qualitative differences in the informants' outcomes to the VKS for each type of instruction in terms of word relations, CEFR levels, grammatical categories, first word responses and type of sentences produced?

Based on the literature review above, regarding the teaching materials, there might emerge differences between the type of words that appear in each, but also in the activities and how vocabulary is presented in them. It can be foreseen that the vocabulary used in the CLIL materials will be less frequent because it is a defining feature of the scientific register, and this scientific register might predominate over other types. As far as images as scaffolding strategies, following the findings in Bezemer and Kress (2008), we expect to find more ornamental images in the EFL materials, whereas multimodal scaffolding should be a salient feature in CLIL materials due to the support they provide in the understanding of language and, above all, content.

Differences are also expected to surface on the learning of L2 lexical items between both types of instruction when we analyze the results of the VKS test completed by the informants in study 2. These possible differences might occur because vocabulary is approached differently in each type of instruction. These differences could also appear in the word relations, CEFR levels of the word retrieval or the type and structure of the sentences that learners produce for each type of instruction, among others.

It is hoped that this research will contribute to palliate the shortage of evidence on this issue by providing a deeper understanding of vocabulary learning processes in CLIL and EFL instruction.

CHAPTER 5. STUDY 1. A MULTIMODAL ANALYSIS OF EFL AND CLIL TEACHING MATERIALS

5.1. Introduction

The first study of this thesis addresses the quantitative and qualitative analysis of instructional materials for EFL and CLIL science in 1st and 2nd ESO. The main objective that this study pursues is the identification of similarities and differences in the way that EFL textbooks and CLIL materials implement multimodal resources (visuals and language) to scaffold, or facilitate, L2 vocabulary learning. Visuals are understood as any kind of visual resources, such as photographs or images, drawings, shapes, typography, or arrows, among others. We hope the results obtained from this study, along with other types of evidence, contribute to offer some insights on the results obtained in study 2, which explores the possible impact of the type of instruction on vocabulary learning.

In the analysis of this first study, we will mainly apply two models that were described in the Theoretical Framework, that is, Royce (2002) and Carney and Levin (2002), which will assist in the identification of functions and types of relationships out of the interaction between visual and linguistic mode. Further ideas or models, such as Unsworth's (2006b) SFT-grounded framework of image-language relations, will also complement this analysis.

5.2. Method

5.2.1. The context: Bilingual Section

The two studies of this thesis are based on a high school¹ in La Rioja (Spain). The school was adopting a bilingual educational strategy according to which Spanish was used as the first language and English was taught as a foreign language and was also used as the vehicular language in the CLIL subjects under the Bilingual Section programme, a model explained in our Literature review. In this programme, a selection of subjects was taught entirely in English in a continued way during compulsory secondary education. For example, science was fully taught in English from the 1st to the 3rd year in compulsory secondary education, and biology followed in the 4th year, also taught through English by means of CLIL. This continuity of the subject, together with the fact that the students had been having the same teacher during the first two years of the secondary education, guided our selection of the high school and the group of CLIL students, who, at the time of data collection, were in the second year of compulsory secondary education.

5.2.2. The sample: EFL textbooks and CLIL science materials

In this study, we analyze the vocabulary and visual input in two EFL textbooks and in a set of CLIL materials designed by the teacher for the science subject (*Ciencias Naturales* - biology and geology contents). The EFL textbooks are *Advanced Real English 1* (Addison & Norcott, 2011a) and *Advanced Real English 2* (Addison & Norcott, 2011b), published by Burlington² and used for secondary school years 1 and 2, respectively. The classification of each textbook according to the CEFR (Common European Framework

¹ We would like to thank the director of the school for allowing us to access the school and for collaborating with us in the kindest way, and we would like to extend our appreciation to all the teaching staff and students that collaborated with us disinterestedly.

² We would like to thank Burlington books for allowing us to use their materials for our research purposes.

of Reference) level is A1+ for *Advanced Real English 1* and A2 for *Advanced Real English 2*. Henceforth, we will refer to them as EFL 1 and EFL 2 textbooks. They are typical communicative language teaching textbooks, where the teaching of L2 skills and components is conveyed through a combination of communicative activities and sections explicitly oriented to practise the linguistic forms. Each EFL textbook includes nine units developed through the same number of pages.

Regarding the CLIL teaching materials, since they were created by the teacher herself, and she preferred to remain anonymous, we are not allowed to provide a reference.³ She handed us over two sets of CLIL materials, one per academic year. These are the main teaching aids in the CLIL classroom. They are used in the science classes in the first and second years of Secondary Education. We will refer to them simply as CLIL 1 and CLIL 2 materials. These materials include 12 units each, which consist of the following sections:

- Cover of the unit and index: it includes the title of each unit, an image that illustrates the topic covered in the unit, and below the image, the index.
- Previous knowledge and metacognition sections: this page contains five questions about the unit. Two questions should be answered before the start of the unit and they concern what students know and what they want to learn about the topic, and three questions to be answered once the unit has been finished; these are about what students have learnt and about what they liked the most and the least.
- Content and activities: Depending on the complexity of the unit, this section contains definitions, explanations, and activities. Due to the importance of this

³ We are extremely grateful to the CLIL teacher for providing us with a copy of her teaching materials and for allowing us to use them with research purposes.

section, definitions and explanations are normally accompanied by images, charts, graphs, or schemes, to clarify and classify information. Activities range from cloze activities, fill-in the blank, summarising and extracting the main ideas from texts to open questions and problem-solving activities.

- FonF (vocabulary and grammar): the last section that each unit includes is related to vocabulary and grammar. Students are provided with a blank page where they are only given the headings and they can write the nouns, adjectives, and verbs that they have learned in the unit or the ones that they consider more important. One third of the page is reserved for the grammar section, which is also blank and available for students to write their notes.

5.2.3. Data collection

The data collection process began with the search of a bilingual school in La Rioja, which was ascribed to the CLIL principles. We created a list of possible schools that fit into our requisites and contacted the directive boards to ascertain if they were willing to participate in the field study and we finally agreed to carry out the study with one school. Once the school was selected, we had a meeting with the head of the school to explain the main lines of the study and decided the group to which we would administer the tests. We agreed to comply to the privacy terms provided by the school to preserve the identity of the teachers and students.

After getting everything settled with the head of the school, we interviewed the EFL teacher and the CLIL teacher to have detailed information about the textbooks and teaching materials that were used, as well as to determine the approach used in their classes. When the teachers provided us with that information, we got the EFL textbooks mentioned above and the digital version of the CLIL teaching materials used in the science class. We controlled for the materials used in the current year of compulsory education (year two) and the previous one (year one), so that we could obtain a more

complete picture of the vocabulary the students had been exposed to in each type of instruction. The next step was the digitization and scanning of the EFL textbooks so the written input could be easily analyzed. Then, we processed the written input to select 11 prompts required to elaborate the VKS test used in the second study. Since the administration of the VKS test took place near the end of the second term, in the prompts selection we decided to focus solely on the input received over this second term.

5.2.4. Instruments and procedures

Prior to materials analysis, we made use of the following software tools to scan the EFL and CLIL materials and to process the number of types and tokens, keywords, and frequency: to scan and encode the EFL 1 and 2, and CLIL 1 and 2 textbooks we used the CZUR ET16 Plus Scanner (CZUR, 2021). We checked that the scanned words had been accurately recognized by the tool in the resulting MS Word (Microsoft Corporation, 2020) files, one file per book or teaching material. After the correction of the scanning errors, we deleted the non-textual and non-linguistic elements needed for the investigation, such as numbers or alphabet letters that indicate the order in activities, phonetic symbols, and punctuation signs including Saxon genitives. We corrected the mistakes found in grammar exercises (e.g., "he *cans study" > "he can study"). We also deleted words in exercises that were not considered relevant for our research purposes, like puzzles or scrambled words, or exercises in which prefixes and suffixes are provided for the completion of words. Other elements that were deleted were interjections, onomatopoeias, abbreviations, and acronyms, with the exception of "TV" which was lemmatized as "television" when it occurred isolated or as part of a lexical unit like "TV programme" which was lemmatized as "tvprogramme". Other exceptions to acronyms were countries, like UK, US or USA, were lemmatized as "UnitedKingdom", "UnitedStates" and "UnitedStatesofAmerica" respectively. Proper names and names of fictional characters were also eliminated, except for real people when they occur with a

position name (e. g. “Queen Elizabeth II”). Commercial brands, and film or book titles were also deleted, as well as the words that appear on images. The names that refer to locations were kept (e. g. “Los Angeles” > “LosAngeles”). Then we sorted the words alphabetically using MS Word and MS Excel (Microsoft Corporation, 2020).

Since content words are the most important carriers of meaning in communication, the focus of attention in this study is on nouns, adjectives, and lexical verbs. Most words in the textbooks were either in their base form or were regularly inflected. We performed quantitative analyzes at the lemma level. That is to say, base forms, or lemmas, and inflected words such as “volcano” and “volcanoes”, for example, were counted as two distinct tokens (i.e., total number of words in a text) but as one single type (i.e., different words in a text). A lemma, or base form, is defined, according to Crystal (1997), as the item which occurs at the beginning of a dictionary entry; more generally referred to as a headword. It is, then, an abstract representation, subsuming all the formal lexical variations which may apply, for example, the verb “walk” is the lemma for other forms like “walking”, “walks” and “walked”. To be more precise in the object of lemmatization, which can therefore be defined as the task of mapping a token to its corresponding dictionary headform or headword to allow downstream applications to abstract away from orthographic and inflectional variation (Knowles & Mohd Don, 2004), the next steps were followed:

Firstly, we identified lexical units and verified that these appear as lexical entries in the online dictionary WordReference, with the corresponding meaning that it should have in the materials. Occasionally, other dictionaries such as Collins Cobuild were consulted. In the case of CLIL materials, some words were considered as lexical units when they occurred together even if they were not found as entries in the dictionaries. Later, we converted the plural nouns into the singular form, with the exception of irregular forms such as “leaves” or “wolves”. In those cases, in which both forms were possible, the

forms were lemmatized to the most frequent form, for example “parent” and “parents” > “parents”. In the identification of lexical units, the forms “year ago” and “years ago” were lemmatized as “yearsago” in all cases. We also kept demonstrative, possessive, and personal pronouns as they occur in the text. The verb forms were all lemmatized to the base form of the verb, including past and participle forms of the irregular verbs. Auxiliary verbs like “do”, “have” or “will” were lemmatized together with the expression AUX (e.g., doAUX, haveAUX, willAUX) in all types of sentences, to differentiate them from the lexicalized meanings. All forms of the verb “have got”, regardless of the tense and number, were lemmatized as “havegot”, and the verb “have” in structures like “have to X” was lemmatized as “haveto”, in the same way that all constructions of the existential “there” were lemmatized as “therebe”. Negations were lemmatized as “not”, including contracted forms like “don’t”, “won’t” and the likes, however there was the exception of the form “cannot”, which was lemmatized as “cannot” in all cases (i. e. “cannot”, “can’t” and “can not”). The remaining contracted forms were lemmatized as two separate words, being “we’ll” > “we will”, “you’d” > “you would”. Other verb forms like gerunds were lemmatized as the base form of the verb: e.g. “I am eating” > “eat”. However, other forms that ended in -ing and function as nouns or adjectives and appear as entries in the dictionaries remained intact (e.g., “swimming is healthy” > “swimming”). Comparisons were lexicalized differently, for example, comparisons of equality were lemmatized as two different units “as-as” + adjective (e.g., “as interesting as” > “as-as”, “interesting”). Superiority and inferiority comparisons were lemmatized in all cases as these units “morethan”/“lessthan” + adjective (e.g., more/less interesting than > “morethan” / “lessthan”, “interesting”; “better than” > “moregood” “than”). Superlative forms were similarly lemmatized as “themoost” + adjective (e.g., “the best” > “themoost” good).

To address RQ1, we used Wordsmith (Scott, 2012) in the identification of types and tokens, Range (Heatley et al., 2002) to identify the frequency levels of types in EFL and

CLIL materials, and Text Lex Compare (Cobb, 2020a), both offered in Lextutor⁴. Regarding RQ2, we analyzed the images in the EFL and CLIL instructional materials manually, without the help of any specialized software. We particularly analyzed multimodal strategies in the selection of 11 prompts, as explained in the next sub-section, which will be used to elaborate the VKS administered to our informants in the second study.

By applying Royce's (2002) and Carney and Levin's (2002) models, explained in the Theoretical Framework, we offer an analysis of multimodality in the teaching materials in general and of the modes in which the 11 selected prompts appeared, that is to say, the linguistic mode as well as the visual mode and the relationships between them. The relationships between text and image that Royce (2002) proposes are synonymy, antonymy, hyponymy, meronymy, and collocation. On the other hand, Carney and Levin (2002) adopt a pragmatic approach in their definition of which relationships may exist between texts and images and how these relationships affect learning. They propose decorative, representational, organizational, interpretational, and transformational relationships.

5.2.4.1. Prompts' selection

As explained above, we analyzed the EFL 2 textbook and the CLIL 2 material to select 11 lexical items which would be used as prompts in a VKS test in the second study. In study 1, we will pay particular attention to the context in which each of these prompts is found. These prompts are selected from Units 6 "Noise" and 7 "Believe it or not", in textbook EFL 2, and Units 8 "Internal Dynamics of the Earth" and 9 "Motion Mechanics", in the CLIL 2 material. These were the units taught in the second term, at the end of

⁴ <https://www.lex Tutor.ca/>

which the administration of the VKS test was going to take place. In selecting the 11 prompts, we mainly considered the type of instruction and the number of times (occurrences) each prompt appeared in the materials.

We selected prompts that in year one and two (until data gathering) had only (or mainly) appeared via one type of instruction. For example, VENUE, MIRROR or NOISE, as only appearing via EFL; CHAMBER, VENT and LAYER, as only appearing via CLIL; the group of DRILL, SAILOR and MOTION, appearing several times via one type of instruction but with one occurrence each the previous year via the other type of instruction. We also incorporated some mixed cases, such as AVERAGE, with a high number of occurrences in CLIL at the time of data gathering but it had also appeared several times the previous year both in CLIL and EFL; and IRON, a word which appears in both types of instruction at the time of data collection with different meanings in each context. In the EFL context it refers to the object that is used to eliminate the wrinkles from clothes by means of heat, whereas it appears in the CLIL materials with the meaning of a chemical element or a mineral. Table 14 shows the eleven prompts arranged per predominant type of instruction. For clarity's sake, on the next pages, we will identify each prompt with this predominant type of instruction. Table 14 also provides the immediate context in which each word appeared. We refer to these occurrences as linguistic, in opposition to visual occurrences, i.e., the possible occurrences of their referents through images. Study 1 will address this aspect.

These selection criteria are justified on the grounds of our previous literature review. We wanted to control for any trace of a specific type of instruction in the learners' answers. Similarly, we wanted to observe the effect of the number of encounters that informants had had with each of the words in their textbooks or materials, as there is empirical evidence that the higher the number of encounters with a word, the easier it is to learn it (Webb, 2007; Horst, 2013; Ghazi-Saidi & Ansaldo, 2017).

As shown in Table 14, regarding the context in which the EFL prompts appeared, there are differences in terms of the number of occurrences of the prompts in the textbook and the context in which they are placed. For example, if we place them in an increasing order, the prompts VENUE and IRON appeared twice in reading comprehension texts (VENUE) and twice in activities (IRON), whereas the prompt DRILL occurred three times: in a classification of objects that make noise, in a gap-filling exercise, and as an example of countable noun in a grammar section about quantifiers. SAILOR occurred four times, three in reading texts and once in different activities. The word MIRROR presented 13 linguistic occurrences, eight in a reading with a common image for all eight occurrences and another five times in activities. Finally, the word NOISE was included 13 times very distinctively, since it was written in the title of the unit (one repetition), in the heading of a text (one repetition), in reading texts (two repetitions) or matching activities (four repetitions) and within a sentence in writing and gap-filling activities (four repetitions) and one repetition in a grammar section. The activities in they could be read on were gap-filling activities and meaning matching exercises in the EFL context, and paragraph writing and justifying answers in the CLIL context.

With respect to the CLIL prompts, they were included within various contexts too, such as activities or readings. Arranged increasingly, CHAMBER was written once, VENT twice, additionally VENT and CHAMBER occurred with an image in both cases, which is also an activity. IRON appeared three times in reading texts. As far as LAYER is concerned, it occurred 12 times, including one repetition with an image that exemplified the concept of layer in an activity about the types of volcanoes. It was also present in a sub-heading of the unit (two repetitions), within a writing activity (one repetition) and within a sentence in a paragraph (eight repetitions). MOTION occurred 12 times distributed into two headings, three activities, and seven readings, whereas AVERAGE occurred 13 times, including four times in reading exercises and nine times in activities.

It must be noted that for some prompts there is not a coincidence in the number of occurrences given in this section and in the Appendix 1, in which the wordlists of the materials are included. Table 14 only includes the linguistic occurrences of the prompts until the moment of data gathering (Units 6 and 7 for EFL 2, and Units 8 and 9 for CLIL 2), whereas the wordlists include the total number of occurrences of the prompts in the materials.

Table 14. Prompts: predominant type of instruction, linguistic occurrences and immediate context

PROMPT	PREDOMINANT INSTRUCTION	EFL 2 TEXTBOOK (UNITS 6 AND 7) CLIL 2 MATERIAL (UNITS 8 & 9)		PREVIOUS LING. OCCURRENCES
		Ling. occurrences	Context	
VENUE	EFL	2 (EFL 2)	x2 in reading text	0 (EFL 1) 0 (CLIL 2) 0 (CLIL 1)
MIRROR	EFL	13 (EFL 2)	x8 in reading with image x5 in activities	0 (CLIL 1) 0 (CLIL 2) 0 (EFL 1)
NOISE	EFL	13 (EFL 2)	x1 example in grammar section x2 in headings x2 in reading text x8 in activities	0 (CLIL 1) 0 (CLIL 2) 5 (EFL 1) 5 (EFL 2)
DRILL	EFL	3 (EFL 2)	x1 in reading text x2 in activities	1 (CLIL 1) 0 (CLIL 2) 0 (EFL 1)
SAILOR	EFL	4 (EFL 2)	x3 in reading text x1 in activities	1 (CLIL 1) 0 (CLIL 2) 0 (EFL 1)
CHAMBER	CLIL	1 (CLIL 2)	x1 activity with image	0 (CLIL 1) 0 (EFL 1) 0 (EFL 2)
VENT	CLIL	2 (CLIL 2)	x2 activity with image	0 (CLIL 1) 0 (EFL 1) 0 (EFL 2)
LAYER	CLIL	12 (CLIL 2)	x2 in headings x10 in reading text	29 (CLIL 1) 0 (EFL 1) 0 (EFL 2)
MOTION	CLIL	12 (CLIL 2)	x2 in headings x3 in activities x7 in reading text	0 (CLIL 1) 1 (EFL 1) 0 (EFL 2)
AVERAGE	CLIL	13 (CLIL 2)	x4 in reading text x9 in activities	5 (CLIL 1) 7 (EFL 1) 1 (EFL 2)
IRON	EFL	2 (EFL 2)	x2 in activities	3 (CLIL 1) 0 (CLIL 2) 0 (EFL 1)
IRON	CLIL	3 (CLIL 2)	x3 in reading text	3 (CLIL 1) 1 (CLIL 2) 0 (EFL 1) 0 (EFL 2)

In addition to the prompt selection criteria explained above, we also paid attention to the length of the words. Research on this issue yields mixed results for vocabulary learning. For example, Godfroid et al. (2017, p. 11) posit that shorter words are learnt better, whereas Pellicer-Sánchez, et al. (2021, p. 14) affirm the opposite, this divergence led us to take the length variable into account.

Finally, as regards the frequency levels of the prompts, Table 15 shows the prompts sorted by type of instruction and according to their frequency levels in accordance with VP-Compleat (BNC-COCA 1-25k) (Cobb, 2020b) and the CEFR level as reported by the English Vocabulary Profile (Cambridge University Press, 2015)

<<https://www.englishprofile.org/wordlists>>. Created by Nation and colleagues in 2012, the BNC – COCA Word frequency lists derive from a harmonization of the original British National Corpus (BNC) lists with a new set of US lists based on Mark Davies' (Brigham Young Univ.) 450 million Corpus of Contemporary American English (COCA).

Table 15. Distribution of prompts according to their frequency in the BNC

PROMPT	TYPE OF INSTRUCTION	CEFR LEVEL (ENGLISH VOCABULARY PROFILE)	VP-COMPLEAT (BNC-COCA 1-25K)
VENUE	EFL	B2	4k
MIRROR	EFL	A2	2k
NOISE	EFL	A1	1k
DRILL	EFL	B1	3k
SAILOR	EFL	B1	1k
CHAMBER	CLIL	B2	3k
VENT	CLIL	C2	5k
LAYER	CLIL	B2	3k
MOTION	CLIL	C2	3k
AVERAGE	CLIL	B1	2k
IRON	CLIL and EFL	B1 and B1	2k

5.3. Results

This section presents the results obtained for RQ1 and RQ2.

5.3.1. Research question 1

5.3.1.1. Types and tokens

RQ1 addresses if there were any quantitative and qualitative differences in the vocabulary input found in EFL and CLIL textbooks and teaching materials. We will provide the results for types and tokens found in the teaching materials, their frequency levels and, finally, we will include a section for unique and shared words found in these materials. This last part will give us some qualitative evidence of the similitudes and differences of the vocabulary that defines each subject.

It was already explained that the EFL textbooks contain nine units each and the CLIL materials include 12 units each. Table 16 shows the number of types and tokens found in the complete material used in each type of instruction (EFL 1 and 2 textbooks – CLIL 1 and 2 materials) identified by means of Wordsmith tools. The EFL word lists include around 2,700 types for the first year (EFL1) and 3,000 types for the second year (EFL 2), around 38,400 and 43,300 tokens, i.e., types as the number of different words and tokens as the total number of words, respectively, whilst the CLIL word lists present less than 2,300 types in CLIL 1 and around 2,700 types in CLIL 2, and about 13,600 tokens for CLIL 1 and 18,000 tokens for CLIL 2. Taking into account the number of units of each teaching material, in EFL1 and EFL2 each unit would include around 4,200 and 4,800 tokens, respectively, and 300 types per unit for EFL 1 and 340 for EFL 2, whereas CLIL 1 and CLIL 2 numbers would be lower, including between 1,100 (CLIL 1) and 1,500 (CLIL 2) tokens, and around 190 (CLIL 1) and 220 (CLIL 2) types per unit. As we will explain in the Discussion, these findings may be due to the specialized register of the CLIL subject and the length of the materials in each type of instruction. Regarding the mean

length of words, although there are no big differences between both groups, we observe that the CLIL words are longer than the EFL words, probably due to the type of register, again.

Table 16. Wordsmith: types and tokens per material (EFL – CLIL)

TEXTBOOK	TOKENS	TYPES	TTR	STTR	MEAN WORD LENGTH
EFL 1	38,399	2,721	7.09	34.80	4.71
EFL 2	43,366	3,075	7.09	35.73	4.64
CLIL 1	13,615	2,273	16.69	37.03	5.17
CLIL 2	18,040	2,685	14.88	35.79	5.14

The number of types and tokens increases from year one to year two in both types of instruction. There is a difference of about 24,700 tokens between the EFL textbook and the CLIL materials used in the first year of Secondary Education and of 25,300 in the second year. In general, the same applies to the types: there are 448 more types in EFL 1 compared to CLIL 1 and 390 more types in EFL 2 compared to CLIL 2. Regarding the difference of types and tokens from year one to year two, we observe very similar results in both types of instruction, albeit the number of types show a higher increase in the CLIL context than in EFL from year one to year two, with a difference of 354 more types in EFL 2 compared to EFL 1, and of 412 more types in CLIL 2 compared to CLIL 1. As regards the tokens, in CLIL there is an increase of 4,967 tokens, and of 4,425 in EFL.

Additionally, we explored the type-token ratio (TTR) and it is clear that the CLIL materials double the EFL figures. It is also observed that the ratio is reduced from year one to year two in CLIL, while it is kept constant in EFL. As TTR is too sensitive to the length of the text (i.e., shorter texts are likely to give higher TTR), we also tallied STTR in each case, as a more objective measure regardless of the text length. According to STTR, the total number of unique words, or types, are divided by the total number of words, or tokens, in a given segment of language, calculated for the first 1,000 running words, and

calculated afresh for the next 1,000, and so on to the end of the text. This measure is still slightly higher in the CLIL materials compared to EFL. There is a clearer difference in favour of CLIL 1 compared to EFL 1, whereas the comparison between CLIL 2 and EFL 2 provides almost identical results in STTR. These findings suggest that the CLIL materials are lexically denser than the EFL materials as fewer repetitions occur, and that repetitions are key in the linguistic subject while it is not so relevant in CLIL.

5.3.1.2. Frequency levels

Range (Heatley et al., 2002) was used to capture the frequency levels of the types and tokens in our corpora. The types per frequency level can be found in Appendix 3. Table 17 displays the number of words that appear in the EFL textbooks and CLIL materials separately per type of instruction and educational level, divided per bands of frequency. Most of the words can be considered as frequent vocabulary, with 85% of the types belonging to the first three levels of frequency words in the EFL context. The numbers in CLIL are lower as far as frequency is concerned, with around 75%-78% of types within the first three levels of frequency. As regards the percentage of tokens that belong to the first three levels of frequency, this is around 58% for EFL 1, 59% for EFL 2, 52% for CLIL 1, and 53% for CLIL 2. The output from Table 17 also shows that there are high percentages of off-list words in types and tokens both for EFL and CLIL. When we look at types, EFL has almost three times more types than CLIL with about 31% in EFL 1 and 28% for EFL 2 and around 10% for CLIL 1 and CLIL 2. The figures in tokens are reversed in the sense that CLIL 1 and 2, the 25% of off-list tokens is higher than the 10% of off-list tokens that belong to EFL 1 and 2. The data derived from types may be attributed to the lemmatization process, in the sense that, for example, phrasal verbs or lexical units such as “vitalfunction” are not recognized by Range (Heatley et al., 2002), and phrasal verbs are more likely to happen in EFL contexts. We also observe that regardless of the off-list words, CLIL presents more types and tokens than EFL in mid and high frequency

levels (e.g., CLIL words: K11 “aqueous”, “bronchus”, “diurnal”, “epicentre” or K16 “penumbra”, “pineal”, “platypus”, “sessile”, “sulphide”, “symbiont”). This result is related to the specificity of the scientific register in which there are more terms than come from Latin or Greek. Finally, with respect to the number of families, as expected, more families are found in EFL than in CLIL. It might be attributed to the higher number of types in the EFL context.

Table 17. Range: results for EFL and CLIL

FREQ. LEVEL	TYPES (%) EFL 1	TOKENS (%) EFL 1	FAMILIES (%) EFL 1	TYPES (%) EFL 2	TOKENS (%) EFL 2	FAMILIES (%) EFL 2	TYPES (%) CLIL 1	TOKENS (%) CLIL 1	FAMILIES (%) CLIL 1	TYPES (%) CLIL 2	TOKENS (%) CLIL 2	FAMILIES (%) CLIL 2
K-1:	28635/74.62	999/36.70	789	32999/76.13	1085/35.27	829	8418/61.84	663/29.16	547	11295/62.62	778/28.95	619
K-2:	3066/ 7.99	423/15.54	375	3200/ 7.38	549/17.85	465	1183/ 8.69	334/14.69	291	1841/10.21	394/14.66	330
K-3:	783/ 2.04	149/ 5.47	139	942/ 2.17	202/ 6.57	186	785/ 5.77	179/ 7.87	150	1089/ 6.04	271/10.09	229
K-4:	286/ 0.75	92/ 3.38	89	416/ 0.96	139/ 4.52	135	435/ 3.20	124/ 5.45	116	463/ 2.57	136/ 5.06	119
K-5:	536/ 1.40	79/ 2.90	74	539/ 1.24	94/ 3.06	91	246/ 1.81	78/ 3.43	71	301/ 1.67	92/ 3.42	86
K-6:	145/ 0.38	34/ 1.25	34	200/ 0.46	49/ 1.59	48	155/ 1.14	63/ 2.77	57	249/ 1.38	66/ 2.46	63
K-7:	102/ 0.27	20/ 0.73	20	91/ 0.21	26/ 0.85	25	119/ 0.87	43/ 1.89	40	158/ 0.88	55/ 2.05	52
K-8:	177/ 0.46	9/ 0.33	9	163/ 0.38	25/ 0.81	24	309/ 2.27	35/ 1.54	31	345/ 1.91	43/ 1.60	37
K-9:	45/ 0.12	15/ 0.55	15	41/ 0.09	18/ 0.59	17	52/ 0.38	23/ 1.01	21	92/ 0.51	37/ 1.38	32
K-10:	52/ 0.14	12/ 0.44	12	46/ 0.11	13/ 0.42	13	62/ 0.46	28/ 1.23	27	78/ 0.43	30/ 1.12	29
K-11:	59/ 0.15	13/ 0.48	12	34/ 0.08	9/ 0.29	9	24/ 0.18	14/ 0.62	14	42/ 0.23	20/ 0.74	19
K-12:	26/ 0.07	6/ 0.22	6	17/ 0.04	8/ 0.26	8	31/ 0.23	13/ 0.57	12	38/ 0.21	20/ 0.74	20
K-13:	17/ 0.04	9/ 0.33	9	2/ 0.00	2/ 0.07	2	33/ 0.24	17/ 0.75	17	21/ 0.12	12/ 0.45	11
K-14:	86/ 0.22	10/ 0.37	10	12/ 0.03	4/ 0.13	4	26/ 0.19	15/ 0.66	15	37/ 0.21	13/ 0.48	13
K-15:	7/ 0.02	5/ 0.18	5	4/ 0.01	3/ 0.10	3	38/ 0.28	13/ 0.57	13	20/ 0.11	12/ 0.45	12
K-16:	3/ 0.01	2/ 0.07	2	17/ 0.04	6/ 0.20	6	21/ 0.15	15/ 0.66	15	24/ 0.13	11/ 0.41	11
K-17:	10/ 0.03	2/ 0.07	2	4/ 0.01	1/ 0.03	1	19/ 0.14	9/ 0.40	9	16/ 0.09	10/ 0.37	10
K-18:	4/ 0.01	1/ 0.04	1	9/ 0.02	3/ 0.10	3	12/ 0.09	6/ 0.26	6	10/ 0.06	7/ 0.26	7
K-19:	2/ 0.01	1/ 0.04	1	11/ 0.03	2/ 0.07	2	10/ 0.07	6/ 0.26	6	13/ 0.07	7/ 0.26	7
K-20:	0/ 0.00	0/ 0.00	0	0/ 0.00	0/ 0.00	0	13/ 0.10	3/ 0.13	3	17/ 0.09	5/ 0.19	5
K-21:	0/ 0.00	0/ 0.00	0	0/ 0.00	0/ 0.00	0	12/ 0.09	5/ 0.22	5	15/ 0.08	5/ 0.19	5
K-22:	5/ 0.01	1/ 0.04	1	6/ 0.01	2/ 0.07	2	20/ 0.15	8/ 0.35	8	14/ 0.08	6/ 0.22	6
K-23:	0/ 0.00	0/ 0.00	0	0/ 0.00	0/ 0.00	0	5/ 0.04	1/ 0.04	1	6/ 0.03	2/ 0.07	2
K-24:	4/ 0.01	1/ 0.04	1	4/ 0.01	1/ 0.03	1	6/ 0.04	4/ 0.18	4	0/ 0.00	0/ 0.00	0
K-25:	0/ 0.00	0/ 0.00	0	0/ 0.00	0/ 0.00	0	18/ 0.13	7/ 0.31	6	18/ 0.10	7/ 0.26	7
OFF-LIST:	839/30.82	4327/11.27	???	835/27.15	4591/10.59	???	1561/11.47	568/24.98	?????	1835/10.17	648/24.12	?????
TOTAL	38377	2722	1606	43348	3076	1874	13613	2274	1485	18037	2687	1731

5.3.1.3. Unique and shared words

To have a more qualitative perspective on the findings, we used the Text Lex Compare tool offered by Lextutor software (Cobb, 2020a). This tool identifies the words that are unique to a set of words and the words which are shared when compared to a different set of words. We carried out a comparison of the words that are shared and unique in the following contexts: EFL 1 vs EFL 2, CLIL 1 vs CLIL 2, EFL 1 vs CLIL 1, EFL 2 vs CLIL 2. The words that were obtained from Text Lex Compare (Cobb, 2020a) can be found in Appendix 2. After carrying out the comparison, there emerged some similarities and differences between the first and second year in each subject, and more importantly, by contrasting EFL 1 and 2 against CLIL 1 and 2 we could compare the register and the type of words that are more salient in each context.

Overall, a comparison between CLIL teaching materials reflects that the most frequent unique words are related to the topics studied in each year, for example, in CLIL 1 we find words related to the space (“theearth”, “universe”, “kingdom”, “orbit”, “scientificname”) and in CLIL 2 the most frequent unique words are more related to physics (“force”, “acceleration”, “transfer”, “sound”, “motion”). As far as the most frequent shared words are concerned, apart from function words such as articles, auxiliary verbs or pronouns, there are words like “animal”, “plant”, or “energy”, which are highly expected to occur in school subjects like science. When the same comparison is carried out between EFL 1 and EFL 2 the findings are similar in the sense that EFL 1 and EFL 2 work on different topics and centres of interest, that is why we find words like “avatar”, “parent”, “vampire”, “whitehouse”, “unitedkingdom”, or “racingcar” in EFL 1 and words like “California”, “instrument”, “parents”, “train”, or “superstition” in EFL 2. The shared words in the EFL 1 and 2 textbooks provide expected results, since together with articles, pronouns, and auxiliary verbs, we find words like “write”, “answer”, “listen”, or “complete”.

Finally, the comparison between CLIL and EFL materials reflects the different registers that are used for each of the subjects, i.e., CLIL is more technical whereas EFL is more general. For example, words like “atmosphere”, “viviparous”, “intracellular”, “calculate”, “plutonic” or “phloem” are exclusive to the CLIL 1 and 2 teaching materials, whereas general language instances and more academic related concepts like “language”, “workbook”, “book”, “description” or verbs like “match” are unique to EFL 1 and 2.

5.3.2. Research Question 2

In this section we address RQ2, i.e., are there any quantitative and qualitative differences in the EFL and CLIL materials in terms of the use of the linguistic and visual modes as potential multimodal scaffolding resources for L2 vocabulary learning? In studying the interaction between these types of input in each material, we aim at exploring the use of some type of scaffolding in the material itself that facilitates language learning, mainly L2 vocabulary. As we did in the first study, we focus on Unit 6 and Unit 7 from the EFL 2 textbook and units 8 and 9 from CLIL 2 materials. Special attention is paid to the context in which the 11 prompts that were selected for the VKS test appear. In our opinion, the evidence obtained from this first study might contribute to explain some of the results obtained in the second study of this thesis.

5.3.2.1. Linguistic input

5.3.2.1.1. EFL textbooks

To begin with, the language of the texts that appear in the EFL 2 textbook is of general use. The grammatical and the syntactic structures depend on the linguistic objectives and proficiency level covered by the textbook. The vocabulary refers to topics of interest for young people. Figure 6 includes an example of written discourse in this textbook where the topic is the combination of video games and music. In this example, the young

learner is directly incorporated in the text through the use of personal pronouns and direct questions.

On the other hand, taking the text in Figure 6 as an example, a quick analysis reveals that repetition of key words is noticeable, e.g., “music”, “video games”, or “song” are repeated several times in the text. Also, a usual way of connecting words in EFL materials is via relationships beyond form or meaning that serve to develop a given topic, e.g., collocations such as “download music” or “vinyl records”. In these materials, lexical-semantic or paradigmatic relationships, such as synonymy or antonymy, are explicitly practiced via language specific activities.

Real World Goodbye CD, HELLO VIDEO GAME!

How do you and your family listen to music? Are there any vinyl records in your house? How many of them are yours? Probably, none. But maybe you've got a few CDs and you've definitely got a lot of songs on your MP4 player and video games on your computer. Video games? Yes, video games have become a great way to listen to music. What's it all about?

For Musicians

⁵ Many musicians don't get much money for their music because a lot of people download music illegally from the Internet. But some musicians have found a solution to this problem – video games! Millions of people buy them and some games, like *DJ Hero*, have got more than a hundred songs on them. That means a lot of songs and a lot of money for the musicians! Games like *Guitar Hero* have also made many rock groups from the past popular again. After the *Aerosmith Guitar Hero* game came out, Aerosmith sold 50-75% more of their old songs.

¹⁰ About 600,000 people bought the *Beatles: Rock Band* game in one month, bringing the most famous group in rock history back to life.

For Teens

More than half of the 12 million young people in the UK play music video games. Playing a virtual instrument in a video game isn't the same as playing a real instrument, but it teaches people a few things about music and it improves their coordination and rhythm. It's also a lot of fun, and it gets people interested in real instruments.

¹⁵ In fact, around 2.5 million British children have started playing real musical instruments thanks to music video games. Now some music experts in the UK want schools to use video games in music lessons.

False friends
contest

Did you know?
Now you can also hear music from video games at a real live concert. At the international event Video Games Live, you can hear music from video games.

Figure 6. Sample of written discourse in EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 76)

Our EFL textbooks try to approach the teaching of the linguistic form (e.g., vocabulary, structures) and the language skills from a communicative perspective. However, they do not incorporate identifiable strong communicative methods, such as Task Based Language Teaching. In so doing, the book does not make room for higher order thinking skills (HOTS), i.e., cognitively demanding activities such as analysing, evaluating, and creating, according to Bloom's taxonomy of educational objectives (1956). These EFL activities are mainly based on lower order thinking skills (LOTS), that is, abilities that are not specially demanding at cognition level, such as remembering, understanding, and applying. They mainly include more traditional communicative activities with a big emphasis on teaching explicitly the linguistic forms. Figure 7 presents an example of these activities in the EFL 2 textbook.

Real World

Listening and Speaking

1. Listen to Harry and Susan talking about noise. Which types of noise does Susan complain about?
2. Listen again and answer the questions.
 1. What was easy for Harry?
 2. Who is James?
 3. Why did James stop crying?
 4. Why is Susan's mother using the blender?
 5. Why does Harry want to go to Susan's house?
3. Can you remember the following details?
 1. Does Harry like Susan's singing?
 2. Where was Susan's mother while Susan was babysitting James?
 3. What day is it today?
4. What types of noise have you heard today? How did you feel? Tell your partner.

I heard a noisy bus. It was annoying.

Reading >> A Website

5. Read the website. Which of the following does noise affect?
 1. your hearing
 2. your heart
 3. your diet
 4. your thinking
6. Find the following in the text.
 1. three types of transport
 2. two jobs
 3. two household items

Figure 7. Example of activities in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 72)

All units in the EFL textbook provide specific vocabulary sections which present the information in various ways. For example, they present (1) the written form of the word, (2) the written form of the word next to an image that represents the meaning or that has a connection with the meaning, (3) the meaning of the word in gap-filling activities, (4) the meaning contrasted with other lexical items in multiple choice exercises, or (5) hyponyms of a given category. Figure 8, for instance, displays some examples of vocabulary activities that make use of the linguistic mode exclusively.

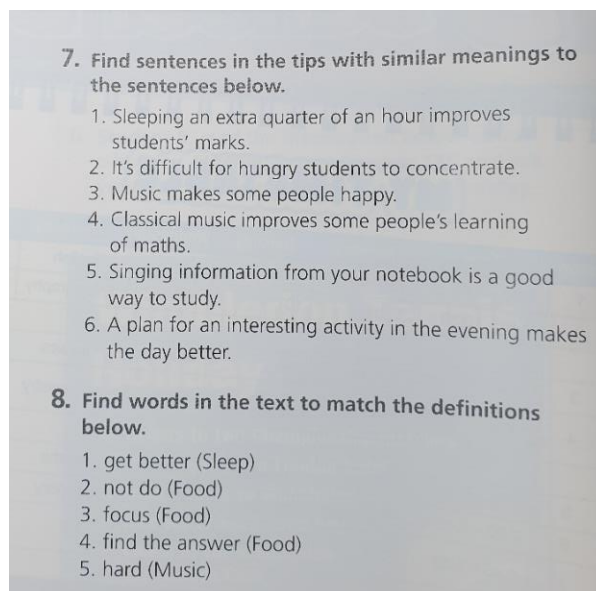


Figure 8. Example of vocabulary activities in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 34)

Figure 9 shows some instances of linguistic and visual mode on the first page of a unit about school days. Here new vocabulary items related to the topic of the unit, such as “laptop” “computer”, “calculator”, “dictionary”, are introduced. These words are coloured in blue so the attention could be easily directed at them. In addition, the page contains photographs related to the lexical field of the new words. In this case, they are related to the topic but do not have a representational role, i.e., they do not depict the same object, entity, process referred to by the word.

3 School Days

MY TIMETABLE

Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9.00 – 9.45	physics	English	maths	English	biology
2	9.45 – 10.30	English	ICT	maths	geography	literature
break						
3	10.45 – 11.30	maths	art	chemistry	physics	ICT
4	11.30 – 12.15	French	home economics	history	chemistry	English
lunch						
5	1.15 – 2.00	history	French	French	maths	French
6	2.00 – 2.45	literature	music	PE	history	drama
7	2.45 – 3.30	ICT	geography	biology	PE	business studies

When I'm at school, I can't wait to get home!

I don't mind going to school. I love being with my friends!

I would like school if there weren't any tests and homework.

It's hard for me to get up early every day.

Getting Started

- Read the students' comments about school. Which do you agree / disagree with?

Vocabulary >> School

- Look at the school subjects in blue on Emily's timetable. Do you study all these subjects?
- Look at the school items below. Which items will Emily **not** need for school if it is Tuesday today?
laptop • computer • calculator • dictionary • atlas
notebooks • textbooks • tennis racket • paints
- What other school items do you know in English? Which have you got in your schoolbag?
- Listen to Emily talking to a classmate. Look at Emily's timetable. What day of the week is it?

Workbook, page 25
33

Figure 9. Example of vocabulary presented in the EFL 1 textbook (Source: Addison & Norcott, 2011b, p. 33)

In some cases, however, the visual and the linguistic mode repeat the referent. For instance, Figure 10 presents the way in which the lexical items that have been previously introduced in the unit appear in an activity in which students must match them to a picture that represents the meaning. These and other cases of interaction between visual and linguistic mode will be addressed below in section 5.3.2.2. The functions identified for the visuals will help us determine the presence or not of some scaffolding role (i.e., if the visuals can be used for guiding, supporting or facilitating language learning, along with content learning in the case of CLIL).



Figure 10. Example of vocabulary presented in activities in the EFL 1 textbook (Source: Addison & Norcott, 2011b, p. 5)

The nature of the EFL textbook as a language textbook is also perceived in the way in which the words which learners must learn are presented repeatedly in various instances. For example, concerning our VKS prompts, DRILL appears under the title “Things that make noise”, in examples of countable nouns or in a grammar activity (Figure 11). This suggests that the material purposefully tries to incorporate the same words in various sections to increase repetition and, hence, contributing to facilitating learning. Another example is the prompt NOISE, which appears 13 times in titles, subheadings, activities and text in a paragraph, as Figures 12 and 13 display. The word is definitely made salient, in accordance with Schmitt’s (1990, 1993, 2010) Noticing Hypothesis since it corresponds to the title of a text, where the font size is bigger than the usual font size in the text, and it is particularly highlighted by means of colours.

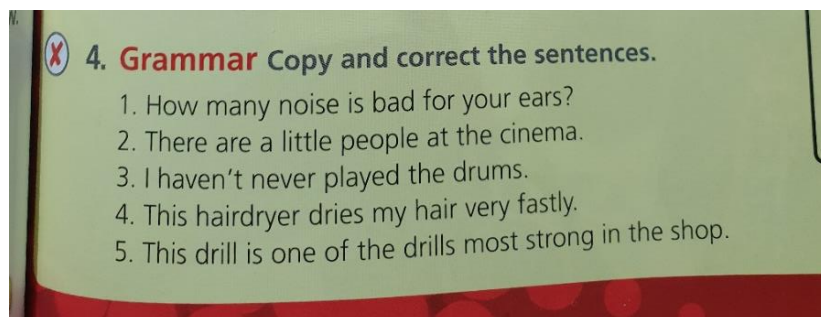


Figure 11. Example of the prompts DRILL and NOISE in an activity in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 77)

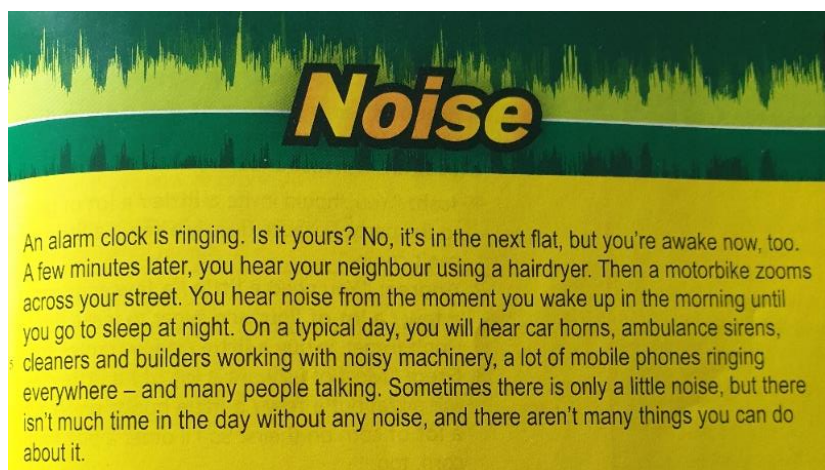


Figure 12. Example of the prompt NOISE as a title in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)

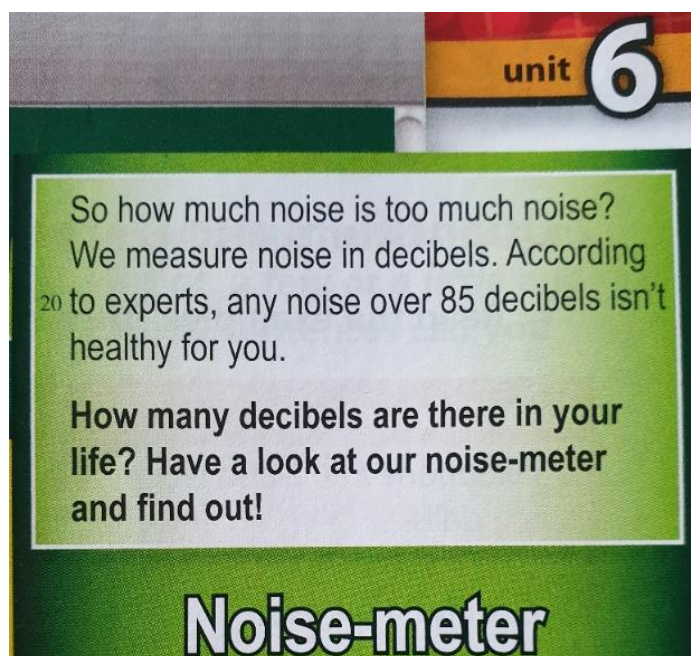


Figure 13. Examples of the word “NOISE” in the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)

The context of the other prompts is varied, for example, IRON is included in two activities. The word MIRROR occurs 13 times in the EFL 2 textbook, five of them in activities. Eight of these occurrences are accompanied by the same visual, which is shown in Figure 14. Here, where the word MIRROR appears at the top of the page and an image of a mirror is found at the bottom left. SAILOR appears four times in total, appearing three times in texts and another one in an activity. There are no visuals that accompany this prompt. VENUE appears only twice in reading exercises; no visuals refer to this word. In section 5.3.2.2 we will provide a qualitative analysis of these cases.

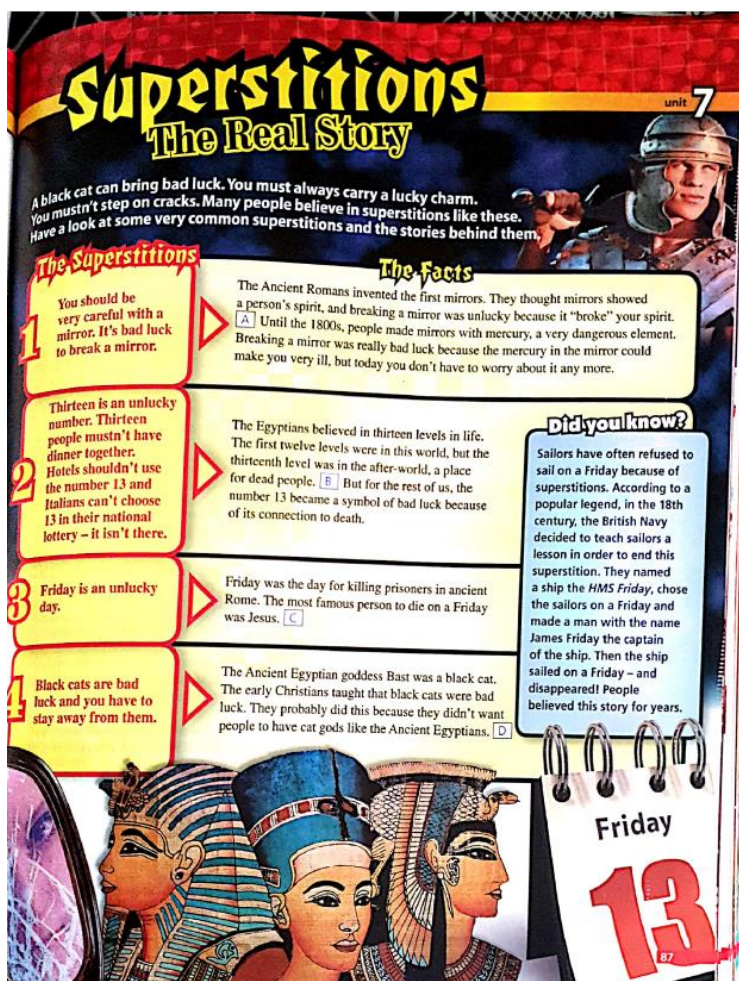


Figure 14. Example of the prompt MIRROR in the EFL 2 textbook: visual and linguistic modes (Source Addison & Norcott, 2011b, p. 87)

5.3.2.1.2. CLIL materials

This analysis focuses on Units 8 and 9 of the CLIL 2 materials. The analysis is focused on these two units because these are the ones that the informants of our second study were learning at the time of data gathering. As regards the register of the subject (science), this is predominantly formal, objective, accurate and more impersonal than the language in the EFL textbooks, as the use of passive constructions and lack of personal determiners and pronouns show (see Figure 15). Knowledge-building in science is characterized by descriptions and classifications and these structures are easily perceived in this material (e.g., “It is divided into outer and inner core”, “The outer core is... and is composed of...”, “The inner core begins about...”). It also includes comparisons (“is like a ball”) to facilitate learners’ accessibility to the content. Regarding vocabulary, as we found in RQ1, the lexical items are technical and specific (see, for instance, the terms used in Figure 15 to describe the Earth core).

The core

The core of the Earth is like a ball of very hot metals (nickel and iron) at temperatures around 5,000 °C. It is divided into outer and inner core. The outer core is about 2250 km thick and is composed of the melted metals nickel and iron. The inner core begins about 6440 km beneath the crust and is about 1290 km thick. Metals in it are solid because the pressure in it is so great that the metals are squeezed together and are not able to move about like in a liquid, but are forced to only vibrate in fixed positions, becoming a solid.

Figure 15. Sample of discourse in CLIL materials

The CLIL subject is content driven, and the CLIL materials mainly focus on meaning although some L2 sections are also included in each unit. The CLIL activities in Unit 8 and 9 consist of a variety of activities, such as questions based on videos on the content of the unit, graphs completion activities, text-comprehension activities, math problem solving activities, and some graphic representations to show comprehension of short texts or problems. Through them, students can show that they have processed the

received input. All the activities are content-oriented, as expected. The problem-solving activities require higher order thinking skills (HOTS), since, in addition to remembering and understanding, the learners have to apply knowledge to new situations, analyze the given situation by examining the relationships between different variables and choose the right solution to a problem. Figure 16 shows an instance of the presence of these HOTS-based CLIL activities in problem solving.

32.-Represent graphically the route of the following bus and calculate the speed for each ride and /or the distance it travelled.

- Leaves from A at 7 am and makes 200 km in 2 h. It stops for 15 min.

- Moves further from A making 80 km in 50 min. It stops for 20 min.

- Changes direction and moves towards A at a speed of 95 km/h for 1 hour and a half. It stops for 10 min.

- Arrives to A 2 hours later.

Calculate the distance travelled and the displacement.

Figure 16. Example of a problem-solving HOTS activity in CLIL materials

Concerning FonF activities, as seen in Figure 17, the CLIL materials have a vocabulary and grammar section at the end of each unit. In the vocabulary section, students must complete the presented grammatical categories (nouns, adjectives, and verbs) with the keywords of that unit or the words that they have learned.

VOCABULARY SECTION

Nouns:

Adjectives:

Verbs:

GRAMMAR SECTION

Figure 17. Example of a vocabulary section in the CLIL materials

With regard to the vocabulary found in the CLIL materials, the analysis provides us with the following information: the words occur repeatedly ranging from two to 13 times as it is derived from the data that were used for the prompt selection for the VKS in the second study; they usually appear with a picture that accompanies the word, although some are given more attention than others via headings or the use of different fonts, or a description, as it is illustrated in Figure 18; some key words in the units are presented several times in various types of contexts, such as a title, a subheading, or label on an graphic organizer that students need to match. The latter is the case of VENT, as shown in Figure 19. These keywords also occur in some paragraphs several times. The titles, subheadings, and labels are all presented in capital letters and bold font. Figure 18 shows how the word LAYER appears in the heading and in the text on several occasions.

1. THE EARTH LAYERS

The Earth is composed of three different layers- The crust, the mantle and the core.

The crust

It is the layer that we live on. It can be divided into continental crust (makes up the continents) and oceanic crust (below the oceans). It is the thinner layer (oceanic crust is 8 km thick and continental crust about 32 km thick)

The crust is composed of two basic rock types: granite and basalt. The continental crust is composed mostly of granite. The oceanic crust consists of a volcanic lava rock called basalt.

The mantle

The mantle is the layer located directly under the crust. It is the largest layer of the Earth, 2900 km thick. We make a distinction between the upper mantle, which contains some rocks material, and the lower mantle.

The mantle is composed of very hot, denser and thicker rocks- mostly silicates.

Figure 18. Example of the word LAYER in CLIL 2 materials

Parts of a volcano

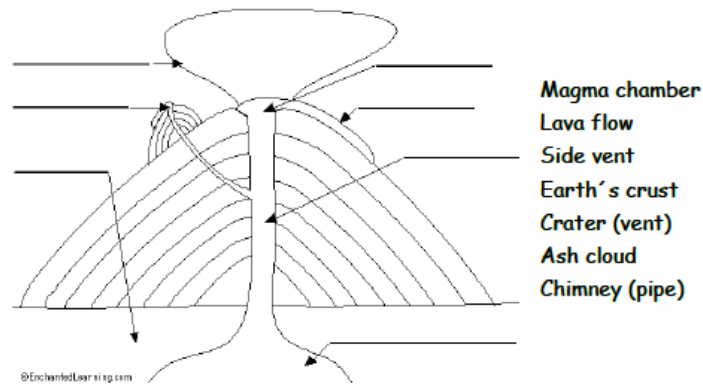


Figure 19. Example of the use of VENT in a visual mode exercise in CLIL 2 materials

5.3.2.2. Visual input

This section provides the analysis of the visual input identified in the EFL and CLIL materials. We analyzed the use of visuals and its interaction with the linguistic mode to identify some possible scaffolding functions that could facilitate language learning. In the case of EFL, we firstly present the overall results for the first three units of each textbook (EFL 1 and EFL 2), as representative units of the full material which covered one third of it, and then we shift our attention specifically to Units 6 and 7 of the EFL 2 textbook because these are the ones that contained the EFL prompts of the VKS test, and they were being studied at the time of passing the test to the informants. In the case of CLIL, we start by providing an overview of the first four units of both CLIL 1 and CLIL 2 materials, again they are one third of the total material. Then, we analyze specifically Units 8 and 9 from CLIL 2 material since they contained the CLIL prompts of the VKS test and were the ones being studied in the science subject when we gathered the data for our research.

For each type of material, we present the quantitative and qualitative analysis of the data. In the qualitative analysis, we have applied the models that were introduced in the Theoretical Framework, namely Carney and Levin (2002), and Royce (2002). Further

references to some theoretical models grounded in the SFT will be provided, such as the framework of image-language relations developed by Unsworth (2006b).

5.3.2.2.1. EFL textbooks

5.3.2.2.1.1. Quantitative analysis

For the quantitative analysis we decided to evaluate the first three units of the EFL 1 and 2 textbooks, these three units make up one third of the total textbook. The first three units of the EFL textbooks reveal a similar distribution of parts and sections, as shown in Tables 18 and 19. Each unit has 12 pages, and they all follow the same sequence of distribution of skills. There is an introductory section of key vocabulary on the first page of every unit, and a review section of the exam skills at the end of each unit. All units provide input for the four linguistic skills as well as for grammar and vocabulary. As shown in Tables 18 and 19, the number of visuals and its distribution is not consistent across the units in any of the textbooks. There are from 46 to 60 visuals per unit in the EFL 1 textbook, and from 21 to 53 visuals per unit in the EFL 2 textbook. It is also clear, according to the figures, that the sections that contain more images are grammar and vocabulary, which include nearly half of the visuals in the EFL 1 textbook (103 out of 207) and more than one third of the visuals in the EFL 2 textbook (57 out of 132). These visuals are mainly colourful pictures and photographs.

Table 18. EFL 1 textbook: structure and visuals per unit (Source: Addison & Norcott, 2011a)

PAGE	SECTIONS	NUMBER OF IMAGES PER PAGE			
		Unit 1	Unit 2	Unit 3	Total
1	Vocabulary	18	6	2	31
2	Listening and speaking	3	1	2	7
3	Reading	1	-	9	10
4	Grammar (I)	6	6	8	26
5	Grammar (II)	-	3	8	12
6	Reading	3	10	4	18
7	Vocab. and grammar review	7	1	8	18
8	Vocabulary and listening	5	6	1	16
9	Speaking	1	3	1	16
10	Writing	1	1	1	4
11	Exam skills (I)	-	-	8	8
12	Exam skills (II)	12	9	8	41
TOTAL	-	57	46	60	207

Table 19. EFL 2 textbook: structure and visuals per unit (Source: Addison & Norcott, 2011a)

PAGE	SECTIONS	NUMBER OF IMAGES PER PAGE			
		Unit 1	Unit 2	Unit 3	Total
1	Vocabulary	6	8	1	18
2	Listening and speaking	3	4	2	12
3	Reading	1	1	1	5
4	Grammar (I)	-	2	5	7
5	Grammar (II)	1	3	1	7
6	Reading	3	7	2	14
7	Vocab. and grammar review	2	2	4	15
8	Vocabulary and listening	1	2	1	10
9	Speaking	4	9	2	18
10	Writing	4	6	2	12
11	Exam skills (I)	-	-	-	-
12	Exam skills (II)	-	9	-	14
TOTAL	-	25	53	21	132

Following Carney and Levin (2002), we observe that representational images are the most frequently used in Unit 6 and 7, as seen in Table 20, although as we will explain in

the next section, some of these can also be considered decorative. The remaining images used in both units serve a purely decorative function, except for a word map in Unit 6 that develops an organizational function. While contributing to the aesthetic value of the pages, the decorative visuals might mainly serve to draw the learners' attention to the materials. It is noticeable that no instances of interpretational images (i.e., images that help clarify the meaning of a difficult text), or transformational images (i.e., images that include systematic mnemonic or memory enhancing components aimed at improving text recall) are found in these units. These two types of images would certainly be highly valuable in scaffolding or facilitating language and content comprehension and learning or recall.

Table 20. Occurrences of types of images on the EFL 2 materials based on Carney and Levin (2002)

TYPE OF IMAGE	OCCURRENCES IN UNIT 6	OCCURRENCES IN UNIT 7
Decorational	6	7
Representational (-decorational)	43	32
Organizational	1	-
Interpretational	-	-
Transformational	-	-

Table 21 displays the data obtained after applying Royce's (2002) model. We find a similar pattern in both EFL units. It can be observed that most images present an intersemiotic relation of synonymy with the texts, whereas the remaining images represent a relation of collocation. There is one single example of meronymy that corresponds to the "word map", which appears further described in Figure 27.

Table 21. Occurrences of intersemiotic relations on the EFL2 textbook based on Royce (2002)

INTERSEMIOTIC RELATION	OCCURRENCES IN UNIT 6	OCCURRENCES IN UNIT 7
Synonymy	43	32
Antonymy	-	-
Hyponymy	-	-
Meronymy	1	-
Collocation	6	7

5.3.2.2.1.2. Qualitative analysis

The focus of this section is also the description of visuals and the role that they play regarding the written discourse that accompanies them in the two units of the EFL 2 textbook that were being taught at the time of passing the VKS test. Here, we look specifically at the multimodal relationship of text and image in the prompts that were selected from this textbook for the VKS test.

The first page of the analyzed units follows a similar layout, as can be seen in Figures 20 and 21. Each page includes various images that are related to the topic of the unit. In Unit 6 (Figure 20), the visuals mainly represent the meaning of the entities or processes referred to in the linguistic mode. Thus, the image of a person using a vacuum cleaner can be matched to the entity “vacuum cleaner” in activity 2, or to the process “clean the house” in activity 4. Other examples of representational images can be found at the end of each unit, where the L2 skills are revised. These representational images stand in a sort of synonymy relationship with the text. In Unit 7 (Figure 21), some images represent the meaning of some of the words in the text, e.g., a four-leafed clover is depicted in

visual mode and “pick a four-leafed clover” is included in a vocabulary box. Some others complement the text, according to Unsworth (2006b), by extending it. For example, in the field of superstitions, good or bad luck a black cat or the number 13, depicted visually, are instances of bad luck, while the horseshoes are instances of good luck or fortune.

There is a case where the synonymy relationship, against other semantic relationships (meronymy or hyponymy), is usually the case: listening activities. These usually require representational images specifically related to the words in the audio. Figures 22 and 23 show listening activities in which students need to mark the image that belongs to the text that they listen to.

6 What a Noise!

Getting Started

1. Look at the pictures. Which things make annoying sounds? Which make pleasant sounds?

Vocabulary >> Appliances, Musical Instruments

2. Which of the items below are musical instruments? Which are related to music?
 drill • hairdryer • keyboard • violin • MP4 player
 electric shaver • vacuum cleaner • blender
 alarm clock • iron • sound system • drums
 lawnmower • air conditioner • saxophone
3. Listen to eight sounds. Match each sound to an item in Exercise 2.
4. Which items in Exercise 2 do we use to ... ?

1. wake up	5. cut grass
2. clean the house	6. dry hair
3. prepare food	7. make a hole in the wall
4. keep cool	
5. How many other household items can you remember? Make a list. What do we do with each item?
TV – watch it

Figure 20. First page of Unit 6: various relationships (Source: Addison & Norcott, 2011b, p. 71)

7 Believe It or Not

Lucky or Not?

What do you think?

- break a mirror
- drop a glass
- put shoes on a table
- sweep the house on Friday
- hug a baby
- wish for money
- dream about a storm
- pick a four-leafed clover
- carry a lucky charm
- step on a crack
- kiss the ground
- sneeze many times
- scratch your nose

Getting Started

1. Look at the pictures. Which things do some people believe are lucky? Which do some people believe are unlucky?
 ● Answers, page 96

Vocabulary >> Verbs

2. Look at the list above. What is your opinion about the actions? Which bring good luck, bad luck or don't relate to luck?
3. True or false? Correct the false sentences. There may be more than one possible answer.
 1. You can scratch your head.
 2. You can kiss many people at the same time.
 3. You can pick a flower.
 4. You can break water.
 5. You usually step on the wall.
 6. You usually sweep the plants.
 7. You can carry a house in your hands.
 8. You wish for good things.
 9. You put milk in the fridge.
4. Which verbs in blue in the list above involve the hands? Which involve the legs? How many other verbs involving the hands or legs can you think of in three minutes? Make a list.




▶ Workbook, page 57 **85**

Figure 21. First page of Unit 7 of the EFL 2 textbook: various relationships (Source: Addison & Norcott, 2011b, p. 85)




skills unit 6

2. Listen to five short conversations. There is one question for each conversation. Choose the correct answers.




1. What does James want to play?

(A)  (B)  (C) 




2. What is making noise?

(A)  (B)  (C) 

3. What type of music can you buy at the shop?

(A)  (B)  (C) 

4. How much money does Wendy pay for each concert ticket?

(A)  (B)  (C) 

5. What time is it right now?







(A)  (B)  (C) 




Figure 22. Listening activity in Unit 6 of the EFL 2 textbook: example of representational images (Source: Addison & Norcott, 2011b, p. 81)

2. Listen to five short conversations. There is one question for each conversation. Choose the correct answers.




1. What is Susan's lucky charm?

(A)  (B)  (C) 

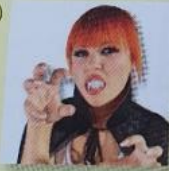


2. Who or what probably broke the mirror?

(A)  (B)  (C) 

3. Where does Louise's father want Louise to put her shoes?

(A)  (B)  (C) 

4. Which costume does Wendy buy?

(A)  (B)  (C) 

5. Which row is Dan going to sit in?




(A)  (B)  (C) 

Figure 23. Listening activity in Unit 7 of the EFL 2 textbook: example of representational images (Source: Addison & Norcott, 2011b, p. 96)

It is interesting to note that most of the representational images are aesthetically appealing, except for those found in the listening activities, which are fully representational, and this ornamental purpose is not found. Appealing representational images or photographs are portrayed in vivid colours and are arranged in such a way that they occupy a large part of the page by providing the framework where the text is

inserted. In doing so, we must wonder if they mainly attempt to adopt a decorative role in detriment of the representational one. Figures 14, 20, 21, and 24 are good examples of this observation. Another example of this is the image of a parrot and a photo edited dancing bird in Figure 25, which refer to the entities expressed in the text by the words “parrot” and “dancing bird”, respectively. Yet, we can consider them representational and decorative at the same time due to visual elements such as their size and the funny adaptation of the dancing bird place.

7. Can you remember the following details?

1. What did Lily have for dinner?
2. What was Lily's opinion of the film?
3. Where did Lily fall asleep?
4. How did her parents try to get into the house?

Speaking

8. Match the questions in A to the answers in B. Then practise the dialogue with a partner.

A

1. You look upset. What's wrong?
2. Where were you?
3. Were you alone?
4. When did you go there?
5. Why did you go there?
6. So what happened?
7. How did you feel?

B

- a. I was at the library.
- b. No, I wasn't. Lisa was with me.
- c. I was confused and frightened.
- d. I've just had a bad experience.
- e. A woman suddenly shouted, "Fire!" and everyone ran out.
- f. Because we wanted to get some books for our history project.
- g. About an hour ago.

9. Say It Right! Listen and repeat.

1. **who** /hu:/
2. **how** /haʊ/
3. **when** /wen/
4. **where** /weə/
5. **what** /wɒt/
6. **why** /waɪ/

Speaking Task

10. Copy the chart below. Then do a role-play with your partner.

Student A: Complete the chart with the facts from your partner's story.

Use the questions in Exercise 8 to help you.

Student B: Turn to page 146 and answer your partner's questions.

A Story

Where:
Who with:
When:
Why went there:
What happened:
How felt:

11. Now reverse roles and do another role-play.

Student B: Complete the chart with the facts from your partner's story. Use the questions in Exercise 8 to help you.

Student A: Turn to page 145 and answer your partner's questions.



Figure 24. Representational images in Unit 7 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 93)

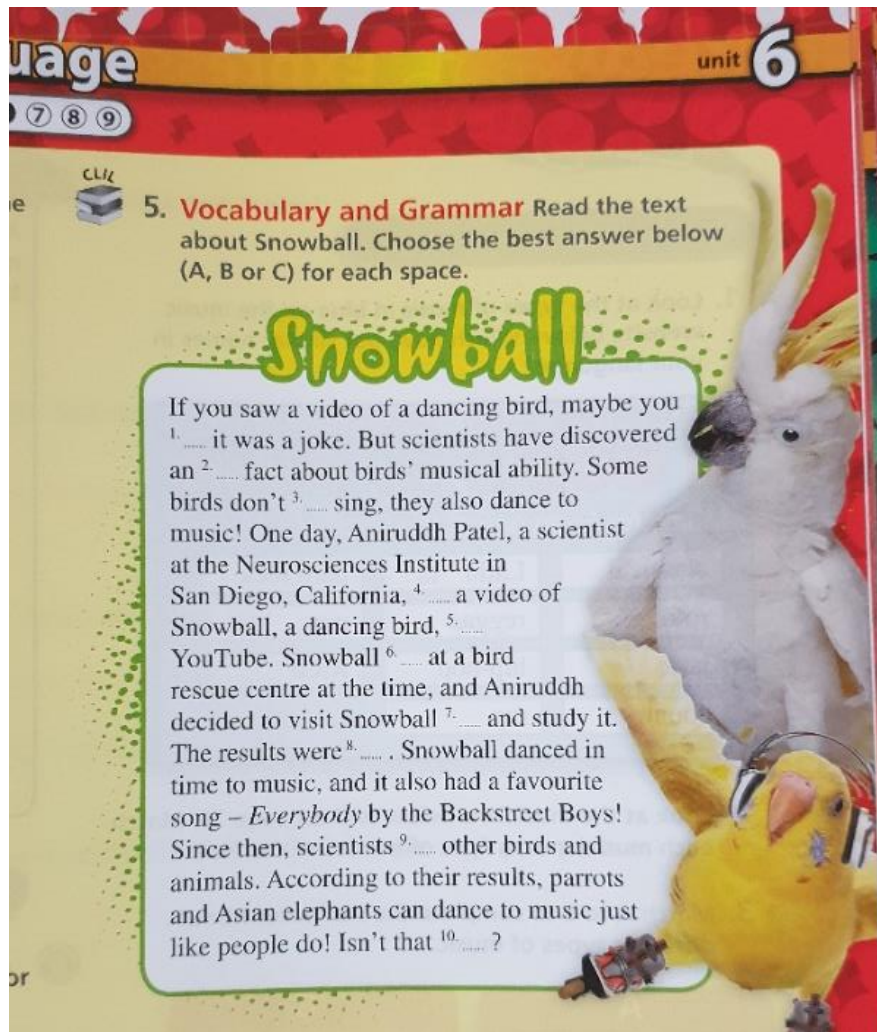


Figure 25. Representational images in Unit 6 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 77)

There are other cases where the decorative role of the visual mode is more evident. This is the case of the image in Figure 26. It does not refer directly to what is written in the text, instead it is a visual representation of a process (a young boy in front of three loudspeakers is covering his ears with his hands because he cannot stand the loud noise) related to the general idea of noise, that is contained in the title/text. According to Royce's model (2002), this type of images may present either a relationship of hyponymy with the text (i.e., what the visual mode depicts is a type of noise) or even of collocation or expectancy: the image may collocate with the words in the text such as "noise", "noisy", "loud", "disturbing" or "hear car horns", among others. According to Unsworth

(2006b, p. 1172), from a systemic functional perspective, decorative images may be more interpersonally than ideationally oriented, as they try to engage the reader interactively or through some aspect of appraisal. Beyond this purpose, their value as scaffolding or facilitating learning is, on the other hand, questionable.

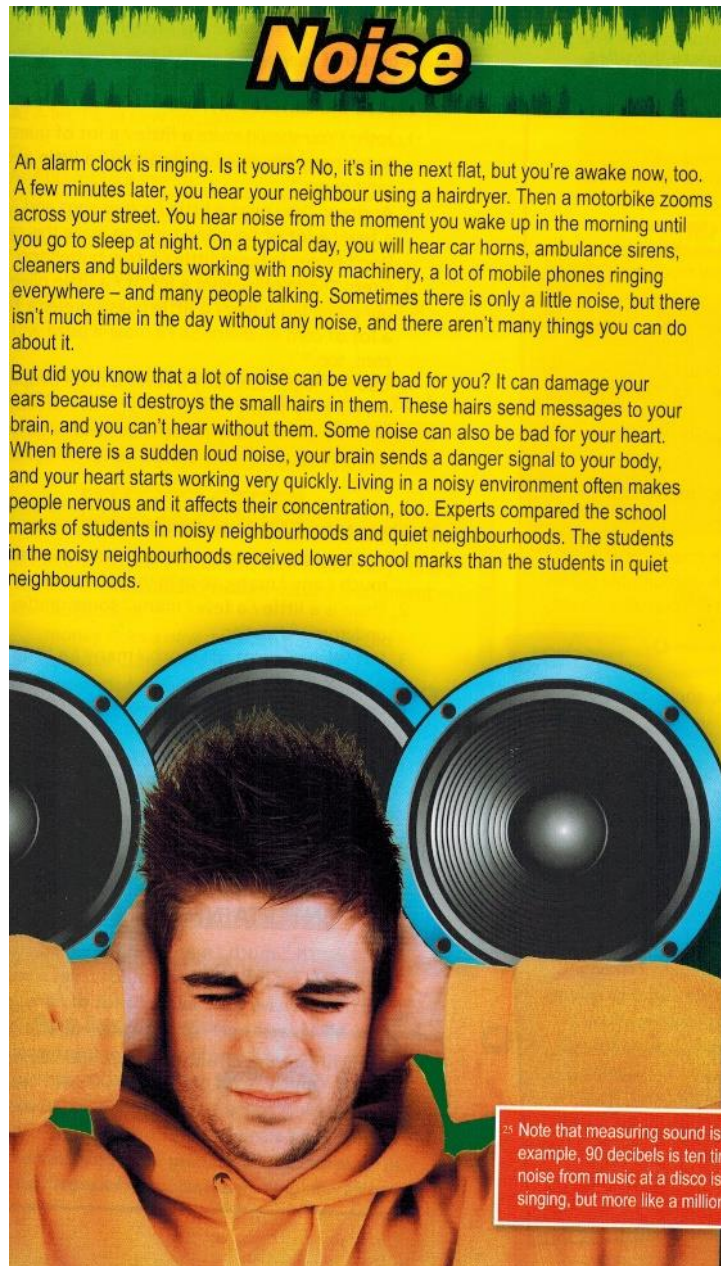


Figure 26. Decorational image in Unit 6 of the EFL 2 textbook (Source: Addison & Norcott, 2011b, p. 73)

In addition to the images already mentioned, and as shown above in Tables 18 and 19, in our sample, there is only one graphic organizer that serves as an example of relating

the word “music” to specific hyponyms from its semantic field, such as types of music (rap, rock, Latin and jazz) and musical instruments (violin, guitar, piano, and saxophone). According to the model developed by Carney and Levin (2002), this is an instance of an organizational image. It mainly portrays visually intersemiotic relationships of hyponymy (types of instruments and music styles) according to Royce’s (2002) model. In any subject, and particularly in L2 learning, this type of images is of great value in providing assistance over the language learning process. Yet, as we see, they do not abound in the EFL materials.

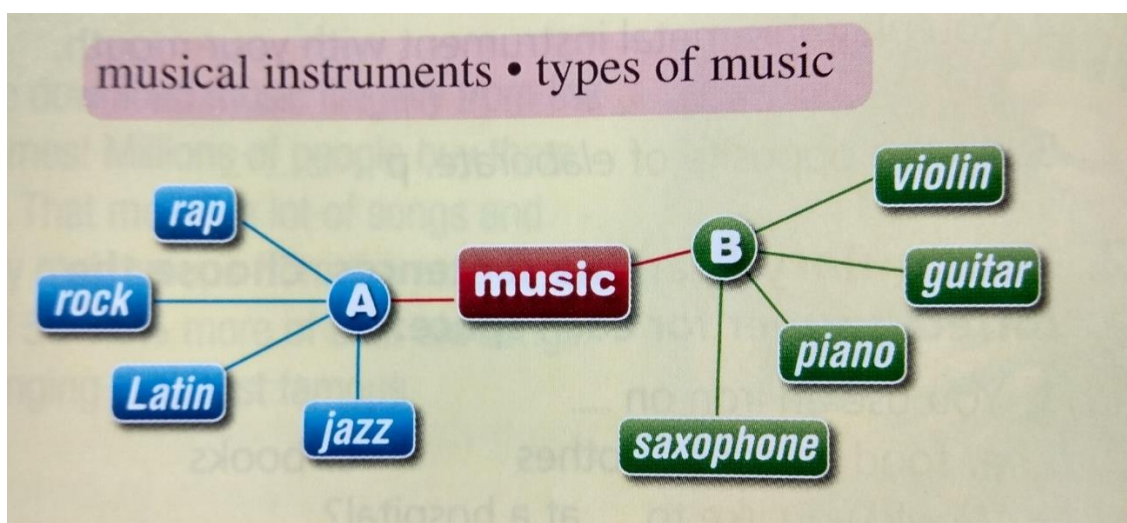


Figure 27. Organizational image in Unit 6 from the EFL textbook (Source: Addison & Norcott, 2011b, p. 71)

Regarding the contexts in which the EFL prompts selected for VKS test appear, we should point that there is only one prompt accompanied by an image. It is the case of the prompt MIRROR, as it is displayed in Figure 28. It would be a case of a representational image although image and word are separated from each other, which makes it difficult to establish a connection between both. It must be noted that there are eight occurrences of this word in the text with an accompanying image at the bottom. The rest of the EFL prompts selected for the VKS test do not have an image that represents them directly, although some of the images that we have found are somehow connected to some of these prompts, e.g., the case of images suggesting “noise”.

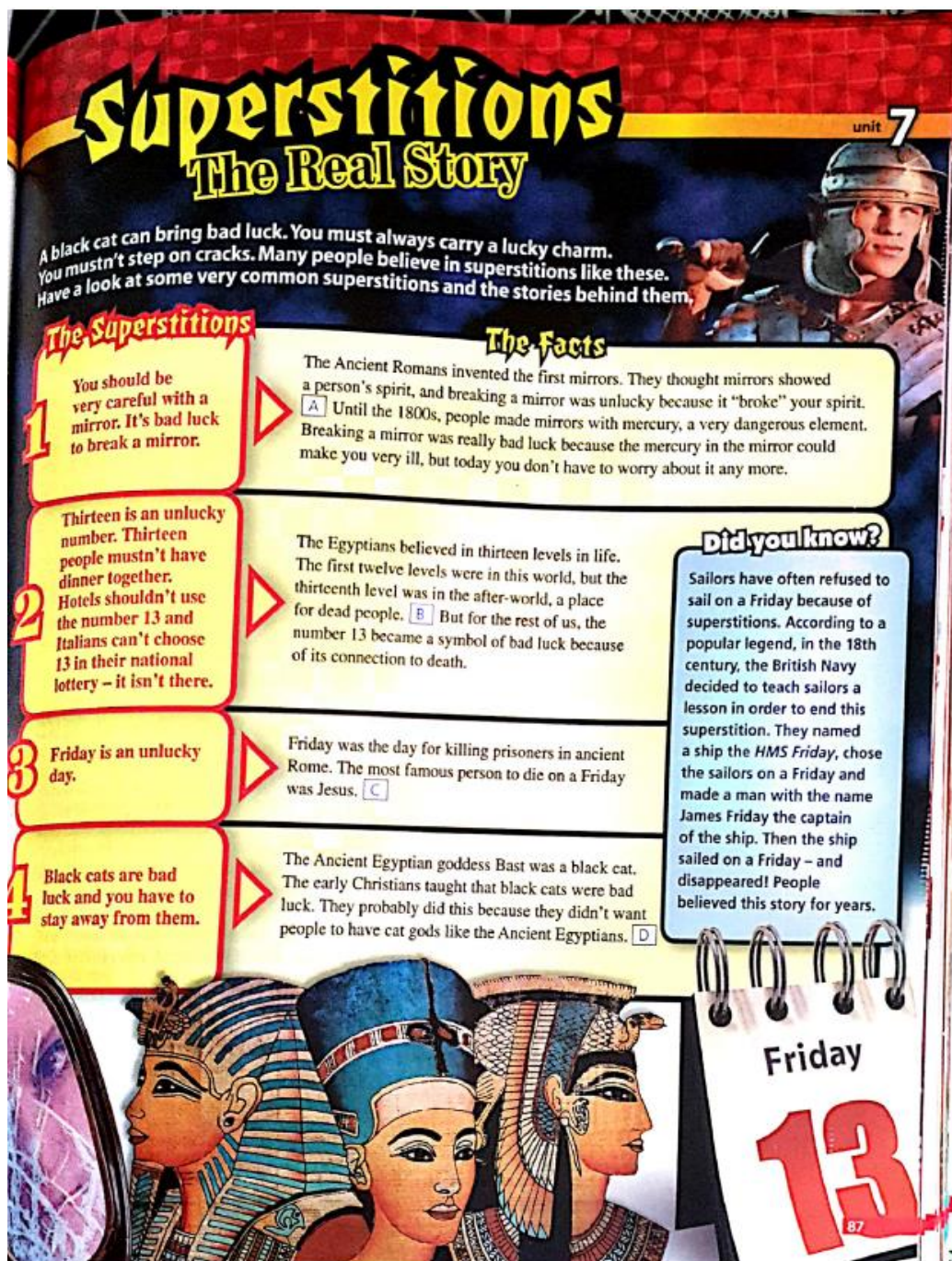


Figure 28. Example of image related to a prompt used in the VKS (Source: Addison & Norcott, 2011b, p. 84)

5.3.2.2.2. CLIL materials

5.3.2.2.2.1. Quantitative analysis

For this quantitative analysis we decided to evaluate the first four units of the CLIL 1 and 2 teaching materials, these four units make up one third of the total material and this

analysis could be extrapolated to the rest of the material. As explained above, for the analysis of CLIL materials we focus both on the first four units of the book to find patterns about the use of visuals. Following, we pay particular attention to Unit 8: Internal Dynamics of the Earth, and Unit 9: Motion Mechanics, the units that our informants were studying at time of administration the VKS test.

The CLIL teaching materials are divided into 12 units each, CLIL 1 and CLIL 2. The number of pages is not consistent throughout units because it ranges from six pages in the shortest unit to 28 pages in the longest one. As shown in Tables 22 and 23, in all units from both teaching materials there are various sections that appear in the following order: questions about prior knowledge, content description, vocabulary section, grammar section, and content practice section or activities.

Table 22. CLIL 1 material: structure and visuals per unit

PAGE	SECTIONS	NUMBER OF IMAGES				
		Unit 1	Unit 2	Unit 3	Unit 4	Total
1	Prior knowledge	-	-	-	-	-
2	Content	5	7	2	1	15
3	Vocabulary	-	-	-	-	-
4	Grammar	-	-	-	-	-
5	Content practice	-	3	1	1	5
TOTAL	-	5	10	3	2	20

Table 23. CLIL 2 material: structure and visuals per unit

PAGE	SECTIONS	NUMBER OF IMAGES				
		Unit 1	Unit 2	Unit 3	Unit 4	Total
1	Prior knowledge	-	-	-	-	-
2	Content	-	15	9	5	29

3	Vocabulary	-	-	-	-	-
4	Grammar	-	-	-	-	-
5	Content practice	-	9	4	8	21
TOTAL		-	24	13	13	50

The CLIL materials do not include any photographs. They contain a mix of cartoon-like drawings, pictures and graphs. There is no aesthetic homogeneity in the choice of these visuals as they have been very likely extracted from different sources by the teacher herself.

As Table 24 shows, according to Carney and Levin (2002), we find the following examples in Unit 8:

- One example of a representational picture which also serves to decorate the page, as we will explain in the next section: the drawing of a volcano on the cover of the unit (e.g., Figure 29).
- Six instances of organizational visuals, that is, visuals or graphic organisers that help students understand the content while providing a structural framework for the written explanation in the text (or the possible oral explanation by the teacher) (e.g., Figure 32).
- One interpretational visual that serves to show the abstract concept of convection currents through a container (e.g., Figure 36).

The visual instances in Unit 9 are as follows:

- Twelve mainly representational visuals, which are also visually appealing and, in so doing, they can be considered decorative: the cover of the unit presents again the drawing of a man driving a car with smoke coming out of the exhaust pipe and some lines that represent motion (Figure 30), and the 11 repetitions of the same visual of a car next to activities that students must complete.

- One organizational visual which is a blank rectangular space for drawing the relationship of different concepts related to motion (Figure 33).
- Ten interpretational visuals that consist of formulas, line graphs and a diagram. They help students to understand complex concepts and processes in a simplified format (e.g., Figures 34 and 35).

Table 24. Occurrences of types of images on CLIL 2 materials based on Carney and Levin's (2002)

TYPE OF IMAGE	OCCURRENCES IN UNIT 8	OCCURRENCES IN UNIT 9
Decorational	-	-
Representational (- Decorational)	1	12
Organizational	6	1
Interpretational	1	10
Transformational	-	-

Table 25 displays the number of occurrences of intersemiotic relations on CLIL 2 materials (Units 8 and 9) according to Royce's (2002) model. The data show that in Unit 8 the two most frequent relations between images and written discourse in the CLIL materials are hyponymy and synonymy, and a single example of meronymy. The cases of hyponymy and meronymy also stand in a synonymy relationship with some other words in the text. Unit 9 presents different figures. In this case, all the visuals stand in a synonymy relationship with the text. These examples will be presented in detail in the following section.

Table 25. Occurrences of intersemiotic relations on CLIL 2 materials based on Royce (2002)

INTERSEMIOTIC RELATION	OCCURRENCES IN UNIT 8	OCCURRENCES IN UNIT 9
SYNONYMY	3	23
ANTONYMY	-	-
HYPONYMY (- SYNONYMY)	4	-
MERONYMY (- SYNONYMY)	1	-
COLLOCATION	-	-

5.3.2.2.2. Qualitative analysis

As expected, the visuals that appear in Unit 9 are different from the ones that appeared in Unit 8, not only in number but also in the intersemiotic relations, and this is due to the different topics that are presented in each of the units. Whereas Unit 8 is related to the internal dynamics of the Earth, Unit 9 involves the study of motion, this means that although both units belong to the scientific field and the scientific register is present in both units, the language used in Unit 8 is characterized by descriptions of entities that exist in the physical dimension, whereas the language from Unit 9 refers to intangible concepts like speed or time.

Based on Carney and Levin's (2002) and Royce's (2002) models, this section offers the qualitative analysis of the relations between images and text that appear on Units 8 and 9 of CLIL 2 material and that we have presented in the previous section. We should note that the learners used a black and white printed version of the CLIL 2 materials that the CLIL teacher designed. We are using here the teacher's version. One aspect which is common to each unit is that both materials are introduced, in a very simple manner, by the number of the unit and the title in bold capital letters, with a simple drawing and the outline of the contents of the unit, as shown in Figures 29 and 30.

UNIT 8

INTERNAL DYNAMICS OF THE EARTH



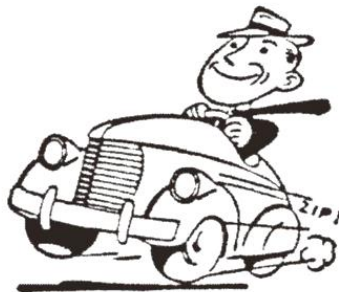
1. THE EARTH LAYERS
2. THE TECTONIC PLATES

Figure 29. Example of a representational(-decorational) visual in CLIL

UNIT 9

MECHANICS

MOTION



- 1.MOTION
 - 1.1.Speed
 - 1.2.Acceleration
- 2.GRAPHS TO SHOW MOTION

Figure 30. Example of a representational(-decorational) visual for the prompt MOTION in CLIL

From the perspective of Carney and Levin's (2002) framework, these visuals are mainly representational because they refer to some of the key aspects that are explained on the next pages: the volcanoes in the case of Unit 8 and the concept of speed in Unit 9. In addition, they can be said to be decorative because their comic-like format intends to

draw the learner’s attention towards the content of the unit. In words of Unsworth (2006a, p. 1172) decorative images refer to images “that are frequently placed at the beginning of a chapter, do not include a caption and are not referenced in the main text.” In the systemic functional perspective, these images may be more interpersonally than ideationally oriented. In this case, they attract the student’s attention.

Other examples of representational (probably also ornamental) visuals are seen in Unit 9. For example, in Figure 31, the drawings of the cars serve to instantiate visually the formulas in the activity. However, they represent different cars, and a different use of colours would have been more meaningful in achieving successful instantiation, each colour representing a different situation.

How to calculate distances and speed in URAM?

When a body moves in a straight line and has constant and positive acceleration, we say it has **uniformly accelerated rectilinear motion (UARM)**.

$$d = si \times \text{time} + \frac{1}{2} \times a \times t^2$$

$$sf = si + a \times t$$

d= distance
si= initial speed
t=time
a=acceleration

sf= final speed
si= initial speed
a=acceleration
t=time

Calculate the distance each car has travelled in 10s.



Si=20 m/s a= 0 m/s²



Si=20 m/s a= -2 m/s²



Si=0 m/s a= 2 m/s²

Figure 31. Example of representational (-decorational) visuals in Unit 9

Figures 32 and 33 can be considered examples of organizational visuals. Figure 32 is included in an activity in Unit 8. Here, the visual mode consists of the drawing of a volcano and different lines or blanks (plus arrows) representing the parts of the volcano. However, although the visual could be interpreted as representational, in combination with the arrows and the linguistic mode containing the names of the parts of the volcano

does more than representing a volcano. It serves to provide a framework to arrange the linguistic information. In that sense, we consider this instance as mainly organizational.

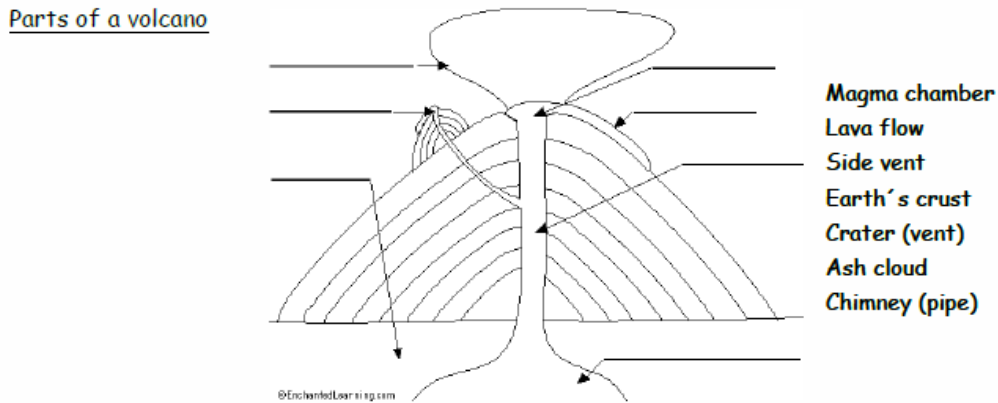


Figure 32. Example of an organizational visual in a CLIL activity

In Figure 33, the blank space reserved for drawing the information contained in the text can be understood as the space for an organizational visual (also a representational one) in which learners have to express visually the relationships found in the previous explanations. In the textbook, we find another case of a text-based drawing like this that students must create about the layers of the Earth.

1.MOTION

A body is in motion when it changes its position compared to a fixed point of reference. To better understand motion and movement we have to define:

- **Trajectory:** the path (line) that a moving object follows.
- **Distance travelled:** how long an object has moved along the trajectory
- **Displacement:** the distance between the initial and the final position of the body.

It can be equal to the distance travelled or different.

Drawings:

Figure 33. Example of a space for learners' drawing in CLIL

Units 8 and 9 also contain interpretational visuals, they are mainly visuals that simplify the linguistic explanation by representing it in a more accessible way. We consider the graphs in these units as interpretational visuals as they are another way of conveying the message of the text. Each line graph in Figure 34, for example, is a visual resemiotization of the linguistic mode that explains the abstract concept of motion visually by representing the different variables relevant for this concept, such as distance, time and speed. It is also true that the learners need to become familiar with reading and understanding these graphs but once they know how they work they can apply the knowledge easily to the interpretation of new graphs. They may help overcoming the difficulties imposed by the written mode in the foreign language. Graphs are typical resources that belong to the language of mathematics and science, and they are a system or a language in themselves. Graphs are in fact one of the best examples of resemiotization since they help in the visualization of processes or complex and abstract relations between elements. Along these lines, Kupetz (2011) stated that multimodal resources can help students to construct meaning, Choi and Yi (2016) confirmed that they are useful for understanding content knowledge, and Wu and Lin (2019) highlighted the importance and positive influence of translanguaging and trans-semiotising.

2. GRAPHS TO SHOW MOTION

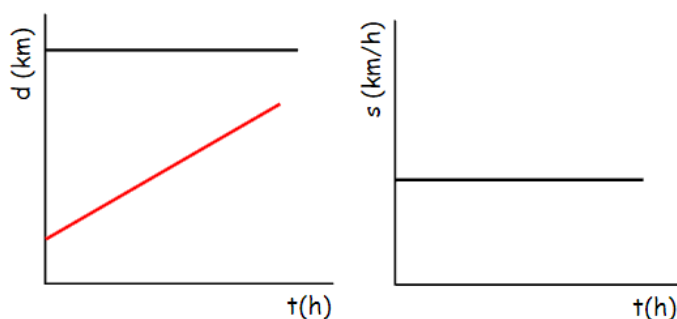
In order to represent motion on a graph we have to indicate either the distance travelled by a moving body, or its speed in relation to time.

Distance-time graphs

The axis of abscissas (x-axis) shows time and the axis of ordinates (y-axis) shows the distance. They show the relationship between the distance travelled and the time taken in the form of a straight line: the greater the speed, the steeper the line.

Speed time graphs

The axis of abscissas (x-axis) shows time and the axis of ordinates (y-axis) shows speed. They show the relationship between speed and time in the form of a straight line which is parallel to the time axis. .



3. ACTIVITIES

Transform the following units:

- 25m/s into km/min
- 110 km/h into m/s
- 8 hm/min into km/h

Figure 34. Graphs as interpretational visuals in CLIL

Another example of interpretational visuals is the case of mathematical formulas. As shown in Figure 35, they are also resemiotizations of the information expressed in the linguistic mode. They require time to understand the conventions of this mathematical language but once they are acquired, the learner can understand the message beyond the written mode.

How to calculate distances and speed in URAM?

When a body moves in a straight line and has constant and positive acceleration, we say it

has **uniformly accelerated rectilinear motion (UARM)**.

$$d = s_i \times \text{time} + \frac{1}{2} \times a \times t^2$$

$$s_f = s_i + a \times t$$

d= distance
s_i= initial speed
t=time
a=acceleration

s_f= final speed
s_i= initial speed
a=acceleration
t=time

Figure 35. Formulas as interpretational visuals in CLIL

Figure 36 is a different example of an interpretational visual. It contains a visual that resemiotizes the linguistic explanation of the concept “convection currents” into a drawing of a container with hot water where two red arrows represent the mirrored movement of the water inside the container. This image facilitates the understanding of the concept of plates movement by identifying the complex idea of the plates’ displacement with everyday actions and objects, as it is the case of heating soup in a pan.

2.1. Plates movement

Many geologists believe that the mantle “flows” and moves the plates because of convection currents. **Convection currents** are caused by the very hot material at the deepest part of the mantle rising, then cooling, sinking again and then heating, rising and repeating the cycle over and over.

The next time you heat anything like soup or pudding in a pan you can watch the convection currents move in the liquid.



Figure 36. Example of an interpretational visual in CLIL

Following Royce (2002), in Unit 8 we find three examples of synonymy, four of hyponymy and one of meronymy. Representational visuals are found in the cover of each of the units and these are cases of synonymy (see Figures 29 and 30) since they refer to the same entity expressed in the linguistic mode: internal dynamics of the Earth, and motion, in each case. Figure 33 would be another case of synonymy. Here, the students must provide their own resemiotization of the conceptual part of the activity in the linguistic

mode. The result of this activity requires the knowledge of the concepts explained in the text and their relationships.

The only case of meronymy corresponds to the organizational visual in Figure 32. This drawing stands both in a meronymy relationship with the word “volcano” (holonym) as it represents the parts of a volcano, and in a synonymy relationship with the labels in written mode that refer to these parts (“magma chamber”, “side vent”, etc.). This instance is the only case of a visual accompanying some of the CLIL prompts in Unit 8 of the CLIL 2 materials (VENT and CHAMBER) selected for the VKS test in study 2.

The cases of hyponymy correspond to organizational images, such as the one shown in Figure 37. On the one hand, the images can be said to correspond to the types of boundaries described in the text, in that sense they are synonyms. On the other hand, they express types of plates boundaries, so we could say they stand in a relationship of hyponymy with the word “plates boundaries” (hypernym).

2.2. Plates boundaries

The edge where two plates meet is called boundary, and is the place where tectonic activity takes place (vulcanism, orogenia, earthquakes, etc). Boundaries have different names depending on how plates move one towards the other:

- **Divergent boundaries:** 2 plates move away from each other and new oceanic crust is formed. It can occur between 2 oceanic plates or 2 continental plates that result from one that has been broken. They result in volcanic mountain ridges, earthquakes and volcanic islands.
- **Convergent boundaries:** one oceanic plate slides under the other (subduction) plate- normally a continental one. Some crust is destroyed, resulting in volcanoes and volcanic island arcs. Sometimes two continental plates collide, some material is folded resulting in mountains ranges.
- **Transform boundaries:** places where plates slide along each other in opposite directions. No new crust is created or destroyed. They result in the release of big amounts of energy that produce important earthquakes.

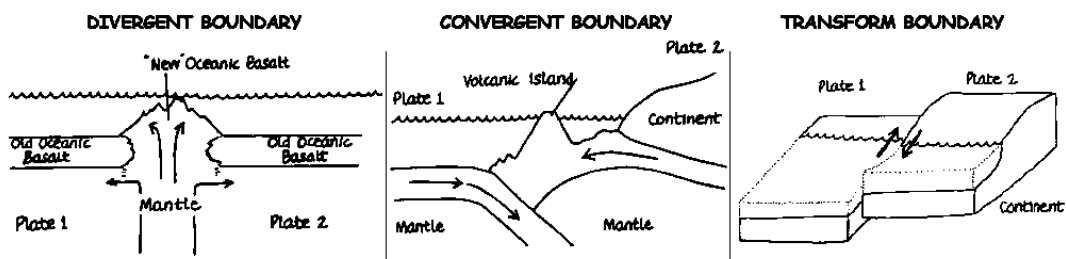


Figure 37. Example of a transformational visual expressing hyponymy in CLIL

Finally, all the images in Unit 9 are examples of synonymy as they all represent what the text expresses. For example, the cars and formulas in Figure 31 are synonyms with the text. While each car represents the "car" in the heading of the activity, the formulas represent what is described in the text. The same applies to the graphs in Figure 34.

It is expected that the results derived from this first study help us interpret better the results from the second study, thus we devote the following lines to delve into the prompts used in the VKS test that appeared with a visual element. In Unit 8, the prompts VENT and CHAMBER appear with a visual element, which was displayed in Figure 32. VENT is written twice and CHAMBER presents a single occurrence, and they are accompanied by the same visual, a visual image of a side sectional view of a volcano.

Let us remember that this visual is a schematic representation of the internal parts of a volcano. In Unit 9, the only prompts accompanied by visual elements are MOTION and AVERAGE. The word MOTION appears next to two different types of visuals, first in the cover of the unit (Figure 30) and next to the two graphs that help to understand the concept in Figure 34. In the case of AVERAGE, we perceive that the word occurs frequently in the unit, but Figure 38 shows the only example where it appears with a visual, more precisely with a mathematical formula that explains that average is the ratio between the distance and the time taken.

1.1.Speed

Speed is the quantity that tells us how quickly bodies change their position: distance travelled in a specific time. When a car travels from one place to another it doesn't always travel at the same speed. We calculate the car's average speed as the ratio between the distance travelled and the time taken

$$\text{Average speed} = \frac{\text{Distance travelled}}{\text{time taken}}$$

Speed is measured in "metres per second" (m/s) or "kilometres per hour" (km/h).

1.2.Acceleration

Acceleration is the change in speed per unit of time.

$$\text{Acceleration} = \frac{\text{Final speed} - \text{initial speed}}{\text{time}}$$

If final and original speed is the same then, acceleration is zero. Acceleration is measured in metres per second² (m/s²). It can be:

- **Positive acceleration:** the object moves first at low speed and finishes at a higher speed. It moves faster and faster.
- **Negative acceleration:** the initial speed is higher than the final speed. The object moves slower and slower.

Figure 38. Example of the prompt AVERAGE with a visual in CLIL

In addition to the linguistic occurrences of each prompt, some of them are also presented in the teaching materials in the visual mode, i.e., the referent is expressed through an image. This was the case of MIRROR and NOISE in EFL, and it is the case of MOTION, VENT, CHAMBER, LAYER, and AVERAGE in CLIL. The case of the prompt MOTION needs to be highlighted. Although there are a couple of visual occurrences that represent the abstract concept of MOTION (Figures 30 and 33), in the rest of Unit 9 different visual resources or strategies (mathematical formulas and graphs) related to the concept of motion are identified. VENT and CHAMBER can be said to be visually conceptualized in the drawing of the volcano in Figure 32. The prompt LAYER might occur once resemiotized in the visual mode, where the students were asked to create a drawing that represents the three layers of the Earth. As for AVERAGE, it occurs once inside a square that highlights a formula, as a visual element.

As a conclusion, we should note that most of the images in this CLIL 2 material compose a semiotic unit together with the text, in which both modes, i.e., visual and linguistic, are complementary. Eliminating one of these modes would alter the semiotic unit in a way that it would cease to make sense. In CLIL 2 materials, the visuals support the text, and the text supports the visuals, they are interwoven and integrated with one another. In so doing, visuals scaffold, or facilitate, the access to the content. In other words, through different forms of resemiotization (graphs, formulas, images), the visual mode contributes to make the content more accessible to the students. The mastery of the language here is fundamental for the understanding of the complex processes described in science. This fact strengthens the vehicular role of the L2 in CLIL.

5.4. Discussion

To conclude this chapter, we present the discussion of the results obtained for the two research questions of the first study of this thesis.

5.4.1. Research question 1

The first research question was aimed at ascertaining whether there were any quantitative and qualitative differences in the words included in the EFL textbooks and CLIL materials. In general, the results showed both quantitative and qualitative differences between the two samples.

5.4.1.1. Types and tokens

We found that the EFL textbooks contained more types and tokens than the CLIL materials. In the CLIL materials, the words were rarely repeated, as indicated by a higher type-token ratio, which results in a more lexically varied text. This aspect may be derived from the specific register that features the science subject. As Tan (2011, p. 328) explains, there seems to be a higher degree of complexity in CLIL texts than in L1 texts, besides, it is clear that CLIL responds to a more limited and concise reality than the EFL subject. While the focus of CLIL is shared between language and content, EFL aims at teaching language, and, therefore, the learners need to be familiarized with a wider spectrum of topics to be fluent in the general language and repetition is introduced here as a key technique to achieve vocabulary learning. CLIL teachers should be made aware of the lack of this type of features highly relevant in L2 learning and should be able to detect it appropriately in the materials. (Linares et al., 2012, p. 14).

Jiménez Catalán and Mancebo (2008) analyzed two primary and two secondary education EFL textbooks, and they found a mean of around 3,500 types and 35,000 tokens in the secondary textbooks, where the STTR was about 40. These numbers are higher than our findings in the total amount of types and STTR, but this can be attributed

to the difference in the educational level of both textbooks, Jiménez Catalán and Mancebo (2008) analyzed two 4th year textbooks and we analyzed a 2nd year textbook. Criado and Sánchez (2012) also investigated the role of vocabulary frequency in two EFL textbooks (A2 level), in which they found some discrepancy in terms of the standardized type-token ratio (STTR): in one of the books was 30.17 and in the other book was 33.06. Both the EFL and CLIL materials which we analyzed were denser even though the materials in Criado and Sánchez (2012) correspond to the same CEFR level. As expected, due to the higher educational level in our study, the results in our investigation show that the types and tokens identified in our analysis for EFL and CLIL materials were higher compared to Tragant et al.'s study (2015) on EFL and CLIL materials in 3rd primary education. On the other hand, concerning the comparison between EFL and CLIL materials our findings contradict their results as we obtained more types and tokens in the EFL textbooks than in the CLIL materials. Differences in the lemmatization process could explain the differing results obtained in Tragant et al.'s (2015) and the present dissertation. Nonetheless, further research on this aspect is needed to investigate other possible variables affecting these results, such as a bigger degree of specificity of the scientific register in secondary education, or the characteristics of the instructional material itself, regardless of the level. We must take into account that, regarding the CLIL materials used in our study, they were developed by the teacher herself and Tragant et al.'s (2015) study analyzed a commercial textbook for CLIL science.

5.4.1.2. Frequency levels

Among others, Criado and Sánchez (2012) investigated vocabulary frequency levels in EFL textbooks (A2 level). In their analysis, they found that about 92% of the tokens and 67% of the types used in both textbooks were among the three most frequent levels. Our study reveals that the vocabulary in our EFL textbooks (A1 and A2) is less frequent than

the vocabulary in Criado and Sánchez (2012). The percentage of types found in the three most frequent levels in our EFL 1 and 2 materials is around 85%, and between 58% (EFL 1) and 59% (EFL 2), and between 52% (CLIL 1) and 53% (CLIL 2) in the case of tokens. This finding will likely obey to the slight difference in the proficiency level of our textbooks. Overall, in line with the conclusions drawn by Nordlund (2016) and Sibanda and Baxen (2016), the differences of vocabulary coverage in EFL books of similar levels would imply that wordlists are not as carefully chosen as desired. For instance, in her study of EFL textbooks in primary education, Nordlund (2016) discovered that one third of the words used in these textbooks were not among the 2,000 most frequent words in English. The author attributed the presence of less frequent words to the fact that commercial textbooks need to engage students and the topics that might be more appealing for primary students entail the use of less frequent words.

Concerning CLIL, García-Bermejo (2015) found that more than 90% of types in CLIL materials in primary education were within the six first frequency bands in natural sciences. In our study, only 82.5% and 84.5% of the types found in CLIL 1 and 2 materials, respectively, were in the first six more frequent bands. Given the different educational levels of each study, this result is somehow expected because the complexity of the content taught in secondary education is likely to require more specific vocabulary, which might have Latin or Greek origin, thus making it less frequent.

5.4.1.3. Unique and shared words

While the EFL register requires more general language, the scientific CLIL register requires specific words that serve to define the scientific field. The different types of registers that feature the EFL and CLIL textbook and materials can be mainly seen in the words that belong to each type of instruction. CLIL and EFL present differences in the grammatical categories of the most frequent words, there are more adjectives in CLIL like “constant”, “terrestrial” or “vertebrate” and they are more specific than the ones found

in EFL, such as “fantastic”, “frightening” or “musical”. Compound nouns and compound adjectives such as “ovalshaped”, “lanceshaped”, “pinnateveined”, “heartshaped”, or “singleveined”, are more common in CLIL. Conversely, verbs are more frequent in the EFL context and they are also more related to the academic register, such as “copy”, “talkabout”, “listen” or “match”, in contrast with the CLIL verbs, which are linked to the scientific register, as is the case of “produce” or “calculate”. The nouns are frequent in both contexts, and the tendency is the same, more general and academic nouns in EFL and science-related nouns in CLIL. It must be noted too that there were some words that were omitted in the lemmatization process like proper names in both CLIL and EFL, and acronyms, mainly in CLIL. Other elements that belonged to the mathematical language or Latin or Greek words were also erased. These words serve to define the register of each type of instruction. The existence of these nouns and adjectives in the CLIL context entails an added difficulty for learners. Our findings go in line with Nordlund (2016), who found that EFL textbooks contain a higher number of low frequency words. This is also supported by Norberg and Norlund (2018) because they state that many words used in the EFL textbooks occur normally outside the everyday language use.

Regarding the register that appears in the textbooks and materials, Bocca and Vasconcelo (2015) posit that textbooks do not imitate genres, instead they digest and modify them. The modification of the genres might entail the inclusion of more nouns and a reduction of other categories of words which might also be less frequent. Besides, our findings can also be interpreted in the light of the study conducted in primary education by Tragant et al. (2015), in which it was found that an EFL textbook presents more words that belong to the first and second frequency word bands while CLIL materials contain more words of Latin-based and off-list words.

5.4.2. Research question 2

The second research question of this study attempted to ascertain if there were any quantitative and qualitative differences in the EFL and CLIL materials with regard to the use that these materials make of visual and linguistic modes as multimodal scaffolding resources for L2 vocabulary learning. We examined the context in which the words were included and the role of visuals as potential tools for facilitating L2 vocabulary learning. Our analysis revealed interesting differences between the materials.

5.4.2.1. Linguistic input

We observed differences in the organization of the content in each material although both materials are consistent in the sections in which each unit is divided. EFL 1 and EFL 2 textbooks contain a fixed structure in terms of the pages and sections of each unit, with a wide variety of activities that allow learners to practise all four receptive and productive linguistic skills, whereas the CLIL materials include a cover and table of contents, a section for previous knowledge and metacognition, another for content and practice, and a FonF section for vocabulary and grammar related to the unit. The activities in each type of material differ in the teaching focus and in the thinking skills required for the completion of the activities. In EFL, the activities and exercises are primarily oriented to L2 learning, even if non-linguistic topics are included as an excuse to teach L2 or to give homogeneity to the unit. In CLIL, the activities are content oriented although a FonF section is also added at the end of each unit to practice the linguistic aspects relevant in the unit. While the EFL textbook makes use of LOTS (Lower Order Thinking Skills) activities, the CLIL materials also incorporate HOTS (Higher Order Thinking Skills) problem-solving activities. Both materials have activities sections that repeat and reformulate the content of the unit in a test or question form as to solidify what has been previously learned. These activities have some similarities, as both

feature gap-filling exercises, sentence and paragraph construction activities, and matching exercises.

On the other hand, both types of instruction make use of certain devices to show the relevance of a word or topic, for instance, in titles, headings, or subheadings with different fonts and sizes, in boldface type and, in some cases, in capital letters. As it was explained in the Theoretical Framework, these strategies are related to the Noticing Hypothesis (Schmitt, 1990, 1993, 2010). Accordingly, the way the lexical items are made salient in both types of instruction would hopefully contribute to the learner's understanding and recall of the concept.

Because of the importance and the complexity of technical vocabulary in CLIL, these materials offer a vocabulary section that needs to be completed by the students. This finding goes in line with the claim postulated by Martín del Pozo and Rascón (2015), who consider that CLIL textbooks are primarily centred on the content curriculum and very few make the language curriculum explicit, and, when this happens, the linguistic focus is normally limited to vocabulary.

5.4.2.2. Visual input

As we found in the Literature Review, research has suggested that multimodality serves to scaffold language learning by increasing learners' comprehension and motivation, and it is a strategy that is effective from a very young age (e.g., Martínez Feito, 2009). Apart from motivation, there are other aspects that are positively affected by the use of multimodal strategies, for example, multi-glossing is also effective in vocabulary development (Khezrlou & Ellis, 2017) and the use of captions has a positive influence on the development of vocabulary too (Yuksel & Tanriverdi, 2009). Another form of multimodality, or the combined use of text and images for example, has been suggested by Mehisto et al. (2008, p. 111) as a tool to promote mental graphic organization and

easier recall of the text. Besides, as it was previously stated, Levin et al. (1987), found that transformational graphics had the highest substantial benefits for learning, followed, by interpretational, organizational and representative visuals affected learning positively, while decorative visuals had no effect on learning. This section discusses the way in which the visual mode, alone or together with the linguistic mode, is implemented in our sample of EFL textbooks and CLIL materials to scaffold or facilitate vocabulary learning.

Firstly, the number of images per unit in CLIL and EFL differed greatly, there were more images in the EFL textbooks than in the CLIL materials. There are also differences in the sections where these visual elements are located. In EFL, vocabulary and grammar sections have the highest number of visual accompanying elements, a result also observed in Bocca and Vasconcelo's (2015) study about Spanish as a Foreign Language. In our sample of CLIL materials, most images were in the content of the units, and no supporting images are detected in FonF sections.

Within the CLIL materials, subheadings are underlined but presented in a bigger font: this allows the creation of a semantic association of hyponymy or hypernymy, in the sense that the subheading is the hypernym that includes the hyponyms which are presented in a smaller font. Underlining concepts, using capital letters, and using distinct font sizes were all identified by Bentley (2010) as some of the scaffolding techniques used in the CLIL methodology. As we stated earlier, this is related to the idea of Noticing Hypothesis (Schmitt, 1990, 1993, 2010), because these scaffolding techniques mark the salient features of concepts or ideas making use of visual elements like font size, or equivalent artifacts or resources. These techniques facilitate a visual association between the words and how they relate to one another.

The present findings suggest the use of some scaffolding functions related to multimodality both in the EFL and CLIL materials. However, the materials differ widely in the type of images they employ and in the scaffolding role they may have. In EFL, there

are more representational and decorative images, they have a simpler relation to the text or contribute less to extend the meaning expressed in the linguistic mode. Representational images in the EFL materials usually convey relationships of synonymy, i.e., they represent visually the entities or processes expressed through the linguistic mode. This is clearly the case in listening activities, for example. However, a difference is found between these images in listening activities compared to other types, such as reading activities. While in listening activities, the dynamics of the activity requires images with a representational purpose clearly based on synonymy, as they refer to the concepts expressed by the words in the audio (e.g., to the question in the listening activity of “Who or what probably broke the mirror?”, the possible answers expressed via the visual mode are a boy, a cat or a dog), representational images in other activities tend to have a less relevant but more ornamental role.

In CLIL, on the other hand, the visual mode takes on other roles that go beyond the repetition of the meaning of the linguistic mode. Here, the image provides a more accessible means to understand the information in the text by making use of the interpretational function, and the image also organizes structures and parts of the textual information through graphics integrated in activities. The visuals in the CLIL material help to clarify the meaning of the text by resemiotizing it. That is to say, it *translates* the linguistic message and offers a more accessible form to it. In line with Levin et al. (1987), we would expect that the use of images beyond decorative types in the CLIL materials had some effect on learning, and mainly on vocabulary learning. Concerning the main intersemiotic relationships between visuals and text in CLIL, we identified cases of synonymy, hyponymy and meronymy. Line graphs and mathematical formulas, for instance, were identified as cases of synonymy as they serve to express the same meaning conveyed through the linguistic form. Graphic organizers were identified as examples of hyponymy and meronymy. In short, in our analysis, the CLIL visuals might

help to understand the meaning of main concepts (keywords) and their relationships (e.g., layers of the Earth, parts of a volcano, graphs of motion, or formulas of average speed), what goes in line with Bradley, et al. (2017) who state that multiliteracies help learners to use graphic organizers. However, education must be seen as a cyclical process in which the input that the students receive must be later transformed into output, what is supported by the words of Choi and Yi (2016) that express that multimodal teaching helps learners gain understanding of content knowledge and it allows them to express what they learned.

Additionally, while the EFL materials overuse ornamental images that contribute little to language learning, in CLIL the image is fundamental and composes a semiotic unit together with the linguistic mode in such a way that if one of them is removed, the meaning is lost. These results coincide with those obtained by Bezemer and Kress (2008) in their analysis of a corpus of English, science and mathematics textbooks for secondary students. These authors report a significant increase of images in the design of textbooks of subjects like science and English as L1 since the 1930s. Their most relevant finding for the present study is that images played a key role in the construction of scientific knowledge but played a lesser, subordinate role in English textbooks, as it is confirmed in our research. The implications for teaching and learning, therefore, might not be on the number of images found in teaching materials, but rather on the way those visuals and other multimodal elements contribute to the process of creating a meaning regardless of the subject area.

Finally, in line with Fernández Fontecha et al. (2020), the use of visuals as FonF devices is missing in both materials, that is to say, there are no visuals aimed at facilitating understanding and recall of the linguistic form beyond a mere referential role in any material. For example, images that help to learn and memorize the structure of the passive voice in EFL, or images that help with scientific language difficulties at

lexicogrammatical level (e.g., grammatical metaphor in CLIL) or at discourse level (e.g., paragraph construction). The evidence of our findings should serve to pave the way for more work on these aspects.

5.5. Summary

This first study has presented the results of the analyses that were performed on the EFL and CLIL teaching materials. One of the differences between both materials is related to the role of vocabulary in each textbook. The CLIL material presented a lower number of types and tokens, but a higher type-token ratio, making it denser and less repetitive regarding lexical items. It also contained less frequent words, which suggests the effect of a specific register compared to the general language found in the EFL textbook. Concerning the role of multimodal elements, the CLIL material contained a lower number of visuals, but the role of the visual elements was perceived as more essential as scaffolding devices than in the EFL textbook, in which most of the images served a representational-decorative purpose. Some of these findings could contribute to the interpretation of some results in the second study.

CHAPTER 6. STUDY 2: L2 VOCABULARY LEARNING THROUGH EFL AND CLIL

6.1. Introduction

The findings of our first study suggested that, in general, EFL and CLIL teaching materials differ in various aspects of the selection of vocabulary input and the use of multimodal strategies. This second study attempts to expand on the exploration of the type of instruction by identifying its effect on L2 vocabulary learning in EFL and CLIL contexts. We will address the following research questions:

RQ3. Are there any quantitative differences in the informants' vocabulary outcomes to the VKS for each type of instruction in terms of scores to this test?

RQ4. Are there any qualitative differences in the informants' outcomes to the VKS for each type of instruction in terms of word relations, CEFR levels, grammatical categories, first word responses and type of sentences produced?

This study looks at the vocabulary performance of one group of informants in an adapted version of the VKS (Wesche & Paribakht, 1996), a test which measures depth of vocabulary knowledge. As advanced in our first study, this test contained a selection of 11 prompts extracted from the EFL and CLIL materials analyzed in that first study. Relevant issues in vocabulary learning such as vocabulary depth and word relations were tested. In the interpretation of results of this second study, evidence obtained on the teaching materials in the first study, along with other particularities of the type of instruction (EFL or CLIL), will be considered.

6.2. Method

6.2.1. Context: Bilingual Section

As advanced in the Method for study 1, we selected our sample of informants from a high school based in La Rioja (Spain), in which a Bilingual Section programme was applied. As explained above, in this programme, a selection of subjects was fully taught in English in a continued way during compulsory secondary education. For example, science was fully taught in English from the 1st to the 3rd year in compulsory secondary education. In the 4th year, students could enrol in the biology course, also taught through English by means of CLIL. The continuity of the subject, together with the fact that the students had been having the same teacher during the first two years of the secondary education, influenced positively our choice of the school and the group of CLIL students, who, at the time of data collection, were in the second year of compulsory secondary education.

6.2.2. Participants

In this section we present the information related to the learners (or informants) and teachers of this study.

6.2.2.1. Learners

Our sample of informants was one intact group of 25 students (17 girls and 8 boys) aged between 13 to 14 years old who were in their second year of compulsory secondary education in a high school in La Rioja (Spain). At the moment of data collection, as reported by their CLIL and EFL teachers, students had reached a CEFR A2 level of competence in English. *Ciencias Naturales* was the CLIL subject that was offered that year and for some students, who were new at the school, it turned out to be their first CLIL experience, while most of them were already familiar with this approach as they had participated in CLIL programmes in previous years. Therefore, our sample of

informants was homogeneous as regards the following aspects: it was an intact group of students from the 2nd year of the secondary education, they were of similar age, most of them had being enrolled in the Bilingual Section program for two consecutive years. In this respect, it was the second year that most of them were being taught the subject of science through English with the same teacher.

Within the group, 23 students were born in Spain and had Spanish as their L1, the two remaining students were born in Romania and Morocco and had Romanian and Arab as their first languages respectively. Regarding their English experience, only nine students had visited an English-speaking country with stays ranging from a week to two months. 11 students had taken an intensive English course. Those intensive courses had differing lengths as well, and nine of these 11 students had shared the same 20-hour course during a summer camp, the two remaining participants received longer courses of 80 and 100 hours respectively. We also asked them if they were learning any additional languages at that moment and 20 of them reported they were learning French at school for the second year.

6.2.2.2. EFL and CLIL science teachers

Based on the objectives of this study, since we needed to compare the influence of the type of instruction on L2 vocabulary learning, we interviewed the teachers involved in teaching EFL, and science via CLIL. In the following paragraphs, we describe the information gathered in these interviews on their profiles, background, and attitudes towards English and methodological issues.

The EFL subject was taught by a male teacher who held a degree in English Philology, other academic qualifications that he preferred not to reveal, and had a vast English teaching experience of over 30 years. He affirmed being familiarized with new approaches and methodologies, but he was somehow reluctant to include them in his

class routines because he was more inclined to solely using the textbook. When asked about his approach on vocabulary teaching, he admitted sticking to the official curriculum and the use of the given textbook. He did not give a special relevance to vocabulary further than the exercises and sections that appear on the teaching materials. He expanded the teaching materials by means of additional explanations or worksheets, on the specific skills that could need further attention depending on the units.

The CLIL teacher was a female who held a PhD in the field of biology and a C1 level in English certified by the official school of languages (*Escuela Oficial de Idiomas*). She had five years of teaching experience and she had been using the CLIL methodology for the last four years. She said to be highly motivated towards languages and the CLIL approach, besides she had been developing her own materials for the last years and she preferred using her own custom-made course materials and other internet-based resources rather than using a textbook. We asked her about how she approached teaching and more specifically vocabulary teaching and she confirmed that she paid attention to FonF in her CLIL lessons, although she focused more on the content and the cognitive aspects, so she taught the vocabulary indirectly. In addition, she also reported that she made use of some of the scaffolding strategies that we have mentioned above in this thesis. She pointed out that among the strategies she implemented were recasting sentences, providing examples, and negotiating for meaning, she also used pictures and diagrams to make the meaning of unknown words accessible to students.

Both teachers agreed on their opinions about the importance of vocabulary in language learning and the strategies to teach it. They also had a similar perspective about the use of ICT tools, such as playing videos or using computers, and they also used scaffolding strategies while teaching because both reported making a good use of charts, diagrams, realia or images as well as other linguistic strategies like negotiation of meaning, recasting information, and using synonyms or definitions instead of direct translations.

They, however, had different opinions on CLIL and they largely differed regarding some aspects like the real value of CLIL and the support that it offers to the students or the collaboration among CLIL and EFL teachers. About the former, the CLIL teacher considered that it really helps students because it fosters their motivation and all linguistic skills although it slows down the content syllabus. On the other hand, the EFL teacher considered that CLIL was not as useful as it was supposed to be because, in his opinion, there is not a clear focus neither on content nor language and students would learn fewer contents than in a standard program. Those insights provided us with valuable information about their methodologies within EFL and CLIL instruction.

6.2.3. Instruments and procedures

6.2.3.1. Data gathering instruments

6.2.3.1.1. Questionnaires and interviews

The learners were required to fill in a linguistic background questionnaire through which they would offer data about their experience with languages (e.g., their L1, their exposure to L2 in and out of school, their enrolment in language programs, and information about their extramural contact with the foreign language). The questionnaire was written in Spanish to avoid misunderstandings and to make sure that they all understood the task. This questionnaire is a modified version of the one used by the Applied Linguistics Group from the University of La Rioja (GLAUR). It can be found in Appendix 5. Moreover, we gathered some information about learners by means of an informal group talk on the same day that they completed the test.

As explained above, with regard to teachers, when we interviewed them, we wanted to obtain as much information as possible on how they approached language teaching in their instruction (EFL or CLIL). We prepared a guide and asked them about their training, their experience, their attitudes towards CLIL or the strategies and activities that they

used to teach vocabulary. Apart from this individual, face-to-face interview, we contacted them by email to solve some doubts that emerged reviewing the obtained data. The main information obtained via these interviews has been described in the description of the Participants above. The guide followed in these interviews is included in the questionnaire in Appendix 4.

6.2.3.1.2. Vocabulary Knowledge Scale (VKS)

In order to measure the informants' depth of knowledge of each of the 11 L2 prompts selected for this study under EFL and CLIL instruction, as explained in the Method of study 1, we administered a modified version of the VKS designed by Wesche and Paribakht (1996). As mentioned in the Methodology section, as well as in Study 1, the VKS provides information on vocabulary depth and has been validated and used in previous studies like the ones by Stewart et al. (2012), Tan et al. (2016), Sato and Angulo (2020) or Sok and Han (2020).

Likewise, as already said, this test consists of a self-report scale of word knowledge per prompt. It mainly measures vocabulary depth. It does so by means of a series of statements which informants can answer depending on their own assessment of their knowledge of the words selected by the researcher. Their knowledge would range from total unfamiliarity with the word to the ability to use it with semantic appropriateness and grammatical accuracy in a sentence.

In the original version of the test (Wesche & Paribakht, 1996, p. 30), the questions and statements were as follows:

1. I don't remember having seen this word before.
2. I have seen this word before but I don't know what it means.
3. I have seen this word before and I think it means _____ (synonym or translation).

4. I know this word, it means _____ (synonym or translation).
5. I can use this word in a sentence _____ (write a sentence). (If you this section, please also do section iv).

In order to test the relations that learners provided for each prompt word, a sixth item was added to the original format. Figure 39 shows an example of the final adapted version of the test. To make sure that the informants perfectly understood the test, instructions were provided in Spanish, their L1. Additionally, an example was included.

Palabra propuesta: **Book** (EJEMPLO)

- 1. No recuerdo haber visto esta palabra antes
- 2. He visto esta palabra antes pero no recuerdo su significado
- 3. He visto esta palabra antes y creo que significa:
(Escribe un sinónimo o una traducción)
- 4. Conozco el significado de esta palabra: Libro - Volume
(Escribe un sinónimo o una traducción)
- 5. Puedo utilizar esta palabra en una frase: I did not like the book because it was very long to read
(Si contestas a esta pregunta, contesta también a la número 4)
- 6. Sé que esta palabra está relacionada con estas otras palabras:

Page Read Story

Figure 39. Example of the adapted version of VKS test administered to informants

6.2.3.2. Prompts' selection

The selection of the prompts for the VKS test was referenced previously in section 5.2.4, nonetheless, this section aims to refresh the selection criteria to have a better perspective for this second study.

The criteria that we applied, after the analysis of the visual and linguistic input of the EFL 2 textbook and the CLIL 2 material were as follows. We selected prompts that appeared only in the EFL context, namely VENUE, MIRROR or NOISE, and three prompts only appearing via CLIL such as CHAMBER, VENT and LAYER. We also included a group of prompts (DRILL, SAILOR, MOTION, AVERAGE) occurring in the two types of

instruction either with a different distribution or with a different meaning (IRON) in EFL and CLIL instructional materials.

That is to say, IRON appeared as a type of mineral or metal in the CLIL materials, whereas in the EFL book appeared as the object used to do the ironing in the EFL book. This word occurred three times in the CLIL material as an example of the metals contained in the core of the Earth and twice in the EFL 2 textbook in two grammar activities. The English textbook had no pictures showing IRON either as a verb or as a noun. In comparison, in the CLIL 2 material, IRON appeared contextualized in sentences as an example of heavy metals that can be found in the core of the Earth. In this respect, we divided the answers given by the informants into CLIL and EFL categories, based on the evidence provided by responses to items five and six of the test.

6.2.3.3. Data collection

After a conversation with the school's head teacher, we agreed on the terms about the data gathering. We arranged a guided interview with the EFL and the CLIL teachers, and we met them individually to avoid any possible influence of the answers given by them. The guided interview included questions about their background, the methodology they use in class, the strategies, and the tools they use with their students (Appendix 4). Both interviews were conducted on the same day and, in both cases, we were alone in a classroom so teachers could speak freely. The conversation with the teachers provided us with valuable information about their approach to teaching vocabulary and the strategies they tended to use, apart from letting us know their opinion on CLIL.

On that same day, we administered the VKS test and the survey to the students. The administration of both instruments took one 50-minute session (35 minutes for the completion of the VKS test and 15 minutes for filling in the survey). We displayed prompts with an alternation between CLIL and EFL prompts, together with an example and the

prompt IRON, which was being taught through both types of instruction around the time of data gathering. Instructions were provided in Spanish. Once the informants had finished the VKS test, the survey administration followed.

6.2.3.4. Data analysis

6.2.3.4.1. Interview to teachers

As regards the teachers' interviews, we reviewed the notes that we had taken during the interviews and created a chart to see their differences and similarities regarding their background, training, opinions, motivations, and teaching strategies.

6.2.3.4.2. Informants' survey

The procedure with the survey was different as we digitized all data into an Excel spreadsheet where all variables were included. We analyzed data manually and individually, and we also looked for means and very specific information about the extramural exposure to English of the informants.

6.2.3.4.3. VKS test

The procedure which we followed to interpret the VKS test results was based in a quantitative and a qualitative analysis of the outcomes of the informants on the given test.

6.2.3.4.3.1. Quantitative analysis

The overall scores of the test inform about the learners' depth of vocabulary. The tests were corrected according to the scoring system provided by Wesche and Paribakht (1996, p. 30), as shown in Figure 40.

Self-report categories	Possible scores	Meaning of scores
I. →	1	The word is not familiar at all.
II. →	2	The word is familiar but the meaning is not known.
III. →	3	A correct synonym or translation is given.
IV. →	4	The word is used with semantic appropriateness in a sentence.
V. →	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Figure 40. VKS scoring system (Wesche & Paribakht, 1996, p. 30)

Each of the self-report categories or items in the VKS test is given a value according to the accuracy of the answer. The higher the self-report category, the higher the possible score for that category can be. Each prompt can get from one point to five points. Consequently, the maximum and minimum overall scores in the test depend on the number of prompts included in the test. As already noted, in our case, we decided to include 11 prompts (five EFL prompts, five CLIL prompts) and a prompt, IRON, that appeared in both methodologies. Thus, the minimum score was 11 points, and the maximum was 55 points.

In addition to lexical-grammatical mistakes, grammatical mistakes or any other type of mistake (e.g., spelling) could affect the scores obtained in the test. Hence, five points were given when the acknowledgement of the meaning of a prompt was proved correct and it was used in a grammatically correct sentence. If it was used in a sentence containing any grammatical mistakes, while the meaning of the prompts was kept correct, the score assigned was four points. For example, four points were given to the following sentence: S13: "My dad *need a DRILL to put the picture in the wall of my

room”. That is to say, the prompts were scored following these guidelines: one point if the word is not familiar at all, two points if the word is familiar but its meaning is not known, three points for a correct synonym or when a correct translation is given, four points when the word is used with semantic appropriateness in a sentence and five points when the word is used with semantic appropriateness and grammatical accuracy in a sentence (Paribakht & Wesche, 1997, p. 181).

Once the tests had been corrected, the scores were digitized into an Excel spreadsheet and they were divided into two categories: (1) total scores and (2) scores per type of instruction (EFL - CLIL). The total scores refer to the overall sum of the score given to each of the ten prompts, whereas the scores per type of instruction refer to the marks obtained separately by the five CLIL prompts and the five EFL prompts. Regarding the prompt IRON, as it was explained above, it was treated separately. The inclusion of a lexical item that had been learnt with two different meanings in two different educational contexts would allow us to discover if the informants produced words and sentences related to either type of instruction (CLIL or EFL). This is the reason why the results of the prompt IRON are not included in the overall scores.

6.2.3.4.3.2. Qualitative analysis

The quantitative analysis was derived from the scores in the VKS test, whereas, in the pursuit of a wider view on the vocabulary depth of the informants, the qualitative analysis was drawn from the words and sentences produced by the informants in the fifth and sixth items of the VKS test for each prompt.

After analysing the scores for the quantitative analysis, we looked deeper at a possible influence of the instructional type on vocabulary outcomes. We examined the sentences that the informants produced in the fifth item of the VKS (i.e., “*Puedo utilizar esta palabra en una frase*”) along with the ability to write the word in a sentence according to the sixth

item, (i.e., “*Sé que esta palabra está relacionada con estas otras palabras*”). To analyze these data, we coded the answers given by informants into a spreadsheet. Not all the informants provided a sentence or related words, however, there were some cases in which informants did not complete the related words but provided a sentence. Regarding the words, we coded the words that learners provided in the sixth item, but we omitted the words that contained spelling errors or the words that were clearly not related to the prompt, for example, one of the informants provided the word “dog” as a word related to the prompt VENT, and it can be safely assumed that the informant misinterpreted the word VENT for vet.

Once the words and sentences were produced by the informants in each prompt, the information was classified and processed. Then, we examined the sentences provided for each prompt, as to (i) assess grammatical correction and accuracy, (ii) to measure the length of the given sentences, (iii) and to identify the number of content and function words, with the aim of contrasting any possible influence of the type of instruction in sentence building. In the analysis of sentences, the focus was placed on aspects such as the length of the sentences in terms of the number of words, or the distinction between content and function words in each sentence. We also paid attention to the identification of structural patterns in sentence formation as ways of exploring the immediate context in which the content words appeared. We will analyze these results in both types of instruction. Together with their classifications, we also noted down the individual words separately and we counted grammatical categories, e.g., nouns, adjectives, and verbs, provided by the informants in each of the prompts. As a reference for the classification of word classes, we followed the dictionaries that were used for the lemmatization of the corpora obtained from the analysis of the EFL textbooks and CLIL teaching materials described in section 5.2.4.

Finally, we identified the semantic relations (e.g., hypernymy, meronymy) between the prompts and the related words produced by the informants to the sixth item, and we compared them to the linguistic input provided via the EFL 2 textbook or CLIL 2 teaching material. Within the EFL textbook and CLIL teaching materials, we found various realizations of these relations between words both in EFL and CLIL, therefore it could be expected to find these types of relations in the words and sentences provided by the informants. In the identification and classification word relations and their corresponding lexical-category, we made use of Wordnet (Princeton University, 2020). This tool has been widely used in previous applied linguistics studies, for example Gao et al. (2015), Aouicha et al. (2016), Aravind and Rajasekaran (2019), Vial et al. (2019), Lee et al. (2020). Yet, in other cases, WordNet was not useful, and we had to apply our knowledge and experience to identify the lexical-semantic relations.

6.3. Results

In what follows, we will address RQ3 and RQ4 by presenting the results derived from the completion of the VKS test. Data were analyzed both quantitatively and qualitatively.

6.3.1. Research question 3

Following, we show the results regarding RQ3, i.e., “Are there any quantitative differences in the scores obtained by the informants in the VKS in each type of instruction?” Following Wesche and Paribakht’s (1996, p. 30) scoring system, the 11 prompts in our test could obtain a maximum score of 55 points (five points per prompt) and a minimum of 11 (one point per prompt). The mean score obtained by the learners for the whole test was 40.44 (SD = 4.57) being 49 the highest value achieved and 32 the lowest value. This mean corresponds to the total of prompts, regardless of whether the words represented in them came from CLIL materials or from the EFL textbooks.

Table 26 shows the raw scores and descriptive statistics obtained by each informant in response to each prompt, except IRON that will be addressed later. The prompts arranged from higher to lower mean scores are as follows: (1) MIRROR (EFL), (2) LAYER (CLIL) and NOISE (EFL) (same score), (3) AVERAGE (CLIL), (4) MOTION (CLIL) and SAILOR (EFL) (same score), (5) DRILL (EFL), (6) CHAMBER (CLIL), (7) VENT (CLIL) and (8) VENUE (EFL). The standard deviation is slightly higher for the CLIL prompts. No clear tendency about the effect of the type of instruction is identified in this finding.

Table 26. Raw scores and descriptive statistics of scores in VKS distributed by informants and type of instruction

INFORMANT	VENT (CLIL)	MOTION (CLIL)	LAYER (CLIL)	CHAMBER (CLIL)	AVERAGE (CLIL)	VENUE (EFL)	DRIL (EFL)	NOISE (EFL)	SAILOR (EFL)	MIRROR (EFL)
S01	2	3	2	2	4	1	5	4	2	4
S02	2	2	5	5	5	1	3	4	3	5
S03	2	5	5	5	5	2	5	5	5	5
S04	2	5	5	3	5	2	5	5	5	5
S05	1	5	2	2	5	1	5	4	5	4
S06	2	5	5	2	5	2	5	5	5	5
S07	2	3	5	2	5	1	5	4	5	5
S08	2	5	5	5	5	1	4	4	4	5
S09	2	5	5	5	5	1	5	4	4	5
S10	1	5	5	5	5	1	5	4	4	5
S11	1	5	5	3	5	2	4	5	4	5
S12	2	2	5	1	1	1	3	4	5	3
S13	1	2	5	5	4	1	4	5	5	3
S14	2	3	5	1	2	1	4	4	5	4
S15	1	3	2	2	5	1	5	5	5	5
S16	2	5	5	2	2	2	5	5	5	4
S17	2	5	4	2	5	1	5	4	2	2
S18	1	5	5	3	2	1	2	4	4	5
S19	2	4	4	2	4	1	5	4	4	4
S20	2	5	2	4	5	2	2	4	5	5
S21	2	5	5	5	5	2	2	5	1	5
S22	2	5	5	2	5	1	2	2	4	5
S23	2	5	2	2	2	2	4	5	4	4
S24	2	3	5	5	5	1	5	5	5	4
S25	2	5	5	4	5	2	5	4	5	5
MEAN	1.76	4.2	4.32	3.16	4.24	1.36	4.16	4.32	4.2	4.44
STD. DEVIATION	0.43	1.15	1.21	1.46	1.30	0.49	1.14	0.7	1.12	0.82
MAX.	2	5	5	5	5	2	5	5	5	5
MIN.	1	2	2	1	1	1	2	2	1	2

Table 27 displays the absolute and mean scores obtained by the informants in each type of instruction. IRON is not included here. We will later comment on this prompt. Although a slight superiority in the scores is identified in favour of the EFL instruction, a two-tailed independent samples t-test show a non-significant difference based on an alpha value of 0.05, $t(48) = -0.97$, $p = .335$. In addition, more variation in the informants' scores is obtained in CLIL as shown by the values of the standard deviations.

Table 27. Absolute and mean scores in VKS per type of instruction

INFORMANT	CLIL	EFL
S01	13	16
S02	19	16
S03	22	22
S04	20	22
S05	15	19
S06	19	22
S07	17	20
S08	22	18
S09	22	19
S10	21	19
S11	19	20
S12	11	16
S13	17	18
S14	13	18
S15	13	21
S16	16	21
S17	18	14
S18	16	16
S19	16	18
S20	18	18
S21	22	15
S22	19	14
S23	13	19
S24	20	20
S25	21	21
MEAN	17.68	18.48
STD. DEVIATION	3.31	2.43

In our analysis, we went one step further in controlling any other possible interference and we incorporated to our research the word IRON, which around the time of data collection, had occurred three times in the CLIL materials, as an example of the metals contained in the core of the Earth, and twice in two grammar activities in the EFL textbook. No visuals accompanied the prompt in any of the materials. Although the number of occurrences was almost similar in CLIL and EFL, the meaning was different. In the EFL material it referred to the household utensil for doing the ironing, and in the CLIL material it meant a chemical element or mineral. Then, responses implying metal or material were identified as learned or recalled via CLIL. Responses implying heat, clothes, house life, or electrical appliances were considered to have been learned through the EFL material. Table 28 shows the responses given by each informant to this prompt in item five of the VKS test, i.e., "*Puedo utilizar esta palabra en una frase*", as it is the indicator of the deepest level of knowledge of the word. 20 out of the 25 informants provided CLIL-related sentences, whereas the remaining five provided EFL-related sentences. Average scores considering the full sample indicate a deeper knowledge of the meaning of the word in CLIL than in EFL. The result of the two-tailed independent samples t-test show that this difference is significant based on an alpha value of 0.05, $t(48) = 3.96, p < .001$.

The results relative to those who provided a response show that our informants have a deep knowledge of the words in both types of instruction (EFL (5) and CLIL (4.21)). For the sake of clarity, in the correction of the VKS test the sentences in which the meaning of the prompts did not seem to be totally clear, the score given was two points because we understood that the word was familiar but the meaning was not known, as it is the case of the following example S19: "*I have an iron medal of *a *olimpic games*" in which the informant knows that IRON is a type of metal but might mistake it for gold, silver or bronze.

Table 28. Absolute and mean scores in VKS per type of instruction for the prompt IRON

INFORMANT	IRON (Total)	IRON (CLIL)	IRON (EFL)	IRON-RELATED SENTENCES (RESPONSES TO ITEM FIVE)
S01	5	0	5	I bought an iron yesterday in this shop
S02	5	5	0	It looks like iron
S03	5	5	0	The legs of the table are made of iron
S04	5	5	0	The structure of the building is made of iron
S05	5	5	0	The knife that I use at home to cut the tomatoes is made of iron
S06	5	0	5	The iron is very hard / I had iron the t-shirt
S07	5	5	0	Iron is a very heavy material
S08	5	0	5	Iron is a strong metal / Iron is a machine for clothes
S09	5	0	5	I have a iron for my clothe
S10	5	5	0	Iron is a very hard material
S11	5	5	0	The iron is a metal
S12	5	5	0	The ring is made up of iron
S13	4	4	0	My uncle work with iron in his job
S14	2	2	0	Iron is use for do a tables
S15	5	0	5	On Saturday I did the ironing with my mother and with my father
S16	4	4	0	The last year me and my friend went to a cave that contains iron inside them
S17	4	4	0	The car is make of iron
S18	5	5	0	The builders use iron to build houses
S19	2	2	0	I have an iron medal of a olimpic games
S20	2	2	0	I have got an iron object, its so rigid
S21	5	5	0	The fridge is made of iron
S22	5	5	0	The iron is a type of mineral
S23	5	5	0	The table of class is made of iron
S24	2	2	0	That table is made of iron because it is an special one
S25	2	2	0	I have seen an iron structure in a museum
MEAN	4.28	3.28	1	
STD. DEVIATION	1.20	2.03	2.04	

As a conclusion of the main results, Table 29 displays the VKS mean scores of the full sample ($N = 25$) in relation to type of instruction, frequency level, CEFR level, occurrences in the materials, and immediate context (text and activities where the prompt appears and visuals that accompany it). The data is arranged by the VKS mean scores. We observe some overall trend about a relationship between (1) depth of vocabulary

knowledge and number of occurrences of the prompt in the teaching materials (i.e., higher scores may correspond to a higher number of occurrences), e.g., MIRROR (13 occurrences) or LAYER (12 occurrences); and (2) depth of vocabulary and CEFR level or frequency level (i.e., higher CEFR level words or lower frequency words tend to retrieve low VKS scores). This is the case of VENT and VENUE. Moreover, we note that the learning of low frequency words might have benefitted from higher number of occurrences. For example, MOTION is a low frequency word, like CHAMBER, but with more occurrences in the teaching materials (12 vs. 2), and which the informants prove to know deeper as shown by their higher scores in response to these prompts. These results show no relationship between VKS mean scores and type of instruction. On the other hand, the case of IRON suggests some relationship between the type of instruction and the frequency of activation or availability of concepts or meanings related to a type of instruction.

Table 29. Overview of prompt description, input description and output scores

PROMPT	Prompt description			Input: materials' analysis: occurrences and immediate context			Output: depth of vocabulary
	Type of instruction	VP-Compleat (BNC-COCA 1-25k)	CEFR level (English Vocabulary Profile)	Visual occurrences	Linguistic occurrences	Context: total	VKS mean scores
MIRROR	EFL	2k	A2	1	13	x8 in reading x5 in activities x1 visual	4.44
LAYER	CLIL	3k	B2	1	12	x2 in headings x10 in reading text x1 visual	4.32
NOISE	EFL	1k	A1	1	13	x1 in grammar section x2 in headings x2 in reading text x8 in activities x1 visual	4.32
AVERAGE	CLIL	2k	B1	1	13	x4 in reading text x9 in activities x1 visual	4.24
MOTION	CLIL	3k	C2	2	12	x2 in headings x3 in activities x7 in reading text x2 visual	4.20
SAILOR	EFL	1k	B1	0	4	x3 in reading text x1 in activities	4.20
DRILL	EFL	3k	B1	0	3	x1 in reading text x2 in activities	4.16
IRON	CLIL	2k	B1	0	3	X3 in reading text	3.28
CHAMBER	CLIL	3k	B2	1	1	x1 activity with image x1 visual	3.16
IRON	EFL	2k	B1	0	2	x2 in activities	2.03
VENT	CLIL	5k	C2	1	2	x2 activity with image x1 visual	1.76
VENUE	EFL	4k	B2	0	2	x2 in reading text	1.36

6.3.2. Research question 4

In this section, we address RQ4, i.e., Are there any qualitative differences in the informants' outcomes to VKS for each type of instruction in terms of word relations, CEFR levels, grammatical categories, first word responses and type of sentences produced?

For the presentation of the results corresponding to this RQ, in the sections 6.3.2.1 to 6.3.2.4 (word relations, CEFR levels, grammatical categories, and available vocabulary), we analyzed the types and tokens that the informants provided in the sixth item of the VKS, where they were asked to write down three related words to the prompts that appeared in the VKS test. Section 6.3.2.5 (sentence retrieval) will address results to item five.

6.3.2.1. Word relations

Through the sixth item, i.e., “*Sé que esta palabra está relacionada con estas otras palabras*”, we intended to get some evidence on how learners relate words in each type of instruction. The responses retrieved were classified into EFL and CLIL categories according to the informants’ knowledge about the prompt in terms of its word-family knowledge (derivatives or inflected forms), its semantic relationships, collocations, or any other relationship based beyond form or meaning. We considered the following types of semantic relations:

- Word-family knowledge: Derivatives or inflected forms, e.g., “produce” – “product”, “jump” – “jumping”.
- Semantic relationships:
 - Synonymy: Words that have same meaning. For example, “small” and “little” present a relation of synonymy.
 - Antonymy: Words that have opposite meanings. “Good” and “bad” are examples of an antonymy relation.
 - Hypernym: The generic term used to designate a whole class of specific instances. As it is the case of “vehicle”, whose hyponyms could be “car”, “bicycle”, or “motorbike”.
 - Hyponym: The specific term used to designate a member of a class.

- Holonym: The name of the whole of which the meronym names a part. In our research, for example “volcano” appears as the holonym and parts like crust, vent, chamber, or lava are meronyms.
 - Meronym: The name of a constituent part of, the substance of, or a member of something.
 - Troponym: A verb expressing a specific manner elaboration of another verb. For example, “stroll” is a troponym of “walk”.
- Others: we include here relationships beyond form or meaning, e.g., “car” – “road”; and collocations (i.e., common combinations of words. For example: “average speed”).

Table 30 presents the word types retrieved and the number of repetitions in case there was more than one occurrence of the type. For example, for the prompt IRON (CLIL) nine informants provided the word “metal” as a related word and three informants provided the word “metal” for the prompt IRON (EFL). In this table we include only the related words that show that the informant understands the prompt. For example, one of the informants wrote “dog” as a related word for the prompt VENT, thus we infer that the informant mistook the prompt VENT for the word “vet”, short for veterinary. Another informant wrote the words “law” and “judge” for the prompt LAYER, what led us to think that the prompt was mistaken for the word lawyer. As Table 30 shows, some prompts elicited more varied responses than others (e.g., while NOISE retrieved seven occurrences of “sound”, SAILOR elicited 18 occurrences of “boat”, and DRILL elicited 16 occurrences of “hole”). Plural words were lemmatized to their singular forms unless they were irregular. The relations between the retrieved words and the VKS prompts can be found in Appendix 6.

Table 30. Word responses to question “sé que esta palabra está relacionada con estas otras palabras” (item six in VKS)

PROMPT	Word type responses (number of occurrences in parentheses)
VENUE (EFL)	-
MIRROR (EFL)	bathroom (8), break (8), look (6), see (5), crystal (4), glass (4), bedroom (2), image (2), light (2), make up (2), appearance, aspect, bath, beautiful, brush, buy, eye, face, furniture, hair, house, person, piece, reflection, reflex, seem, watch
NOISE (EFL)	sound (7), loud (4), street (4), car (3), disturb (3), listen (2), music (2), people (2), alarm, ambulance, annoy, annoying, busy, clock, concert, crowd, distraction, drill, ear, grasshopper, hairdryer, hammer, harmony, high, horrible, house, library, machine, motor, object, party, person, radio, rock, scream, shout, truck, unpeaceful, volume
DRILL (EFL)	hole (16), wall (9), tool (3), hammer (2), machine (2), nail (2), noise (2), picture (2), box, break, chair, dad, door, electricity, father, food, ground, house, knife, painting, reform, room, saw
SAILOR (EFL)	boat (18), sea (16), fish (4), ship (4), sail (3), water (3), sailing (2), die, fishing, job, navy, profession, Rome, row, transport, wind, yacht
IRON (EFL)	clothes (5), metal (3), electricity, hard, heat, hot, mother, strong, wear
CHAMBER (CLIL)	music (7), room (4), house (3), compose (2), magma (2), musician (2), volcano (2), classical, concert, floor, instrument, note, singer, small, space, store, violin
VENT (CLIL)	-
LAYER (CLIL)	Earth (10), crust (5), mantle (4), atmosphere (3), different (3), core (3), division (2), ground (2), lithosphere (2), part (2), stratosphere (2), asthenosphere, compose, divide, four, hole, lay, mountain, onion, ozone, science, segment, slice, surface, thin, three, volcano
MOTION (CLIL)	movement (6), physics (5), object (4), car (3), fast (3), speed (3), displacement (2), engine (2), forces (2), mechanics (2), study (2), work (2), buoyancy, class, distance, gravity, hour, joint, kilometre, machine, minute, move, newtons, person, push, rotation, run, science, second, slow, throw, turn around
AVERAGE (CLIL)	speed (15), kilometre (6), car (4), temperature (4), note (3), number (3), acceleration (2), mark (2), velocity (2), age, calculate, chart, cheetah, engine, formula, hour, maths, medium, motion, physics, runner, science, statistics, time, vehicle
IRON (CLIL)	metal (9), material (8), cave (2), glass (2), table (2), wood (2), beautiful, build, car, carbon, class, contain, fridge, gold, hard, heavy, job, knife, medal, mineral, object, oxide, plastic, rigid, ring, solid, steel, stone, strong

Following, we present the results that were obtained after the analysis of the informants' word responses to each prompt. Figure 41 displays the overall results concerning the number and type of relations (word-family knowledge, semantic relationships, collocations, and relationships beyond form and meaning) per type of instruction. We consider here all the different words retrieved by each participant. As we observe, first, CLIL and EFL prompts elicited an almost identical number of responses (248 CLIL vs. 246 EFL tokens) – including IRON. Differences emerge in favour of CLIL instruction in terms of the number of semantic relationships (106 CLIL vs 28 EFL), while EFL exceeds CLIL on form relations and collocations (141 CLIL vs 213 EFL), and word family relations (1 CLIL vs 5 EFL). This latter type is clearly the least productive one in both cases.

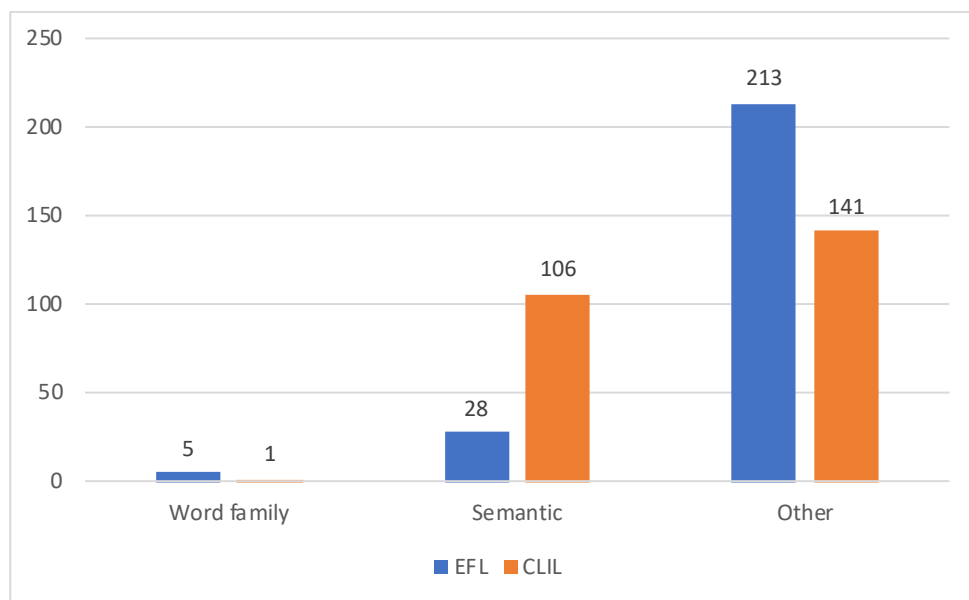


Figure 41. Word relations per type of instruction: global results

Figures 42 and 43 display the number and the type of word relations per prompts in CLIL and EFL. The patterns about the number of semantic relations and relations beyond form/meaning or occurrences can be easily identified in the prompts of each type of instruction. Yet, some differences are also found in the type of relations triggered by each prompt. A higher number of semantic relations is found in the prompts CHAMBER and LAYER, whereas the prompts AVERAGE and MOTION present differences in favour of other types of relation such as form/word family and collocation. Word family relations are the least common with only one instance for all CLIL prompts. In the case of EFL, beyond form or meaning relations are the most frequent ones in all prompts. Semantic relations in EFL present low numbers, with figures lower than 10 responses in all prompts. Again, a low number of word family relationships were identified in the words retrieved by the informants. Figure 44 displays the results for IRON. In the case of this prompt, more word types were retrieved in CLIL than in EFL, no word family relations were produced in any case, they behave quite similar in the relationships beyond form, and semantic relations are more frequent in CLIL. In general, the results derived from

IRON are similar to the overall CLIL vs EFL comparison, in the sense that CLIL surpasses EFL in semantic relations (35 CLIL vs. 3 EFL).

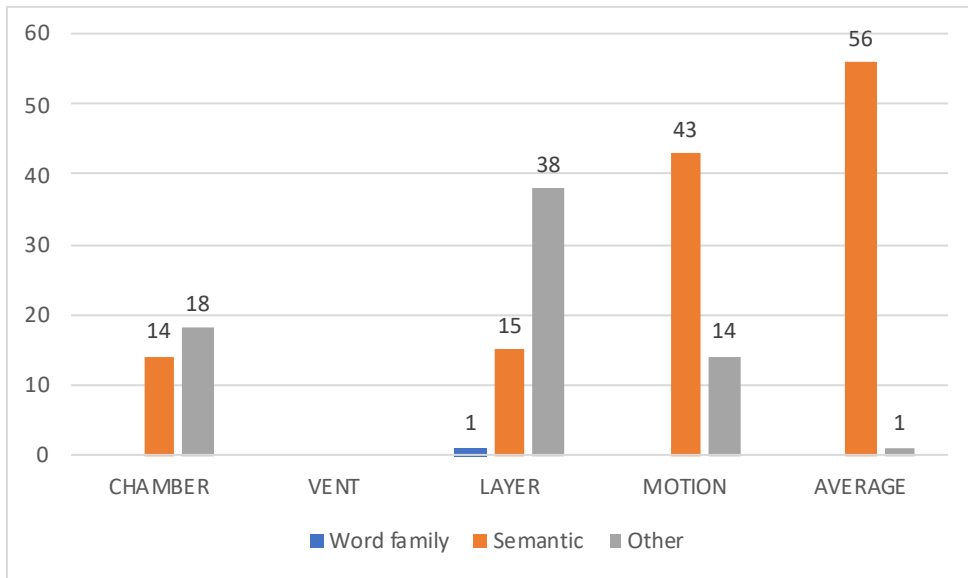


Figure 42. Word relations per prompt in CLIL

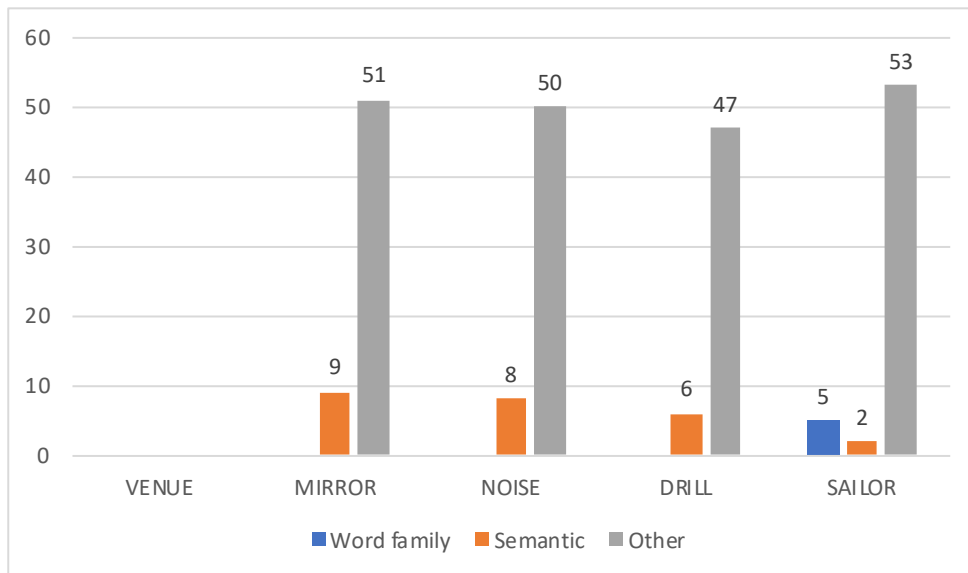


Figure 43. Word relations per prompt in EFL

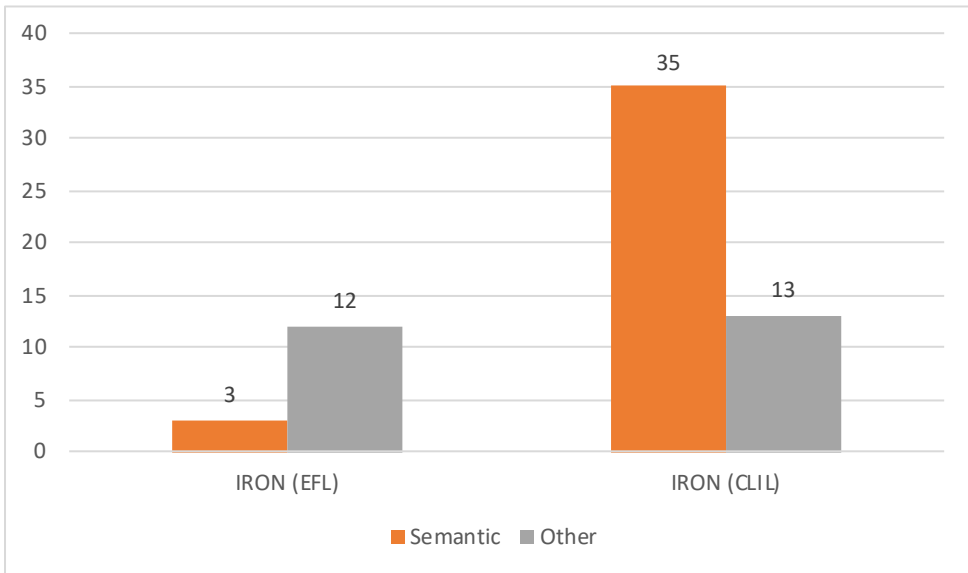


Figure 44. Word relations per type of instruction for IRON

Figures 45 and 46 present the results for semantic relations in each CLIL and EFL prompt. More types of semantic relations are found in CLIL: synonymy, hypernymy, hyponymy, holonymy, meronymy in CLIL vs hypernymy, antonymy, meronymy, troponymy in EFL. In CLIL, the most frequent semantic relations are hyponymy (30), hypernymy and holonymy (14 each), while in EFL the most frequent are hypernymy (15) and meronymy (8). This analysis also reveals differences in the number and type of semantic relations triggered by each prompt. Most prompts retrieve one or two relationships, and only two prompts, LAYER and CHAMBER, trigger a high number of relations.

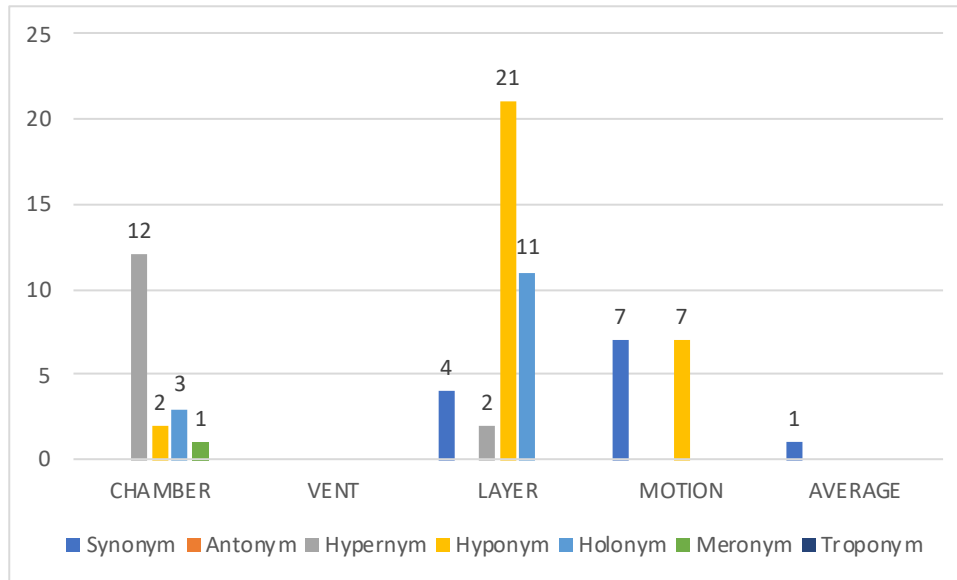


Figure 45. Semantic relationships in CLIL prompts

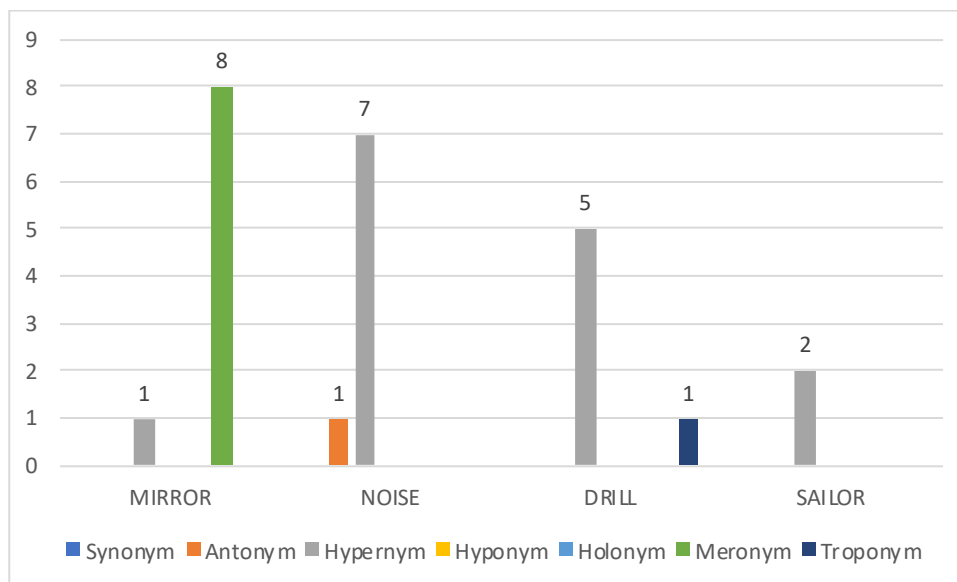


Figure 46. Semantic relationships in EFL prompts

The results for IRON are in line with the previous findings. As we explained above, a wider number of semantic relations was found in CLIL, and a higher variety of types are identified in this type of instruction. Hence, while CLIL retrieves hypernyms, hyponyms and holonyms, EFL only retrieves hypernyms. Figure 47 displays these findings.

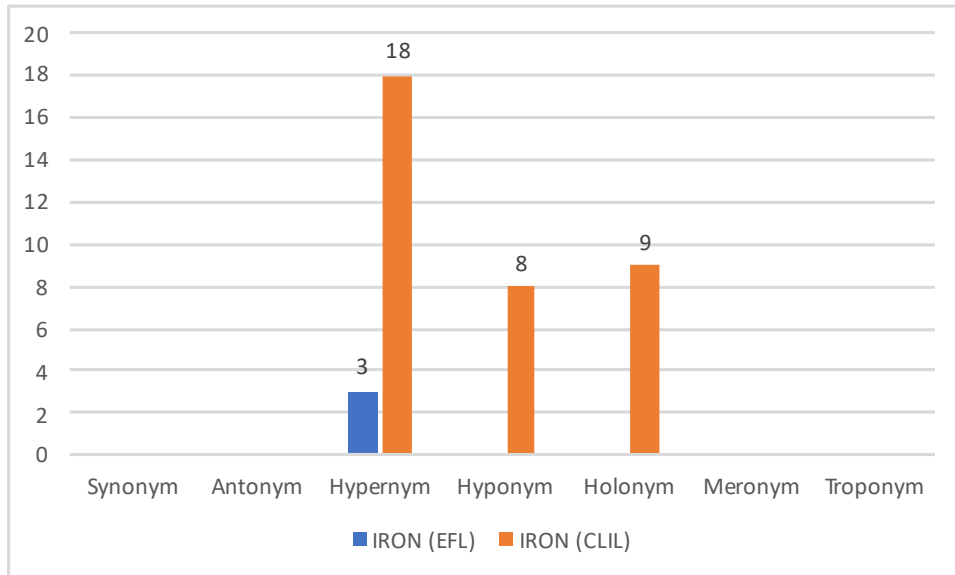


Figure 47. Semantic relations in IRON per type of instruction

Finally, we note that, in this prompt, the sentences that the informants provided in item five and the words provided in item six generally refer to the same type of instruction. For example, one informant provided an EFL-related sentence by S01: “I bought an iron yesterday in this shop” and EFL-related words: “clothes, wear, heat”, although in other cases informants tend to mix the words from both types of instruction, as is the case of informant S04, who provided the words “metal, material clothes”.

6.3.2.2. CEFR levels

The qualitative analysis also included the identification of the CEFR level of the related words provided by the informants in item six. In this identification, we used the English Vocabulary Profile <<https://www.englishprofile.org/wordlists>> (Cambridge University Press, 2015). For the presentation of these results, we analyzed the word types retrieved by informants.

Overall, as displayed in Table 31 and in Figure 48, in the distribution of word relations per CEFR level and type of instruction, we identified some tendencies that point to more lexical and semantic relations in the word responses retrieved in EFL, more relations in

EFL than in CLIL in the low and low-mid CEFR levels (A1, A2, B1), and more relations for CLIL in the mid-high and high levels (B2, C1, C2). This might happen because, as found in study 1, the vocabulary input that students encounter in CLIL is more specific than the words in EFL; hence, it belongs to higher CEFR levels. However, CLIL also makes use of highly frequent words, hence its retrieval is found to be more evenly distributed across the CEFR levels, at least at this educational level.

Table 31. Distribution of lexical/semantic relations observed in learners' word responses per CEFR level and VKS prompt

TOTAL TYPES	A1	A2	B1	B2	C1	C2	TOTAL
VENUE (EFL)	0	0	0	0	0	0	0
MIRROR (EFL)	13	5	3	5	0	1	27
NOISE (EFL)	11	12	10	3	2	1	39
DRILL (EFL)	11	5	2	4	0	1	23
SAILOR (EFL)	8	1	5	3	0	0	17
CHAMBER (CLIL)	4	7	1	3	1	1	17
VENT (CLIL)	0	0	0	0	0	0	0
LAYER (CLIL)	4	3	7	9	2	2	27
AVERAGE (CLIL)	8	7	3	4	1	2	25
MOTION (CLIL)	11	10	4	4	3	0	32

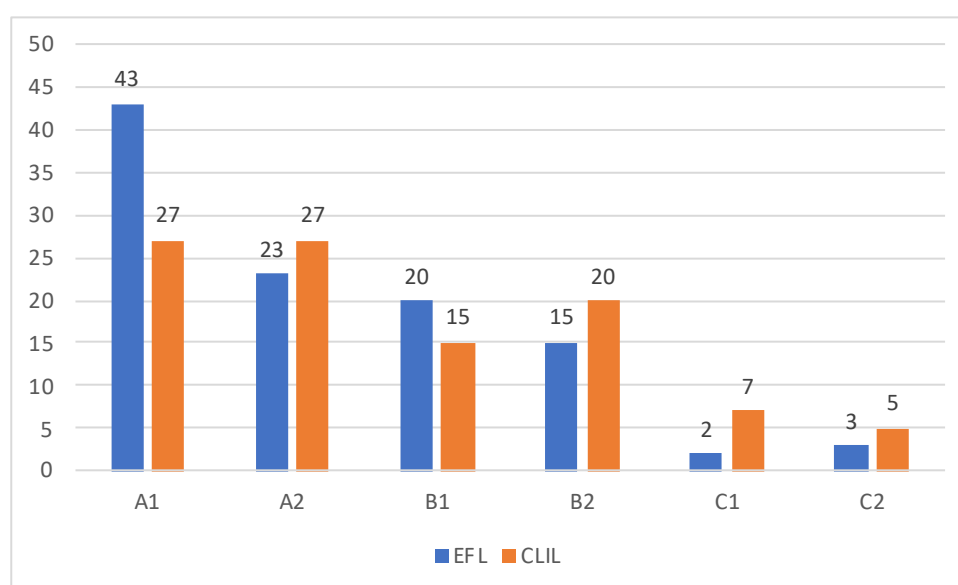


Figure 48. Distribution of lexical/semantic relations in word type responses per CEFR level and type of instruction

Figure 49 shows the results distributed per prompt. It must be noted that invalid responses were not taken into account. Some tendencies are observed here. For instance, DRILL (EFL), MIRROR (EFL) and SAILOR (EFL) elicited an important number of types in A1 compared to the rest of the levels. NOISE (EFL) concentrates its production in the three lowest levels (A1-B1). LAYER (CLIL) is an interesting case as it elicited the biggest number of responses in mid-high levels (B2-C2), which informs about its great specificity.

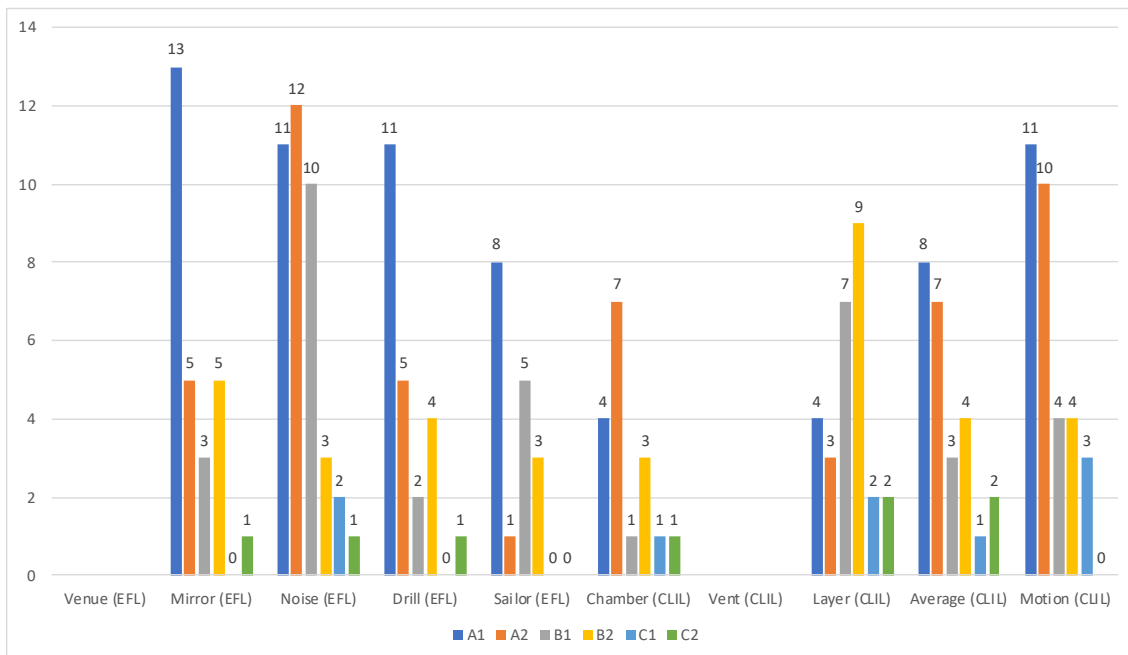


Figure 49. Distribution of lexical/semantic relations per prompt, CEFR level and type of instruction

Figure 50 shows the results for the prompt IRON. This figure shows that most lexical/semantic relations were found in the word responses retrieved from CLIL, and these words were mainly located at A1 and A2 levels, followed by B1 and B2. One word from the CLIL responses fell into the highest level (C2).

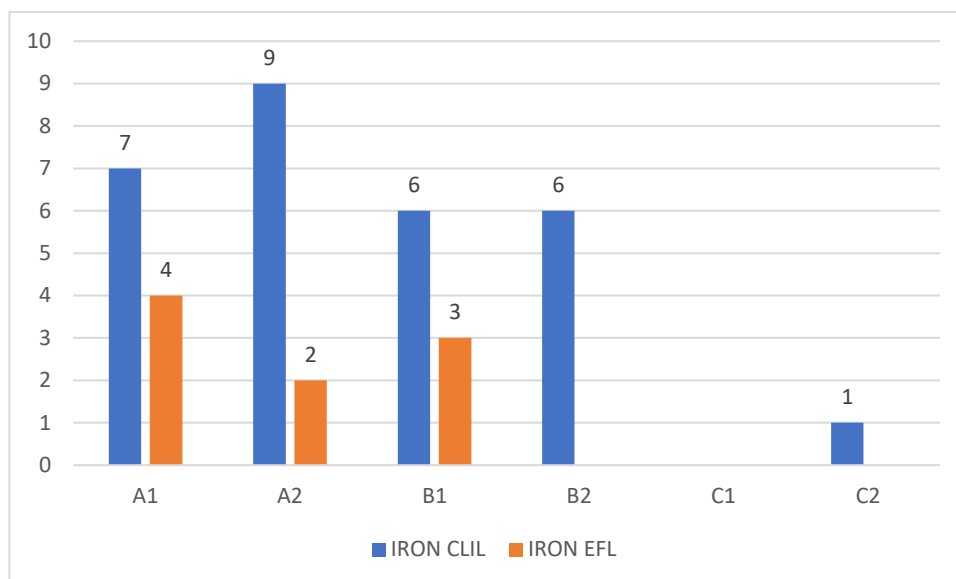


Figure 50. Distribution of lexical/semantic relations for IRON, per CEFR level and type of instruction

6.3.2.3. Grammatical categories

Concerning the grammatical categories that were provided by the word responses of the participants, we also considered the results from the sixth item. Figure 51 shows that both types of instruction are similar in the distribution of grammatical categories: nouns are largely the most retrieved categories, followed by verbs and adjectives. One of the reasons for this result could be that the 11 prompts of the VKS test were nouns. Table 32 presents the results of this classification per prompt. The only category in which the EFL instruction present higher results than CLIL are verbs.

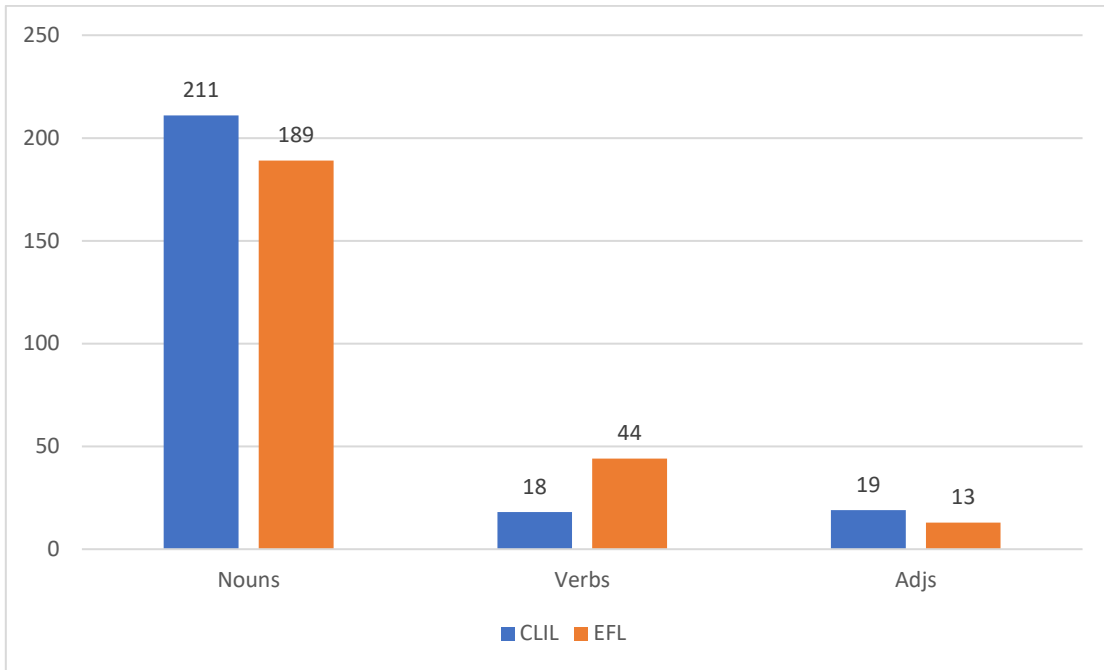


Figure 51. Informants' retrieval of word categories per type of instruction

Table 32. Informants' retrieval of word categories per prompt

	NOUNS	VERBS	ADJECTIVES	TOTAL
VENUE	0	0	0	0
MIRROR	37	22	1	60
NOISE	39	10	9	58
DRILL	51	2	0	53
SAILOR	52	8	0	60
IRON EFL	10	2	3	15
CHAMBER	26	3	4	33
VENT	0	0	0	0
LAYER	47	3	4	54
MOTION	43	9	4	56
AVERAGE	55	1	1	57
IRON CLIL	40	2	6	48
TOTAL CLIL	211	18	19	248
TOTAL EFL	189	44	13	246

As Figure 52 displays, in the distribution of the words (tokens) provided for the prompt IRON, 48 of the related words had to do with CLIL and only 15 with EFL. Following the tendency of the previous results on this issue, most of the given words were nouns, the remaining words fell under the categories of verbs and adjectives. No verbs were produced related to EFL.

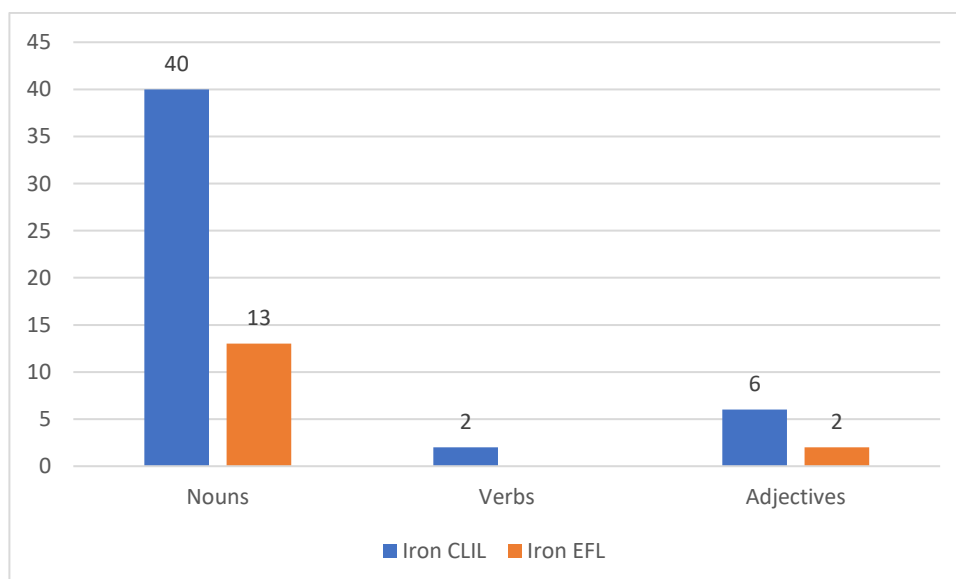


Figure 52. Distribution of word categories provided in the prompt IRON per type of instruction.

6.3.2.4. Available vocabulary: word occurrences and retrieval order

In this section, we focus on the most available words in the informants' responses. We were interested in knowing the impact that the type of instruction could have on the informants' recalling abilities. We considered here the sixth item of the VKS test, as we did in the previous sections. Although we omitted mistaken words in the results of the previous sections, we include them here as they provide useful evidence of vocabulary production as regards the first responses. Table 33 shows the order in which informants provided these words in item six. Degree of coincidence in the first or second responses does not seem to depend on the type of instruction. Between 25% and 50% of the informants coincide on the first response both in CLIL and EFL prompts such as AVERAGE (CLIL), DRILL (EFL), SAILOR (EFL), IRON (CLIL), or LAYER (CLIL).

Table 33. Informants' retrieval order and word occurrences per prompt

PROMPT	1 ST RELATED WORD	2 ND RELATED WORD	3 RD RELATED WORD
DRILL (EFL)	hole (10)	hole (5) wall (5)	wall (4)
MIRROR (EFL)	bathroom (7)	break (2), crystal (2)	break (3)
NOISE (EFL)	sound (5)	car (2)	street (2)
SAILOR (EFL)	sea (9)	boat (12)	fish (3), sea (3)
VENUE (EFL)	-	-	-
AVERAGE (CLIL)	speed (13)	car (3), km (3), note (3)	km (3)
CHAMBER (CLIL)	music (4)	house (2), room (2)	compose (2)
LAYER (CLIL)	earth (7)	mantle (4)	core (3)
MOTION (CLIL)	movement (6)	displacement (2), engine, (2), physics (2)	distance (1), force (1), joint (1), machine (1)
VENT (CLIL)	-	-	-
IRON (CLIL)	metal (8)	metal (4)	contain (1), heavy (1), material (1)
IRON (EFL)	clothes (3)	Fridge (1), wear (1)	mother (1), heat (1)

As shown in Table 33, different processes seem to occur in word retrieval. There are prompts, those with more coincidences in the responses, which trigger relationships beyond form or meaning, or relationships of collocation, e.g., DRILL: “hole”, “wall”; AVERAGE: “speed”. In others, such as the prompt LAYER, the retrieved words coincide with the vocabulary that appears in the immediate context of the word in the teaching material (“Earth”, “mantle”, “core”), something that also happens in the case of MIRROR and the collocation with the verb “brake” or IRON in the CLIL context and the word metal. Although this phenomenon of retrieving words that appear in the immediate context is common to both types of instruction, there seems to be a tendency of a higher retrieval and mental association of patterns of collocations in the CLIL context.

On the other hand, our informants did not know the meaning of the word VENT (CLIL) and it seems that they confused the term with other English or Spanish words with similar

spellings. As noted earlier, in the case of VENT (CLIL) we tend to think that they mistook this word for “vet”, because they provided “vet” and “dog” in the two first positions. We also think that they might be confused by the Spanish word for sucker or suction pad (“*ventosa*”) because one informant provided the words “tentacles” and “stick” as first related words.

6.3.2.5. Sentence retrieval

Finally, we present the results about the sentences that informants provided to the fifth item of the adapted VKS test (i.e., “*Puedo utilizar esta palabra en una frase*”).

Tables 34 and 35 show the results for sentence retrieval in both types of instruction. A greater number of sentences were produced for the EFL prompts than for the CLIL ones (89 vs. 64) but results are quite similar in both cases. In both, the number of content words per sentence in EFL is higher than the number of function words. Both are slightly higher than those in CLIL. The EFL sentences, as displayed in Table 34, are longer on average than the CLIL ones (9.41 words vs. 8.42 words per sentence). In this finding, VENUE or VENT are not included as no responses were provided in either of them.

Table 34. EFL-related sentences per prompt: number and mean length.

	Content words (Mean)	Function words (Mean)	Total words	Number of sentences
DRILL	6.08	4.25	10.33	20
VENUE	-	-	-	-
NOISE	6.08	3.60	9.68	25
SAILOR	4.70	3.85	8.55	20
MIRROR	5.08	4	9.08	24
Mean	5.48	3.92	9.41	Total: 89

Table 35. CLIL-related sentences per prompt: number and mean length

	Content words (Mean)	Function words (Mean)	Total words	Number of sentences
VENT	-	-	-	-
CHAMBER	5.53	3.07	8.61	13
LAYER	5.30	3.15	8.45	20
AVERAGE	4.57	3.68	8.26	19
MOTION	4.82	3.52	8.35	12
Mean	5,05	3,35	8.42	Total: 64

Table 36 displays the differences between the sentences retrieved in CLIL and EFL regarding the prompt IRON. There is a great difference between the number of sentences the informants produce for each type of instruction (CLIL: 20 vs EFL: 5). The difference is smaller on the mean number of words, which is slightly higher for CLIL. CLIL is slightly superior in content words and the opposite takes place regarding function words.

Table 36. IRON-derived sentences: number and mean length types of words and mean length

	Content words (Mean)	Function words (Mean)	Total	Number of sentences
IRON CLIL	5.30	2.95	8.47	20
IRON EFL	5	3.20	8.20	5
Mean	5.15	3.07	8.33	Total: 25

Mainly simple sentences that describe personal experiences are produced in both types of instruction (e.g., EFL S03: “The sailor sails the boat near the beach”, EFL S06: “I broke my mother's favorite mirror yesterday”, CLIL S19: “I have a chamber on the holiday's house”), yet some differences were also found. In EFL, we found some compound and complex sentences expressing expansion (e.g., S07: “The class was crowded and it was very noise”, S07 “My dad is a sailor and fishes everyday”, S03: “I looked at the mirror and saw a big spot in my nose”), and purpose or cause (e.g., S10: “My father bought a drill because he wants to hold a picture”, S13: “There is a lot of noise in my city because there are a lot of cars in the road”). Simple clauses are generally produced in the CLIL prompts to define concepts (e.g., S07: “Iron is a very heavy material”), to express description of hierarchical phenomena (e.g., S18: “The Earth has three layers”, S09: “Atmosphere is one of the layers of the Earth”, S02 and S04: “The three layers of the Earth are the crust, the mantle and the core”) or in $x = y$ relational processes (e.g., S15: “The average speed of the runner is 10km/h”, S04: “The average of my history exams is a nine”). These are typical patterns found in the CLIL materials. Further examples of similar sentence structures for each prompt are provided in Table 37.

Table 37. Typical sentence patterns

TOTAL	N OF SIMILAR SENTENCES	TYPICAL SENTENCE PATTERNS
AVERAGE (CLIL)	13	"The AVERAGE speed of a car is 90 km/h"
SAILOR (EFL)	6	"The SAILOR sail (<i>sic</i>) his boat"
IRON (CLIL)	6	"The object is made of IRON"
DRILL (EFL)	4	"I use a DRILL to make holes in the wall"
LAYER (CLIL)	4	"The Earth has three LAYERS"
NOISE (EFL)	4	"There is a lot of NOISE in the street"
MOTION (CLIL)	3	"The MOTION of the object is very fast"
IRON (EFL)	2	"I have an IRON for the clothes"
VENT (CLIL)	-	N/A
CHAMBER (CLIL)	-	N/A
VENUE (EFL)	-	N/A
MIRROR (EFL)	-	N/A

Table 38 displays the sentences produced for the EFL and CLIL prompts that elicited the highest number of responses in item five. Sentences are displayed in the way that informants produced them. Grammatical mistakes are kept. We identify some clear collocations in these results. For instance, although the prompt MIRROR does not trigger a clear pattern, it often collocates with the verb "break". AVERAGE also retrieves collocations (e.g., "average speed/temperature"). It is interesting to note that this prompt was the most productive in sentence retrieval. We should remember that it had a high number of occurrences in CLIL at the time of data gathering but it had also appeared several times the previous year both in CLIL and EFL. The collocation "average speed" had mostly appeared in the CLIL materials, while "average temperature" had been introduced via EFL the previous year. Maybe because the CLIL collocation had been more recently taught at the data collection time, the informants retrieved it more often than the EFL collocation.

Table 38. Sentences retrieved in the most productive CLIL and EFL prompts in item five

INFORMANT	LAYER (CLIL)	AVERAGE (CLIL)	NOISE (EFL)	MIRROR (EFL)
S01	--	-	This machine do a lot of noise	She break the mirror
S02	The three layers of the Earth are the crust, the mantle and the core	The average speed is 20 km/h	You do much noise when you eat	I can see you in the mirror
S03	The Earth is divided in three layers: crust, mantle and core	The average speed of a cheetah is 120 km/h	There is a lot of noise in this room I can't concentrate	I looked at the mirror and saw a big spot in my nose
S04	The three layers of the Earth are the crust, the mantle and the core	The average of my History exams is a nine	I have moved to another house because of the noise of the cars in the street	When I saw me in the mirror I got worried about my eyes
S05	The layer put me a new sink in the WC	The average speed of the car was 100 km/h	The rock music make a lot of noise	Break a mirror give you bad luck
S06	There is a hole in the ozone layer	The average temperature in Calahorra is 20°C	The vacun cleaner makes a lot of noise	I broke my mother's favorite mirror yesterday
S07	We learnt the different Earth's layers in science	The average speed of this car is 90 km/h	The class was crowded and it was very noise	She bought a mirror for the bathroom
S08	There are differents layers in the Earth	The average speed of a car is 90 km/h	There are a lot of noise in the street	You can see yourself in a mirror
S09	Atmosphere is one of the layers of the Earth	The average speed of our car was 100 km/h	Grasshoppers do noise	When I look at the mirror I see my face in it
S10	The upper layer of the mantle is very hot	The average speed of my car is 100 km/h	During easter lot of people play the drum in the streets	I took a picture in the mirror
S11	The Earth is composed by different layers	There is a formula for calculate the average speed	I hate the noise of the cars in the street	you can see you in the mirror of the bathroom, you look pretty
S12	There are 3 layers in the earth: crust, mantle and the core	-	There is much noise turn off the radio	the mirror break down when my friend watch it
S13	The Earth has three layers	The average speed of a car is 100 km/h	There is a lot of noise in my city because there are a lot of cars in the road	The mirror was broke
S14	The layer of the Earth is composed in three parts	The average of the car is 30 km/h	The people that are in the street do very much noise	the mirror of my house is break in many pieces
S15	Kate is studying to be a layer at the Oxford University	The average speed of the runner is 10 km/h	Near Álvaro's house there is a lot of noise because of the concert	I want to buy a mirror to put in my bedroom
S16	Stratosphere is one of the layer of the Earth	-	Yesterday I was in my house, and I hear a drill noise	can you pass me the mirror? I need it to see me
S17	The Earth is make of many layers	The average speed of this car is 120 km/h	When I was sleeping I listened a noise	Maria broke a mirror yesterday
S18	The Earth has layers	-	The noise is bad to study	I can see me in a mirror
S19	The Earth have four layers	-	The hairdryer produce a lot of noise	-
S20	I just want to sleep hours in my layer	The average temperature in my city is 24°C	In the street the're a lot of noise, it's so disgusting	john is looking at the mirror
S21	The Earth is divided into different layers	What is your average note in natural science?	There is a lot of noise outdoor, I think something bad is happening	when i have a shower then i like dancing in the mirror
S22	The crust is a layer of the Earth	The average speed is 7.5	I don't like the noise of the hammer	i break the mirror with the rock
S23	The layer decides that the boy has to go to prision	-	There isn't a lot of noise in the library	wait, i'm going to go to look me at the mirror to check that my hair is ok
S24	In Natural Science, we learnt the Earth layers	Her average speed was 100 km/h	Can you stop doing that horrible noise, please?	i have broke a mirror, would i have bad luck?
S25	The Earth is divided in three layers	The average speed of this car on the road is 90 km/h	I don't like rock, is too noisy	I like to look at me in the mirror

6.4. Discussion

Following, we will discuss the results for the research questions in this second study, which aimed at looking at the effect of EFL and CLIL on various aspects of vocabulary knowledge.

Research question 3 aimed at identifying any quantitative differences in the informants' vocabulary outcomes to the VKS test for each type of instruction. In general, the findings of our study provide some relevant insights regarding this question. Schmitt (2014, p. 941) questions if vocabulary size and depth function as separate constructs, and he considers that in the light of research, "whatever conceptualization or measure [of vocabulary depth] is used, it will only ever tap into limited facets of the overall quality of understanding of a lexical item", and in the awareness of the difficulties that emerge in this distinction, research question 3 focuses on vocabulary breadth. With reference to breadth of vocabulary knowledge for each prompt, a slight superiority is found in EFL compared to CLIL scores, yet this difference was not significant. An overall high level of word knowledge was identified in the learners' responses to most prompts in both types of instruction. Only in two prompts, our informants obtained low levels: VENT (CLIL) and VENUE (EFL).

The learners generally knew the meaning of most prompts, rather than just being familiar with them or knowing their synonyms or translations. They could use the word appropriately in a grammatically correct sentence that conveys meaning. In this regard, it could be inferred that, beyond having a negative impact on the results, a dual focused approach such as CLIL, which is more centred on meaning rather than on form, has the same positive impact as EFL on informants' vocabulary. Our results are in line with those in Tragant et al. (2015), who concluded that students had been exposed to a greater number of words and more abstract and technical vocabulary in the CLIL materials, but that they had made significant progress in vocabulary learning in both contexts. Admiraal

et al. (2006) and Olsson and Sylvén (2017) presented similar conclusions with gains for both groups although results were non-significant.

The breadth of vocabulary knowledge may be related to the number of occurrences of the prompt in the instructional materials that the informants were exposed to. There is evidence that a high number of word repetition is needed for word learning and that the CEFR level or frequency level of the prompt may be related to vocabulary breadth. This interpretation is in line with Milton (2010, pp. 228-229) when they claim that vocabulary size measurements can be tied to the levels of the CEFR. Besides, the author also found that the higher the hierarchy of the CEFR learners' progress, the more words they are likely to require, and the greater vocabulary size will be. This is the case of VENT (CLIL) and VENUE (EFL), for example. Merikivi and Pietilä (2014) presented significant differences in favour of CLIL learners in secondary education contexts in productive and receptive vocabulary for 2k, 3k, 5k, 10k, and the academic wordlist, and these differences were attributed to the type of instruction, thus better results could have been expected for VENT. However, it must be taken into account that the low frequency of these prompts also decreases the probabilities of exposure to these words beyond the instructional material, which was very limited, and our results seem to suggest that both the frequency and the occurrences of the word have an impact on learning. It can also be explained in accordance with Schmitt (2014, p. 941), who stated that for higher frequency words, and for learners that obtain smaller vocabulary sizes, there is often little difference between size and a variety of depth measures. Schmitt (2014, p. 941) also specifies that for lower frequency words and larger vocabulary sizes, there is often a gap between size and depth, because depth measures are normally behind the measures of size.

Delving deeper into the results of the VKS, the analysis of the prompt IRON provided more accurate evidence on the type of instruction, since the number of occurrences and

the use of visuals was quite similar in the EFL textbooks and CLIL teaching materials. Significant differences are found in the VKS scores in favour of CLIL as most participants proved to recall the word in its CLIL meaning. Whether this finding is a case of the type of instruction, that is, CLIL is benefitting vocabulary learning, or if it is a case of availability regardless of the instructional type (i.e., how available one meaning or a set of them is for a given prompt due to factors independent of the type of instruction, such as the frequent use of a sense of the word over others in the learner's sociocultural context), it cannot be explained via this study. It must not be forgotten that these tentative results belong to the analysis of a single word and the responses retrieved by 25 informants, so further studies based on this type of research design (same words in both types of instruction) are needed.

Regarding research question 4, we explored word relations (word-family forms, semantic relations, collocations and relations beyond form and meaning), CEFR levels, grammatical categories, available vocabulary (word occurrences and retrieval order), and production of sentences.

As regards semantic relations, based on our literature review, Agustín Llach and Jiménez Catalán (2007) in a study about lexical reiteration in EFL and CLIL found more word repetitions and meronyms in EFL than in CLIL, however our findings reveal that the CLIL prompts elicited more lexical/semantic relations than the EFL prompts and elicited a higher number and, more importantly, more varied semantic relationships. Yet, since their study addresses primary education and ours, addresses secondary education, the difference in the results may be attributed to this fact. EFL clearly exceeds CLIL on relationships beyond form and meaning. Both types of instruction obtain quite similar results in word-family relationships, with slight differences in favour of EFL. This could be explained in the light of the results given by Schmitt and Zimmerman (2002), who, in their research of the knowledge of derivative word forms, found that the graduate and

under-graduate informants usually had partial knowledge of the derivatives forms in the EFL context. That would mean that students are not confident with the knowledge of derivative forms and rely on other words that they do know.

The CLIL retrieval was characterized by semantic relationships of synonymy, hypernymy, hyponymy, holonymy, and meronymy. EFL semantic relationships included hypernymy, antonymy, meronymy, troponymy. The higher diversity of lexical relations for the CLIL prompts may suggest that learners are able to recall and reproduce the organization of the scientific experience. With caution we might relate this finding to the exposure received by the informants through the CLIL materials. As we saw in Study 1 CLIL texts contain a higher density of semantic relationships than EFL textbooks. Evidence in this regard was found in García-Bermejo (2015). Likewise, among other factors, the visual resources and types of activities used in the CLIL materials might have had some positive effect on the reproduction of these relations in the VKS. We should remember that in study 1, the visual modes in CLIL were more frequently used as scaffolding devices than in EFL. They also conveyed a wider variation of semantic relationships than in EFL, where synonymy was the typical function addressed by visuals. Despite the visuals in CLIL were content-oriented, rather than language focused, they worked on expanding the meaning of concepts by allowing the students work with semantic relationships. In any case, the findings in the second study imply depth of knowledge of these relationships of scientific concepts in the L2. In the case of low frequency words, such as VENT (CLIL) and VENUE (EFL), which obtained very poor results, learners' shallow knowledge of them requires some adjustments in teaching that could range from increase of occurrences to provision of some form of scaffolding to expand its associations.

The similarity of words retrieved by the students in response to prompts like SAILOR, AVERAGE, or LAYER, suggest that they were learned from the textbook and not from

other sources, because the mental schemata that the informants have of these words seem to be similar to those that are presented to them in the textbooks (Walqui, 2006). Thus, it is through the textbook that they start to create a foundation of meaning and what words could be connected to their newly learned vocabulary. This goes in line with Llinares and Whittaker (2007), whose study was focused on spoken and written production in secondary education within a CLIL context in which schools have a limited experience. The main aim of the study was the identification of the specific linguistic needs of EFL learners in the area of social sciences, and it was found a similarity between the students' performance in a composition and the textbook, and it means that learners acquire some features of the specific CLIL subject lesson register, even with in the first years of CLIL.

Moreover, there seems to exist a correlation between the type of semantic relations of the associated elicited words and the overall results in the VKS. This may be explained because the production of related words requires a higher depth of knowledge. Lexical networks need to be established over time as Meara (1996) noted decades ago, and, as research indicates, the depth of knowledge indicates a greater degree of proficiency. For instance, Nassaji (2006) found that those learners who had a stronger depth of vocabulary knowledge used certain strategies more frequently than those who had weaker depth of vocabulary knowledge, and that depth of vocabulary knowledge made a significant contribution to the use of inferential strategies. In a study with university students, Moinzadeh and Moslehpour (2012) found that the test scores on vocabulary breadth, vocabulary depth and reading comprehension were positively correlated and that vocabulary breadth was a stronger predictor of reading comprehension than depth of vocabulary knowledge. Similarly, Dabbagh and Janebi (2017) concluded that vocabulary depth correlated to overall assessment of descriptive writing.

Lexical items are not isolated constructs that should be learnt individually and can work independently, instead they are likely to be grouped in semantic networks (Meara, 1996), but these seem to be undervalued and they also represent a significant means of acquiring new words necessary for a broader conceptual repertoire in mental dictionary (Altay, 2017, p. 51).

Concerning the CEFR levels of the words retrieved in the VKS, the analysis of the results of the test suggests that the words elicited by CLIL prompts belong to higher CEFR levels than those elicited by EFL prompts. These findings suggest the positive effect of CLIL materials regarding learners' word production of less frequent and more specific words, as those typical of science. Therefore, CLIL instruction does not seem to hinder the learning of difficult, specific, low frequency words and their complex networks of semantic relationships. This finding partially corroborates the ones obtained by Moreno Espinosa (2009), who investigated productive vocabulary and word associations in CLILs and non-CLILs and found that CLILs provided more types and tokens but the non-CLILs obtained higher figures in paradigmatic responses and more words located in the first two bands of the most frequent words. The author did not find differences in the type of relationships observed in the word responses provided by CLILs and non-CLILs. Again, the differences in favour of CLILs observed in the present study might be due to different age and grade. In the case of the study conducted by Moreno Espinosa, the informants were sixth grade EFL learners, whereas in the present study, the informants were at the 10th grade.

With respect to the grammatical categories of the word response in the VKS, nouns were identified as the most common word class that were associated with all the prompts. These findings go in line with studies of lexical availability where the predominant word class in word responses was that of nouns (e.g., Fernández Orío & Jiménez Catalán, 2015; Jiménez Catalán & Dewaele, 2017).

Concerning to available vocabulary (first word responses), no effect of the type of instruction was identified here. The results showed that for both EFL and CLIL prompts there was an overall coincidence in the words retrieved by informants regardless of whether the prompt word was learnt through CLIL or EFL instruction. This finding suggest that rather than being different processes in the retrieval and processing the words learnt by different instruction, word retrieval and processing is susceptible to the effect of the prompt and the semantic category represented by the prompt as pointed by the examples of the relationships found in our data: e.g. (e.g., AVERAGE (CLIL): “speed”; MIRROR (EFL): “break”; DRILL (EFL): “hole”, “wall”; LAYER (CLIL): “Earth”, “mantle”, “core”. Here, it seems that students immediately conjured up an image of the Earth when they saw the word LAYER, and after thinking about the Earth, they connected this concept to the smaller categories that make up the Earth, which are core, mantle, and crust, the inner layers of the Earth. Along with the number of the occurrences of the word (12), the importance of visual scaffolding might prove to be relevant in this respect. In the case of LAYER, for instance, learners were asked to make a drawing of the Earth and its layers. Hence, they took active part in the learning of both the concept and the word.

With respect to sentence retrieval, the analysis of all the prompts except for IRON showed that the EFL prompts elicited more sentences than the CLIL prompts, and they were slightly longer. IRON retrieved more sentences in CLIL prompts, but there were no differences in terms of length. In general, the learners retrieved more varied patterns of sentences, including simple, compound and complex sentences in response to EFL prompts. The word responses to CLIL prompts exhibited less variation in this regard and mainly elicited simple sentences which described classifications and other relational processes. This difference on the sentence patterns may obey essentially to the types of discourse found in the EFL and CLIL subjects. While scientific language is typically

based on the description of hierarchical knowledge structures of natural phenomena, the description of the topics addressed in the EFL subject requires a less restricted set of linguistic structures. In their vocabulary output, the learners seemed to be reproducing the particularities of each subject's register, which might have been reinforced by means of the kind of activities found in the instructional materials. In the EFL textbook, sentence practice activities, which include the production of compound sentences, were very common. In CLIL, on the other hand, although some receptive activities consisted of texts which included complex structures that described classifications and processes of science, production activities in the analyzed materials mainly required the retrieval of simple sentences.

Regardless of the knowledge about language, the production of sentences also requires knowledge of the content, that what we talk and write about. In that sense, we may think that the learners can say more things about the topics with which they have a personal experience, and this coincides largely with the topics in EFL rather than those in science. Furthermore, they tend to incorporate more content words in EFL because they usually have other sources to reach that general vocabulary in addition to the textbook, for instance, movies, series, video games, or fictional books. The vocabulary they produced in response to in the CLIL prompts is more similar to the vocabulary they have learned via the CLIL material, which points to this material as the main source of exposure to the scientific register.

In general, regarding the effect of the images on vocabulary learning, the findings in this study suggest that the use of visuals found in the instructional materials in study 1 per se does not guarantee vocabulary learning unless it is supplemented by word occurrences, mainly, and by meaningful activities. This is particularly relevant in the case of low frequency words, for which an adequate treatment via the teaching material and the instruction of the subject is crucial. On this issue, for example, while LAYER, a 3k

CLIL word with a high number of linguistic occurrences but few visual occurrences, elicits high VKS scores, VENT, a 5k CLIL word with both few linguistic and visual occurrences in the visual, obtains low VKS scores.

However, even if the number of occurrences seem to be more effective for vocabulary depth than the use of images, we also noticed that the use of certain visuals elicits satisfactory results for depth of vocabulary learning. These are visuals (mainly graphic organizers) which are fully integrated in activities and serve to practice the concepts in the text, for instance, through semantic relationships beyond synonymy. By visualizing the connections between the concepts of the field (science), they seem to stimulate the development of deeper semantic relationships and, consequently, they contribute to increase the depth of vocabulary knowledge. This type of visuals forms a semiotic unit with the linguistic mode and their removal would result in loss of meaning. In line with Bezemer and Kress (2008), this is particularly perceived in CLIL, where the analysis of materials in our first study were these types of visuals was present but not found in EFL.

CHAPTER 7. CONCLUSIONS

Grounded in a conceptualization of bilingual and multilingual education as a flexible process that hosts a variety of experiences and contexts, the present work has aimed at exploring the effect of the instructional approach (EFL vs. CLIL) on L2 vocabulary learning in secondary education. Two studies have addressed this research. The first study has focused on an analysis of instructional materials in an EFL subject and a CLIL science subject. Quantitative and qualitative research has been conducted in the identification of types, tokens, keywords and presence and interaction of visual and linguistic modes in the instructional materials. The second study has investigated aspects of depth of vocabulary knowledge in a single group of Spanish students in secondary education exposed to English via the EFL subject and a CLIL science subject, whose materials were analyzed in the first study. The selection of one group of students was made in order to avoid possible cross-group comparability issues, such as extra exposure to the foreign language via CLIL instruction. The evidence gathered from the first study along with the information obtained via interviews to teachers, among others, has contributed to the interpretation of some findings of the second study. Both studies were conducted in a high school of La Rioja which implemented a bilingual or CLIL programme (Bilingual Section) in secondary education.

Let us now summarize the findings of each of these studies:

The first study consisted of a linguistic and multimodal analysis of EFL and CLIL instructional materials in 1st and 2nd Compulsory Secondary Education. This study attempted to provide an answer to the following questions:

RQ1. Are there any quantitative and qualitative differences in the vocabulary input found in EFL and CLIL textbooks and teaching materials?

RQ2. Are there any quantitative and qualitative differences in the EFL and CLIL materials in terms of the use of the linguistic and visual modes as potential multimodal scaffolding resources for L2 vocabulary learning?

On the first research question, we have found that the CLIL teaching materials present a lower number of types and tokens, and a higher type-token ratio, which indicates that they are richer in lexical items and less repetitive than the EFL materials. In addition, the CLIL materials contained less frequent vocabulary, which is in accordance with the more restricted register of science compared to the general language found in the EFL textbook.

In the second research question, we applied Royce (2002) and Carney and Levin's (2002) models in the identification of functions and types of intersemiotic relationships between linguistic and visual modes (images, drawings, etc.). Concerning this analysis of multimodal elements, we found that the CLIL teaching materials contained a lower number of visuals. In the EFL textbooks, most visuals were decorative and mainly served a representational purpose standing in a synonymy relationship with the linguistic mode, that is, they repeated the meaning of the words in an appealing way. While ornamental visuals can draw learners' attention to the materials, in many cases, they can be deleted and the meaning of a text or an activity would not be altered. The representational visuals in listening activities were one of the few instances of essential visuals in the EFL textbooks with a clear pedagogical purpose. On the other hand, the CLIL visuals expanded the knowledge of the subject by conveying a wider array of semantic relationships typical of the scientific register. They formed a semiotic unit along with the linguistic mode, where these modes supported each other. In so doing, visuals in CLIL made a more significant use of multimodality as a scaffolding technique than in EFL materials. These findings based on the analysis of materials in both types of instruction

would contribute to the interpretation of some results in the second study about learners' performance regarding vocabulary learning under each type of instruction.

The second study sought to ascertain the depth of L2 vocabulary knowledge of a group of high school students by the completion of a modified version of the VKS (Wesche & Paribakht, 1996). We measured their vocabulary depth through two set of words (words learned through EFL and words learned through CLIL) in addition to a word learned through both types of instruction. These were the research questions addressed in this study:

RQ3. Are there any quantitative differences in the informants' vocabulary outcomes to the VKS for each type of instruction in terms of scores to this test?

RQ4. Are there any qualitative differences in the informants' outcomes to the VKS for each type of instruction in terms of word relations, CEFR levels, grammatical categories, first word responses and type of sentences produced?

Generally speaking, the level of familiarity with the meaning and recognition of a word was the same whether it had been learned from EFL or CLIL instruction. This suggests that both types of instruction are effective in teaching lexical meaning in a foreign language. Findings showed that EFL prompts led to larger sentences, a higher number of sentences, and more compound sentences compared to the CLIL prompts. In addition, the lexical items learned in a CLIL context provided a wider range of word categories and a larger variety of word relations (e.g., hyponyms, meronyms, synonyms, and holonyms). The knowledge that the informants had about the words shows that the comprehension of a word learned from the CLIL context was not merely a single level definition. In fact, the wider variety of word relations retrieved might indicate that the learners recalled and learned the semantic relationships typical of the science register, as portrayed in linguistic and visual modes in the CLIL materials.

Some of the practical implications that arise from these studies are defined in the following lines. These types of instruction differ in the registers, in the difficulties imposed by them, and in the strategies that they use to convey meaning. While in EFL the learner has to learn more general language, and more frequent words than in CLIL, and while the focus in EFL is placed on the linguistic forms themselves via FonF activities, in CLIL the attention is primarily drawn to the content. Despite these differences, our findings have revealed that both CLIL and EFL are effective types of instruction as far as vocabulary learning is concerned, and even a content-oriented approach, such as CLIL, can overcome the logical difficulties imposed by the register by making use of content-oriented activities that include meaningful visuals.

From an educational perspective, teachers need to be aware of the importance of teaching and educational materials in aspects such as depth of vocabulary knowledge. Given the importance of this idea, there are some possible implications for teacher training. Teachers need to be aware of the importance of adequate vocabulary teaching techniques both in CLIL and in EFL. They must be trained in materials selection and vocabulary teaching techniques. This training should be based on adequate planning of teaching by incorporating successful strategies for vocabulary learning identified in EFL and CLIL, such as increase of word occurrences or design of content-oriented activities where words are adequately integrated via visual and linguistic modes. In the EFL context teachers need to ascertain the importance of visuals, other than simply ornamental, found in instructional materials and the functions that they may perform, as they can have an impact on learning results. EFL materials might look at CLIL, where images are essential, as an example of the variety of uses that emerge from the combination of the visual mode with the linguistic one. In the EFL setting, depth and breadth of vocabulary can be fostered with genuine topic-based units that include a combination of communicative or topic-oriented activities, more typical of a CLIL context,

with FonF activities representative of the EFL type of instruction. In CLIL instruction the topic that serves the purpose of a more meaningful contextualization of vocabulary already exists, and therefore, it would be needed a maximization of FonF activities for which FonF visuals would facilitate or scaffold content and language learning. Finally, as far as the teaching material analysis is concerned and based on the data retrieved from the studies, commercial textbooks might benefit from these conclusions too. As it was proposed for teachers, publishing houses could support vocabulary teaching by including more meaningful and less ornamental visuals and a wider variety of activities that focus on more relevant aspects for the learning of a foreign language.

The current dissertation has tried to provide evidence on the impact of the type of instruction on L2 learning, more specifically regarding EFL vocabulary learning. Finally, we will point out some limitations of the present studies. For instance, it is necessary to develop a research methodology where the actual impact of the difference in type of instruction, CLIL or EFL, could be quantitatively measured, while eliminating any possible interacting variables. A possible experimental design that could address all these concerns should use a larger sample size, both in informants and in the prompts used in the VKS or other similar tests, wherein all the prompts that would be measured are new words that the students have not encountered before in other sources. Further research should incorporate a larger number of prompts shared in EFL and CLIL, as it has been the case of IRON in our research. The teacher factor and teacher-students interactions should be controlled too, so that only the impact of the materials could be measured, this could be addressed by using the same teacher or controlling for potential confounding variables such as the teaching experience, language proficiency and teaching strategies and approach.

Future research could focus on more controlled experiments on word relations to come up with a better explanation on how L2 lexical and semantic networks are built under

different instructional types, methods, and techniques. Evidence on this aspect would be beneficial in coming up with more teaching and learning strategies in the future.

Additionally, the scope of this study focuses on written material only. We have not considered other aspects with a potential effect on the results, such as the teacher-student interaction during classes, the specific use of the teaching material, the differences in the teaching strategies, teachers' styles or knowledge of the foreign language, or the use of scaffolding strategies for the instruction of less frequent or more complex lexical items.

As a final remark and conclusion, the most important idea that can be derived from this dissertation is that it is not exclusively the type of instruction *per se* what defines the outcomes of the learners. It is indeed everything that happens within the type of instruction, where the materials and the methods must be included, what exerts an effect on the words that are learned. Awareness of this situation could help in the detection of future issues in vocabulary learning in EFL and CLIL contexts, as well as it could help in the implementation of the most adequate strategies in each case.

CHAPTER 8. CONCLUSIONES

Basada en una conceptualización de la educación bilingüe y multilingüe como un proceso flexible que alberga una amplia variedad de experiencias y contextos, esta investigación ha tenido como objetivo explorar el efecto del tipo de instrucción (inglés como lengua extranjera/*EFL* vs. *AICLE/CLIL*) en el aprendizaje de vocabulario L2 en la educación secundaria. Se ha abordado esta investigación mediante dos estudios. El primer estudio se centró en un análisis de materiales de enseñanza en una asignatura de inglés como lengua extranjera y una asignatura de ciencias *AICLE* (Ciencias Naturales). Se han llevado a cabo investigaciones cuantitativas y cualitativas en la identificación de tipos, tokens, palabras clave, así como en la presencia e interacción de modos visuales y lingüísticos en los materiales didácticos. El segundo estudio investiga aspectos de la profundidad del conocimiento del vocabulario en un único grupo intacto de estudiantes españoles de 2º ESO que aprendían inglés a través de ambos tipos de instrucción referidos anteriormente, cuyos materiales fueron analizados en el primer estudio. El diseño del estudio se centró en un solo grupo de estudiantes para evitar posibles problemas de comparabilidad entre grupos, como la exposición adicional al idioma extranjero a través de la instrucción *AICLE*. Las evidencias recopiladas en el primer estudio junto con la información obtenida a través de entrevistas a docentes, entre otros, ha contribuido a la interpretación de algunos de los resultados del segundo estudio. Ambos estudios se realizaron en un colegio de La Rioja que llevaba a cabo un programa bilingüe o *AICLE* (Sección Bilingüe) en educación secundaria.

Veamos ahora un breve resumen de los resultados de cada uno de estos estudios:

El primer estudio consistió en un análisis lingüístico y multimodal de los materiales didácticos de *EFL* y *AICLE* en 1º y 2º de Educación Secundaria Obligatoria. Este estudio intentó dar respuesta a las siguientes preguntas:

Pregunta 1. ¿Existen diferencias cuantitativas y cualitativas en el input de vocabulario que se encuentra en los libros de texto y materiales didácticos de EFL y AICLE?

Pregunta 2. ¿Existen diferencias cuantitativas y cualitativas en los materiales EFL y AICLE en términos del uso de los modos lingüístico y visual como posibles recursos de andamiaje multimodal para el aprendizaje de vocabulario L2?

Sobre la primera pregunta de investigación, hemos encontrado que los materiales didácticos AICLE presentan un menor número de tipos y tokens, y una mayor relación tipo-token, lo que indica que son más ricos en ítems léxicos y menos repetitivos que los materiales de EFL. Además, los materiales AICLE contenían un vocabulario menos frecuente, en línea con el registro de ciencias, el cual es más restringido en comparación con el lenguaje general que se encuentra en el libro de texto de inglés como lengua extranjera.

En la segunda pregunta de investigación, aplicamos los modelos de Royce (2002) y Carney y Levin (2002) en la identificación de funciones y tipos de relaciones intersemióticas entre modos lingüísticos y visuales (imágenes, dibujos, etc.). Respecto a este análisis de elementos multimodales, encontramos que los materiales didácticos AICLE contenían un menor número de elementos visuales. En los libros de texto de inglés como lengua extranjera, la mayoría de los elementos visuales eran decorativos y tenían principalmente un propósito representativo al mantener una relación de sinonimia con el modo lingüístico, es decir, repetían el significado de las palabras de una manera atractiva. Si bien los elementos visuales ornamentales pueden llamar la atención de los alumnos sobre los materiales, en muchos casos, se pueden eliminar y no se modifica el significado de un texto o una actividad. Los elementos visuales representativos en las actividades de comprensión oral fueron uno de los pocos ejemplos de elementos visuales esenciales en los libros de texto de inglés como lengua extranjera con un propósito pedagógico claro. Por otro lado, las imágenes AICLE ampliaron el

conocimiento del tema al transmitir una gama más amplia de relaciones semánticas típicas del registro científico. Estos formaban una unidad semiótica compacta con el modo lingüístico, donde dichos modos se apoyaban entre sí para transmitir el significado. Por lo tanto, podemos decir que se hacía un uso más significativo de la multimodalidad como técnica de andamiaje en AICLE frente EFL. Estos resultados basados en el análisis de materiales en ambos tipos de instrucción contribuyen a la interpretación de algunos resultados derivados del segundo estudio.

El segundo estudio busca determinar la profundidad del conocimiento del vocabulario en la lengua extranjera, inglés, de un grupo de estudiantes de 2º ESO mediante la realización de una versión modificada del *Vocabulary Knowledge Scale* o VKS (Wesche y Paribakht, 1996). Medimos la profundidad de su vocabulario a través de dos conjuntos de palabras (palabras aprendidas a través de EFL y palabras aprendidas a través de CLIL) además de una palabra aprendida a través de ambos tipos de instrucción. Estas fueron las preguntas de investigación que se abordaron en este estudio:

Pregunta 3. ¿Existen diferencias cuantitativas en los resultados de vocabulario de los informantes para el VKS para cada tipo de instrucción en términos de puntuación para esta prueba?

Pregunta 4. ¿Existen diferencias cualitativas en los resultados de los informantes en el VKS para cada tipo de instrucción en términos de relaciones de palabras, niveles del Marco Común Europeo de Referencia para las Lenguas (MCER), categorías gramaticales, respuestas de la primera palabra y tipo de oraciones producidas?

En términos generales, el nivel de familiaridad con el significado y el reconocimiento de una palabra era muy similar en ambos tipos de instrucción. Esto sugiere que ambos tipos de instrucción son efectivos para enseñar el significado léxico en una lengua extranjera. Los resultados mostraron que las palabras seleccionadas en EFL condujeron a la producción de oraciones más largas, un mayor número de oraciones y más

oraciones compuestas en comparación con las palabras seleccionadas en el contexto AICLE. Además, las palabras aprendidas en un contexto AICLE proporcionaron una gama más amplia de categorías de palabras y una variedad más amplia de relaciones entre palabras. El conocimiento que los informantes tenían sobre las palabras muestra que la comprensión de una palabra aprendida en el contexto AICLE no era meramente una definición de un solo nivel. De hecho, la variedad más amplia de relaciones de palabras recuperadas podría indicar que los estudiantes recordaron y aprendieron las relaciones semánticas típicas del registro científico, las cuales se suelen expresar a través de los modos lingüísticos y visuales de los materiales AICLE.

Algunas de las implicaciones prácticas que surgen de estos estudios se definen en las siguientes líneas. Estos tipos de instrucción se diferencian en los registros, en las dificultades que imponen estos y en las estrategias que se utilizan para transmitir significados. Mientras que en inglés como lengua extranjera el alumnado tiene que aprender un lenguaje más general y palabras más frecuentes que en AICLE, y mientras que el foco se coloca en las formas lingüísticas a través de actividades de *Focus on Form (FoF)*, en AICLE la atención se centra principalmente en el contenido. A pesar de estas diferencias, nuestros resultados han revelado que tanto AICLE como EFL son tipos de instrucción efectivos en lo que respecta al aprendizaje de vocabulario, e incluso un enfoque orientado al contenido, como AICLE, puede superar las dificultades lógicas impuestas por el registro haciendo uso de actividades orientadas al contenido que incluyan elementos visuales significativos.

Desde una perspectiva educativa, los docentes deben ser conscientes de la relevancia de los materiales didácticos y educativos para aspectos como la profundidad del conocimiento del vocabulario. Dada la importancia de esta idea, existen algunas posibles implicaciones para la formación del profesorado. Los profesores deben ser conscientes de la importancia de usar técnicas adecuadas de enseñanza de vocabulario

tanto en AICLE como en EFL. Deben estar capacitados en la selección de materiales y técnicas de enseñanza de vocabulario. Esta capacitación debe basarse en una planificación adecuada de la enseñanza mediante la incorporación de estrategias adecuadas para el aprendizaje de vocabulario identificadas en ambos tipos de instrucción, como el aumento de repeticiones de palabras o el diseño de actividades orientadas al contenido, donde las palabras se integran adecuadamente a través de modos visuales y lingüísticos. En el contexto de inglés como lengua extranjera, los docentes deben determinar la importancia de los elementos visuales, más allá de los puramente decorativos, que se encuentran en los materiales de instrucción y las funciones que pueden desempeñar, ya que pueden tener un impacto en los resultados del aprendizaje. Los materiales de inglés como lengua extranjera podrían considerar el enfoque AICLE, donde las imágenes son esenciales, como un ejemplo de la variedad de usos que surgen de la combinación del modo visual con el lingüístico. En el entorno de inglés como lengua extranjera, se puede fomentar la profundidad y la amplitud del vocabulario con unidades basadas en temas que incluyan una combinación de actividades comunicativas u orientadas a temas, más típicas de un contexto AICLE, con actividades de FonF representativas del tipo de instrucción EFL. En la instrucción AICLE, el tema que sirve para contextualizar el vocabulario ya existe y, por lo tanto, sería necesaria una maximización de las actividades de FonF, para las cuales los elementos visuales requeridos en este FonF facilitarían o reforzarían el contenido y el aprendizaje de idiomas. Por último, en lo que respecta al análisis del material didáctico y basándonos en los datos de nuestros dos estudios, los libros de texto comerciales también podrían beneficiarse de estas conclusiones. Las editoriales podrían apoyar la enseñanza del vocabulario al incluir elementos visuales más significativos y menos ornamentales y una variedad más amplia de actividades que se centren en aspectos más relevantes para el aprendizaje de una lengua extranjera.

La tesis actual ha tratado de proporcionar evidencia sobre el impacto del tipo de instrucción en el aprendizaje de L2, más específicamente con respecto al aprendizaje de vocabulario EFL. Finalmente, apuntamos alguna limitación de los estudios aquí llevados a cabo. Por ejemplo, sería necesario desarrollar una metodología de investigación en la que se pueda medir cuantitativamente el impacto real de la diferencia en el tipo de instrucción, CLIL o EFL, al tiempo que se eliminan las posibles variables que interactúan. Un posible diseño experimental que pudiera abordar todas estas inquietudes debería utilizar un tamaño de muestra mayor, tanto en informantes como en el número de categorías (*prompts*) utilizadas en el test VKS o test similares. La futura investigación debería incorporar un mayor número de categorías comunes a EFL y AICLE, como ha sido el caso de IRON (hierro) en nuestra investigación. El efecto del profesorado así como las interacciones entre docente-alumnado también deben controlarse, de modo que sólo el impacto de los materiales sea medido.

La investigación futura también podría centrarse en experimentos más controlados sobre relaciones de palabras para llegar a una mejor explicación de cómo se construyen las redes léxicas y semánticas de L2 bajo diferentes tipos, métodos y técnicas de instrucción. La evidencia sobre este aspecto sería beneficiosa para desarrollar más estrategias de enseñanza y aprendizaje en el futuro.

Además, el alcance de este estudio se centra únicamente en material escrito. No hemos considerado otros aspectos con potencial efecto en los resultados, como la interacción profesor-alumno durante las clases, el uso específico del material didáctico, las diferencias en las estrategias de enseñanza, los estilos de enseñanza de los docentes o su conocimiento de la lengua extranjera, o el uso de estrategias de andamiaje para la instrucción de elementos léxicos menos frecuentes o más complejos.

Como observación y conclusión final, la idea más importante que se puede derivar de esta disertación es que no es exclusivamente el tipo de instrucción *per se* lo que define

los resultados de los alumnos. Es todo lo que ocurre dentro del tipo de instrucción, donde se deben incluir los materiales y los métodos, lo que ejerce un efecto sobre las palabras que se aprenden. El conocimiento de esta situación podría ayudar en la detección de problemas futuros en el aprendizaje de vocabulario en contextos de inglés como lengua extranjera y AICLE, así como en la implementación de las estrategias más adecuadas en cada caso.

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APPENDIX

1. Types and tokens distributed by type of instruction

Type of instruction	Types and occurrences
EFL 1	<p>the 2940, be 1192, a 1106, in 944, and 911, you 601, to 565, of 527, not 420, it 399, your 360, doaux 351, i 345, with 302, page 275, for 274, do 269, can 251, what 243, on 231, answer 212, people 210, they 206, use 204, we 200, about 197, havegot 197, he 197, or 190, my 186, at 171, sentence 168, therebe 168, which 163, beaux 157, exercise 148, this 145, question 139, word 139, write 139, below 135, complete 135, from 134, but 129, like 125, read 125, correct 109, film 109, food 108, very 107, then 106, each 104, eat 103, their 103, choose 102, some 102, workbook 98, animal 96, have 94, willaux 94, her 90, thing 90, begoingto 89, his 89, one 88, must 86, many 84, language 82, line 82, live 82, find 81, where 80, see 79, she 77, sport 77, when 76, verb 75, copy 74, listen 74, lookat 74, so 72, friend 71, two 70, any 69, country 69, time 69, partner 68, picture 68, play 68, say 68, place 66, them 66, these 66, usually 66, writing 66, form 64, that 64, famous 63, now 63, why 63, grammar 62, house 62, name 62, because 61, go 61, good 61, goto 61, new 61, type 61, help 60, visit 60, book 59, computer 59, day 59, school 59, know 57, make 55, other 55, vocabulary 55, if 54, buy 53, children 53, morethan 53, who 53, text 52, as 51, match 51, sleep 51, before 49, cannot 49, email 49, listento 49, plan 49, student 49, holiday 48, often 48, room 48, also 47, home 46, work 46, following 45, howmany 44, favourite 43, how 43, right 43, themost 43, wantto 43, advance 42, after 42, big 42, blue 42, give 42, restaurant 42, there 42, year 42, adjective 41, get 41, me 41, watch 41, wolves 41, article 40, check 40, different 40, family 40, love 40, england 39, our 39, activity 38, museum 38, should 38, water 38, all 37, london 37, only 37, part 37, partof 37, special 37, builder 36, colour 36, talkabout 36, yes 36, description 35, game 35, meal 35, sound 35, information 34, job 34, show 34, three 34, world 34, above 33, first 33, great 33, item 33, long 33, no 33, thefirst 33, wear 33, avatar 32, city 32, describe 32, paper 32, put 32, rule 32, small 32, summer 32, tall 32, again 31, body 31, notebook 31, repeat 31, sometimes 31, study 31, too 31, dialogue 30, person 30, really 30, week 30, father 29, hair 29, hour 29, popular 29, swim 29, take 29, today 29, always 28, ask 28, english 28, five 28, learn 28, number 28, old 28, parent 28, practice 28, wrong 28, age 27, beach 27, character 27, clean 27, come 27, creature 27, intheworld 27, run 27, space 27, walk 27, clothes 26, dog 26, fly 26, meet 26, affirmative 25, everyday 25, here 25, him 25, india 25, shop 25, true 25, amazing 24, bracket 24, cake 24, guide 24, interesting 24, red 24, win 24, ball 23, cat 23, extra 23, football 23, history 23, leave 23, mother 23, tree 23, become 22, begin 22, by 22, cinema 22, drink 22, meat 22, mention 22, never 22, noun 22, vampire 22, way 22, australia 21, canada 21, change 21, conversation 21, lesson 21, light 21, list 21, look 21, monday 21, music 21, real 21, saturday 21, speaking 21, story 21, strong 21, want 21, yesterday 21, zoo 21, chart 20, eye 20, findout 20, magazine 20, map 20, next 20, painting 20, presentcontinuous 20, problem 20, reading 20, remember 20, song 20, talk 20, whitehouse 20, accordingto 19, adverb 19, athome 19, atnight 19, bad 19, dangerous 19, drive 19, driver 19, every 19, homework 19, howmuch 19, idea 19, its 19, kill 19, large 19, more 19, most 19, need 19, negative 19, party 19, pizza 19, speak 19, teen 19, tell 19, travel 19, unusual 19, well 19, apple 18, dance 18, dinner 18, everyone 18, example 18, exhibition 18, fact 18, fast 18, fun 18, green 18, over 18, queen 18, send 18, short 18, unitedkingdom 18, vegetable 18, web 18, athlete 17, basketball 17, bed 17, brother 17, car 17, cheese 17, computergame 17, feet 17, finish 17, fish 17, life 17, open 17, presentsimple 17, stay 17, street 17, task 17, throw 17, town 17, writer 17, action 16, appendix 16, around 16, atthemoment 16, bedroom 16, building 16, cafe 16, call 16, climb 16, dream 16, exam 16, exciting 16, group 16, model 16, morning 16, near 16, pastsimple 16, programme 16, racingcar 16, righnow 16, shoppingcentre 16, smell 16, theunitedstatesofamerica, us 16, weekend 16, young 16, beautiful 15, between 15, birthday 15, brochure 15, build 15, cometo 15, detail 15, frightening 15, hot 15, monster 15, opinion 15, please 15, prepare 15, sloth 15, start 15, tennis 15, ticket 15, traditional 15, white 15, would 15, yearsold 15, another 14, bird 14, capitalletter 14, chicken 14, difficult 14, ending 14, event 14, false 14, floor 14, france 14, future 14, habit 14, hear 14, hi 14, human 14, judo 14, lion 14, looklike 14, lose 14, main 14, man 14, metre 14, minute 14, money 14, ocean 14, probably 14, project 14, punctuation 14, report 14, screen 14, sunday 14, television 14, televisionprogramme 14, writeabout 14, yellow 14, aroundtheworld 13, atleast 13, atschool 13, attheweekend 13, black 13, blog 13, chef 13, competition 13, dark 13, disgusting 13, even 13, four 13, guess 13, haggis 13, important 13, japan 13, lunch 13, meaning 13, mountain 13, muscle 13, quickly 13, review 13, rice 13, river 13, skill 13, stop 13, subject 13, thin 13, under 13, wait 13, wash 13, advert 12, catch 12, chocolate 12, coffee 12, cook 12, decide 12, doctor 12, hit 12, horse 12, into 12, month 12, onholiday 12, onion 12, ontelevision 12, pastcontinuous 12, practise 12, preposition 12, president 12, race 12, sail 12, sequence 12, shark 12, sing 12, sister 12, ski 12, spain 12, sportscentre 12, streetfood 12, teach 12, trip 12, turnto 12, wordorder 12, afternoon 11, boy 11, bread 11, bring 11, british 11, class 11, culture 11, die 11, direction 11, egg 11, evening 11, festival 11, forget 11, fruit 11, furniture 11, girl 11, hate 11, inside 11, ireland 11, irish 11, japanese 11, just 11, kilo 11, library 11, listening 11, meatball 11, menu 11, modern 11, object 11, orange 11, pack 11, paint 11, pancake 11, past 11, pet 11, phrase 11, player 11, potato 11, reader 11, routine 11, september 11, sofa 11, strawberry 11, suggestion 11, teenager 11,</p>

winter 11, ago-10, allday 10, august 10, bean 10, boring 10, break 10, burn 10, carefully 10, connector 10, corn 10, dessert 10, entry 10, fishandchips 10, french 10, getup 10, happen 10, high 10, horrorfilm 10, incolour 10, july 10, kick 10, knowabout 10, mark 10, mouse 10, move 10, night 10, organize 10, outdoor 10, phone 10, plant 10, rarely 10, ride 10, same 10, sausage 10, science 10, sea 10, second 10, singer 10, sit 10, something 10, soup 10, southafrica 10, spaghetti 10, tea 10, th 10, thisyear 10, twice 10, villain 10, weather 10, window 10, yearsago 10, add 9, attheend 9, boat 9, carpet 9, century 9, checklist 9, definition 9, delicious 9, desk 9, doll 9, during 9, everyyear 9, falsefriend 9, goodidea 9, greece 9, guided 9, happy 9, hard 9, head 9, inthemorning 9, jump 9, keep 9, kilometre 9, lastweek 9, letus 9, makeover 9, milk 9, mum 9, musical 9, nationality 9, oppositeof 9, order 9, own 9, photo 9, poster 9, present 9, progress 9, realworld 9, scientist 9, silly 9, six 9, snake 9, sure 9, teacher 9, team 9, terrible 9, thinkof 9, those 9, tiger 9, tomorrow 9, tour 9, victorian 9, wall 9, weight 9, whale 9, alaska 8, allovertheworld 8, antonym 8, bakery 8, belate 8, brown 8, burglary 8, bus 8, butter 8, chair 8, clever 8, cold 8, collocation 8, conditional 8, cost 8, cow 8, dad 8, dictation 8, dish 8, dress 8, enjoy 8, europe 8, everything 8, everywhere 8, explain 8, expression 8, factory 8, feed 8, funny 8, german 8, getstarted 8, hamster 8, haveashower 8, hero 8, howlong 8, hunt 8, kitchen 8, lamp 8, leg 8, linkingword 8, manner 8, maybe 8, mexico 8, much 8, national 8, nextweek 8, niagarafalls 8, nice 8, oclock 8, ordinary 8, period 8, prediction 8, purple 8, quite 8, readabout 8, reason 8, receive 8, recommend 8, result 8, salad 8, sell 8, soldier 8, someone 8, straight 8, sugar 8, temperature 8, unitedstates 8, visitor 8, wing 8, adult 7, aeroplane 7, africa 7, almost 7, ancient 7, angry 7, appearance 7, average 7, baby 7, banana 7, barnacle 7, bat 7, belike 7, buckinghampalace 7, called 7, celebrate 7, challenge 7, column 7, comparison 7, cricket 7, curtain 7, definitely 7, dolphin 7, easy 7, educational 7, excerpt 7, exhibit 7, fair 7, fall 7, feature 7, frequency 7, geographical 7, grossology 7, hang 7, hawaii 7, heavy 7, hide 7, hotel 7, howoften 7, icecream 7, infact 7, invite 7, italy 7, jeans 7, keyboard 7, let 7, letter 7, lift 7, livingroom 7, mat 7, matching 7, mean 7, mice 7, mobilephone 7, newyork 7, nextmonth 7, november 7, october 7, oldfashioned 7, once 7, park 7, pay 7, payattentionto 7, professional 7, rabbit 7, rich 7, sandwich 7, seven 7, shoe 7, similar 7, size 7, speaker 7, spell 7, spend 7, suddenly 7, swimming 7, ten 7, thousandsof 7, together 7, tomatosauce 7, top 7, try 7, tryto 7, tuesday 7, understand 7, verygood 7, wales 7, watchtelevision 7, weigh 7, wife 7, without 7, worm 7, address 6, album 6, american 6, anyother 6, appear 6, area 6, astronaut 6, attack 6, believe 6, bengaltiger 6, born 6, burp 6, camera 6, chimpanzee 6, china 6, christmas 6, coconut 6, collect 6, comebefore 6, comedy 6, communicate 6, comparative 6, cushion 6, date 6, degree 6, duringtheday 6, enough 6, equipment 6, essay 6, excited 6, familyname 6, fastfood 6, fat 6, feel 6, fight 6, fire 6, freetime 6, frog 6, giraffe 6, goonholiday 6, gorilla 6, greeting 6, ground 6, guest 6, hindu 6, insect 6, invent 6, join 6, king 6, laptop 6, later 6, lie 6, march 6, may-06, multiplechoice 6, note 6, notice 6, octopus 6, ofcourse 6, outside 6, perfect 6, philadelphia 6, pink 6, plural 6, price 6, quiz 6, reallife 6, regular 6, sanctuary 6, sandal 6, scavengerhunt 6, series 6, sheep 6, shout 6, sink 6, soon 6, spanish 6, star 6, still 6, sumo 6, sumowrestler 6, surfing 6, swimmingpool 6, tail 6, thanks 6, thick 6, think 6, through 6, tip 6, tired 6, toilet 6, tortilla 6, tower 6, trainer 6, uncountablenoun 6, upto 6, vegetarian 6, while 6, women 6, worker 6, wrestler 6, wrestling 6, anything 5, arm 5, arrive 5, artist 5, atall 5, belongto 5, beright 5, blood 5, both 5, breakfast 5, brisbane 5, card 5, chicago 5, chimney 5, clock 5, comefrom 5, comic 5, comicstrip 5, comment 5, common 5, compare 5, connect 5, countable 5, countablenoun 5, create 5, curly 5, cut 5, december 5, destroy 5, diary 5, difference 5, disaster 5, door 5, download 5, draw 5, ear 5, enormous 5, fantastic 5, fillin 5, finally 5, forest 5, forexample 5, fox 5, friday 5, fridge 5, front 5, gerund 5, glacier 5, glasses 5, goodlooking 5, gotobed 5, grandparent 5, guitar 5, hand 5, havefun 5, heart 5, helmet 5, hiking 5, horn 5, household 5, howold 5, hundred 5, include 5, indian 5, intelligent 5, interrogative 5, intheevening 5, intonation 5, introduction 5, irregular 5, island 5, juggle 5, kiwi 5, lastnight 5, lastyear 5, lay 5, lecture 5, lookfor 5, lucky 5, message 5, millionsof 5, modal 5, mosquito 5, mouth 5, natural 5, nextto 5, noise 5, onearth 5, opponent 5, oven 5, pair 5, paragraph 5, pen 5, personality 5, poor 5, printer 5, pronoun 5, pronunciation 5, rabies 5, rain 5, realistic 5, record 5, referto 5, reflection 5, reporter 5, rescue 5, rock 5, samoa 5, save 5, scotland 5, seat 5, shelter 5, side 5, singular 5, skiing 5, solution 5, stand 5, stomach 5, succeed 5, sun 5, superlative 5, synonym 5, table 5, test 5, thailand 5, theendof 5, thursday 5, togetherwith 5, tomato 5, topic 5, toweroflondon 5, ugly 5, vancouver 5, warm 5, weakform 5, webcam 5, weekly 5, wild 5, windsorcastle 5, actor 4, addto 4, adventure 4, afraidof 4, alone 4, already 4, animated 4, art 4, asia 4, atthebeginning 4, bake 4, bank 4, basketballplayer 4, bathroom 4, becareful 4, begoodat 4, bite 4, bollywood 4, box 4, butcher 4, capital 4, cave 4, centimetre 4, channel 4, childprodigy 4, chinese 4, chorus 4, classroom 4, clinic 4, club 4, coalmine 4, cognate 4, comeoutof 4, concert 4, condition 4, contest 4, control 4, corner 4, cup 4, cupboard 4, dear 4, desert 4, develop 4, discuss 4, dohomework 4, elephant 4, employer 4, end 4, enjoyable 4, evil 4, expensive 4, february 4, female 4, filmstudio 4, flag 4, flyingfox 4, forfun 4, free 4, gapfill 4, garden 4, germany 4, getfrom 4, getinto 4, giant 4, gift 4, goal 4, gocamping 4, godown 4, grandmother 4, hat 4, havebreakfast 4, havedinner 4, healthy 4, hello 4, hey 4, hike 4, hold 4, hotdog 4, howabout 4, however 4, iamsorry 4, icehockey 4, imagine 4, imperative 4, informal 4, instead 4, invention 4, june 4, jungle 4, last 4, lookout 4, male 4, market 4, medicine 4, men 4, midnight 4, million 4, mine 4, mini 4, mistake 4, monkey 4, mounteverest 4, newzealand 4, nose 4, olympic 4, onto 4, opposite 4, palace 4, pig 4, pillow 4, pin 4, police 4, possessive 4, postoffice 4, power 4, prize 4, profile 4, protect 4, puton 4, raccoon 4, racetrack 4, re 4, rideabike 4, rideon 4, riverganges 4, roleplay 4, schoolbag 4, scientific 4, scream 4, season 4, secretary 4, shelves 4, shine 4, sorry 4, southamerica 4, spartan 4, stadium 4, stress 4, superhero 4, supermarket 4, surf 4, sweet 4, swimsuit 4, takeplace 4, taste 4, tawnyowl 4, teeth 4, theinternet 4, thinkabout 4, timetable 4, title 4, toy 4, travelagency 4, trouble 4, turnoff 4, turnon 4, uniform 4, unit 4, up 4, usenglish 4, volcano 4, walkaround 4, walkthedog 4, webpage 4, website 4, wednesday 4, western 4, wildanimal 4, wolf 4, ability 3, actress 3, actually 3, agree 3, allover 3, association 3, athletic 3, attraction 3, australian 3, back 3, bag 3, bakeacake 3, balloon 3, band 3, baseball 3, baseform 3, bear 3, beat 3, becauseof 3, behind 3, belong 3, bend 3, bet 3, bike 3, bleed 3, blow 3, bold 3, boot 3, bottom 3, bowling 3, button 3, cage 3, camp 3, camping 3, celebration 3, centre 3, ceremony 3, certainly 3, child 3, chile 3, chilli 3, chips 3, choice 3, church 3, close 3, clothing 3, colouring 3, comesfrom 3, compound 3, compoundadjective 3, continent 3, crazy 3, crime 3, currency 3, curry 3, cycling 3, decision 3, decorate 3, dentist 3, design 3, destination 3, diagram 3, dig 3, diningroom 3, discover 3, dishwasher 3, donotworry 3, down 3, dreamabout 3, dungeon 3, east 3, eighty 3, electrician 3, everyweek 3, express 3, eyesight 3, factual 3, fan 3,

festive 3, field 3, fifteen 3, file 3, filmreview 3, fizzydrink 3, flat 3, follow 3, foot 3, footballmatch 3, footballteam 3, forgive 3, freeze 3, frequently 3, frighten 3, fulllength 3, gadget 3, gap 3, getthere 3, ghost 3, gohome 3, gointo 3, gondola 3, grandcanyon 3, greenville 3, greenwich 3, grow 3, guestspeaker 3, guidedog 3, guinness 3, gymnastics 3, hamburger 3, havelunch 3, havetime 3, hereare 3, hers 3, hippo 3, hospital 3, hurling 3, hurt 3, including 3, industry 3, ingredient 3, insteadof 3, international 3, internationalfoodfair, interview 3, intheafternoon 3, irregularverb 3, italian 3, justlike 3, korea 3, land 3, lasagne 3, laundry 3, law 3, lawyer 3, lead 3, legend 3, lend 3, length 3, liftweight 3, machine 3, makeamistake 3, mammal 3, maths 3, mind 3, monitor 3, mosque 3, mount 3, moveto 3, mumbai 3, narrow 3, nd 3, neighbourhood 3, nocturnal 3, noproblem 3, office 3, online 3, opening 3, paris 3, parthenon 3, patient 3, peru 3, pittabread 3, plate 3, poem 3, point 3, poundsterling 3, pray 3, private 3, prompt 3, push 3, quantifier 3, quiet 3, rate 3, raven 3, reef 3, relevant 3, religious 3, replace 3, reporting 3, reservation 3, response 3, rightaway 3, ring 3, robot 3, royal 3, running 3, runto 3, sacred 3, sauce 3, sciencefiction 3, score 3, scottish 3, set 3, shake 3, shoot 3, shopping 3, shortstory 3, shower 3, shut 3, signup 3, similarity 3, singing 3, siren 3, situation 3, skin 3, slowly 3, songwriter 3, spaceship 3, spectator 3, spontaneous 3, steak 3, steal 3, stick 3, surprising 3, survive 3, sweep 3, syrian 3, tear 3, technology 3, thai 3, thanksto 3, thatiswhy 3, thebeginningof 3, thethames 3, tick 3, touch 3, tradition 3, tshirt 3, turn 3, uluru 3, until 3, vampirebat 3, vowel 3, wakeup 3, walking 3, washingmachine 3, washingtondc 3, watchout 3, waterfall 3, weak 3, whatelse 3, wide 3, winner 3, woman 3, worksheet 3, worldcup 3, wow 3, y 3, yours 3, yourself 3, aboriginal 2, activist 2, ad 2, adopt 2, against 2, agreement 2, alaskan 2, alive 2, alotof 2, alphabet 2, anaconda 2, ancientrome 2, andalusia 2, animation 2, annual 2, ant 2, anyone 2, anywhere 2, april 2, aquarium 2, architect 2, armchair 2, askfor 2, atfirst 2, atlanticoccean 2, atthetime 2, autumn 2, avenue 2, backtothefuture 2, baker 2, banger 2, basketballteam 2, bath 2, becalm 2, beginner 2, beready 2, berry 2, bicycle 2, bikeride 2, birthdayparty 2, blanket 2, boatride 2, bottle 2, bowlingalley 2, brake 2, britishenglish 2, browse 2, bu 2, busstation 2, busstop 2, busy 2, bye 2, canaryislands 2, career 2, cartoon 2, castle 2, catalogue 2, cause 2, championship 2, chat 2, chees sandwich 2, cheetah 2, climbingwall 2, closed 2, closing 2, coal 2, coast 2, codebook 2, com 2, combination 2, compareto 2, compete 2, compoundnoun 2, computerprogram 2, computerprogrammer 2, coneyisland 2, contraction 2, contrast 2, correctly 2, count 2, crimereport 2, determiner 2, diet 2, dinosaur 2, dirty 2, disagreement 2, disc 2, discussion 2, dollar 2, dothehomework 2, dragon 2, drama 2, dreamof 2, eachother 2, early 2, earth 2, ed 2, eight 2, election 2, electricguitar 2, electricity 2, else 2, emailaddress 2, emotion 2, emperor 2, energy 2, englishman 2, englishspeaking 2, equal 2, especially 2, euro 2, exactly 2, excellent 2, excuseme 2, experience 2, experiment 2, expert 2, explore 2, eyebrow 2, face 2, fame 2, far 2, feast 2, feeling 2, fine 2, finger 2, fireproof 2, flash 2, flashdrive 2, flow 2, fool 2, footballer 2, forever 2, forgetabout 2, frame 2, frenchionionsoup 2, friendly 2, fruitsalad 2, garlic 2, general 2, genitive 2, gentle 2, geography 2, germ 2, gigantic 2, glass 2, gold 2, goshopping 2, gothrough 2, goup 2, government 2, grass 2, greatat 2, greatwall 2, grey 2, gross 2, grown 2, guidedtour 2, hardworking 2, harm 2, havealookat 2, hawaiian 2, health 2, healthproblem 2, healthyfood 2, heavyweight 2, hippopotamus 2, hollywood 2, hope 2, horror 2, howareyou 2, howl 2, hunter 2, huntfor 2, husband 2, ill 2, imaginary 2, immediately 2, improve 2, indoors 2, internet 2, intestine 2, inthebeginning 2, intheend 2, inthemiddleof 2, introduce 2, inturn 2, january 2, joke 2, journey 2, justintime 2, kinetoscope 2, kingcrab 2, knowhow 2, langada 2, lastsummer 2, late 2, latin 2, laugh 2, lazy 2, learnabout 2, left 2, level 2, lima 2, lookafter 2, loud 2, luck 2, madrid 2, mainstreet 2, manchester 2, manufacturer 2, manyof 2, mash 2, mausoleum 2, measure 2, member 2, mess 2, mexican 2, middle 2, miss 2, missing 2, moment 2, moon 2, morocco 2, motion 2, moveinto 2, movement 2, multicolour 2, nature 2, neck 2, nervous 2, ng 2, nicetomeetyou 2, nine 2, nomination 2, normal 2, northernireland 2, notyet 2, oak 2, official 2, officiallanguage 2, ontario 2, ontheground 2, originally 2, ot 2, pairof 2, par 2, parade 2, parasite 2, pass 2, pastparticiple 2, peace 2, per 2, personal 2, peruvian 2, phonenumber 2, physicalactivity 2, pick 2, picking 2, picnic 2, plumber 2, pop 2, portbelloroadmarket, positive 2, possibly 2, pound 2, predict 2, preparefor 2, prey 2, princess 2, prodigy 2, produce 2, quick 2, racewalking 2, recipe 2, recycler 2, recycling 2, repair 2, reptile 2, resort 2, reverse 2, rewrite 2, rhythm 2, rise 2, role 2, rome 2, rugby 2, ruler 2, safe 2, sale 2, salmon 2, santiago 2, saxon 2, scanner 2, scene 2, schooluniform 2, schoolyear 2, seafood 2, seaofcortez 2, secretservice 2, seem 2, seeyousoon 2, serious 2, shelf 2, ship 2, silentfilm 2, similar 2, simple 2, since 2, sir 2, site 2, skiresort 2, skirt 2, sky 2, slow 2, sneeze 2, snowboarding 2, sock 2, solve 2, someoneelse 2, southafrican 2, spider 2, spiderman 2, spring 2, square 2, stalagmite 2, stareat 2, stative 2, stew 2, sticker 2, strange 2, stripe 2, suggest 2, suit 2, support 2, survey 2, sweater 2, swedish 2, swimmer 2, sycamore 2, syllable 2, symbol 2, system 2, takelessons 2, talking 2, teamsport 2, telephone 2, tellthetruth 2, tentacle 2, testosterone 2, textbook 2, thankyou 2, theirs 2, thenextday 2, theunitedstates 2, third 2, thought 2, thousand 2, tidy 2, till 2, timezone 2, tourist 2, towards 2, trainstation 2, transfer 2, travelling 2, trousers 2, turnaround 2, turnleft 2, typical 2, uncountable 2, underground 2, university 2, ut 2, vanilla 2, violent 2, violin 2, voice 2, wa 2, waitfor 2, walker 2, walkinto 2, walkpast 2, watermill 2, watertheplants 2, weightlifter 2, werewolves 2, west 2, wet 2, wheel 2, windmill 2, workfor 2, workhard 2, workon 2, worldfamous 2, worldwarII 2, worried 2, yearold 2, yo 2, yoghurt 2, abou 1, academic 1, accept 1, acrossthestreet 1, acrosstheworld 1, active 1, advanced 1, advice 1, afew 1, afraid 1, aged 1, aggressive 1, airconditioning 1, al 1, albatross 1, ale 1, allaround 1, allergy 1, allow 1, alltheway 1, allyearround 1, amazon 1, america 1, americanfootball 1, amphibian 1, anatomy 1, ancientroman 1, andwich 1, angrily 1, anim 1, animalactivist 1, antique 1, anumberof 1, anymore 1, anynumberof 1, apartment 1, ar 1, arch 1, architecture 1, archive 1, argentina 1, arizona 1, arrow 1, artmuseum 1, asaresult 1, asian 1, asif 1, askto 1, aslongas 1, ast 1, astfood 1, astyear 1, ated 1, athens 1, atmost 1, attachto 1, attheendof 1, atthelast 1, attract 1, attractive 1, audience 1, audio 1, aunt 1, australian 1, author 1, avegot 1, awake 1, away 1, babysit 1, bacon 1, bacteria 1, badly 1, ballet 1, bangladesh 1, bangup 1, barbeque 1, barcelona 1, base 1, baseballgame 1, baseballteam 1, basket 1, basketballcourt 1, battery 1, beafraidof 1, bebored 1, beborn 1, behungry 1, beinlovewith 1, beloved 1, belucky 1, bepleased 1, bestfriend 1, betwee 1, bewrong 1, bigbadwolf 1, bigben 1, billion 1, biology 1, birt 1, birthdaycake 1, biscuit 1, bli 1, blind 1, boardingschool 1, boatrace 1, bombay 1, bombing 1, bone 1, bowl 1, braxton 1, brazil 1, breathe 1, bright 1, britain 1, britishmuseum 1, brochu 1, brownrice 1, bud 1, burglar 1, business 1, butalso 1, bymistake 1, calm 1, calory 1, camden 1, camper 1, canad 1, canadian 1, candle 1, cann 1, canyon 1, cap 1, capture 1, cardinalnumber 1, careful 1, carrot 1, cart 1, category 1, cathedral 1, cavehouse

1, ce 1, celebrity 1, central 1, centralam 1, ch 1, challe 1, champion 1, chance 1, chant 1, characteristic 1, charm 1, chelsea 1, childre 1, chilean 1, christmasday 1, christmaseve 1, christmastree 1, cinem 1, climate 1, climber 1, climbup 1, cloudy 1, co 1, coach 1, coat 1, collection 1, colourful 1, combine 1, comeafte 1, comeafter 1, comedown 1, comehome 1, cometogether 1, comfortably 1, comma 1, communicatio 1, communication 1, comparewith 1, computergenerated 1, confident 1, confuse 1, confused 1, connected 1, consonant 1, content 1, continue 1, continuously 1, cooker 1, coordination 1, cordoba 1, costume 1, cover 1, cruel 1, cry 1, cure 1, current 1, cyborg 1, dailylife 1, dancemat 1, danceomatic 1, dancing 1, dartmoor 1, daughter 1, daydream 1, dayschool 1, death 1, decor 1, decoration 1, deer 1, delete 1, descri 1, detroit 1, di 1, differentfrom 1, differently 1, dignitary 1, disagree 1, disappear 1, discovery 1, disease 1, disgustin 1, dislike 1, disneyland 1, disneystudios 1, distant 1, diver 1, diving 1, doau 1, documentary 1, downingstreet 1, downloaded 1, dracula 1, drank 1, drawing 1, dreamer 1, dressed 1, drip 1, dublin 1, duck 1, dvdburner 1, eally 1, earphone 1, eas 1, easily 1, easterisland 1, education 1, efore 1, egreeting 1, egypt 1, eir 1, ell 1, emphasis 1, empirestatebuilding 1, employ 1, employee 1, employment 1, endangeredanimal 1, enter 1, epal 1, er 1, era 1, ere 1, erica 1, esting 1, everest 1, everymorning 1, exceptfor 1, exchange 1, excitedly 1, excitin 1, exclamationmark 1, exhibitioncentre 1, exist 1, exotic 1, experienced 1, explainabout 1, exquisite 1, extremely 1, ey 1, eyed 1, fail 1, farm 1, fashion 1, fastly 1, fathe 1, fe 1, feedthem 1, feellike 1, fell 1, festivity 1, fferent 1, fifty 1, fighter 1, fighting 1, fill 1, filmmaker 1, filmmaking 1, final 1, fingerprint 1, firefighte 1, fireplace 1, firewalking 1, fireworks 1, fisher 1, fit 1, fiv 1, flame 1, floating 1, flower 1, flyover 1, foodfair 1, footballclub 1, footballgame 1, footballplayer 1, forgetto 1, fork 1, formation 1, formula 1, fortunately 1, fourth 1, frightened 1, frontdoor 1, fullstop 1, function 1, garafalls 1, gas 1, gate 1, ge 1, gene 1, generation 1, genius 1, getangry 1, getintotrouble 1, getmarried 1, getold 1, getoutofbed 1, getready 1, gettired 1, gettogetherwith 1, gh 1, gi 1, gingerspice 1, gion 1, giveadvice 1, glastonburyfestival 1, goaround 1, gofrom 1, golden 1, goldmedal 1, goo 1, goodluck 1, goodnews 1, goon 1, goonatrip 1, goonthenet 1, goout 1, goover 1, gostraight 1, gotosleep 1, gram 1, grampianmountains 1, granada 1, greatfire 1, greatlakes 1, greatpyramidofgiza 1, greenwichmeantime 1, greywolves 1, grown 1, growson 1, guard 1, guinnessbookofworldrecords, guinnessworldrecords, gun 1, guy 1, haired 1, hairy 1, half 1, hall 1, ham 1, hamptoncourtpalace 1, han 1, hangfrom 1, hangout 1, hangup 1, hats 1, haveagoodtime 1, havealook 1, havebreakf 1, haveto 1, havetrouble 1, hdayparty 1, headmaster 1, hearing 1, hed 1, height 1, helf 1, hell 1, herb 1, heretostay 1, herself 1, hese 1, hikingboots 1, hill 1, himalayanmountains 1, hindi 1, hioned 1, historical 1, hockey 1, holdup 1, homophone 1, hormone 1, hose 1, houston 1, howbig 1, howfar 1, howol 1, hu 1, humbold 1, humboldtsquid 1, hungarian 1, hunters 1, hydepark 1, hyphen 1, iandollar 1, iceskating 1, ich 1, ick 1, ignored 1, iguana 1, ilder 1, illegal 1, illinois 1, illness 1, ilookfora 1, imagery 1, imagination 1, imp 1, uncommon 1, indiana 1, indianocan 1, individual 1, indy 1, informat 1, infrontof 1, ing 1, ingcar 1, insert 1, insisted 1, institute 1, instructor 1, inter 1, interested 1, interrupt 1, intheeven 1, inthemor 1, introuble 1, invade 1, inve 1, inventor 1, invitation 1, ion 1, iran 1, iraq 1, irishsea 1, irritating 1, is 1, ithasgot 1, juice 1, jumpout 1, kalahari 1, karaoke 1, karate 1, kebab 1, ketchup 1, key 1, kid 1, kilt 1, kin 1, kind 1, kindof 1, kingsroad 1, kiss 1, kite 1, kitesurf 1, knew 1, knife 1, koala 1, korean 1, kshop 1, lake 1, laker 1, lamb 1, languedoc 1, largeamount 1, largenumber 1, lastname 1, le 1, learnfrom 1, learnfrommistakes 1, leavehome 1, leeds 1, legguard 1, lemon 1, li 1, lightweight 1, link 1, lip 1, litre 1, little 1, liverpool 1, lk 1, ll 1, Indianocean 1, local 1, lochnessmonster 1, lond 1, lonely 1, lookforwardto 1, lookforword 1, lookup 1, loudly 1, lovely 1, loveragain 1, luckily 1, luxembourg 1, mad 1, majorca 1, makeamove 1, makein 1, makeplan 1, maketrouble 1, mall 1, manchesterunited 1, marker 1, marry 1, mars 1, martialart 1, mask 1, measurement 1, meatba 1, medal 1, medallist 1, medical 1, melon 1, melted 1, memory 1, messy 1, metropolitan 1, microwave 1, miniature 1, mississippi 1, modelling 1, modem 1, modernartmuseum 1, mon 1, monaco 1, mone 1, moose 1, moret 1, moroccan 1, mousepad 1, movearound 1, moveaway 1, movehouse 1, movie 1, mplete 1, multiple 1, mummy 1, musician 1, myth 1, nationalcurrency 1, naturalhistory 1, naturalscience 1, ne 1, necessary 1, needle 1, nepal 1, netball 1, netbook 1, newcastle 1, newspaper 1, newyear 1, newyorkcity 1, nextweekend 1, nextyear 1, nge 1, nia 1, niagara 1, nightmare 1, ning 1, nkabout 1, nobelpeaceprize 1, none 1, noon 1, nora 1, north 1, northamerica 1, nos 1, notmuch 1, notonly 1, novel 1, novella 1, noway 1, nswer 1, nt 1, nut 1, obligation 1, occasion 1, oil 1, oldfas 1, onland 1, onthemove 1, ontheright 1, ontime 1, ootball 1, option 1, ord 1, ordinalnumber 1, organisation 1, orkneyislands 1, ortant 1, ortilla 1, oscar 1, ose 1, ou 1, out 1, outdoorsport 1, ovaloffice 1, overhead 1, overnight 1, oxford 1, oxwich 1, pacificocean 1, pairwork 1, palma 1, pants 1, paradise 1, parative 1, parliamentbuilding 1, partofspeech 1, paste 1, patron 1, payattention 1, peaceful 1, peanutbutter 1, penicillin 1, pennsylvania 1, peopl 1, perception 1, permission 1, petshop 1, phillies 1, phonetic 1, phoneticalphabet 1, photograph 1, photographer 1, photographers 1, physical 1, pickup 1, pieceof 1, pizzamargherita 1, pizzeria 1, pla 1, plastic 1, playgame 1, playmusic 1, pleasant 1, plymouth 1, policeman 1, pool 1, popcorn 1, porridge 1, possession 1, possibility 1, postman 1, potterville 1, pposite 1, pre 1, prefer 1, preference 1, press 1, pretend 1, primeminister 1, print 1, prison 1, professionally 1, programmer 1, prohibition 1, promise 1, protecting 1, prove 1, provide 1, public 1, publicholiday 1, publis 1, publish 1, punish 1, pure 1, putin 1, putitsarmsaround 1, putonclothes 1, queenelizabethii 1, queenmary 1, questio 1, questionmark 1, quietly 1, rac 1, racingbike 1, radio 1, radioactive 1, ragandbonemen 1, rainforest 1, raining 1, rainy 1, ranthambore 1, reach 1, reaction 1, readi 1, ready 1, rebuild 1, rectangle 1, redbean 1, referringto 1, refuse 1, region 1, relationship 1, relax 1, repeated 1, reply 1, represent 1, reserve 1, return 1, revenge 1, reward 1, rightway 1, rivernile 1, road 1, rockstar 1, rode 1, romance 1, romania 1, round 1, roussillon 1, ru 1, runafter 1, runningshoes 1, rupee 1, russian 1, sad 1, saint 1, sandelwood 1, sanmarino 1, sauerkraut 1, saving 1, schoolchildren 1, scuba 1, scubadive 1, sculpture 1, seacreature 1, seal 1, secret 1, section 1, seed 1, seeyoulater 1, selection 1, sendto 1, sensation 1, sentsimple 1, seoul 1, separate 1, shape 1, sheffield 1, shirt 1, shor 1, shorts 1, showaround 1, shy 1, sign 1, single 1, sitting 1, sixteen 1, skier 1, sleeping 1, sleepingbag 1, slice 1, slide 1, smile 1, snack 1, snow 1, snowboarder 1, soccer 1, social 1, sold 1, somehow 1, somewhere 1, sophisticated 1, soul 1, south 1, southeastern 1, sparta 1, specific 1, speechbubble 1, spelling 1, spellingmistake 1, spendtime 1, spoon 1, spot 1, spotlight 1, squid 1, stalactite 1, standup 1, state 1, statueofliberty 1, stayawayfrom 1, stayhome 1, step 1, stink 1, stival 1, store 1, streak 1, strip 1, stupid 1, style 1, subjectpronoun 1, summerholiday 1, sumup 1, sunrise 1, sunset 1, surfboard 1, surprisingly 1, survivor 1, sweden 1, swing 1, swiss 1, swissalps 1, tajmahal 1, takeabreak 1, takealook 1, takecare 1, takecareof 1, takefrom 1, takeoff

	<p>1, takeover 1, takepart 1, takephotograph 1, taketo 1, taketurn 1, talented 1, tasty 1, teaching 1, technicolour 1, televisionshow 1, tellabout 1, telljokes 1, tenniscourt 1, tennislike 1, tenth 1, terisland 1, tersport 1, texas 1, thames 1, thechilllofnight 1, thedayaftertomorrow 1, thedaybefore 1, thefirs 1, thefirstlady 1, theme 1, themore 1, themselves 1, thereb 1, thesecon 1, thi 1, thieves 1, thirteenth 1, thorn 1, thread 1, throwing 1, ticked 1, tie 1, timeline 1, tler 1, tner 1, tokyo 1, tonight 1, toolate 1, tophit 1, total 1, track 1, traditionalbreakfast 1, traditionalmeal 1, transfe 1, translateinto 1, traveller 1, travelto 1, trenton 1, trentonschool 1, trick 1, trophy 1, tsquid 1, tstarted 1, tsunami 1, turkey 1, turninto 1, turnright 1, twelve 1, twenty 1, ty 1, ubject 1, uestion 1, un 1, unbelievable 1, underline 1, unemployed 1, unfriendly 1, unoccupied 1, upsidedown 1, upthere 1, valley 1, vance 1, vanillabakery 1, variety 1, venetian 1, venice 1, verymuch 1, veryoften 1, vienna 1, viking 1, village 1, vinegar 1, violence 1, virtual 1, vocal 1, waiter 1, war 1, warning 1, washington 1, waterproof 1, watersport 1, wave 1, wealth 1, weath 1, weightlifting 1, westlondon 1, wh 1, whatabo 1, whatabout 1, whatever 1, whatschool 1, whenever 1, whi 1, whistler 1, whole 1, wi 1, windsor 1, windsurf 1, wine 1, wish 1, wives 1, wolfman 1, wonder 1, wonderful 1, wood 1, wor 1, working 1, worldchampionship 1, worldrecords 1, worldwari 1, wres 1, writi 1, xray 1, yen 1, yoga 1, yorkshire 1, zebra 1, zero 1, zone 1,</p>
EFL 2	<p>the 3299, be 1394, a 1289, in 1060, and 1018, to 789, of 623, you 617, not 498, i 472, it 438, doaux 425, for 369, your 344, with 306, page 272, people 244, they 236, answer 227, use 223, we 222, can 218, on 218, at 216, or 216, do 204, about 202, what 201, write 193, willaux 191, which 186, sentence 183, this 183, he 180, word 166, complete 163, my 163, but 156, like 155, when 152, exercise 151, from 148, haveaux 137, question 135, many 133, read 132, have 127, school 127, below 125, then 123, she 122, therebe 122, place 121, that 116, correct 115, play 115, havegot 113, their 113, themost 113, find 105, if 103, choose 101, good 99, his 99, some 97, music 95, very 95, make 94, workbook 94, beaux 93, one 93, so 92, goto 90, friend 87, each 86, where 86, because 85, go 85, her 83, live 82, copy 81, think 81, day 80, student 79, why 79, morethan 78, time 78, who 78, more 77, say 77, gold 76, listen 76, take 76, by 75, see 75, animal 74, family 73, two 72, verb 72, listento 71, them 70, there 70, other 69, story 69, type 69, must 67, partner 67, shop 67, also 66, today 65, game 64, match 64, work 64, buy 63, text 63, would 61, as 60, line 60, name 60, year 60, help 59, know 59, person 59, sport 59, famous 58, any 57, give 57, before 56, grammar 56, study 56, article 55, vocabulary 55, adjective 54, these 54, thing 53, house 52, now 52, too 52, travel 52, following 51, me 51, visit 51, while 51, after 50, language 50, right 50, usually 49, book 48, cannot 48, come 48, lookat 48, ride 48, all 47, film 47, food 47, how 47, ancient 46, experience 46, sound 46, want 46, california 45, check 45, football 45, life 45, only 45, form 44, should 44, ask 43, children 43, eat 43, watch 43, become 42, country 41, show 41, song 41, talkabout 41, accordingto 40, different 40, noise 40, plan 40, win 40, again 39, describe 39, howmany 39, yes 39, england 38, no 38, paragraph 38, part 38, bracket 37, get 37, musician 37, wantto 37, activity 36, another 36, builder 36, event 36, late 36, love 36, start 36, favourite 35, feel 35, home 35, new 35, great 34, history 34, holiday 34, instrument 34, look 34, sleep 34, tell 34, water 34, wrong 34, intheworld 33, job 33, space 33, three 33, alotof 32, australia 32, city 32, description 32, true 32, well 32, above 31, amazon 31, big 31, picture 31, special 31, competition 30, father 30, hear 30, just 30, leave 30, money 30, much 30, often 30, parents 30, pastsimple 30, player 30, repeat 30, thefirst 30, wear 30, world 30, around 29, dialogue 29, learn 29, remember 29, train 29, walk 29, dance 28, haveto 28, its 28, park 28, practice 28, restaurant 28, way 28, weather 28, beach 27, break 27, english 27, him 27, lesson 27, maths 27, photo 27, probably 27, really 27, scientist 27, superstition 27, ticket 27, week 27, will 27, afew 26, alittle 26, always 26, believe 26, british 26, ever 26, girl 26, happen 26, information 26, mother 26, news 26, paper 26, party 26, teach 26, unusual 26, amazing 25, drive 25, email 25, false 25, guide 25, important 25, need 25, notebook 25, teacher 25, bad 24, enjoy 24, fact 24, number 24, our 24, quiz 24, shoppingcentre 24, swim 24, witch 24, alone 23, die 23, during 23, first 23, fun 23, near 23, noun 23, partof 23, prediction 23, put 23, real 23, since 23, writeabout 23, young 23, clothes 22, difficult 22, everyone 22, extinct 22, five 22, future 22, hour 22, items 22, large 22, mention 22, mirror 22, transport 22, wait 22, beautiful 21, change 21, detail 21, dinner 21, drink 21, extra 21, here 21, long 21, old 21, open 21, rain 21, send 21, sing 21, sometimes 21, sydney 21, together 21, women 21, zoo 21, aeroplane 20, age 20, begoingto 20, boat 20, body 20, build 20, cinema 20, decide 20, definition 20, dream 20, four 20, idea 20, list 20, magazine 20, most 20, move 20, popular 20, programme 20, sail 20, stay 20, stop 20, team 20, afternoon 19, band 19, begin 19, bird 19, building 19, class 19, connector 19, conversation 19, dubai 19, hot 19, howmuch 19, interesting 19, meet 19, pay 19, problem 19, result 19, robot 19, rule 19, run 19, shoe 19, short 19, sister 19, strong 19, subject 19, tree 19, beborn 18, discover 18, egyptian 18, example 18, greek 18, hair 18, hard 18, order 18, over 18, presentperfectsimple, small 18, snow 18, teenager 18, us 18, writer 18, yearsago 18, action 17, bring 17, every 17, map 17, maybe 17, mean 17, myth 17, never 17, passive 17, pastcontinuous 17, phrase 17, tall 17, task 17, test 17, winter 17, air 16, allthe 16, bed 16, blue 16, car 16, concert 16, conditional 16, evening 16, exciting 16, finish 16, fly 16, forget 16, group 16, guitar 16, kill 16, million 16, musical 16, next 16, ring 16, son 16, themepark 16, tomorrow 16, yet 16, appendix 15, breakfast 15, cost 15, exam 15, fast 15, fight 15, findout 15, happy 15, high 15, hotel 15, inthepast 15, meal 15, museum 15, someone 15, something 15, street 15, talk 15, town 15, trip 15, until 15, videogame 15, whose 15, yearsold 15, yesterday 15, between 14, bike 14, culture 14, enough 14, friday 14, got 14, husband 14, into 14, land 14, linkingword 14, london 14, lose 14, month 14, negative 14, plane 14, sky 14, speaking 14, sure 14, affirmative 13, ball 13, black 13, brother 13, busy 13, call 13, cat 13, cause 13, cold 13, computer 13, dangerous 13, expensive 13, file 13, hundred 13, jewellery 13, keep 13, lessthan 13, ontelevision 13, out 13, paint 13, please 13, reading 13, refer 13, relativepronoun 13, shark 13, ship 13, summer 13, takeplace 13, theoppositeof 13, thesame 13, throw 13, tip 13, tired 13, visitor 13, advance 12, area 12, atschool 12, biography 12, bowling 12, cave 12, chart 12, cook 12, dog 12, forest 12, free 12, fruit 12, last 12, leg 12, legend 12, minute 12, mountain 12, noisy 12, once 12, present 12, presentsimple 12, queen 12, readabout 12, reason 12, room 12, sell 12, sequence 12, sit 12, speak 12, spend 12, underwater 12, actor 11, astronaut 11, athlete 11, baby 11, basketball 11, boy 11, brainstorming 11, bus 11, clean 11, elephant 11, essay 11, fall 11, floor 11, getmarried 11, ground 11, hospital 11, iceskating 11, insect 11, lake 11, lastyear 11, letus 11, listening 11, mark 11, market 11, member 11, metal 11, morning 11, practise 11, price 11, quite 11, record 11, river 11, roman 11, rome 11, six 11, soon</p>

11, spanish 11, strange 11, tennis 11, thousands 11, turnto 11, understand 11, wakeup 11, without 11, badluck 10, britain 10, centre 10, compare 10, desert 10, diamond 10, discuss 10, even 10, everyday 10, fantastic 10, feed 10, fish 10, folktale 10, frightening 10, goldrush 10, greece 10, hat 10, hate 10, havefun 10, homework 10, hope 10, improve 10, include 10, invite 10, loud 10, men 10, o'clock 10, opera 10, organise 10, pair of 10, population 10, prepare 10, presentcontinuous 10, progress 10, project 10, relative 10, saint 10, scotland 10, similar 10, soldier 10, still 10, temperature 10, ten 10, think of 10, uncle 10, unless 10, war 10, warrior 10, weekend 10, wokeyhole 10, adverb 9, affect 9, africa 9, agree 9, allovertheworld 9, already 9, artist 9, atleast 9, birthday 9, breakfree 9, cafe 9, carefully 9, century 9, checklist 9, customer 9, dark 9, dictation 9, easy 9, forexample 9, garden 9, god 9, goodidea 9, grandmother 9, grow 9, hit 9, howoften 9, ice 9, india 9, indian 9, join 9, light 9, lookfor 9, mall 9, may-09, mistake 9, motorbike 9, mum 9, nextweek 9, ocean 9, outdoor 9, own 9, past 9, race 9, second 9, ski 9, skill 9, suddenly 9, sunday 9, top 9, tryto 9, under 9, video 9, waiter 9, add 8, advert 8, ago-08, angry 8, anyone 8, arrive 8, art 8, ate 8, athome 8, attheend of 8, attractive 8, away 8, bath 8, brit 8, browse 8, canada 8, carry 8, catch 8, celebrity 8, channel 8, character 8, chat 8, choice 8, climb 8, collect 8, come from 8, common 8, compete 8, concentrate 8, crash 8, dad 8, didgeridoo 8, disappear 8, dragon 8, dry 8, egg 8, eight 8, everything 8, expert 8, express 8, fire 8, follow 8, getto 8, goal 8, green 8, hand 8, heavy 8, hi 8, human 8, icerink 8, inside 8, internet 8, inthemorning 8, island 8, italy 8, japan 8, journey 8, king 8, komododragon 8, lastnight 8, lastweek 8, letter 8, meat 8, meteor 8, metre 8, minialogue 8, miss 8, mobilephone 8, multiplechoice 8, note 8, notice 8, ofcourse 8, onearth 8, painting 8, pizza 8, promise 8, radio 8, red 8, report 8, rock 8, routine 8, skin 8, soft 8, spell 8, stand 8, structure 8, themore 8, tour 8, umbrella 8, volleyball 8, warm 8, weatherforecast 8, wife 8, wimbledon 8, woman 8, worry 8, ability 7, actually 7, adult 7, advice 7, alive 7, atthesametime 7, bag 7, bread 7, burn 7, carat 7, cheap 7, colour 7, contest 7, continue 7, cool 7, cow 7, cry 7, cut 7, daughter 7, death 7, design 7, early 7, egypt 7, elaborate 7, european 7, eye 7, far from 7, french 7, frightened 7, funny 7, geography 7, hang 7, hero 7, hold 7, hungry 7, ill 7, infact 7, intonation 7, japanese 7, judo 7, level 7, lie 7, little 7, meaning 7, mind 7, moon 7, mosquito 7, neighbourhood 7, newspaper 7, oneday 7, pair 7, phone 7, plant 7, pleasant 7, preposition 7, pretty 7, pull 7, putinto 7, referencing 7, review 7, row 7, scooter 7, sea 7, shady 7, sink 7, sitar 7, size 7, spain 7, state 7, steal 7, sweep 7, table 7, temple 7, thanks 7, theatre 7, theleast 7, thief 7, those 7, tonight 7, topic 7, traditional 7, tryon 7, underground 7, unlucky 7, van 7, village 7, volunteer 7, wash 7, wonder 7, wonderful 7, workwith 7, adventure 6, allday 6, alley 6, aquarium 6, arctic 6, arrived 6, baggage 6, bangkok 6, bear 6, birth 6, blogentry 6, bright 6, brown 6, cake 6, calculator 6, calm 6, career 6, chair 6, champion 6, chocolate 6, close 6, club 6, coat 6, collocation 6, column 6, comment 6, comparative 6, connect 6, crown 6, date 6, dictionary 6, dig 6, dress 6, drum 6, ear 6, earthquake 6, embarrassed 6, end 6, ending 6, europe 6, everyyear 6, excited 6, female 6, flower 6, france 6, glass 6, globalwarming 6, grass 6, guest 6, hairdryer 6, half 6, head 6, helicopter 6, hurt 6, incolour 6, indoor 6, instead of 6, interactive 6, introduce 6, item 6, jazz 6, jeans 6, kilometre 6, kiss 6, learnabout 6, lightning 6, literature 6, magic 6, march 6, marriage 6, meanto 6, measure 6, meeting 6, milk 6, modern 6, monument 6, motorboat 6, narrative 6, national 6, nature 6, newzealand 6, night 6, nine 6, notenough 6, olympics 6, opinion 6, ordinary 6, outside 6, parachute 6, perform 6, push 6, puton 6, quiet 6, receive 6, roof 6, sad 6, save 6, saxophone 6, seem 6, shine 6, shopping 6, shout 6, singer 6, sporting 6, stormy 6, stratton 6, suffix 6, sunny 6, superbowl 6, surprised 6, survey 6, survive 6, taxi 6, television 6, terrible 6, trek 6, try 6, unit 6, vegetable 6, wallet 6, website 6, whale 6, window 6, windy 6, worldheritagesite 6, zipline 6, across 5, album 5, alot 5, american 5, anumber of 5, anyother 5, anything 5, appear 5, appearance 5, appliance 5, april 5, athens 5, atright 5, atthemoment 5, august 5, aunt 5, because of 5, bold 5, bored 5, born 5, both 5, bowl 5, butter 5, called 5, camera 5, camping 5, celebrate 5, championship 5, chance 5, chemist 5, child 5, china 5, chinese 5, classroom 5, clever 5, clock 5, coach 5, colourful 5, company 5, condition 5, cousin 5, crowded 5, decibel 5, definitely 5, department 5, destroy 5, dish 5, doctor 5, drill 5, drop 5, excellent 5, explain 5, explore 5, extraordinary 5, fallinlove 5, festival 5, field 5, fillin 5, fittingroom 5, flat 5, getstarted 5, grandfather 5, growup 5, hall 5, healthy 5, heart 5, highland 5, in front of 5, international 5, kitchen 5, lift 5, liquid 5, local 5, luckycharm 5, machine 5, matching 5, medal 5, middelages 5, model 5, mouse 5, necklace 5, newyorkcity 5, nextto 5, nose 5, peaceful 5, permission 5, physics 5, piano 5, picnic 5, plain 5, point 5, pompeii 5, prefix 5, prehistoric 5, professional 5, protect 5, public 5, quagga 5, queue 5, quickly 5, rainy 5, reach 5, reader 5, response 5, rocky 5, sandy 5, scientific 5, set 5, seven 5, shelter 5, shirt 5, smell 5, snowball 5, sock 5, sorry 5, south 5, souvenir 5, specific 5, spelling 5, star 5, statue 5, statueofliberty 5, store 5, storm 5, sucha 5, swimmingpool 5, symbol 5, tear 5, teen 5, teeth 5, textmessage 5, thailand 5, toilet 5, tower 5, trainers 5, trousers 5, turninto 5, twice 5, upset 5, violin 5, wall 5, weak 5, aborigine 4, accident 4, actress 4, afraid of 4, against 4, alarm 4, alaska 4, almost 4, antonym 4, architect 4, aroundtheworld 4, arrow 4, attheweekend 4, attraction 4, audience 4, bakery 4, balloon 4, base 4, beatles 4, beautifully 4, behind 4, bite 4, blender 4, brain 4, brochure 4, capture 4, cheese 4, cheetah 4, classicalmusic 4, computergame 4, confused 4, corn 4, creature 4, delicious 4, dentist 4, dive 4, dolphin 4, drama 4, dwarfemu 4, effect 4, electricity 4, entertainment 4, evil 4, expect 4, expression 4, factual 4, fan 4, far 4, farmer 4, fell 4, finally 4, findoutabout 4, firefighter 4, fortunately 4, freetime 4, frequently 4, getinto 4, geton 4, gift 4, goat 4, godown 4, goldfield 4, goon 4, goshopping 4, grandparent 4, grey 4, guess 4, helpful 4, hole 4, horse 4, huntfor 4, hydepark 4, imagine 4, interestedin 4, introduction 4, italian 4, january 4, july 4, jump 4, kangaroo 4, kite 4, knowabout 4, law 4, lay 4, leeds 4, library 4, liftweights 4, lottery 4, luckily 4, lucky 4, male 4, man 4, manmade 4, medical 4, midnight 4, millionsof 4, miner 4, modal 4, monday 4, monk 4, mounteverest 4, mouth 4, mythology 4, nice 4, november 4, onion 4, online 4, opening 4, pack 4, painter 4, paris 4, partofspeech 4, passport 4, pasta 4, payattentionto 4, pencil 4, plural 4, pool 4, pop 4, possibility 4, possible 4, prefer 4, product 4, pronoun 4, reggae 4, relativeclause 4, relevant 4, religious 4, reptile 4, return 4, rich 4, ringtone 4, rise 4, sailor 4, saturday 4, science 4, score 4, search 4, seat 4, serious 4, shoot 4, situation 4, skiing 4, skiresort 4, sleepingbag 4, smile 4, snake 4, soup 4, speaker 4, speech 4, stone 4, stress 4, suggest 4, sun 4, surfing 4, sweet 4, takeoff 4, telephone 4, tellabout 4, th 4, thirteen 4, through 4, tiger 4, tourist 4, tram 4, travelbook 4, uncountablenoun 4, united 4, university 4, victorian 4, view 4, vowel 4, washington 4, white 4, wish 4, wordmap 4, worldcup 4, active 3, addition 3, adopt 3, african 3, america 3, annoying 3, apple 3, armour 3, army 3, askabout 3, asmanyas 3, atlas 3, attheend 3, awake 3, back 3, backpack 3, bank 3, basedon 3, basketballteam 3, beat 3, becareful 3, beginning 3, beluga 3, bet 3, biology 3, biscuit 3,

bleed 3, blind 3, blow 3, boring 3, botanic 3, bounce 3, bow 3, camp 3, canoe 3, carbohydrate 3, card 3, category 3, celebration 3, chef 3, chemistry 3, christchurch 3, christmas 3, clearly 3, cockroach 3, coffee 3, comehome 3, comparison 3, compoundnoun 3, contain 3, corner 3, cosmetics 3, costume 3, countablenoun 3, cultural 3, curly 3, december 3, decision 3, determiner 3, differently 3, dirty 3, discovery 3, dislike 3, distance 3, diver 3, diving 3, down 3, elk 3, emotion 3, enemy 3, energy 3, er 3, established 3, exhausted 3, explorer 3, falsefriend 3, fashion 3, fastly 3, feeling 3, feet 3, ferry 3, fine 3, focus 3, freeze 3, friendly 3, german 3, germany 3, getready 3, getthere 3, getup 3, giant 3, goes 3, gohome 3, gointo 3, golden 3, goodbye 3, governor 3, gram 3, greatwall 3, hagle 3, hairdresser 3, halftime 3, halloween 3, headline 3, hide 3, hipop 3, historical 3, holkham 3, household 3, howabout 3, howold 3, hug 3, huge 3, immigrant 3, including 3, instead 3, involve 3, ireland 3, irregular 3, jeep 3, joke 3, jungle 3, kilo 3, laptop 3, latin 3, lead 3, let 3, limousine 3, lion 3, lively 3, liverpool 3, livewithout 3, lizard 3, low 3, lung 3, mainidea 3, makeamistake 3, mammal 3, marry 3, mat 3, material 3, melt 3, motor 3, mrolympia 3, muscle 3, natural 3, nepal 3, nervous 3, newyork 3, noisemeter 3, north 3, notonly 3, novascotia 3, obligation 3, observation 3, occur 3, offer 3, oil 3, oldtrafford 3, onfriday 3, onsaturday 3, onthephone 3, ordinalnumber 3, ou 3, owl 3, pa 3, pass 3, pick 3, pocket 3, polar 3, poor 3, possession 3, possessive 3, potato 3, power 3, pray 3, predict 3, princess 3, prisoner 3, prompt 3, pronouns 3, proud 3, publish 3, rabbit 3, recently 3, recreate 3, regularly 3, relate 3, repair 3, replace 3, reporter 3, rhythm 3, rice 3, riddle 3, road 3, role 3, rubber 3, runner 3, safe 3, sand 3, schoolday 3, se 3, season 3, section 3, sells 3, september 3, sequoia 3, shake 3, shopkeeper 3, shut 3, side 3, simple 3, site 3, skirt 3, snowboarding 3, snowy 3, stayathome 3, steak 3, stepon 3, stick 3, studio 3, style 3, super 3, superlative 3, syllable 3, system 3, tail 3, takecareof 3, takephotos 3, tea 3, technology 3, televisionprogramme 3, tense 3, textbook 3, thesecond 3, thrilled 3, thisyear 3, timetable 3, title 3, touch 3, tradition 3, transfer 3, travelguide 3, treasure 3, trojan 3, truth 3, tuesday 3, turkey 3, turn 3, twelve 3, ugly 3, unfortunately 3, uniform 3, unitedarabemirates 3, up 3, upto 3, vacuumcleaner 3, verygood 3, walking 3, waterproof 3, wednesday 3, weigh 3, whattime 3, wind 3, woollymammoth 3, worldaquaticschampionship, worried 3, worryabout 3, y 3, yours 3, aboriginal 2, accept 2, address 2, adirondackmountains 2, adjecti 2, adventurer 2, afterworld 2, aged 2, al 2, allabout 2, alltheway 2, along 2, alphabet 2, alps 2, ambulance 2, an 2, andahalf 2, antiope 2, appropriate 2, arrange 2, arriveat 2, arts 2, asleep 2, aslongas 2, assistant 2, aswellas 2, attack 2, atthebeginning 2, atthetop 2, audio 2, australian 2, austria 2, author 2, avenue 2, avoid 2, bagpiper 2, bake 2, bar 2, baseform 2, basketballgame 2, basketballplayer 2, beauty 2, bedroom 2, beep 2, behaviour 2, beintrouble 2, belgium 2, belief 2, bent 2, beready 2, bill 2, blog 2, boardingschool 2, bookshop 2, box 2, brazil 2, bringbacktolife 2, bronze 2, bullet 2, camel 2, candle 2, capitalcity 2, capitalletter 2, care 2, careful 2, carob 2, carpark 2, cathedral 2, central 2, centralpark 2, ceremony 2, chapattis 2, chicago 2, chicken 2, chief 2, chimpanzee 2, chips 2, christian 2, church 2, civil 2, civilisation 2, civilwar 2, cleaner 2, cloudy 2, clover 2, coin 2, coliseum 2, collection 2, colony 2, com 2, community 2, competitor 2, complain 2, compose 2, composer 2, conditioner 2, connection 2, conquistador 2, contraction 2, countable 2, couple 2, crack 2, cream 2, create 2, creation 2, cricketground 2, cup 2, cupboard 2, customs 2, damage 2, dead 2, dear 2, deathvalley 2, decoration 2, degree 2, denmark 2, designer 2, desk 2, dessert 2, diary 2, dinosaur 2, dirt 2, disco 2, donquixote 2, door 2, download 2, draw 2, driver 2, dull 2, dyslexia 2, eachother 2, earring 2, easily 2, easternelk 2, economics 2, electronic 2, electronics 2, elfstedentocht 2, else 2, empirestatebuilding 2, emu 2, endangered 2, endangeredspecies 2, enterprise 2, environment 2, equal 2, escape 2, especially 2, ethiopia 2, everybody 2, everywhere 2, exhibition 2, exotic 2, explanation 2, face 2, fail 2, fair 2, fancy 2, faraway 2, farm 2, fat 2, features 2, few 2, fill 2, finishe 2, fit 2, flag 2, floating 2, foot 2, footballmatch 2, footballstadium 2, footballteam 2, foreign 2, forgive 2, fourleafed 2, freedom 2, frequent 2, frog 2, fromthebeginning 2, furniture 2, gapfill 2, genitive 2, geographical 2, getalong 2, getdressed 2, gethome 2, getmore 2, getoff 2, gettired 2, ghosts 2, glacier 2, goldmedal 2, goodexample 2, gorilla 2, goswimming 2, goup 2, graffiti 2, grand 2, grandson 2, grapefruit 2, greatpyramidofgiza 2, hamster 2, hardly 2, havebreakfast 2, haveg 2, havelunch 2, havetime 2, heading 2, headset 2, heavily 2, hello 2, helmet 2, heracles 2, heritage 2, hike 2, hill 2, hindu 2, hindus 2, hire 2, hockey 2, hollywood 2, horns 2, horseshoe 2, host 2, housework 2, howlong 2, hurry 2, iceskate 2, illegally 2, incredible 2, inform 2, internationalspacestation, interrogative 2, interview 2, inthemiddleof 2, intime 2, invented 2, iron 2, itinerary 2, jersey 2, ju 2, june 2, keyboard 2, kidnap 2, kings 2, knit 2, landon 2, lastsummer 2, lastweekend 2, latinmusic 2, laugh 2, laughingowl 2, lazy 2, leaves 2, lend 2, litre 2, loudly 2, luck 2, lunch 2, ma 2, magician 2, main 2, maldives 2, marathon 2, mask 2, meateater 2, medicine 2, mercury 2, method 2, michigan 2, middleeast 2, missing 2, mix 2, moment 2, montereybay 2, mount 2, mountwhitney 2, mummy 2, musicfestival 2, mythical 2, nativeamerican 2, navy 2, necessary 2, neighbour 2, nephew 2, nextmonth 2, nextweekend 2, nextyear 2, ng 2, none 2, normal 2, northpole 2, object 2, objects 2, olympian 2, onholiday 2, onmonday 2, ontario 2, onyourown 2, option 2, orchestra 2, original 2, oscar 2, ot 2, owner 2, paid 2, palmtree 2, pancake 2, parachuting 2, parking 2, parthenon 2, participant 2, participate 2, pastparticiple 2, penguin 2, perfect 2, performingarts 2, perhaps 2, period 2, personality 2, pet 2, pets 2, phonetic 2, physical 2, pieceof 2, pig 2, pikespeak 2, pipe 2, pirate 2, plate 2, plumber 2, polarland 2, politic 2, positive 2, presentations 2, priest 2, prison 2, private 2, prize 2, profession 2, pronunciation 2, pub 2, punctuation 2, quantifier 2, quarter 2, rap 2, rarely 2, re 2, recommendation 2, recycle 2, redwood 2, referee 2, regular 2, relateto 2, remove 2, republic 2, rescue 2, research 2, reservation 2, resident 2, resort 2, responsive 2, rest 2, returnto 2, rewrite 2, rhino 2, riveramazonas 2, roleplay 2, rope 2, round 2, russia 2, sabretoothedtiger 2, sadly 2, sahara 2, saharadesert 2, salary 2, sale 2, salespeople 2, salt 2, sanctuary 2, sandal 2, sandiego 2, sanfrancisco 2, sanjose 2, sapphire 2, saxon 2, scene 2, schoolbag 2, scot 2, scottish 2, scratch 2, scream 2, sculptor 2, seal 2, seed 2, selection 2, seriously 2, shampoo 2, share 2, sheep 2, siberia 2, simply 2, singular 2, siren 2, skate 2, slowly 2, society 2, solid 2, solution 2, solve 2, southafrica 2, spacestation 2, species 2, speechbubble 2, speed 2, spendtime 2, spider 2, spirit 2, spontaneous 2, spring 2, step 2, straight 2, strawberry 2, submarine 2, succeed 2, suitable 2, suitcase 2, sumup 2, surprise 2, surprising 2, surviving 2, sweat 2, swimmer 2, swimming 2, swimsuit 2, symphony 2, synonym 2, s† 2, takeanap 2, takepictures 2, tank 2, teamsport 2, thatiswhy 2, themselves 2, thick 2, thin 2, thinkabout 2, thursday 2, torch 2, total 2, tournament 2, toweroflondon 2, trainstation 2, travelagent 2, traveller 2, trick 2, trunk 2, tunisia 2, universe 2, valley 2, ve 2, vegetarian 2, venice 2, venue 2, verymuch 2, vet 2, vietnam 2, virtual 2, voice 2, volcano 2, wa 2, wales 2, wayoflife 2, wedding 2, weight 2, western 2, wet 2, whatabout 2, whole 2, winning 2, wizard

2, wooden 2, worker 2, worn 2, wow 2, yacht 2, yeah 2, zebra 2, ab 1, abbreviation 1, able 1, academy 1, accor 1, acre 1, act 1, acting 1, ad 1, adaptation 1, adding 1, afterschool 1, aggressive 1, aim 1, airport 1, algerian 1, allergic 1, allover 1, allow 1, allthetime 1, als 1, alw 1, amily 1, ammunition 1, among 1, amount 1, ancestor 1, andes 1, anim 1, ankara 1, announce 1, annual 1, apartment 1, application 1, apply 1, applyfor 1, appreciate 1, appy 1, aquatic 1, archeological 1, archeologist 1, architecture 1, argentina 1, arithmetic 1, arkansas 1, arrangement 1, artwork 1, ary 1, asia 1, asian 1, askfor 1, aswell 1, ation 1, atlanta 1, atlantic 1, atmosphere 1, attention 1, atthebottom 1, atthismoment 1, attract 1, autobiographical 1, autograph 1, average 1, award 1, ay 1, ays 1, aztecs 1, babysit 1, backtolife 1, bacteria 1, badly 1, baggy 1, bakeacake 1, baker 1, balcony 1, bamboo 1, ban 1, bang 1, barbarian 1, barcelona 1, basket 1, bathed 1, bathroom 1, battle 1, battlefield 1, bay 1, bealone 1, beautiful 1, beback 1, begoodat 1, belong 1, bend 1, beon 1, beover 1, bicycle 1, bigben 1, billionaire 1, biological 1, birthdaycard 1, bit 1, blacksea 1, blanket 1, blessed 1, blowinto 1, blowout 1, bodybuilder 1, bookworm 1, borrow 1, bother 1, bounceoff 1, bout 1, bowlingalleys 1, boyfriend 1, branch 1, breakaheart 1, breakfreefrom 1, breakup 1, breathe 1, bri 1, brightly 1, brighton 1, brilliant 1, bringback 1, brisbane 1, brussels 1, bulgaria 1, burndown 1, bush 1, business 1, bychoice 1, bye 1, byheart 1, byyourself 1, cafŽ 1, cal 1, cali 1, calory 1, cambodia 1, campusmaritus 1, canal 1, canoeing 1, cape 1, capital 1, captain 1, carefor 1, carriage 1, carryon 1, carving 1, castle 1, ceiling 1, celtic 1, center 1, centralheating 1, certainly 1, certificate 1, champagne 1, chapter 1, charge 1, chariot 1, chatroom 1, cheddar 1, chew 1, chil 1, childhood 1, childr 1, cities 1, citizen 1, claim 1, classic 1, classical 1, classmate 1, clay 1, clerk 1, click 1, clickon 1, climbup 1, closing 1, cloth 1, clothing 1, cloud 1, co 1, coffeshop 1, colombia 1, colorado 1, coloured 1, combine 1, comewith 1, comfortable 1, comma 1, commend 1, commitmurder 1, commonly 1, communicate 1, communication 1, completely 1, compoundsentence 1, concentration 1, conductor 1, conquer 1, consequence 1, considered 1, consonant 1, conta 1, continent 1, contrast 1, control 1, coordination 1, cornwall 1, costarica 1, council 1, course 1, crashinto 1, craterofdiamondsstatepark 1, crazy 1, creditcard 1, cricket 1, criminal 1, cross 1, crowd 1, cruise 1, culinaryartsacademy 1, cure 1, curious 1, curl 1, curry 1, cutdown 1, cycling 1, daily 1, dancer 1, danger 1, danish 1, deadly 1, deaf 1, dealwith 1, deer 1, defend 1, delicate 1, democracy 1, dental 1, des 1, destruction 1, develop 1, device 1, devil 1, devon 1, diagram 1, didg 1, diet 1, difficulty 1, diginto 1, digital 1, dilemma 1, dingto 1, diningroom 1, dip 1, disagreewith 1, distancelearning 1, diveinto 1, divingsuit 1, divorced 1, document 1, documentary 1, doorbell 1, drank 1, drawing 1, drawn 1, dreamon 1, dren 1, drinkingwater 1, drumming 1, duck 1, duringtheday 1, dwel 1, dyslexic 1, ea 1, eachone 1, eagle 1, easiy 1, eastern 1, ebra 1, eccentric 1, education 1, educational 1, eel 1, eighth 1, electric 1, element 1, eleven 1, elevision 1, ell 1, elow 1, embarrassing 1, emerald 1, emeraldbuddha 1, emoti 1, emperor 1, en 1, endoftheyear 1, englishspeaking 1, enjoyable 1, enormous 1, enter 1, entire 1, entrance 1, entry 1, eo 1, epark 1, episode 1, eraser 1, eridoo 1, error 1, ert 1, eruption 1, essential 1, eto 1, exactly 1, excerpt 1, excessive 1, exerci 1, exhausting 1, exist 1, experienced 1, exploit 1, extract 1, extremely 1, eyebrow 1, faces 1, facetoface 1, factory 1, fairly 1, fallthrough 1, fame 1, familyname 1, fantasy 1, fatherinlaw 1, feathers 1, february 1, feellike 1, fiction 1, fifteenhundredyearold 1, fifteenyearold 1, fifth 1, fifty 1, fillwith 1, filmmaker 1, findasolution 1, findou 1, findthetime 1, findyourway 1, fireplace 1, firstname 1, firstofall 1, firsttime 1, fishermen 1, flashdrive 1, flashlight 1, float 1, florida 1, flour 1, flowermarket 1, fo 1, forever 1, forgave 1, fork 1, former 1, fornia 1, fortuneteller 1, fox 1, fre 1, fresh 1, fridge 1, frontdoor 1, fruitjuice 1, funeral 1, gaincontrol 1, gallery 1, gap 1, garage 1, gas 1, gather 1, gazelle 1, generation 1, genre 1, gerund 1, getajob 1, getbigger 1, getclose 1, getdown 1, getfit 1, getintotrouble 1, getout 1, getover 1, gettogether 1, getusedto 1, givepermission 1, glad 1, glasgow 1, glassmaking 1, glencoe 1, global 1, goalkeeper 1, goddess 1, godofwar 1, goldenstate 1, goldmin 1, golf 1, gonna 1, goodlooking 1, goonholiday 1, goover 1, gorunning 1, gourd 1, government 1, grandchildren 1, granddaughter 1, granola 1, grasseating 1, grassy 1, greatgrandfather 1, greatgrandparent 1, greatuncle 1, greetingcard 1, grew 1, groundfloor 1, gum 1, gym 1, gypsy 1, habitat 1, haircut 1, halfpast 1, halifax 1, hammer 1, hangoutwith 1, hanoi 1, hardrock 1, hardrockmus 1, hardwork 1, harvardmedicalschooll, hath 1, hats 1, hav 1, haveagoodtime 1, haveajob 1, haveaparty 1, havedinner 1, havenochoice 1, havetoday 1, health 1, healthproblem 1, hearabout 1, hearof 1, heartattack 1, heat 1, heathrow 1, hemost 1, heroic 1, hesame 1, hey 1, hig 1, highlights 1, hiphopmusic 1, ho 1, hobby 1, hoice 1, holkhambeach 1, hollow 1, hongkong 1, hoose 1, hopefor 1, hopefully 1, hopkins 1, horror 1, horsedrawn 1, hotelroom 1, hous 1, however 1, howl 1, humane 1, hunter 1, hunting 1, hurricane 1, hyd 1, hypothetical 1, ic 1, icecream 1, id 1, ideal 1, identity 1, ifornia 1, illegal 1, image 1, imaginary 1, immediately 1, imperialstatecrown 1, includi 1, inconcontrol 1, increase 1, independent 1, indonesia 1, indonesian 1, industrialrevolution 1, industry 1, inema 1, infinitive 1, ing 1, ingcentre 1, inroderto 1, institute 1, instruction 1, insufficient 1, intelligence 1, intensity 1, intention 1, interrupt 1, inthebeginning 1, intheend 1, inthemiddle 1, intotal 1, inyouropinion 1, is 1, italians 1, itch 1, jerusalem 1, jewelry 1, jo 1, jobless 1, jockeys 1, jogging 1, johannesburg 1, jou 1, joy 1, jumpinto 1, karaoke 1, kbook 1, keeppool 1, kenya 1, key 1, kick 1, kilt 1, kind 1, kitten 1, knife 1, knight 1, knowledge 1, lackof 1, ladder 1, lady 1, lap 1, lastforever 1, laundry 1, lawn 1, lawnmower 1, lawyer 1, ld 1, leaf 1, league 1, learnfrom 1, learning 1, least 1, leavesomeonealone 1, leopard 1, less 1, leton 1, lett 1, lexington 1, lifetime 1, lightningbolt 1, ll 1, llaux 1, lllowing 1, lly 1, lonely 1, lookthrough 1, losangeles 1, losecontrol 1, loseyourway 1, lovely 1, lower 1, lu 1, machinery 1, madonna 1, madrid 1, magnificent 1, maidenname 1, mainstreet 1, major 1, makeachoice 1, makeaholein 1, makeanoise 1, makeby 1, makenoise 1, maldivian 1, manage 1, manchester 1, manchesterunited 1, mango 1, manhattan 1, manufacturer 1, marble 1, margherita 1, marine 1, married 1, mars 1, martyr 1, massage 1, meaningful 1, meanings 1, menu 1, message 1, mexican 1, mexico 1, miami 1, mice 1, middlename 1, mile 1, mine 1, miniaturegolf 1, minibus 1, mixed 1, mo 1, moan 1, monkey 1, monster 1, moral 1, moreoftenthan 1, moscow 1, mosque 1, motherinlaw 1, motorway 1, mountvesuvius 1, moveinto 1, mpetition 1, multiple 1, musicalinstruments 1, mysterious 1, mystery 1, narrow 1, nation 1, nationality 1, nationalpark 1, naturalhistorymuseum 1, naturalist 1, naturereserve 1, nearby 1, necessity 1, neck 1, netherlands 1, neuroscience 1, neurosurgeon 1, nextday 1, nicely 1, niece 1, nobelpeaceprize 1, nomad 1, nonallergenic 1, noproblem 1, norfolk 1, northamerica 1, northern 1, nottingham 1, nought 1, nouns 1, nova 1, novel 1, noway 1, ntion 1, ntre 1, nurse 1, nut 1, nute 1, nutrition 1, objective 1, observatory 1, odd 1, office 1, ofyourown 1, olise 1, olive 1, olympia 1, olympic 1, omplete 1, onaregularbasis 1, oneanother 1, onfire 1, onholidays 1, onmyknee 1, onmyown 1, ontheway 1, onthursday 1, onto 1, ontuesday 1, onwednesday 1, onyourway 1, operation 1, opinions 1, opposite 1, orange

	<p>1, oregon 1, orethan 1, organization 1, origin 1, ornament 1, ound 1, ountry 1, outof 1, outofcontrol 1, ove 1, oven 1, pairwork 1, pakistan 1, panel 1, pant 1, paperclip 1, par 1, parade 1, paramedic 1, parrot 1, particle 1, particular 1, partn 1, patron 1, peace 1, peacefully 1, peculiar 1, penicillin 1, peo 1, peopl 1, per 1, percent 1, percentage 1, perfectly 1, permit 1, personal 1, pete 1, philosophy 1, physicalexercise 1, pickup 1, pie 1, piece 1, pillow 1, pilot 1, pink 1, pioneer 1, plac 1, plastic 1, ple 1, plot 1, poem 1, pointlobosstatenationalreserve, poisonous 1, pole 1, polluted 1, pollution 1, popcorn 1, position 1, possessiveadjective 1, possibilities 1, possibly 1, post 1, poster 1, pound 1, practic 1, preacher 1, preferencing 1, prehistory 1, premier 1, presentation 1, presenter 1, preservation 1, preserve 1, preserved 1, president 1, presses 1, pretend 1, pretoria 1, prince 1, pro 1, process 1, production 1, professionally 1, professor 1, program 1, programmer 1, prohibition 1, pumpkin 1, punish 1, punishment 1, puppy 1, pure 1, pushinto 1, pushup 1, putdown 1, putoff 1, putout 1, putup 1, putyourhandson 1, puzzle 1, pyramid 1, pyrenean 1, pyreneanibex 1, qualified 1, quality 1, questi 1, questionnaire 1, quick 1, quid 1, quietly 1, racket 1, radiation 1, radioactive 1, radium 1, raincoat 1, rainforest 1, raise 1, rare 1, rat 1, rea 1, reality 1, realworld 1, recognise 1, recover 1, recycling 1, reflect 1, refuse 1, reggaemusic 1, relat 1, related 1, relationship 1, remarried 1, remind 1, rent 1, repetition 1, represent 1, representative 1, request 1, reserve 1, responsible 1, rethan 1, reverse 1, reviewer 1, rideon 1, rink 1, riverganges 1, rney 1, rockband 1, rockmusic 1, rockmusicfestival 1, rom 1, romania 1, romanian 1, root 1, rose 1, royalfamily 1, royalty 1, rrive 1, rror 1, rsago 1, rt 1, rtner 1, ruby 1, runafter 1, runamarathon 1, rundown 1, running 1, russian 1, sabretoothed 1, safari 1, safely 1, safety 1, saintgeorge 1, salesperson 1, salsa 1, same 1, sample 1, sandwich 1, santacruz 1, satellite 1, sausage 1, sciencefiction 1, scoreagoal 1, scotia 1, screen 1, screenplay 1, seashell 1, seatbelt 1, seattle 1, selfsatisfied 1, sensor 1, series 1, serve 1, serving 1, seventy 1, sevenwondersoftheworld, several 1, seville 1, shaver 1, shelf 1, sheriff 1, shopp 1, shopper 1, shoppingce 1, shoppingmall 1, shortfacedbear 1, shoulder 1, shriek 1, shropshire 1, shy 1, sibling 1, signal 1, silence 1, silver 1, silvermedal 1, simplepassive 1, singapore 1, single 1, sitdown 1, siton 1, sixtieth 1, sk 1, skating 1, skeleton 1, skyline 1, slay 1, sleeping 1, slipinto 1, slow 1, snack 1, sneeze 1, snowboard 1, sociable 1, softly 1, solar 1, solveproblem 1, somerset 1, sorbet 1, sou 1, southamerica 1, spacesuits 1, spaghetti 1, spectacledbear 1, spectator 1, sportscentre 1, sportsperson 1, spy 1, squirrel 1, stadium 1, standup 1, statement 1, states 1, station 1, stepfather 1, stepinto 1, stepmother 1, stepson 1, stingray 1, stocking 1, stomach 1, storytelling 1, stratford 1, stratforduponavon 1, strawberries 1, strength 1, string 1, stsimple 1, stuartsapphire 1, students 1, subway 1, success 1, successful 1, suchas 1, sudan 1, sudden 1, suffer 1, sufficient 1, sugar 1, suit 1, summerholiday 1, suncream 1, support 1, surfboard 1, surgeon 1, surname 1, survival 1, sweden 1, swedish 1, switzerland 1, symb 1, tabout 1, takepicture 1, takeatest 1, takecontrol 1, takepicture 1, taketo 1, tale 1, taste 1, tch 1, te 1, teammate 1, teenage 1, telegram 1, ter 1, terribly 1, terrifying 1, tha 1, thanksgiving 1, thanksgivingday 1, thankyou 1, thedayaftertomorrow 1, theheartofthematter 1, theirs 1, themiddleof 1, themos 1, therebeaux 1, thesecondstarofafrica, thesouth 1, thethird 1, thirteenth 1, threehour 1, throwaway 1, throwaway 1, thumb 1, thunder 1, tigers 1, till 1, timor 1, tishmuseum 1, tod 1, tof 1, tof 1, tof 1, tomato 1, tool 1, totheend 1, towardstheend 1, towel 1, tractor 1, trafalgarsquare 1, tragic 1, travelthrough 1, treatment 1, tribe 1, trivia 1, trophy 1, troubled 1, trumpet 1, tshirt 1, tuckshop 1, tune 1, tunnel 1, turnaround 1, turnoff 1, turnon 1, turnout 1, turtle 1, twist 1, twoandahalf 1, twoweek 1, ty 1, typical 1, umup 1, unattractive 1, uncountable 1, underage 1, underline 1, underweight 1, unitednations 1, unitedstates 1, universi 1, unknown 1, unpleasant 1, unscramble 1, unt 1, upanddown 1, ust 1, usua 1, vacation 1, vacuum 1, valuable 1, varied 1, vary 1, vatican 1, vehicle 1, venezuela 1, ver 1, vermont 1, vi 1, victoria 1, vid 1, villa 1, vinyl 1, visor 1, vocabul 1, volleyballteam 1, walkaround 1, walkout 1, walkthrough 1, walkto 1, warning 1, wasteovertime 1, waterpistol 1, weathermen 1, web 1, weep 1, weightlifting 1, weird 1, whether 1, whitegold 1, wi 1, wide 1, widow 1, widower 1, wild 1, winner 1, wipe 1, wmany 1, wo 1, wolf 1, wolves 1, wood 1, wookey 1, woollyrhino 1, wor 1, workon 1, worth 1, wou 1, wrap 1, wri 1, writing 1, yea 1, yell 1, yellow 1, yo 1, yourownway 1, yourself 1, zero 1, zookeeper 1, zoom 1,</p>
CLIL 1	<p>the 1151, and 473, be 327, of 282, a 272, they 258, in 223, beaux 207, to 185, have 153, it 152, what 128, water 114, can 102, doaux 102, that 100, you 87, with 80, i 79, or 72, following 71, theearth 67, from 66, different 59, rock 56, moon 55, haveaux 53, on 53, planet 52, animal 51, this 51, sun 50, unit 50, plant 49, therebe 49, cell 47, not 47, all 45, some 45, use 44, by 43, more 42, for 41, mineral 41, we 41, them 40, when 40, their 39, like 38, temperature 38, which 38, as 37, body 37, one 36, section 35, answer 34, question 34, form 33, group 32, atmosphere 31, atom 31, two 31, vocabulary 30, your 30, make 29, type 29, if 28, three 28, day 27, learnabout 27, livingthing 27, bacteria 26, but 26, complete 26, leaves 26, small 26, between 25, nutrition 25, universe 25, word 25, do 24, example 24, inside 24, live 24, madeupof 24, begin 23, see 23, substance 23, volume 23, classification 22, element 22, how 22, no 22, about 21, find 21, grow 21, insect 21, its 21, matter 21, other 21, property 21, before 20, big 20, only 20, sentence 20, tree 20, very 20, characteristic 19, layer 19, number 19, our 19, surface 19, then 19, allthe 18, at 18, cause 18, component 18, fish 18, leg 18, produce 18, so 18, take 18, these 18, through 18, video 18, write 18, colour 17, happen 17, measure 17, new 17, solarsystem 17, willaux 17, year 17, after 16, contain 16, get 16, life 16, tryto 16, becalled 15, breathe 15, density 15, divideinto 15, kingdom 15, morethan 15, name 15, reproduce 15, transforminto 15, verb 15, wantto 15, why 15, adjective 14, because 14, first 14, gas 14, help 14, invertebrate 14, once 14, orbit 14, particle 14, scientificname 14, system 14, theleast 14, also 13, called 13, cannot 13, change 13, each 13, grammar 13, he 13, increase 13, leave 13, noun 13, now 13, own 13, reproduction 13, shape 13, chemical 12, cloud 12, compound 12, finish 12, fungi 12, know 12, knowabout 12, main 12, mixture 12, mould 12, onearth 12, oxygen 12, partof 12, place 12, round 12, special 12, time 12, activity 11, addto 11, any 11, both 11, describe 11, difference 11, earth 11, flower 11, guess 11, into 11, length 11, material 11, object 11, ozone 11, state 11, virus 11, watercycle 11, way 11, chart 10, drawing 10, food 10, gill 10, globalwarming 10, identify 10, light 10, madeof 10, mammal 10, many 10, margin 10, mars 10, mass 10, need 10, order 10, process 10, project 10, size 10, star 10, symmetry 10, venus 10, acidrain 9, below 9, draw 9, egg 9, energy 9, explain 9, frog 9, function 9, genus 9, hydrogen 9, include 9, leaf 9, metamorphosis 9, ozonelayer 9, ring 9, sand 9, say 9, simple 9, something 9, stratosphere 9, structure 9, tadpole 9, tail 9, themore 9, us 9, usually 9, vertebrate 9, worm 9, air 8, altitude 8, asteroid 8,</p>

calculate 8, cat 8, english 8, fruit 8, great 8, head 8, information 8, internal 8, lung 8, magmatic 8, mean 8, ocean 8, organism 8, part 8, photosynthesis 8, satellite 8, shell 8, solid 8, song 8, thesame 8, true 8, where 8, absorb 7, algae 7, always 7, antibiotic 7, arthropod 7, become 7, bird 7, blade 7, classify 7, clean 7, decrease 7, degree 7, disease 7, distance 7, dog 7, drop 7, electron 7, feet 7, hardness 7, harmful 7, heat 7, his 7, hour 7, ice 7, irregular 7, lightyear 7, liquid 7, long 7, mantle 7, metamorphic 7, milk 7, molecule 7, mouth 7, move 7, near 7, next 7, occur 7, organelle 7, plate 7, point 7, pollutant 7, pollution 7, proton 7, ray 7, reptile 7, river 7, root 7, soft 7, solution 7, suchas 7, summer 7, swim 7, teacher 7, versus 7, winter 7, adult 6, amphibian 6, axis 6, beneficial 6, cleavage 6, constellation 6, core 6, crust 6, dark 6, diagram 6, dissolvein 6, distinguish 6, drink 6, eclipse 6, eukaryotic 6, every 6, family 6, final 6, flat 6, four 6, geosphere 6, good 6, hole 6, knownas 6, look 6, lunareclipse 6, metricsystem 6, night 6, oil 6, penicillin 6, photosynthesize 6, phylum 6, protect 6, protozoa 6, reading 6, remember 6, season 6, sedimentaryrock 6, seed 6, short 6, skin 6, sky 6, species 6, start 6, sunlight 6, text 6, thefirst 6, troposphere 6, vaccine 6, vein 6, vital 6, while 6, above 5, acid 5, add 5, angiosperm 5, average 5, back 5, bad 5, beak 5, call 5, carbon 5, cartilaginous 5, celsius 5, class 5, completely 5, crop 5, crystal 5, direction 5, dwarfplanet 5, eat 5, effect 5, feature 5, feed 5, feedon 5, fertilization 5, fly 5, fullmoon 5, genetic 5, gravity 5, greenhouseeffect 5, hydrosphere 5, inorderto 5, just 5, keep 5, land 5, late 5, lose 5, low 5, lowtide 5, makeup 5, mercury 5, mesosphere 5, meter 5, microorganism 5, month 5, multiple 5, neutron 5, nitrogen 5, people 5, phasesofthemoon 5, placental 5, pull 5, quartz 5, reach 5, read 5, recognize 5, referto 5, regular 5, remain 5, revolve 5, rotate 5, shaped 5, slowly 5, soil 5, space 5, spore 5, stem 5, streak 5, submultiple 5, terrestrial 5, thinkof 5, uranus 5, vapour 5, volcano 5, wing 5, writing 5, ability 4, acidtest 4, although 4, aquatic 4, arachnid 4, around 4, atmospheric 4, base 4, bigbang 4, bivalve 4, black 4, blood 4, blue 4, bonyfish 4, bread 4, carbondioxide 4, caterpillar 4, cnidaria 4, common 4, country 4, crocodile 4, cure 4, cylinder 4, develop 4, dictation 4, dueto 4, during 4, easily 4, enough 4, enter 4, even 4, exoskeleton 4, expression 4, external 4, eye 4, face 4, fahrenheit 4, feldspar 4, fell 4, fern 4, finally 4, float 4, follow 4, fresh 4, freshwater 4, give 4, glass 4, gravitational 4, ground 4, gymnosperm 4, halite 4, hard 4, heavy 4, height 4, helium 4, high 4, house 4, human 4, individual 4, jellyfish 4, jupiter 4, label 4, large 4, learn 4, limb 4, listento 4, living 4, livingbeing 4, lookfor 4, looklike 4, lotsof 4, lustre 4, magma 4, magnet 4, marsupial 4, measurement 4, metal 4, mi 4, monocot 4, monotreme 4, moss 4, movement 4, must 4, myriapod 4, neutral 4, nonflowering 4, nucleus 4, outside 4, oviparous 4, parasite 4, picture 4, pole 4, prepare 4, prokaryotic 4, protein 4, radial 4, react 4, salt 4, saltwater 4, scientist 4, sealevel 4, skeleton 4, smooth 4, snake 4, solar 4, solvent 4, sphere 4, spring 4, step 4, still 4, subclassify 4, surround 4, test 4, than 4, thermosphere 4, thin 4, thing 4, throughout 4, tide 4, tissue 4, transformation 4, unicellular 4, upper 4, vascular 4, venndiagram 4, viral 4, warm 4, wastewater 4, west 4, whole 4, without 4, writedown 4, yeast 4, abdomen 3, accordingto 3, action 3, adapt 3, amount 3, annelid 3, another 3, antennae 3, anticlockwise 3, area 3, astronaut 3, attachedto 3, atthesametime 3, attitude 3, attract 3, bacterial 3, bag 3, belt 3, besides 3, bilateral 3, bottle 3, box 3, breakdown 3, breakup 3, bright 3, butterfly 3, calcite 3, capsule 3, carryout 3, catch 3, cattus 3, cephalopod 3, chalk 3, charge 3, close 3, closeto 3, coal 3, cold 3, coldblooded 3, combination 3, combine 3, comedown 3, compare 3, composition 3, cone 3, connect 3, consequence 3, consider 3, consistof 3, container 3, conversion 3, cool 3, cotton 3, create 3, crustacean 3, curiosity 3, cycle 3, dentate 3, dicot 3, die 3, dissolve 3, drinkingwater 3, duringtheday 3, dust 3, east 3, echinoderm 3, envelope 3, everything 3, ex 3, exist 3, experience 3, false 3, fast 3, fillin 3, flagellum 3, flowering 3, forget 3, freely 3, galaxy 3, gastropod 3, giant 3, gland 3, goround 3, goup 3, graduated 3, graph 3, gravel 3, green 3, happento 3, harm 3, heterotrophic 3, hide 3, hightide 3, horse 3, hot 3, howmany 3, ill 3, illuminated 3, image 3, infection 3, inorganic 3, interaction 3, international 3, intestine 3, iron 3, kindof 3, last 3, lateral 3, leaflet 3, level 3, little 3, lizard 3, locate 3, lookat 3, magnetite 3, male 3, man 3, me 3, meet 3, melting 3, mesopause 3, metallic 3, mica 3, microscope 3, milkyway 3, mix 3, moist 3, mollusc 3, monera 3, morely 3, moulting 3, multicellular 3, mushroom 3, negative 3, nematode 3, neptune 3, newmoon 3, nitrogenoxide 3, nonliving 3, north 3, notice 3, nutrient 3, octopus 3, old 3, onceuponatime 3, onland 3, organic 3, outerplanet 3, over 3, page 3, pair 3, pairsof 3, partial 3, pass 3, pattern 3, pinnateveined 3, plankton 3, platyhelminthe 3, plutonic 3, pollen 3, pollinator 3, pore 3, porifera 3, predator 3, prevent 3, protoctist 3, puddle 3, radiation 3, rain 3, rate 3, red 3, reduce 3, represent 3, research 3, respiration 3, return 3, right 3, rocky 3, saturn 3, sea 3, second 3, secondary 3, sedimentary 3, sense 3, several 3, sheet 3, show 3, side 3, similar 3, sink 3, six 3, snail 3, solareclipse 3, specific 3, spider 3, spin 3, square 3, stage 3, station 3, steam 3, strainer 3, stratopause 3, strong 3, sugar 3, table 3, talkabout 3, teeth 3, tentacle 3, thanksto 3, thenet 3, there 3, tiny 3, toad 3, tropopause 3, turnaround 3, turtle 3, ultraviolet 3, under 3, underside 3, until 3, used 3, vessel 3, waste 3, wet 3, white 3, wind 3, work 3, abit 2, acidified 2, adaptation 2, adulthood 2, aerosol 2, affect 2, again 2, airsac 2, alien 2, allow 2, along 2, alotof 2, amoeba 2, ancient 2, angle 2, animalkingdom 2, antimatter 2, anura 2, anus 2, arrive 2, asin 2, astronomicalunit 2, asymmetrical 2, atfirst 2, athome 2, atnight 2, autotroph 2, autotrophic 2, autumn 2, baby 2, ball 2, basic 2, beableto 2, bear 2, beborn 2, becauseof 2, bee 2, beer 2, beetle 2, belike 2, belly 2, billion 2, block 2, blow 2, boil 2, boiling 2, bone 2, boundary 2, branch 2, breakthrough 2, building 2, burn 2, calendar 2, camouflage 2, capture 2, carefully 2, causes 2, centre 2, cephalothorax 2, ceres 2, characterize 2, check 2, chemically 2, chlorine 2, chlorofluorocarbon 2, choanocyte 2, chordata 2, circle 2, cirrus 2, classified 2, classifyinto 2, classmate 2, classroom 2, clay 2, comefrom 2, comet 2, comparative 2, compareto 2, condensation 2, contribute 2, cooled 2, copper 2, correct 2, corresponding 2, cotyledon 2, cougar 2, cover 2, coveredby 2, coveredwith 2, creep 2, cubic 2, culture 2, cumulus 2, cup 2, cylindrical 2, daily 2, damage 2, dead 2, decide 2, decompose 2, defence 2, define 2, definition 2, dense 2, destroy 2, detect 2, detrital 2, diamond 2, diary 2, differentiate 2, digest 2, digestivesystem 2, dipper 2, dirty 2, disintegrate 2, dissolvedin 2, divide 2, dry 2, dull 2, earthworm 2, eitheror 2, englishspeaking 2, environment 2, er 2, eris 2, evaporate 2, evaporation 2, everyday 2, excrete 2, expand 2, experiment 2, explanation 2, extreme 2, fact 2, factory 2, fall 2, feedoff 2, felidae 2, female 2, filtration 2, five 2, foot 2, forexample 2, fossilfuel 2, fracture 2, front 2, fullfil 2, fume 2, funny 2, galena 2, game 2, gap 2, general 2, getridof 2, glassy 2, god 2, gothrough 2, goto 2, graduate 2, granite 2, greece 2, grey 2, grown 2, handle 2, havealookat 2, havegot 2, hear 2, heterotroph 2, history 2, hold 2, home 2, however 2, humanbeing 2, illness 2, incubate 2, indispensable 2, ingredient 2, inject 2, inner 2, innerplanet 2, insoluble 2, intestinal 2, invisible 2, jaguar 2, join 2, joint 2, juice 2, kill 2, lab 2, lake 2, landing 2, larva 2, lava 2, layegg 2, leech 2, leopard 2, lion 2,

lithosphere 2, lookup 2, magnetic 2, mammalia 2, may-02, meaning 2, meanwhile 2, melt 2, membrane 2, meteor 2, meteorite 2, metre 2, middle 2, minute 2, mission 2, molten 2, monomineralic 2, mother 2, mud 2, muscle 2, mussel 2, mycelium 2, nakedeye 2, nature 2, neaptide 2, never 2, ng 2, nonmetallic 2, normally 2, northpole 2, nuclei 2, observe 2, occupied 2, off 2, open 2, opening 2, opposite 2, out 2, outer 2, ovalshaped 2, overlying 2, pair of 2, palmateveined 2, paper 2, paragraph 2, paramecium 2, parental 2, pebble 2, perceive 2, periodictable 2, person 2, petiole 2, phyllode 2, phytoplankton 2, piece of 2, pilot 2, pinhead 2, pipe 2, planarian 2, plastic 2, plot 2, pluto 2, positive 2, possible 2, powder 2, primary 2, procedure 2, protection 2, prove 2, pump 2, purifiedwater 2, purifying 2, put 2, pyrite 2, quarter 2, quite 2, radius 2, raindrop 2, rap 2, reabsorb 2, readingcomprehension, reason 2, receive 2, receptor 2, record 2, rectangle 2, recycler 2, reflect 2, release 2, released 2, require 2, respectively 2, respond to 2, revolution 2, rhizoid 2, rise 2, rotation 2, rule 2, sandstone 2, saucepan 2, save 2, scale 2, scarcity 2, scratch 2, searchin 2, separate 2, share 2, shiny 2, shrink 2, slug 2, smell 2, sofa 2, solarradiation 2, solidify 2, soluble 2, sometimes 2, source 2, speed 2, spill 2, spoil 2, spread 2, squeezeout 2, starshaped 2, stay 2, stop 2, stratus 2, study 2, subdivide into 2, subgroup 2, sulphurdioxide 2, support 2, survive 2, synonym 2, taken 2, tap 2, tapeworm 2, taste 2, tell 2, theapollomission 2, the most 2, thermometer 2, thesecond 2, thethird 2, thickness 2, think 2, thinkabout 2, thousandsof 2, tiger 2, tile 2, tilt 2, today 2, together 2, toilet 2, toomuch 2, total 2, toxin 2, trash 2, travel 2, trunk 2, twig 2, undergo 2, understand 2, urodela 2, useful 2, valve 2, variation 2, various 2, ve 2, visible 2, vitamin 2, volcanic 2, walk 2, wall 2, warmblooded 2, waterfall 2, waxinggibbous 2, waxy 2, width 2, window 2, would 2, yearsago 2, yellow 2, abnormality 1, absentminded 1, absorber 1, abulary 1, accidental 1, accordingwith 1, accurately 1, acle 1, act 1, actinopterygii 1, addon 1, adjacent 1, adventure 1, adverse 1, aerial 1, aerodynamicshaped 1, aeronautical 1, africanelephant 1, against 1, agar 1, airborne 1, airconditioner 1, alive 1, allovertheworld 1, alright 1, altogether 1, aluminum 1, ambulacral 1, american 1, amphibia 1, analyse 1, anchor 1, anemone 1, animalcell 1, animation 1, annular 1, anopheles 1, antarctica 1, anymore 1, anything 1, aphid 1, apismellifera 1, apparatus 1, appearance 1, appendage 1, arc 1, argon 1, arm 1, armacolite 1, arrange 1, arrowshaped 1, arsystem 1, artificial 1, artiodactyla 1, ary 1, asexual 1, asexually 1, asfollows 1, ash 1, asianelephant 1, askfor 1, asshown 1, astronomer 1, atall 1, atomic 1, atschool 1, atthebeginning 1, atthetop 1, atthisstage 1, attraction 1, australia 1, background 1, backyard 1, badnews 1, bagshaped 1, balance 1, barbour 1, bark 1, basalt 1, basedon 1, basilisk 1, basis 1, bat 1, bathroom 1, becareful 1, beech 1, beganwith 1, beginning 1, begoingto 1, behave 1, behind 1, believe 1, benefit 1, ber 1, bigbangtheory 1, bighornsheep 1, bill 1, biosphere 1, blackboard 1, blackfly 1, blackpoplar 1, bladder 1, blank 1, blanket 1, bleach 1, bluegreen 1, bodyshape 1, boilingpoint 1, bond 1, bonded 1, boy 1, br 1, brainstorm 1, breadslice 1, break 1, breakinto 1, breakout 1, breaksinto 1, breast 1, breathofair 1, brew 1, bring 1, broad 1, broadleaves 1, brokeninto 1, brown 1, bstance 1, bubble 1, bud 1, budding 1, build 1, buildingblock 1, buoyancy 1, burning 1, butalso 1, buttercup 1, bymeansof 1, ca 1, cacao 1, calculation 1, cancer 1, candy 1, canidae 1, canislatrans 1, cant 1, cap 1, capacity 1, car 1, carbonate 1, carnivora 1, cataract 1, catt 1, cauliflower 1, caused 1, ceiling 1, celestial 1, celestialbody 1, cement 1, centipede 1, central 1, certainly 1, chain 1, chair 1, changeinto 1, channel 1, characterized 1, cheese 1, cheetah 1, chelicerae 1, chemicalreaction 1, chemistry 1, chestnut 1, chitin 1, chocolate 1, chondrichthyes 1, cicadamoultling 1, cilia 1, circulatory 1, city 1, clam 1, claw 1, cleaning 1, clear 1, cleave 1, climatechange 1, clitellum 1, clockwise 1, closelyrelated 1, clothes 1, coast 1, collapse 1, collar 1, collect 1, coloured 1, colourless 1, combined 1, combinewith 1, come 1, comeback 1, cometogether 1, command 1, comment 1, commit 1, comparedwith 1, comparewith 1, concentration 1, concentric 1, concerned 1, conclusion 1, condense 1, condition 1, conductor 1, confuse 1, conglomerate 1, conifer 1, considering 1, consistin 1, constant 1, content 1, continent 1, continental 1, continue 1, contrary 1, control 1, controlled 1, convict 1, cooling 1, coral 1, coralpolyp 1, correctly 1, coveredn 1, coyote 1, crab 1, crew 1, criteria 1, crown 1, crystalclear 1, crystallized 1, cube 1, cucumber 1, current 1, curve 1, cut 1, cyanobacteria 1, damaged 1, dandelion 1, darkness 1, date 1, daughter 1, daylight 1, daytoday 1, death 1, december 1, deciduous 1, deepdown 1, definite 1, den 1, depen 1, depicted 1, depletion 1, derive 1, derived 1, desert 1, destroyed 1, detective 1, developed 1, development 1, dialogue 1, diarrhea 1, didaux 1, difficult 1, digestion 1, digestive 1, dionaea 1, disappear 1, discharge 1, discover 1, discoverer 1, discovery 1, disinteg 1, displacement 1, display 1, dissolvesin 1, distribution 1, divided 1, doesnt 1, dolphin 1, domesticcat 1, don 1, dont 1, door 1, double 1, down 1, downward 1, dragon 1, drawfrom 1, drilling 1, drinki 1, drinking 1, dropped 1, dropping 1, dryseason 1, dumping 1, dung 1, duringthenight 1, eachother 1, eaf 1, eak 1, earthcrust 1, earthhour 1, earthquake 1, eathe 1, eaux 1, effector 1, electrical 1, ellipse 1, elliptical 1, ely 1, emission 1, emit 1, encourage 1, end 1, engineer 1, enormous 1, entertainment 1, entire 1, equal 1, equation 1, equator 1, equuscaballus 1, erase 1, erosion 1, escape 1, eschrichtiusrobustus, evening 1, event 1, eventually 1, ever 1, evergreen 1, everythingelse 1, everywhere 1, everyyear 1, except 1, exception 1, exercise 1, exhaust 1, expect 1, expel 1, expert 1, explode 1, explore 1, explosion 1, express 1, extract 1, fallinto 1, fallon 1, fallswith 1, fallo 1, fantastic 1, far 1, farmer 1, fascinated 1, fascinating 1, fault 1, feather 1, feel 1, fellow 1, femal 1, fertilise 1, few 1, fewer 1, fiber 1, fight 1, fil 1, fill 1, filledwith 1, fillintheblanks 1, fillitwith 1, filter 1, fin 1, fine 1, fire 1, firstly 1, firsttime 1, fishclown 1, fitin 1, fizz 1, flexible 1, flight 1, flipper 1, flood 1, floor 1, florey 1, flour 1, flow 1, floweringpla 1, fluorite 1, flush 1, flyingfish 1, fog 1, followaround 1, followi 1, foodmaking 1, foodparticle 1, footprint 1, formula 1, fossilize 1, fox 1, fraction 1, frame 1, freeze 1, freezing 1, froglet 1, frogspawn 1, frond 1, frozen 1, fur 1, fusiform 1, gal 1, garbage 1, garden 1, gaseous 1, gaveup 1, gemmation 1, geologist 1, geology 1, geosphe 1, getfrom 1, getoutoftheway 1, giveup 1, global 1, glottis 1, glucose 1, gnat 1, goal 1, goat 1, goback 1, godown 1, gofrom 1, gointo 1, golden 1, goodexample 1, goon 1, goonholiday 1, grab 1, graphite 1, grasshopper 1, gray 1, graywhale 1, greensalad 1, grind 1, grinddown 1, grizzlybear 1, gross 1, groupedtogether 1, growing 1, growth 1, gypsum 1, hair 1, halide 1, halleycomet 1, hand 1, handson 1, hang 1, harvest 1, hatch 1, havefun 1, health 1, healthy 1, heart 1, heartshaped 1, heearth 1, helpyourself 1, hematite 1, hemisphere 1, herdsman 1, here 1, hero 1, heterogeneous 1, heterogenous 1, hexagonal 1, hey 1, highflying 1, hightemperature 1, hit 1, hite 1, ho 1, holdonto 1, holdup 1, holiday 1, hollow 1, homo 1, homogeneous 1, homogenous 1, honey 1, honeybee 1, hook 1, horizon 1, horizontal 1, howlong 1, humanactivity 1, hundred 1, hurricane 1, hydra 1, hydrochloric 1, hyphae 1, icecap 1, iceshelves 1, igneous 1, igneousrock 1, illustrate 1, imagine 1, immunesystem 1, impact 1, impermeable 1, important 1, impurity 1, inanycase 1, incomplete 1, indicate 1, infect

	<p>1, infectious 1, influence 1, inhibit 1, ink 1, innermore 1, inorder 1, inordertof 1, instead 1, insteadof 1, instrument 1, intelligent 1, interact 1, interactwith 1, interesting 1, intheworld 1, involved 1, ir 1, irregularly 1, island 1, isnt 1, istinguishfrom 1, itis 1, itself 1, japanese 1, jaragualizard 1, jelly 1, jet 1, journal 1, journey 1, july 1, june 1, kangaroo 1, keel 1, keepaway 1, keepinmind 1, kid 1, kilometre 1, kingcobra 1, knife 1, knowas 1, knowhow 1, komododragon 1, labelled 1, ladybird 1, lamina 1, lanceshaped 1, landon 1, lant 1, larg 1, lastquarter 1, latin 1, launch 1, layered 1, layin 1, lead 1, leadto 1, leafhopper 1, leafstalk 1, leap 1, leapyear 1, lense 1, let 1, letter 1, letus 1, lichen 1, lifecycle 1, lightbulb 1, lightminute 1, lime 1, limestone 1, limit 1, line 1, linearshaped 1, linedup 1, lintheblanks 1, list 1, listen 1, litre 1, lobed 1, lobster 1, located 1, longtimeago 1, lookon 1, lookout 1, loss 1, love 1, lunar 1, lunarmonth 1, madeup 1, magneticfield 1, mainly 1, makeamistake 1, malaria 1, mammary 1, mankind 1, manufactured 1, manyof 1, maple 1, marble 1, march 1, marineanimal 1, marineblue 1, match 1, mate 1, maximum 1, mealworm 1, means 1, measured 1, meat 1, medicine 1, member 1, memorize 1, mended 1, meridian 1, metalloid 1, methane 1, metric 1, mice 1, millimetre 1, million 1, millipede 1, mineralsmica 1, mining 1, missing 1, module 1, moisture 1, monot 1, moonearth 1, moreandmore 1, mosquito 1, motor 1, mountain 1, mountainlion 1, moveto 1, muchmore 1, mucus 1, mudashed 1, mule 1, muscipula 1, muscovite 1, muscular 1, mustelidae 1, mutation 1, myself 1, mythological 1, nameafter 1, nape 1, native 1, natural 1, naturaldisaster 1, nd 1, needleshaped 1, negatively 1, neithernor 1, nerve 1, newt 1, nextto 1, nextyear 1, nice 1, nickel 1, nitricacid 1, nitricoxide 1, nitrousoxide 1, niversal 1, nom 1, none 1, nonmetal 1, northernhemisphere 1, northernlight 1, northstar 1, notatum 1, nothing 1, nt 1, nuclear 1, obsidian 1, obtained 1, occasionally 1, oceanic 1, octahedron 1, odourless 1, offer 1, offshore 1, ok 1, oligiste 1, olivine 1, following 1, onecelled 1, onemillion 1, ontheground 1, ontheotherhand 1, opaque 1, operate 1, opposed 1, oppositedirection 1, orangejuice 1, ordinary 1, organ 1, orthoclase 1, osculum 1, otect 1, oth 1, ounce 1, outdoor 1, outermore 1, oval 1, overtime 1, oxide 1, oyster 1, ozon 1, ozonelayerhole 1, pack 1, packaging 1, paella 1, paint 1, panther 1, panthera 1, pantheropardus 1, par 1, parallelveined 1, park 1, passthrough 1, path 1, payattentionto 1, pearly 1, pedipalp 1, pencil 1, penicillium 1, penumbra 1, percent 1, percentage 1, perform 1, periodoftime 1, permeable 1, phenomena 1, phenomenon 1, phytoplanktonmade 1, pie 1, pig 1, pill 1, pink 1, placenta 1, plane 1, plantcell 1, plaque 1, plasmodium 1, plasticbag 1, platypus 1, play 1, playground 1, poin 1, poisonous 1, polaris 1, policeman 1, pollinate 1, pollination 1, pollute 1, polygonal 1, polyp 1, poop 1, position 1, positively 1, pound 1, poursdown 1, power 1, powerful 1, powerstation 1, pr 1, prawn 1, precipitation 1, prefer 1, pressure 1, previously 1, prey 1, preyon 1, primate 1, print 1, production 1, prohibited 1, protected 1, protist 1, provide 1, puffy 1, puma 1, pumice 1, purification 1, purified 1, purifier 1, purify 1, purple 1, quickly 1, radula 1, rainy 1, rapidly 1, rarely 1, re 1, realize 1, recent 1, recipe 1, recognized 1, recom 1, redeyedtreefrog 1, redhot 1, reduction 1, reference 1, refersto 1, refrigerant 1, refrigeration 1, relate 1, related 1, relationship 1, remaining 1, reme 1, remem 1, reptilia 1, reradiate 1, response 1, result 1, rhizome 1, ribbon 1, ribosome 1, rich 1, riddle 1, rinvora 1, robot 1, rockclimbing 1, rocket 1, rodentia 1, roof 1, room 1, rosebush 1, rotten 1, rough 1, row 1, royal 1, rubbish 1, rump 1, run 1, runalong 1, runoff 1, sa 1, sack 1, sailor 1, salad 1, salamander 1, same 1, sankinto 1, saprophyte 1, saving 1, scaleof 1, schist 1, school 1, scientific 1, scolopendra 1, scorpion 1, seahorse 1, seal 1, search 1, seawat 1, seawater 1, secondname 1, sediment 1, seearound 1, seen 1, sendto 1, sensory 1, september 1, serrate 1, sessile 1, set 1, setfoot 1, sewage 1, sexual 1, sexually 1, shed 1, sheep 1, shining 1, shipping 1, should 1, shrimp 1, silicate 1, similarto 1, simulate 1, since 1, single 1, singlecelled 1, singleveined 1, siphon 1, sity 1, sixsided 1, skincancer 1, skipper 1, slate 1, sleep 1, slice 1, sliceofbread 1, slippery 1, soak 1, soap 1, sol 1, sola 1, solarenergy 1, solute 1, somewhere 1, son 1, south 1, southernhemisphere 1, southpole 1, spanish 1, specifically 1, spectrum 1, spendtime 1, spike 1, spiky 1, spil 1, spinaround 1, spiny 1, spiral 1, splitinto 1, splitupinto 1, sponge 1, sporozoa 1, spreadout 1, springtide 1, sprout 1, squid 1, stable 1, stalk 1, staphylococci 1, starfish 1, statement 1, stayedon 1, stepout 1, stickto 1, stimulus 1, stir 1, stone 1, store 1, storm 1, story 1, str 1, straight 1, strange 1, stratospheric 1, street 1, strike 1, student 1, stuff 1, su 1, subtract 1, subtype 1, sucha 1, sucher 1, sucrose 1, suddenly 1, sufferfrom 1, sulphide 1, sulphur 1, sulphuric 1, sulphuroxide 1, sunburn 1, sunflower 1, sunray 1, surfaceasaconsequence, surfthenet 1, survive 1, swimbladder 1, sycamore 1, symbiont 1, symbol 1, syringe 1, taenia 1, takeback 1, takecareof 1, takein 1, takepart 1, talk 1, talkof 1, taproot 1, tasteless 1, teaspoon 1, technically 1, ted 1, televised 1, tellabout 1, tendto 1, tent 1, th 1, theeearthhour 1, theinternet 1, themohsscaleof 1, themohsscaleofhardness, themselves 1, therebebe 1, thermal 1, thick 1, thinning 1, third 1, thorax 1, thousand 1, threquarter 1, tick 1, timeago 1, title 1, tof 1, toothpaste 1, top 1, topside 1, tornado 1, torrential 1, totally 1, tough 1, tourist 1, toward 1, towards 1, trachea 1, transform 1, translatedinto 1, transparent 1, transplant 1, trap 1, treat 1, trend 1, trouble 1, tructure 1, turn 1, turnin 1, twice 1, twin 1, umbra 1, umbrellashaped 1, uncle 1, underground 1, underpressure 1, unitedstates 1, upto 1, urban 1, urodele 1, ursidae 1, ursushorribilis 1, ut 1, uterus 1, vaccination 1, value 1, vast 1, vegetable 1, vehicle 1, venom 1, venomous 1, venusflytrap 1, vibriocholerae 1, videoexplanation 1, viewer 1, violet 1, virgin 1, viviparous 1, voc 1, vocabul 1, volcanicrock 1, volu 1, voluntary 1, volunteer 1, volva 1, vs 1, waningcrescent 1, waninggibbous 1, waningmoon 1, wantedto 1, warming 1, watch 1, watching 1, watervapor 1, wavelength 1, wavy 1, waxingcrescent 1, waxingmoon 1, weak 1, wearaway 1, weasel 1, weather 1, web 1, weedy 1, week 1, weight 1, well 1, wenton 1, whale 1, wher 1, whic 1, whitepoplar 1, who 1, wide 1, widen 1, wiggle 1, winterbud 1, within 1, wolf 1, wonder 1, wood 1, workhard 1, world 1, worldwide 1, wouldnt 1, yard 1, yaxis 1, yearsold 1, yoghurt 1, yourturn 1, zooplankton 1,</p>
CLIL 2	<p>the 1449, a 584, and 550, of 540, be 410, in 341, to 293, it 247, beaux 240, they 153, what 143, that 126, can 106, or 105, doaux 102, you 101, from 99, object 96, this 93, energy 92, have 92, when 87, by 86, plant 81, speed 77, with 77, at 74, more 74, willaux 74, their 72, which 72, how 70, if 70, animal 64, ecosystem 63, force 62, we 62, different 61, light 61, for 60, water 59, following 57, your 57, its 56, on 56, not 54, do 50, travel 50, one 49, temperature 48, as 46, change 46, body 45, haveaux 45, heat 45, some 45, use 45, plate 43, two 43, each 42, i 41, where 41, then 40, calculate 39, but 37, mass 37, about 36, all 36, make 36, produce 36, unit 36, acceleration 35, distance 35, he 34, activity 33, between 33, livingthing 33, therebe 33, type 33, earth 32, example 32, move 32, process 31, rock 31, stimulus 31, car 30, food 30, through 30,</p>

them 29, time 29, these 28, why 27, area 26, cell 26, find 26, form 26, information 26, part of 26, transfer 26, section 25, show 25, explain 24, his 24, movement 24, place 24, system 24, work 24, both 23, pressure 23, sound 23, surface 23, after 22, complete 22, direction 22, like 22, motion 22, nutrition 22, respiration 22, response 22, get 21, leaves 21, live 21, only 21, stop 21, these 21, answer 20, colour 20, fish 20, other 20, be called 19, before 19, begin 19, blood 19, doesaux 19, fertilization 19, include 19, leave 19, male 19, question 19, second 19, another 18, drawing 18, gravity 18, insect 18, main 18, matter 18, nutrient 18, organism 18, say 18, word 18, fast 17, high 17, landscape 17, molecule 17, no 17, onearth 17, relationship 17, theory 17, volcano 17, ball 16, characteristic 16, female 16, her 16, into 16, lung 16, oxygen 16, seed 16, so 16, source 16, take 16, also 15, amount 15, average 15, because 15, consumer 15, flow 15, know 15, low 15, material 15, receptor 15, sentence 15, she 15, the most 15, want to 15, weight 15, any 14, bird 14, called 14, cause 14, describe 14, erosion 14, expel 14, grammar 14, now 14, occur 14, organic 14, own 14, presentation 14, reproduction 14, root 14, side 14, substance 14, try to 14, air 13, all the 13, circulatory system 13, gamete 13, great 13, happen 13, in order to 13, learn about 13, mantle 13, more than 13, mouth 13, photosynthesis 13, river 13, teacher 13, the least 13, three 13, tip 13, vocabulary 13, waste 13, weigh 13, city 12, earthquake 12, eat 12, external 12, graph 12, heart 12, internal 12, kinetic energy 12, know about 12, layer 12, many 12, nouns 12, part 12, planet 12, position 12, pyramid 12, require 12, rest 12, state 12, terrestrial 12, verb 12, way 12, angle 11, below 11, big 11, boundary 11, constant 11, depend on 11, friction 11, grow 11, have to 11, identify 11, inside 11, interaction 11, law 11, lose 11, measure 11, most 11, people 11, physics 11, picture 11, point 11, reach 11, represent 11, sap 11, small 11, species 11, study 11, the more 11, tree 11, tropism 11, urine 11, very 11, wave 11, write 11, year 11, absorb 10, aquatic 10, carbon dioxide 10, component 10, continent 10, cover 10, crust 10, digest 10, drive 10, every 10, fluid 10, food chain 10, forest 10, ground 10, group 10, hot 10, how long 10, mammal 10, medium 10, new 10, organ 10, potential energy 10, producer 10, student 10, vital function 10, zone 10, adjective 9, advantage 9, around 9, away from 9, block 9, die 9, digestive system 9, effector 9, flower 9, function 9, give 9, good 9, how far 9, ice 9, individual 9, inorganic 9, lava 9, ocean 9, pollination 9, sexual 9, sexual reproduction 9, skin 9, soil 9, tsunami 9, tube 9, walk 9, who 9, ability 8, because of 8, brain 8, buoyancy 8, carry 8, consist of 8, create 8, crown 8, development 8, document 8, during 8, easy 8, egg 8, environment 8, float 8, food web 8, go 8, growth 8, hear 8, help 8, here 8, important 8, increase 8, kidney 8, king 8, life 8, liquid 8, mean 8, meet 8, nervous 8, once 8, open 8, particle 8, person 8, present 8, prey 8, project 8, reflection 8, release 8, sea 8, sediment 8, shape 8, simple 8, sink 8, sometimes 8, tell 8, thick 8, think 8, valley 8, according to 7, again 7, agent 7, always 7, anglerfish 7, apply 7, arrive 7, asexual reproduction 7, birth 7, cannot 7, centre 7, chemical 7, child 7, classify 7, cold 7, core 7, cycle 7, cyclist 7, density 7, desert 7, embryonic 7, final 7, first 7, gas 7, have a look at 7, height 7, however 7, human 7, late 7, light year 7, made of 7, made up of 7, me 7, metal 7, name 7, need 7, opening 7, physical 7, pollen 7, primary 7, push 7, ray 7, remain 7, reptile 7, rise 7, several 7, size 7, slow 7, specific 7, stay 7, stomach 7, sunlight 7, take place 7, there 7, think of 7, towards 7, transform into 7, under 7, vertebrate 7, video 7, weathering 7, while 7, whole 7, wind 7, act 6, action 6, act on 6, bacteria 6, become 6, bee 6, bike 6, biome 6, blood vessel 6, breathe 6, buoyant force 6, call 6, canyon 6, carbon 6, carnivorous 6, case 6, catch 6, cave 6, chart 6, classmate 6, composed of 6, contain 6, definition 6, diagram 6, difference 6, difficult 6, disadvantage 6, displacement 6, divide into 6, drone 6, dynamics 6, effect 6, exert 6, feed on 6, germination 6, gill 6, glacier 6, glass 6, gold 6, goldsmith 6, grand canyon 6, guess 6, hair 6, how many 6, initial 6, in motion 6, in response 6, iron 6, kilometer 6, less 6, level 6, listen to 6, living 6, long 6, major 6, meander 6, metre 6, mineral salt 6, nonliving 6, nonrenewable 6, often 6, over 6, phloem 6, prove 6, queen 6, rainwater 6, raw 6, reflected 6, refraction 6, reproduce 6, run 6, scale 6, scientist 6, small intestine 6, snail 6, straight line 6, team 6, transform 6, transport 6, transportation 6, vary 6, volume 6, xylem 6, accelerate 5, add 5, amphibian 5, anther 5, anus 5, arch 5, at the same time 5, axis 5, basalt 5, bladder 5, boiling point 5, branchial 5, breakdown 5, capillary 5, cellular respiration 5, certain 5, cinder 5, close 5, collect 5, come from 5, community 5, continental 5, convection 5, coordination 5, covered by 5, crab 5, current 5, decomposer 5, deep 5, directly 5, distinguish 5, draw 5, each other 5, echo 5, elaborated 5, equal 5, expelled 5, experiment 5, finish 5, fix 5, follow 5, formation 5, fragment 5, fundamental 5, further 5, genetic 5, hard 5, hit 5, incidence 5, involve 5, involve in 5, jelly 5, kill 5, leaf 5, line 5, look for 5, mechanical 5, mostly 5, my 5, nice 5, normally 5, nothing 5, number 5, oceanic 5, opaque 5, oviparous 5, plastic 5, positive 5, property 5, provide 5, pull 5, pump 5, read 5, receive 5, refracted 5, relate 5, remains 5, renewable 5, research 5, respiratory system 5, result 5, right 5, salinity 5, special 5, spinal cord 5, spur 5, stack 5, steep 5, stem 5, stigma 5, store 5, structure 5, such as 5, support 5, table 5, the first 5, thin 5, thing 5, together 5, top 5, tracheal 5, understand 5, urinary 5, vacuum 5, without 5, zygote 5, accept 4, acid 4, airsac 4, allow 4, although 4, amazing 4, analyse 4, at least 4, atom 4, atrium 4, at the top 4, attract 4, baby 4, base 4, be born 4, benefit 4, biocenosis 4, biological 4, biotope 4, boat 4, bone 4, bounce off 4, box 4, break 4, by means of 4, cap 4, carnivore 4, central 4, cheetah 4, cliff 4, climate 4, compare 4, connect 4, consequence 4, conservation 4, consider 4, continental drift 4, continue 4, covered with 4, cow 4, crater 4, cut 4, dark 4, dense 4, deposition 4, depth 4, digestive 4, digital 4, dry 4, dueto 4, each one 4, embryo 4, engine 4, enter 4, erode 4, exchange 4, excretory system 4, fall 4, feed 4, fertilize 4, finally 4, finding 4, for example 4, freezing point 4, gain 4, gazelle 4, germinate 4, go back 4, goto 4, grass 4, hand 4, herbivore 4, heterotroph 4, hormone 4, hour 4, house 4, how much 4, hunt 4, immersed 4, investigation 4, join 4, joint 4, juice 4, just 4, kind of 4, land 4, landmass 4, large 4, law of motion 4, letter 4, let us 4, lift 4, living organism 4, lizard 4, locate 4, lump 4, mate 4, means 4, mountains 4, moving 4, mussel 4, must 4, natural 4, near 4, necessary 4, negative 4, nitrogen 4, normal 4, oceanic crust 4, opposite 4, ovary 4, ovule 4, pass 4, pass from to 4, passive voice 4, piece of 4, pitcher 4, population 4, prairie 4, put 4, quantity 4, reason 4, refer to 4, remember 4, route 4, secondary 4, sedimentation 4, see 4, separate 4, seven 4, slowly 4, solid 4, song 4, specialized 4, sponge 4, stomata 4, sugar 4, tertiary 4, then et al, these as 4, thinking 4, total 4, touch 4, tower 4, train 4, trap 4, trophic 4, underground 4, uniform 4, upthrust 4, urethra 4, us 4, vector 4, vein 4, venus 4, visible 4, viviparous 4, volcanic 4, wall 4, waste product 4, wet 4, whale 4, would 4, would 4, writedown 4, abyssal 3, accelerated 3, accelerates 3, a few 3, africa 3, against 3, almost 3, ammonia 3, appear 3, apple 3, arc 3, artery 3, asia 3, atmosphere 3, autotrophic 3, availability 3, away 3, back 3, based on 3, bean 3, behaviour 3, believe 3, bell 3, bend 3, black 3, brake 3, brazil 3, building 3, bus 3, butterwort 3, cafe 3, capture 3, carry out 3, category

3, cellulose 3, class 3, clear 3, closed 3, competition 3, conclusion 3, conduction 3, considering 3, contact 3, continentalcrust 3, control 3, convergent 3, cool 3, crystal 3, cutaneous 3, dandelion 3, dart 3, dead 3, deciduous 3, deeper 3, define 3, deform 3, degreescelsius 3, degreeshahrenheit 3, deposit 3, desiccated 3, destroy 3, detect 3, develop 3, digestivetract 3, dispersal 3, distribute 3, divergent 3, dog 3, dominant 3, drivingforce 3, dune 3, earthworm 3, ecologicalniche 3, element 3, enzyme 3, equation 3, equilibrium 3, eroded 3, esophagus 3, even 3, eventually 3, ever 3, evidence 3, exist 3, explorer 3, express 3, extension 3, factor 3, feedoff 3, fire 3, flat 3, floor 3, flytrap 3, foodforthought 3, formula 3, fossil 3, four 3, geologist 3, gland 3, golden 3, granite 3, grassland 3, heterotrophic 3, hole 3, home 3, hours 3, humidity 3, hydrogen 3, idea 3, including 3, influence 3, interactive 3, interlocking 3, interspecific 3, intracellular 3, investigate 3, island 3, itself 3, jointogether 3, joule 3, journey 3, kelp 3, landform 3, largeintestine 3, lessthan 3, limestone 3, limitingfactor 3, lion 3, little 3, look 3, lot 3, love 3, mark 3, meaning 3, measured 3, mechanism 3, meteorologist 3, middle 3, millionsof 3, mineral 3, minimum 3, mirror 3, mountain 3, nasticmovement 3, nervoussystem 3, net 3, neuron 3, nickel 3, offspring 3, omasum 3, oppositedirection 3, original 3, otter 3, outof 3, parental 3, passthrough 3, perceive 3, persecond 3, pharynx 3, plates 3, police 3, possess 3, potential 3, preposition 3, probably 3, propose 3, protect 3, protein 3, provoke 3, pushon 3, quartz 3, quite 3, range 3, reaction 3, reading 3, really 3, record 3, rectilinear 3, reflex 3, relation 3, remove 3, reproductive 3, reproductiveorgan 3, resultant 3, resultin 3, reticulum 3, returnto 3, reverberation 3, ride 3, ring 3, road 3, rocket 3, rumen 3, savannah 3, scientific 3, sedimentaryrock 3, send 3, senseorgan 3, serve 3, shaped 3, shoot 3, short 3, should 3, sit 3, situation 3, slide 3, soft 3, solveproblem 3, something 3, space 3, spiracle 3, standing 3, start 3, step 3, sticky 3, storm 3, strong 3, subcontinent 3, summary 3, sun 3, surroundedby 3, swallow 3, taiga 3, taken 3, tall 3, teaspoon 3, tectonicplate 3, teeth 3, tendency 3, testicle 3, thanksto 3, thermal 3, thesecond 3, theupper 3, those 3, throw 3, thunder 3, too 3, trains 3, transmit 3, trillion 3, tropical 3, tundra 3, unbalanced 3, until 3, up 3, urchin 3, urea 3, usually 3, value 3, variety 3, vegetation 3, ventricle 3, vessel 3, vibration 3, vshaped 3, weak 3, wheel 3, within 3, worker 3, abandoned 2, abomasum 2, above 2, abscissa 2, absorbed 2, abuse 2, acce 2, acorn 2, acquire 2, across 2, actions 2, active 2, adult 2, advice 2, affect 2, affected 2, affectedby 2, african 2, afterall 2, alga 2, alone 2, along 2, american 2, an 2, analyse 2, ancient 2, anemone 2, animation 2, antarctic 2, arabian 2, arrow 2, artificial 2, asareult 2, asexual 2, ask 2, atall 2, atthebeginning 2, atthetime 2, aux 2, auxin 2, bag 2, bank 2, basis 2, bath 2, beadaptedfrom 2, bearinmind 2, became 2, beginning 2, behind 2, belike 2, beredy 2, biotic 2, birthdayparty 2, blueberry 2, book 2, breakinto 2, bright 2, bucket 2, buy 2, carbohydrate 2, carboncycle 2, carefully 2, carpel 2, carriage 2, cat 2, cavity 2, cellwall 2, channel 2, chew 2, chickpea 2, chlorophyll 2, circulate 2, clean 2, cloud 2, clue 2, coast 2, coconut 2, collapse 2, collar 2, colony 2, compartment 2, completely 2, complex 2, concept 2, conductor 2, contactwith 2, continually 2, copypaste 2, correspond 2, course 2, covered 2, crocodilian 2, crop 2, cross 2, cycling 2, deadly 2, decide 2, decomposition 2, decrease 2, deepened 2, departfrom 2, depend 2, dependingon 2, depict 2, design 2, determine 2, diamond 2, digested 2, digestion 2, dimorphism 2, discover 2, displace 2, dissection 2, dissolve 2, divide 2, door 2, double 2, down 2, drift 2, drop 2, dryout 2, duration 2, ecosphere 2, edge 2, eed 2, effective 2, eitheror 2, electromagnetic 2, elevation 2, emit 2, endocrine 2, endocrine 2, enough 2, ensure 2, enthusiasm 2, entry 2, equalto 2, eurasian 2, europe 2, european 2, everyone 2, everything 2, exactly 2, excrete 2, excretion 2, excretory 2, experience 2, explanation 2, explode 2, extracellular 2, eye 2, face 2, fact 2, falldown 2, fallinto 2, fat 2, favour 2, feather 2, feature 2, feel 2, feet 2, filament 2, fill 2, filter 2, flamecell 2, flatworm 2, fly 2, fo 2, foetus 2, foot 2, forced 2, formby 2, fragile 2, fraud 2, fresh 2, freshwater 2, fungus 2, funny 2, fuse 2, fusion 2, garden 2, genital 2, geological 2, geotropism 2, germany 2, grade 2, gradually 2, gravitational 2, greenland 2, groundwater 2, growinto 2, halfthe 2, halfway 2, headland 2, healthy 2, heavy 2, hermaphrodite 2, hightide 2, hill 2, him 2, hive 2, hold 2, hypothesis 2, image 2, imagine 2, incident 2, indicate 2, inertia 2, infer 2, informa 2, inner 2, inotherwords 2, insteadof 2, insulator 2, interact 2, interactwith 2, intertidal 2, inthemiddle 2, inthepast 2, intraespecific 2, intraspecific 2, isolated 2, keep 2, kinetic 2, landon 2, later 2, lateral 2, le 2, leadto 2, learn 2, leavehome 2, left 2, lentil 2, leration 2, let 2, lightning 2, limit 2, lipid 2, lithosphere 2, load 2, located 2, looklike 2, loop 2, lunch 2, mail 2, maintain 2, makesure 2, makeup 2, malpighian 2, man 2, map 2, marine 2, mating 2, mature 2, may-02, measurement 2, mediterranean 2, melt 2, melting 2, membranous 2, mercury 2, meteorology 2, method 2, million 2, miracle 2, mollusc 2, moraine 2, mosttimes 2, motorboat 2, movethrough 2, moveto 2, multiplyby 2, nastic 2, nazca 2, nearby 2, neighboring 2, neritic 2, nerve 2, never 2, newton 2, next 2, noncontact 2, northamerica 2, nose 2, nucleus 2, old 2, oneway 2, orally 2, ordinate 2, osculum 2, outer 2, overall 2, overtime 2, oxygenated 2, pacific 2, page 2, pain 2, pancreas 2, pangaea 2, paralyse 2, parasite 2, party 2, path 2, payattention 2, pedal 2, pelagic 2, pellet 2, pencil 2, perform 2, perpetuation 2, petal 2, philippines 2, photosynthesize 2, photosynthetic 2, physicalcontact 2, phytoplankton 2, pin 2, pistil 2, plain 2, platform 2, pollution 2, pool 2, poor 2, pore 2, possible 2, predation 2, predator 2, presentday 2, problem 2, production 2, projectresearching 2, publish 2, pulmonary 2, pushback 2, quick 2, quickly 2, radiation 2, railway 2, rainforest 2, ratio 2, react 2, readingcomprehension, ready 2, real 2, recommendation 2, rectum 2, red 2, reduce 2, reflect 2, regenerate 2, region 2, reserve 2, resist 2, riverbed 2, rob 2, rumour 2, runner 2, salt 2, saltwater 2, sanandreasfault 2, sand 2, sandbur 2, satellite 2, sayabout 2, schoolbag 2, science 2, scissors 2, seaweed 2, sensitiveto 2, sepal 2, septa 2, sexually 2, share 2, sharp 2, similar 2, similarto 2, sinkhole 2, skier 2, skies 2, slip 2, slope 2, smell 2, snake 2, solve 2, someone 2, soup 2, southamerica 2, southamerican 2, sp 2, spaceship 2, spanish 2, sperm 2, spider 2, squeeze 2, stage 2, stalactite 2, stalagmite 2, stamen 2, stand 2, star 2, startingpoint 2, stepbystep 2, stick 2, stinging 2, stone 2, stream 2, stronger 2, style 2, suddenly 2, summit 2, supercarnivore 2, surroundings 2, survival 2, sustain 2, sweat 2, swim 2, swing 2, sycamore 2, taketo 2, temperate 2, tendril 2, than 2, thermometer 2, thief 2, thigmotropism 2, third 2, tide 2, till 2, tiny 2, tion 2, toomuch 2, trajectory 2, transparent 2, tropic 2, tubule 2, twice 2, typical 2, unconsciously 2, undigested 2, unicellular 2, unique 2, unless 2, upto 2, ureter 2, variable 2, variation 2, velocity 2, vent 2, versus 2, vibrate 2, victim 2, watch 2, wear 2, week 2, white 2, white 2, woman 2, workon 2, world 2, xaxis 2, yaxis 2, yes 2, abdomen 1, able 1, abo 1, absolute 1, absorption 1, abundant 1, acceptance 1, accessory 1, accident 1, accompany 1, accountfor 1, accumulated 1, accumulation 1, acted 1, activate 1, actlike 1, adapt 1, adaptation 1, adaptto 1, additional 1, addto 1, addup 1, adequate 1, adozen 1, adrenalgland 1, adrenalin 1, adulthood 1, advertisement 1, affecting 1,

affects 1, age 1, airway 1, alive 1, almostalways 1, alpine 1, alternating 1, altogether 1, alveoli 1, america 1, amoeba 1, amphibiansmembranous, amplitude 1, andahalf 1, andesmo 1, angl 1, antarctica 1, antennae 1, anterior 1, anythinglike 1, aphotic 1, appendage 1, approximate 1, aqueous 1, arachnid 1, arate 1, arizona 1, arm 1, aroundtheworld 1, arrest 1, arriveat 1, arthropod 1, artic 1, asaconsequence 1, asbigas 1, asfollows 1, ash 1, asin 1, asmuch 1, assure 1, astenosphere 1, astronomy 1, aswell 1, atadistance 1, atallthem 1, atfirst 1, athome 1, atnight 1, attachment 1, attacho 1, attack 1, attempt 1, atthebottom 1, attheend 1, atthismoment 1, attraction 1, ature 1, australia 1, australian 1, authentic 1, authenticity 1, author 1, autotrophs 1, avoid 1, awa 1, babycarriage 1, backbone 1, bad 1, badland 1, badnews 1, bait 1, bald 1, baseballgame 1, basic 1, basketball 1, bat 1, bathwater 1, bea 1, beable 1, beache 1, beam 1, beamoflight 1, beautiful 1, beautifully 1, beback 1, becom 1, bedroom 1, beinlove 1, bendto 1, beneath 1, beneficial 1, benefitfrom 1, bepleased 1, beright 1, berlin 1, besides 1, biomass 1, bioncencosis 1, biosphere 1, bite 1, blackbox 1, blackcoffee 1, blob 1, bloodcell 1, blowinto 1, blue 1, bobcat 1, bodycavity 1, bodyheat 1, bolt 1, bonding 1, bottleshaped 1, bottom 1, bounce 1, bowl 1, bowlingball 1, bowlshaped 1, boxofchocolate 1, branching 1, brate 1, breakaway 1, breathing 1, breed 1, bring 1, bringback 1, brittle 1, broad 1, broke 1, bronchus 1, broth 1, bud 1, budding 1, build 1, bulb 1, bunch 1, bunt 1, butterfly 1, cactus 1, cafeteria 1, cal 1, calcium 1, calculation 1, california 1, calyx 1, camouflage 1, canal 1, care 1, careabout 1, caribbean 1, caterpillar 1, celldivision 1, cementation 1, center 1, centigrade 1, century 1, challenge 1, chamber 1, chameleon 1, changeinto 1, characterize 1, chase 1, check 1, chelation 1, chemically 1, chemicalreaction 1, chemoautotroph 1, chemotropism 1, chick 1, chicken 1, chimneypipe 1, chloroplast 1, choanocyte 1, cindercone 1, circle 1, circulating 1, circulatory 1, circumstance 1, claim 1, clarification 1, claystone 1, climb 1, cloaca 1, closeattention 1, closeto 1, clothing 1, clownfish 1, coastal 1, coaster 1, coastline 1, coco 1, coe 1, coffee 1, coherent 1, coldness 1, collide 1, colorado 1, colourcheme 1, colouring 1, combination 1, combine 1, come 1, comeinto 1, coming 1, commensalism 1, commissioned 1, compaction 1, compareto 1, compete 1, complexity 1, complicated 1, comply 1, composite 1, comprehension 1, compress 1, concentric 1, condensation 1, conditional 1, confuse 1, congo 1, coniferous 1, connected 1, connection 1, conqueror 1, conscious 1, conserve 1, constantly 1, container 1, continuous 1, contraction 1, contrary 1, conversion 1, convert 1, cooldown 1, coordinated 1, coral 1, cord 1, cork 1, corolla 1, correct 1, corresponding 1, correspondto 1, cortisol 1, cotton 1, country 1, crack 1, craton 1, creation 1, crosspollinated 1, crosspollination 1, crustacean 1, cube 1, culate 1, culate 1, cup 1, curl 1, curve 1, cutinto 1, cutting 1, cyanobacteria 1, daily 1, dam 1, damage 1, damaged 1, damp 1, danger 1, dangerous 1, data 1, day 1, deal 1, dealwith 1, decade 1, decay 1, decelerate 1, decibel 1, decompose 1, decreasing 1, deepsea 1, deformed 1, degree 1, dehydration 1, deliverto 1, den 1, dependent 1, deserve 1, desk 1, desublimation 1, detach 1, detailed 1, detrital 1, developme 1, devise 1, dieout 1, diet 1, differentfrom 1, digestivegland 1, dilemma 1, diluted 1, dimensions 1, directed 1, directional 1, disappear 1, discussing 1, discussion 1, dish 1, dispersed 1, dissolvein 1, dissolveinto 1, dista 1, distribution 1, disturbing 1, diurnal 1, diver 1, division 1, doctorate 1, dorset 1, doubleloop 1, drawfrom 1, driftapart 1, drink 1, drinkingglass 1, driving 1, drown 1, duce 1, durdle 1, duringtheday 1, eagle 1, ear 1, eart 1, earthcrust 1, eaux 1, echinoderm 1, ecological 1, either 1, eligible 1, eliminate 1, empty 1, end 1, endangeredspecies 1, endocrinegland 1, englishspeaking 1, environmental 1, epicenter 1, eproduction 1, eptor 1, equally 1, equatorial 1, erg 1, eruption 1, escape 1, ess 1, establish 1, establishing 1, estimate 1, estrogen 1, etween 1, eureka 1, evaluation 1, evaporation 1, eventhough 1, evolutionary 1, examp 1, exception 1, exhaust 1, exocytosis 1, exoskeleton 1, expansion 1, expect 1, explore 1, expose 1, expression 1, expulsion 1, extract 1, extreme 1, extremely 1, eyespot 1, facial 1, fahrenheit 1, familiar 1, family 1, farandwide 1, fascinating 1, faster 1, fault 1, fauna 1, feathered 1, features 1, feeder 1, fern 1, few 1, fficient 1, field 1, fiercely 1, fillintheblanks 1, fillwith 1, finger 1, finishwith 1, firstofall 1, fisherman 1, fishing 1, fissure 1, five 1, flagellum 1, flame 1, flavor 1, flee 1, fleshy 1, flight 1, flora 1, florist 1, fluctuation 1, focuson 1, fol 1, folded 1, football 1, footing 1, forever 1, forget 1, forkedtongue 1, formed 1, fossilfuel 1, fragmentation 1, free 1, freely 1, freezethaw 1, frequency 1, friend 1, frog 1, fromadistance 1, fryingpan 1, fully 1, fur 1, gall 1, gallery 1, game 1, ganglia 1, gastrovascular 1, gathering 1, gave 1, generally 1, generate 1, geology 1, germ 1, german 1, getaway 1, getbigger 1, getfrom 1, gethome 1, getmarried 1, getout 1, giant 1, gift 1, giveadvice 1, gizzard 1, glacial 1, glisten 1, glucose 1, glue 1, gnus 1, gofrom 1, gondwanaland 1, gooff 1, goon 1, goout 1, gothrough 1, goup 1, gradual 1, grafting 1, grain 1, graphically 1, gravitationalforce 1, greek 1, green 1, grind 1, grown 1, growup 1, gu 1, gull 1, habita 1, habitat 1, half 1, halfanhour 1, halfmarathon 1, halfmoon 1, hammerkop 1, handbag 1, handle 1, hange 1, hangon 1, happy 1, harm 1, hat 1, hatch 1, haveadrink 1, havealook 1, havelunch 1, head 1, hearing 1, heater 1, heatup 1, heavier 1, heavymetal 1, heel 1, helpyourself 1, hem 1, hemost 1, hepatopancreas 1, herd 1, hermaphroditism 1, hermitcrab 1, hertz 1, hibernate 1, hide 1, hierarchy 1, hig 1, higher 1, highpressure 1, highway 1, himalayan 1, hinge 1, hint 1, hippopotamus 1, hippos 1, holdback 1, honey 1, honeymoon 1, hotness 1, howbig 1, howold 1, hschool 1, huge 1, hungry 1, hunter 1, hydraulic 1, hydroelectric 1, hydroplane 1, hydrotropism 1, hypothalamus 1, iceland 1, illustrate 1, imaginary 1, impassable 1, impede 1, imply 1, impressive 1, inary 1, incorporate 1, index 1, india 1, indian 1, indigestible 1, indoaustralian 1, induce 1, ineration 1, infected 1, inflow 1, infrared 1, ing 1, inhabit 1, inject 1, inorder 1, inorganicmatter 1, inquilinism 1, inspire 1, instr 1, instrument 1, insulin 1, intense 1, intensity 1, interdependence 1, interespecific 1, interesting 1, internalorgan 1, intheabsenceof 1, inthemiddleof 1, inthepresence 1, inthesame 1, intheworld 1, intime 1, intotal 1, introduction 1, inturn 1, invariable 1, invertebrate 1, involvement 1, inwards 1, japan 1, jellyfish 1, jetpropulsion 1, jupiter 1, karst 1, keepon 1, kelpforest 1, kelvincelsius 1, kelvinscale 1, kick 1, kilimanjarovolcano 1, kineticene 1, kitten 1, lack 1, lake 1, landsca 1, lap 1, largelayer 1, last 1, launchinto 1, laurasia 1, layeggs 1, layinto 1, leaveover 1, length 1, lentic 1, lesson 1, lichen 1, lightbulb 1, lighter 1, lightly 1, lightningstrike 1, limpet 1, lionesse 1, list 1, literally 1, littlebylittle 1, liver 1, livetogther 1, livingbeing 1, lobster 1, location 1, locations 1, london 1, lookat 1, lookthrough 1, loseweight 1, loss 1, loud 1, lower 1, lowpitch 1, lowtemperature 1, loyalty 1, lysosome 1, madly 1, magician 1, magma 1, magnet 1, magnetite 1, magniPcent 1, mainland 1, makeadistinction 1, makeroom 1, mammalian 1, marianatrench 1, mars 1, massive 1, masum 1, maximum 1, maximun 1, measu 1, meateater 1, mechan 1, mechanic 1, mechanics 1, meltinto 1, memorize 1, mention 1, merge 1, methane 1, metricsystem 1, microorganism 1, midatlanticridge 1, might 1, migrate 1, mile 1, minimize 1, minor 1, minute 1, miserable 1, mitochondria 1, mix 1, mobility 1, modify 1,

moist 1, mole 1, molten 1, moon 1, moth 1, mother 1, motorbike 1, motorneuron 1, motorway 1, mountainsystem 1, movealong 1, movemen 1, movetowards 1, much 1, muchmore 1, muscle 1, musclefibre 1, mushroom 1, mutual 1, mutualism 1, named 1, narrow 1, nationalpark 1, nativeamericans 1, naturally 1, naturalscience 1, nature 1, nce 1, ne 1, neck 1, nectar 1, neptune 1, nevertheless 1, newyork 1, nexttime 1, nextto 1, nomatter 1, none 1, nonrenewab 1, northameric 1, northamerican 1, notc 1, notch 1, noticed 1, nourish 1, november 1, nship 1, nt 1, nutria 1, nutritional 1, oak 1, observe 1, obstacle 1, obtain 1, odor 1, off 1, offer 1, okhotsk 1, olympicgame 1, omnivore 1, oneanother 1, oneday 1, onfire 1, onhismind 1, ontheotherhand 1, ontime 1, onto 1, ooling 1, openup 1, ophic 1, oppositedirections 1, opposition 1, opticonerve 1, optional 1, organicmatter 1, orogenia 1, ou 1, our 1, out 1, outerspace 1, outflow 1, outside 1, outsider 1, outward 1, overandover 1, ovoviviparous 1, ox 1, oxide 1, paleontologist 1, pan 1, panthalassa 1, parallelto 1, parasitism 1, parathormone 1, parathyroid 1, paris 1, park 1, parthenogenesis 1, partial 1, partially 1, particular 1, partner 1, passage 1, passon 1, past 1, pay 1, pe 1, peas 1, pebble 1, pelvic 1, per 1, perature 1, percentage 1, perhaps 1, perhour 1, permanently 1, perplexed 1, phenomena 1, phonecall 1, photic 1, photoautotroph 1, photograph 1, photosynthesizer 1, photosynthesizes 1, phototropism 1, phytoplankton 1, picksup 1, piece 1, pigeons 1, pillar 1, pine 1, pineal 1, pit 1, pitch 1, pituitarygland 1, placetoplace 1, planariansingle 1, plane 1, play 1, poisonous 1, pollinated 1, pollinator 1, polyethylene 1, polyp 1, pompeii 1, pond 1, poplar 1, posi 1, posterior 1, powered 1, prawn 1, precipitation 1, prepare 1, presence 1, previous 1, previously 1, priest 1, primarily 1, principle 1, problemsolving 1, product 1, productive 1, progenit 1, progenitor 1, progesterone 1, promptto 1, proportional 1, publiclibrary 1, pudding 1, puddle 1, pullout 1, pulmonar 1, pure 1, purpose 1, puzzled 1, quality 1, quantified 1, rabbit 1, radar 1, radula 1, rain 1, rainbow 1, rapidly 1, rattlesnake 1, rce 1, re 1, reattachto 1, rec 1, recap 1, recommend 1, recycle 1, redcanyon 1, refer 1, reference 1, referredto 1, refrigerator 1, reg 1, regardedas 1, regular 1, regulate 1, regulatory 1, regurgitate 1, reject 1, relatio 1, relative 1, relay 1, relief 1, reoccupy 1, repeat 1, repro 1, researcher 1, resistant 1, resource 1, respectively 1, respiratorysyste 1, responsible 1, resu 1, retreat 1, returned 1, revious 1, rgy 1, rich 1, riddle 1, ridge 1, riding 1, rigid 1, ringoffire 1, rival 1, riverbank 1, rocky 1, roll 1, rollercoaster 1, rolling 1, roof 1, room 1, rope 1, rosebush 1, round 1, rounded 1, royal 1, rule 1, runningwater 1, sac 1, sacrifice 1, sacrificing 1, salivary 1, sandy 1, sank 1, saturn 1, scattered 1, scientificmethod 1, scotia 1, seacave 1, seafloor 1, seahorse 1, seasonal 1, seatbelt 1, secondly 1, secrete 1, secreted 1, seek 1, seismic 1, selection 1, selectively 1, selffertilize 1, selfpollination 1, sensory 1, sep-01, sequence 1, serenguetimara 1, serveto 1, sexua 1, shallow 1, shark 1, shelf 1, shell 1, shield 1, shift 1, shore 1, sieve 1, sight 1, silicate 1, similarity 1, simply 1, since 1, single 1, singleloop 1, six 1, skating 1, skeleton 1, sky 1, slamon 1, sleep 1, sliding 1, slight 1, slightly 1, slows 1, snap 1, soccer 1, soccerplayer 1, social 1, soften 1, solarsystem 1, solidify 1, solution 1, somany 1, somuch 1, sonar 1, soon 1, soundspeed 1, soundwave 1, southafrica 1, soybean 1, spend 1, spermatozoon 1, spiny 1, splendid 1, splitinto 1, spolon 1, spongegastric 1, spongy 1, spore 1, spot 1, spread 1, spy 1, squid 1, squirrel 1, stalk 1, standup 1, starnose 1, station 1, steady 1, steal 1, steam 1, stepinto 1, still 1, stillwater 1, stopsign 1, story 1, straightlin 1, strand 1, strange 1, strap 1, street 1, strike 1, struggle 1, stump 1, subduction 1, sublimation 1, subsequently 1, substit 1, substitute 1, subtract 1, suffocate 1, sumup 1, sundew 1, supercontinent 1, supportingevidence 1, suppose 1, sure 1, surf 1, surprisingly 1, surround 1, survive 1, suspected 1, suspicion 1, swap 1, sweet 1, symbiosis 1, symmetrically 1, synonym 1, tablecloth 1, tadpole 1, takeaway 1, takecare 1, takein 1, takelong 1, takeout 1, takepart 1, taketime 1, talkof 1, tapeworm 1, task 1, taste 1, tectonic 1, tectonics 1, telescope 1, tem 1, temper 1, temporary 1, ten 1, tendto 1, ter 1, term 1, termite 1, test 1, testis 1, testosterone 1, text 1, textbook 1, texture 1, thatistosay 1, thatiswhy 1, thecaseof 1, themselves 1, thenorth 1, therefore 1, thesecondary 1, thesouth 1, thinkabout 1, thought 1, thousand 1, throat 1, throughout 1, thymusgland 1, thyroid 1, thyroxine 1, timbre 1, tive 1, today 1, toe 1, tongue 1, toofast 1, toothed 1, totalamount 1, tourist 1, tr 1, tracheole 1, tract 1, traincarriage 1, transformation 1, translateto 1, treat 1, trick 1, trip 1, true 1, truly 1, truth 1, try 1, tub 1, tubal 1, tuber 1, tuesday 1, tulip 1, tuna 1, tunnels 1, turn 1, turninto 1, twoopenings 1, ugar 1, ultimate 1, ultraviolet 1, ument 1, unable 1, undercut 1, undergo 1, underline 1, understanding 1, unfortunately 1, uniformly 1, unitedstates 1, university 1, unknown 1, unlike 1, unlucky 1, unsupported 1, untains 1, unuseful 1, unusual 1, upanddown 1, upon 1, upper 1, uptake 1, upward 1, ur 1, uranus 1, usedto 1, usedtothink 1, ushaped 1, usual 1, ute 1, ux 1, vacuole 1, valid 1, variability 1, various 1, venom 1, venomous 1, ventral 1, vertical 1, verymuch 1, vi 1, viceversa 1, vine 1, virus 1, visit 1, vo 1, voice 1, volcanicash 1, volleyball 1, vulcanism 1, wa 1, wait 1, waitfor 1, walkdown 1, warm 1, warmingup 1, wasp 1, watching 1, waterfall 1, wavelength 1, wavelengths 1, wearaway 1, weathered 1, weird 1, well 1, wetland 1, wha 1, whe 1, whelk 1, whenever 1, whom 1, whose 1, widened 1, width 1, window 1, winds 1, winter 1, withrespectto 1, withstand 1, witness 1, wonder 1, wonderabout 1, worm 1, worn 1, wraparound 1, writeout 1, y 1, yet 1, yfrom 1, ygen 1, young 1, yourself 1, zebra 1, zero 1, zooplankton 1,

2. Unique and shared words: Text Lex analysis

Method	Types
CLIL 1 unique types vs CLIL 2	<p>theearth 68, universe 25, classification 22, leg 18, kingdom 15, orbit 14, scientificname 14, noun 13, compound 12, fungi 12, mixture 12, mould 12, ozone 12, watercycle 11, globalwarming 10, margin 10, order 10, symmetry 10, acidrain 9, genus 9, metamorphosis 9, ozonelayer 9, stratosphere 9, tail 9, altitude 8, asteroid 8, english 8, fruit 8, magmatic 8, algae 7, antibiotic 7, blade 7, disease 7, electron 7, geosphere 7, hardness 7, harmful 7, irregular 7, metamorphic 7, milk 7, organelle 7, pollutant 7, proton 7, summer 7, cleavage 6, constellation 6, eclipse 6, eukaryotic 6, knownas 6, lunareclipse 6, night 6, oil 6, penicillin 6, phylum 6, protozoa 6, season 6, streak 6, troposphere 6, vaccine 6, vital 6, angiosperm 5, beak 5, cartilaginous 5, celsius 5, dwarfplanet 5, fullmoon 5, greenhouseeffect 5, hydrosphere 5, lowtide 5, mesosphere 5, meter 5, monotreme 5, month 5, multiple 5, neutron 5, phasesofthemoon 5, placental 5, recognize 5, revolve 5, rotate 5, solar 5, submultiple 5, vapour 5, wing 5, writing 5, acidtest 4, atmospheric 4, bigbang 4, bivalve 4, bonyfish 4, bread 4, cattus 4, cnidaria 4, common 4, crocodile 4, cure 4, cylinder 4, dictation 4, easily 4, feldspar 4, fell 4, gymnosperm 4, halite 4, helium 4, label 4, limb 4, lotsof 4, lustre 4, marsupial 4, monocot 4, moss 4, myriapod 4, neutral 4, nonflowering 4, pole 4, prokaryotic 4, radial 4, sealevel 4, smooth 4, solvent 4, sphere 4, spring 4, subclassify 4, tentacle 4, thermosphere 4, tissue 4, vascular 4, vennidiagram 4, viral 4, wastewater 4, west 4, yeast 4, annelid 3, anticlockwise 3, astronaut 3, attachedto 3, attitude 3, bacterial 3, belt 3, bilateral 3, bottle 3, breakup 3, calcite 3, capsid 3, capsule 3, cephalopod 3, chalk 3, charge 3, coal 3, coldblooded 3, comedown 3, composition 3, cone 3, curiosity 3, dentate 3, dicot 3, disintegrate 3, drinkingwater 3, dust 3, east 3, envelope 3, ex 3, false 3, fillin 3, flowering 3, galaxy 3, gastropod 3, goround 3, graduated 3, gravel 3, happento 3, horse 3, ill 3, illuminated 3, infection 3, international 3, intestine 3, leaflet 3, mesopause 3, metallic 3, mi 3, mica 3, microscope 3, milkyway 3, monera 3, morely 3, moulting 3, multicellular 3, nematode 3, newmoon 3, nitrogenoxide 3, north 3, notice 3, octopus 3, onceuponatime 3, onland 3, outerplanet 3, pair 3, pairsof 3, pattern 3, pinnateveined 3, plankton 3, platyhelminthe 3, plutonic 3, porifera 3, prevent 3, protoctist 3, return 3, save 3, sedimentary 3, sense 3, sheet 3, solareclipse 3, spill 3, spin 3, square 3, strainer 3, stratopause 3, talkabout 3, toad 3, tropopause 3, turnaround 3, turtle 3, underside 3, used 3, abit 2, acidified 2, aerosol 2, alien 2, alotof 2, animalkingdom 2, antimatter 2, anura 2, astronomicalunit 2, asymmetrical 2, autotroph 2, autumn 2, beableto 2, bear 2, beer 2, beetle 2, belly 2, billion 2, blow 2, boil 2, boiling 2, branch 2, breakthrough 2, burn 2, calendar 2, carnivora 2, causes 2, cephalothorax 2, ceres 2, chlorine 2, chlorofluorocarbon 2, chordata 2, cirrus 2, classified 2, classifyinto 2, classroom 2, clay 2, comet 2, comparative 2, contribute 2, cooled 2, copper 2, cotyledon 2, cougar 2, creep 2, cubic 2, culture 2, cumulus 2, cylindrical 2, defence 2, diary 2, differentiate 2, dipper 2, dirty 2, dissolvedin 2, drinking 2, dull 2, eris 2, evaporate 2, everyday 2, expand 2, factory 2, felidae 2, filtration 2, fracture 2, front 2, fulfil 2, fullof 2, fume 2, galena 2, gap 2, general 2, getridof 2, glassy 2, god 2, graduate 2, greece 2, grey 2, havegot 2, history 2, humanbeing 2, illness 2, incubate 2, indispensable 2, ingredient 2, innerplanet 2, insoluble 2, intestinal 2, invisible 2, jaguar 2, lab 2, landing 2, larva 2, layegg 2, leech 2, leopard 2, lookup 2, magnetic 2, mammalia 2, meanwhile 2, membrane 2, meteor 2, meteorite 2, mission 2, monomineralic 2, mud 2, mycelium 2, nakedeye 2, neaptide 2, nonmetallic 2, northpole 2, nuclei 2, occupied 2, ovalshaped 2, overlying 2, pairof 2, palmateveined 2, paper 2, paragraph 2, paramecium 2, periodictable 2, petiole 2, phyllode 2, pilot 2, pinhead 2, pipe 2, planarian 2, plot 2, pluto 2, powder 2, procedure 2, protection 2, purifiedwater 2, purifying 2, pyrite 2, quarter 2, radius 2, raindrop 2, rap 2, rate 2, reabsorb 2, rectangle 2, recycler 2, released 2, respondto 2, revolution 2, rhizoid 2, rotation 2, sandstone 2, saucepan 2, scarcity 2, scratch 2, seaurchin 2, seawater 2, shiny 2, shrink 2, slug 2, sofar 2, solarradiation 2, soluble 2, spoil 2, squeezeout 2, starshaped 2, stratus 2, subdivideinto 2, subgroup 2, sulphurdioxide 2, survive 2, swimbladder 2, tap 2, theapollomission 2, thethird 2, thickness 2, thousandsof 2, tiger 2, tile 2, tilt 2, toilet 2, toxin 2, trash 2, trunk 2, twig 2, urodela 2, useful 2, valve 2, vitamin 2, warmblooded 2, waxinggibbous 2, waxy 2, yearsago 2, yellow 2, abnormality 1, absentminded 1, absorber 1, accidental 1, accordingwith 1, accurately 1, actinopterygii 1, addon 1, adjacent 1, adventure 1, adverse 1, aerial 1, aerodynamicshaped 1, aeronautical 1, africanelephant 1, agar 1, airborne 1, airconditioner 1, allof 1, allovertheworld 1, alright 1, altogether 1, aluminum 1, ambulacral 1, amphibia 1, anchor 1, animalcell 1, annular 1, anopheles 1, anymore 1, anything 1, aphid 1, apismellifera 1, apparatus 1, appearance 1, argon 1, armacolite 1, arrange 1, arrowshaped 1, artiodactyla 1, asexually 1, asianelephant 1, askfor 1, asshown 1, astronomer 1, atomic 1, atschool 1, atthisstage 1, background 1, backyard 1, bagshaped 1, balance 1, barbour 1, bark 1, basilisk 1, bathroom 1, becareful 1, beech 1, beganwith 1, begoingto 1, behave 1, bigbangtheory 1, bighornsheep 1, bill 1, blackboard 1, blackfly 1, blackpoplar 1, blank 1, blanket 1, bleach 1, bluegreen 1, bodyshape 1, bond 1, bonded 1, boy 1, brainstorm 1, breadslice 1, breakout 1, breaksinto 1, breast 1, breathofair 1, brew 1, broadleaves 1, brokeninto 1, brown 1, bubble 1, buildingblock 1, burning 1, butalso 1, buttercup 1, cacao 1, cancer 1, candy 1, canidae 1, canislatrans 1, cant 1, capacity 1, carbonate 1, cataract 1, cauliflower 1, caused 1, ceiling 1, celestial 1, celestialbody 1, cement 1, centipede 1, certainly 1, chain 1, chair 1, characterized 1, cheese 1, chelicerae 1, chemistry 1, chestnut 1, chitin 1, chocolate 1, chondrichthyes 1, cicadamoulting 1, cilia 1, clam 1, claw 1, cleaning 1, cleave 1, climatechange 1, clitellum 1, clockwise 1, closelyrelated 1, clothes</p>

1, coloured 1, colourless 1, combined 1, combinewith 1, comeback 1, cometogether 1, command 1, comment 1, commit 1, comparedwith 1, comparewith 1, concentration 1, concerned 1, condense 1, condition 1, conglomerate 1, conifer 1, consistin 1, content 1, controlled 1, convict 1, coralpolyp 1, correctly 1, coveredn 1, coyote 1, crew 1, criteria 1, crystalclear 1, crystallized 1, cucumber 1, darkness 1, date 1, daughter 1, daylight 1, daytoday 1, death 1, december 1, deepdown 1, definite 1, depicted 1, depletion 1, derive 1, derived 1, destroyed 1, detective 1, developed 1, dialogue 1, diarrhea 1, didaux 1, dionaea 1, discharge 1, discoverer 1, discovery 1, display 1, dissolvesin 1, distinguishfrom 1, divided 1, doesnt 1, dolphin 1, domesticcat 1, dont 1, downward 1, dragon 1, drilling 1, dropped 1, dropping 1, dryseason 1, dumping 1, dung 1, duringthenight 1, earthhour 1, electrical 1, ellipse 1, elliptical 1, emission 1, encourage 1, engineer 1, enormous 1, entertainment 1, entire 1, equator 1, equuscaballus 1, erase 1, eschrichtiusrobustus 1, evening 1, event 1, evergreen 1, everythingelse 1, everywhere 1, everyyear 1, except 1, exercise 1, expert 1, explosion 1, fallon 1, fallswith 1, fallo 1, fantastic 1, far 1, farmer 1, fascinated 1, fellow 1, fertilise 1, fewer 1, fiber 1, fight 1, filledwith 1, fillitwith 1, fin 1, fine 1, firstly 1, firsttime 1, fishclown 1, fitin 1, fizz 1, flexible 1, flipper 1, flood 1, florey 1, flour 1, floweringplant 1, fluorite 1, flush 1, flyingfish 1, fog 1, followaround 1, foodmaking 1, foodparticle 1, footprint 1, fossilize 1, fox 1, fraction 1, frame 1, freeze 1, freezing 1, froglet 1, frogspawn 1, frond 1, frozen 1, fusiform 1, gal 1, garbage 1, gaseous 1, gaveup 1, gemmation 1, getoutoftheway 1, giveup 1, global 1, glottis 1, gnat 1, goal 1, goat 1, godown 1, gointo 1, goodexample 1, goonholiday 1, grab 1, graphite 1, grasshopper 1, gray 1, graywhale 1, greensalad 1, grinddown 1, grizzlybear 1, gross 1, groupedtogether 1, growing 1, gypsum 1, halide 1, halleyscomet 1, handson 1, hang 1, harvest 1, havefun 1, health 1, heartshaped 1, hematite 1, hemisphere 1, herdsman 1, hero 1, heterogeneus 1, heterogenous 1, hexagonal 1, highflying 1, hightemperature 1, holdonto 1, holdup 1, holiday 1, hollow 1, homo 1, homogeneous 1, homogenous 1, honeybee 1, hook 1, horizon 1, horizontal 1, humanactivity 1, hundred 1, hurricane 1, hydra 1, hydrochloric 1, hyphae 1, icecap 1, iceshelves 1, igneous 1, igneousrock 1, immunesystem 1, impact 1, impermeable 1, impurity 1, inanycase 1, incomplete 1, infect 1, infectious 1, inhibit 1, ink 1, innermore 1, inorderforto 1, instead 1, intelligent 1, involved 1, irregularly 1, isnt 1, itis 1, japanese 1, jaragualizard 1, jet 1, journal 1, july 1, june 1, kangaroo 1, keel 1, keepaway 1, keepinmind 1, kid 1, kilometre 1, kingcobra 1, knife 1, knowas 1, knowhow 1, komododragon 1, labelled 1, ladybird 1, lamina 1, lanceshaped 1, largely 1, lastquarter 1, latin 1, launch 1, layered 1, layin 1, lead 1, leafhopper 1, leafstalk 1, leap 1, leapyear 1, lense 1, lifecycle 1, lightminute 1, lime 1, linearshaped 1, linedup 1, listen 1, litre 1, lobed 1, longtimeago 1, lookon 1, lookout 1, lunar 1, lunarmonth 1, madeup 1, magneticfield 1, mainly 1, makeamistake 1, malaria 1, mammary 1, mankind 1, manufactured 1, manyof 1, maple 1, marble 1, march 1, marineanimal 1, marineblue 1, match 1, mealworm 1, meat 1, medicine 1, member 1, meridian 1, metalloid 1, metric 1, mice 1, millimetre 1, millipede 1, mineralsmica 1, mining 1, missing 1, module 1, moisture 1, moonearth 1, moreandmore 1, mosquito 1, motor 1, mountainlion 1, mucus 1, mudashed 1, mule 1, muscipula 1, muscovite 1, muscular 1, mustelidae 1, mutation 1, myself 1, mythological 1, nameafter 1, nape 1, native 1, naturaldisaster 1, needleshaped 1, negatively 1, neithernor 1, newt 1, nextyear 1, nitricacid 1, nitricoxide 1, nitrousoxide 1, nonmetal 1, northernhemisphere 1, northernlight 1, northstar 1, notatum 1, nuclear 1, obsidian 1, obtained 1, occasionally 1, octahedron 1, odourless 1, offshore 1, ok 1, oligiste 1, olivine 1, onecelled 1, onemillion 1, ontheground 1, operate 1, opposed 1, orangejuice 1, ordinary 1, orthoclase 1, ounce 1, outdoor 1, outermore 1, oval 1, oyster 1, ozonelayerhole 1, pack 1, packaging 1, paella 1, paint 1, panther 1, panthera 1, pantherapardus 1, parallelveined 1, payattentionto 1, pearly 1, pedipalp 1, penicillium 1, penumbra 1, percent 1, periodoftime 1, permeable 1, phenomenon 1, phytoplanktonmade 1, pie 1, pig 1, pill 1, pink 1, placenta 1, plantcell 1, plaque 1, plasmodium 1, plasticbag 1, platypus 1, playground 1, pointed 1, polaris 1, policeman 1, pollinate 1, pollute 1, polygonal 1, poop 1, positively 1, pound 1, poursdown 1, power 1, powerful 1, powerstation 1, prefer 1, preferto 1, preyon 1, primate 1, print 1, prohibited 1, protected 1, protist 1, puffy 1, puma 1, pumice 1, purification 1, purified 1, purifier 1, purify 1, purple 1, rainy 1, rarely 1, realize 1, recent 1, recipe 1, recognized 1, recommended 1, redyedtreefrog 1, redhot 1, reduction 1, refersto 1, refrigerant 1, refrigeration 1, related 1, remaining 1, reptilia 1, reradiate 1, rhizome 1, ribbon 1, ribosome 1, robot 1, rockclimbing 1, rodentia 1, rotten 1, rough 1, row 1, rubbish 1, rump 1, runalong 1, runoff 1, sack 1, sailor 1, salad 1, salamander 1, same 1, saprophyte 1, saving 1, scaleof 1, schist 1, school 1, scolopendra 1, scorpion 1, seal 1, search 1, secondname 1, seearound 1, seen 1, sendto 1, september 1, serrate 1, sessile 1, set 1, setfoot 1, sewage 1, shed 1, sheep 1, shining 1, shipping 1, shrimp 1, simulate 1, singlecelled 1, singleveined 1, sinkinto 1, siphon 1, sixsided 1, skincancer 1, skipper 1, slate 1, sliceofbread 1, slippery 1, soak 1, soap 1, solarenergy 1, solute 1, somewhere 1, son 1, south 1, southernhemisphere 1, southpole 1, specifically 1, spectrum 1, spendtime 1, spike 1, spinaround 1, spiral 1, splitupinto 1, sporozoa 1, spreadout 1, springtide 1, stable 1, staphylococci 1, starfish 1, statement 1, stayedon 1, stepout 1, stickto 1, stir 1, straight 1, stratospheric 1, stuff 1, subtype 1, sucha 1, sucher 1, sucrose 1, sufferfrom 1, sulphide 1, sulphur 1, sulphuric 1, sulphuroxide 1, sunburn 1, sunflower 1, sunray 1, surfthenet 1, symbiont 1, symbol 1, syringe 1, taenia 1, takeback 1, takecareof 1, talk 1, taproot 1, tasteless 1, technically 1, televised 1, tellabout 1, theeearthhour 1, theinternet 1, themohsscaleof 1, themohsscaleofhardness 1, therebebe 1, thinning 1, thorax 1, threequarter 1, tick 1, timeago 1, title 1, toothpaste 1, topside 1, tornado 1, torrential 1, totally 1, tough 1, toward 1, trachea 1, translatedinto 1, transplant 1, trend 1, trouble 1, turnin 1, twin 1, umbra 1, umbrellashaped 1, uncle 1, underpressure 1, universal 1, urban 1, urodele 1, ursidae 1, ursushorribilis 1, uterus 1, vaccination 1, vast 1, vegetable 1, vehicle 1, venusflytrap 1, vibriocholerae 1, videoexplanation 1, viewer 1, violet 1, virgin 1, volcanicrock 1, voluntary 1, volunteer 1, volva 1, vs 1, waningcrescent 1, waninggibbous 1, waningmoon 1, wantedto 1, warming 1, watervapor 1, wavy 1, waxingcrescent 1, waxingmoon 1, weasel 1, weather 1, web 1, weedy 1, wenton 1, whitepoplar 1, widen 1, wiggle 1, winterbud 1, wolf 1, workhard 1, worldwide 1, wouldnt 1, yard 1, yearsold 1, yoghurt 1, yourturn 1

<p>CLIL 2 unique types vs CLIL 1</p>	<p>ecosystem 63, force 63, acceleration 37, transfer 26, sound 23, motion 22, doesaux 19, landscape 18, theory 17, her 16, consumer 15, she 15, presentation 14, circulatorysystem 13, gamete 13, kineticenergy 13, tip 13, weigh 13, nouns 12, pyramid 12, rest 12, friction 11, haveto 11, law 11, most 11, physics 11, sap 11, tropism 11, urine 11, wave 11, awayfrom 10, drive 10, fluid 10, foodchain 10, forest 10, medium 10, potentialenergy 10, producer 10, sexualreproduction 10, vitalfunction 10, zone 10, advantage 9, howfar 9, tsunami 9, tube 9, brain 8, carry 8, document 8, easy 8, foodweb 8, go 8, kidney 8, king 8, nervous 8, present 8, reflection 8, valley 8, agent 7, anglerfish 7, apply 7, asexualreproduction 7, birth 7, child 7, cyclist 7, embryonic 7, nonrenewable 7, physical 7, push 7, slow 7, stomach 7, straightline 7, takeplace 7, weathering 7, acton 6, bike 6, biome 6, bloodvessel 6, buoyantforce 6, canyon 6, carnivorous 6, case 6, cave 6, composedof 6, disadvantage 6, drone 6, dynamics 6, exert 6, germination 6, glacier 6, gold 6, goldsmith 6, grandcanyon 6, initial 6, inmotion 6, inresponse 6, kilometer 6, less 6, major 6, meander 6, mineralsalt 6, often 6, phloem 6, queen 6, rainwater 6, raw 6, reflected 6, refraction 6, respiratorysystem 6, smallintestine 6, team 6, transport 6, transportation 6, urinary 6, vary 6, xylem 6, accelerate 5, anther 5, arch 5, bladder 5, branchial 5, capillary 5, cellularrespiration 5, certain 5, cinder 5, community 5, convection 5, coordination 5, decomposer 5, deep 5, directly 5, echo 5, elaborated 5, expelled 5, fix 5, formation 5, fragment 5, fundamental 5, further 5, incidence 5, involve 5, involvein 5, mechanical 5, mostly 5, my 5, refracted 5, remains 5, renewable 5, salinity 5, spinalcord 5, spur 5, stack 5, steep 5, stigma 5, tracheal 5, trophic 5, vacuum 5, zygote 5, accept 4, amazing 4, analyze 4, atleast 4, atrium 4, biocenosis 4, biological 4, biotope 4, boat 4, bounceoff 4, carnivore 4, cliff 4, climate 4, conservation 4, continentaldrift 4, cow 4, crater 4, deposition 4, depth 4, digital 4, eachone 4, embryo 4, engine 4, erode 4, exchange 4, excretorysystem 4, fertilize 4, finding 4, freezingpoint 4, gain 4, gazelle 4, germinate 4, grass 4, herbivore 4, hormone 4, howmuch 4, hunt 4, immersed 4, investigation 4, landmass 4, lawofmotion 4, lift 4, livingorganism 4, lump 4, mountains 4, moving 4, necessary 4, normal 4, oceaniccrust 4, ovary 4, ovule 4, passfromto 4, passivevoice 4, pitcher 4, population 4, prairie 4, quantity 4, route 4, sedimentation 4, seven 4, specialized 4, stomata 4, tertiary 4, thesameas 4, thinking 4, touch 4, tower 4, train 4, uniform 4, upthrust 4, urethra 4, vector 4, wasteproduct 4, abomasum 3, abyssal 3, accelerated 3, accelerates 3, afew 3, africa 3, almost 3, ammonia 3, appear 3, apple 3, artery 3, asia 3, availability 3, away 3, bean 3, behaviour 3, bell 3, bend 3, brake 3, brazil 3, bus 3, butterwort 3, cafe 3, category 3, cellulose 3, closed 3, competition 3, conduction 3, contact 3, continentalcrust 3, convergent 3, cutaneous 3, dart 3, deeper 3, deform 3, degreescelsius 3, degreeshahrenheit 3, deposit 3, desiccated 3, digestivetract 3, dispersal 3, distribute 3, divergent 3, dominant 3, drivingforce 3, dune 3, ecologicalniche 3, enzyme 3, equilibrium 3, eroded 3, esophagus 3, evidence 3, explorer 3, extension 3, factor 3, flytrap 3, foodforthought 3, fossil 3, grassland 3, hours 3, humidity 3, idea 3, including 3, interactive 3, interlocking 3, interspecific 3, intracellular 3, investigate 3, jointogether 3, joule 3, kelp 3, landform 3, largeintestine 3, lessthan 3, limitingfactor 3, lot 3, mark 3, mechanism 3, meteorologist 3, millionsof 3, minimum 3, mirror 3, nasticmovement 3, nervoussystem 3, net 3, neuron 3, offspring 3, omasum 3, original 3, otter 3, outof 3, persecond 3, pharynx 3, plates 3, police 3, possess 3, potential 3, preposition 3, probably 3, propose 3, provoke 3, pushon 3, range 3, reaction 3, really 3, rectilinear 3, reflex 3, relation 3, remove 3, reproductive 3, reproductiveorgan 3, resultant 3, resultin 3, reticulum 3, returnto 3, reverberation 3, ride 3, road 3, rumen 3, savannah 3, send 3, senseorgan 3, serve 3, shoot 3, sit 3, situation 3, slide 3, solveproblem 3, spiracle 3, standing 3, sticky 3, subcontinent 3, summary 3, surroundedby 3, swallow 3, taiga 3, tall 3, tectonicplate 3, tendency 3, testicle 3, theupper 3, those 3, throw 3, thunder 3, too 3, trains 3, transmit 3, trillion 3, tropical 3, tundra 3, unbalanced 3, up 3, urchin 3, urea 3, variety 3, vegetation 3, ventricle 3, vibrate 3, vibration 3, vshaped 3, wheel 3, worker 3, abandoned 2, abscissa 2, absorbed 2, abuse 2, acorn 2, acquire 2, across 2, actions 2, active 2, advice 2, affected 2, affectedby 2, african 2, afterall 2, alga 2, alone 2, antarctic 2, arabian 2, arrow 2, asaresult 2, ask 2, atthetime 2, auxin 2, bank 2, bath 2, beadaptedfrom 2, bearinmind 2, became 2, beready 2, biotic 2, birthdayparty 2, blueberry 2, book 2, bucket 2, buy 2, carbohydrate 2, carboncycle 2, carpel 2, carriage 2, cavity 2, cellwall 2, chew 2, chickpea 2, chlorophyll 2, circulate 2, clue 2, coconut 2, colony 2, compartment 2, complex 2, concept 2, contactwith 2, continually 2, cypypaste 2, correspond 2, course 2, covered 2, crocodilian 2, cross 2, cycling 2, deadly 2, decomposition 2, deepened 2, departfrom 2, depend 2, dependingon 2, depict 2, design 2, determine 2, digested 2, dimorphism 2, displace 2, dissection 2, drift 2, dryout 2, duration 2, ecosphere 2, edge 2, effective 2, electromagnetic 2, elevation 2, endocrine 2, endocrine 2, ensure 2, enthusiasm 2, entry 2, equalto 2, eurasian 2, europe 2, european 2, everyone 2, exactly 2, excretion 2, excretory 2, extracellular 2, falldown 2, fat 2, favour 2, filament 2, flamecell 2, flatworm 2, foetus 2, forced 2, formby 2, fragile 2, fraud 2, fungus 2, fuse 2, fusion 2, genital 2, geological 2, geotropism 2, germany 2, grade 2, gradually 2, greenland 2, groundwater 2, growinto 2, habitat 2, halfthe 2, halfway 2, headland 2, hermaphrodite 2, hill 2, him 2, hive 2, hypothesis 2, incident 2, inertia 2, infer 2, inotherwords 2, insulator 2, intertidal 2, inthemiddle 2, inthepast 2, intraespecific 2, intraspecific 2, isolated 2, kinetic 2, later 2, leavehome 2, left 2, lentil 2, lightning 2, lipid 2, load 2, loop 2, lunch 2, mail 2, maintain 2, makesure 2, malpighian 2, map 2, marine 2, mating 2, mature 2, mechanics 2, mediterranean 2, membranous 2, meteorology 2, method 2, miracle 2, moraine 2, mosttimes 2, motorboat 2, movethrough 2, multiplyby 2, nastic 2, nazca 2, nearby 2, neighboring 2, neritic 2, newton 2, noncontact 2, northamerica 2, northamerican 2, nose 2, notch 2, oneway 2, orally 2, ordinate 2, overall 2, oxygenated 2, pacific 2, pain 2, pancreas 2, pangaea 2, paralyse 2, party 2, payattention 2, pedal 2, pelagic 2, pellet 2, perpetuation 2, petal 2, philippines 2, photosynthetic 2, physicalcontact 2, pin 2, pistil 2, plain 2, platform 2, pool 2, poor 2, predation 2, presentday 2, previous 2, problem 2, progenitor 2, projectresearching 2, publish 2, pulmonary 2, pushback 2, quick 2, railway 2, rainforest 2, ratio 2, ready 2, real 2, recommendation 2, rectum 2, regenerate 2, region 2, reserve 2, resist 2, riverbed 2, rob 2, rumour 2, runner 2, sanandreasfault 2, sandbur 2, sayabout 2, schoolbag 2, science 2, scissors 2, seaweed 2, sensitiveto 2, sepal 2, septa 2, sharp 2, sinkhole 2, skier 2, skies 2, slip 2, slope 2, solve 2, someone 2, soup 2, southamerica 2, southamerican 2, spaceship 2, sperm 2, squeeze 2, stalactite 2, stalagmite 2, stamen 2, stand 2, startingpoint 2, stepbystep 2, stick 2, stinging 2, stream 2, stronger 2, style 2, substitute 2, summit 2,</p>
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supercarnivore 2, surroundings 2, survival 2, sustain 2, sweat 2, swing 2, taketo 2, temperate 2, tendril 2, thief 2, thigmotropism 2, till 2, trajectory 2, tropic 2, tubule 2, typical 2, unconsciously 2, undigested 2, unique 2, unless 2, ureter 2, variable 2, velocity 2, vent 2, victim 2, wear 2, whattime 2, whether 2, woman 2, workon 2, xaxis 2, yes 2, able 1, absolute 1, absorption 1, abundant 1, acceptance 1, accessory 1, accident 1, accompany 1, accountfor 1, accumulated 1, accumulation 1, acted 1, activate 1, actlike 1, adaptto 1, additional 1, addup 1, adequate 1, adozen 1, adrenalgland 1, adrenalin 1, advertisement 1, affecting 1, affects 1, age 1, airway 1, almostalways 1, alpine 1, alternating 1, altogether 1, alveoli 1, america 1, amphibiansmembranous 1, amplitude 1, andahalf 1, andesmountains 1, anterior 1, anythinglike 1, aphotic 1, approximate 1, aqueous 1, arizona 1, aroundtheworld 1, arrest 1, arriveat 1, artic 1, asbigas 1, asmuch 1, assure 1, astenosphere 1, astronomy 1, aswell 1, atadistance 1, atallthem 1, attachment 1, attachto 1, attack 1, attempt 1, atthebottom 1, attheend 1, atthismoment 1, australian 1, authentic 1, authenticity 1, author 1, autotrophs 1, avoid 1, baby carriage 1, backbone 1, badland 1, bait 1, bald 1, baseballgame 1, basketball 1, bathwater 1, beable 1, beache 1, beam 1, beamoflight 1, beautiful 1, beautifully 1, beback 1, bedroom 1, beinlove 1, bendto 1, beneath 1, benefitfrom 1, bepleased 1, beright 1, berlin 1, biomass 1, bite 1, blackbox 1, blackcoffee 1, blob 1, bloodcell 1, blowinto 1, bobcat 1, bodycavity 1, bodyheat 1, bolt 1, bonding 1, bottleshaped 1, bottom 1, bounce 1, bowl 1, bowlingball 1, bowlshaped 1, boxofchocolate 1, branching 1, breakaway 1, breathing 1, breed 1, bringback 1, brittle 1, broke 1, bronchus 1, broth 1, bulb 1, bunch 1, bunt 1, cactus 1, cafeteria 1, calcium 1, california 1, calyx 1, canal 1, care 1, careabout 1, caribbean 1, celldivision 1, cementation 1, center 1, centigrade 1, century 1, challenge 1, chamber 1, chameleon 1, chase 1, chelation 1, chemoautotroph 1, chemotropism 1, chick 1, chicken 1, chimneypipe 1, chloroplast 1, cindercone 1, circulating 1, circumstance 1, claim 1, clarification 1, claystone 1, climb 1, cloaca 1, closeattention 1, clothing 1, clownfish 1, coastal 1, coaster 1, coastline 1, cocos 1, coefficient 1, coffee 1, coherent 1, coldness 1, collide 1, colorado 1, colourcheme 1, colouring 1, comeinto 1, coming 1, commensalism 1, commissioned 1, compaction 1, compete 1, complexity 1, complicated 1, comply 1, composite 1, comprehension 1, compress 1, conditional 1, congo 1, coniferous 1, connected 1, connection 1, conqueror 1, conscious 1, conserve 1, constantly 1, continuous 1, contraction 1, convert 1, cooldown 1, coordinated 1, cord 1, cork 1, corolla 1, correspondto 1, cortisol 1, crack 1, craton 1, creation 1, crosspollinated 1, crosspollination 1, curl 1, cutinto 1, cutting 1, dam 1, damp 1, danger 1, dangerous 1, data 1, deal 1, dealwith 1, decade 1, decay 1, decelerate 1, decibel 1, decreasing 1, deepsea 1, deformed 1, dehydration 1, deliverto 1, den 1, dependent 1, deserve 1, desk 1, desublimation 1, detach 1, detailed 1, devise 1, dieout 1, diet 1, differentfrom 1, digestivegland 1, dilemma 1, diluted 1, dimensions 1, directed 1, directional 1, discussing 1, discussion 1, dish 1, dispersed 1, dissolveinto 1, disturbing 1, diurnal 1, diver 1, division 1, doctorate 1, dorset 1, doubleloop 1, driftapart 1, drinkingglass 1, driving 1, drown 1, hurdle 1, eagle 1, ear 1, ecological 1, either 1, eligible 1, eliminate 1, empty 1, endangered species 1, endocrinegland 1, environmental 1, epicenter 1, equally 1, equatorial 1, erg 1, eruption 1, establish 1, establishing 1, estimate 1, estrogen 1, eureka 1, evaluation 1, eventhough 1, evolutionary 1, exocytosis 1, expansion 1, expose 1, expulsion 1, extremely 1, eyespot 1, facial 1, familiar 1, farandwide 1, faster 1, fauna 1, feathered 1, features 1, feeder 1, field 1, fiercely 1, fillwith 1, finger 1, finishwith 1, firstofall 1, fisherman 1, fishing 1, fissure 1, flame 1, flavor 1, flee 1, fleshy 1, flora 1, florist 1, fluctuation 1, focuson 1, folded 1, foldup 1, football 1, footing 1, forever 1, forked tongue 1, formed 1, fragmentation 1, free 1, freezethaw 1, frequency 1, friend 1, fromadistance 1, fryingpan 1, fully 1, gall 1, gallery 1, ganglia 1, gastrovascular 1, gathering 1, gave 1, generally 1, generate 1, germ 1, german 1, getaway 1, getbigger 1, gethome 1, getmarried 1, getout 1, gift 1, giveadvice 1, gizzard 1, glacial 1, glisten 1, glue 1, gnus 1, gondwanaland 1, gooff 1, goout 1, gradual 1, grafting 1, grain 1, graphically 1, gravitationalforce 1, greek 1, growup 1, gull 1, half 1, halfanhour 1, halfmarathon 1, halfmoon 1, hammerkop 1, handbag 1, hangon 1, happy 1, haveadrink 1, havealook 1, havelunch 1, hearing 1, heater 1, heatup 1, heavier 1, heavymetal 1, heel 1, hepatopancreas 1, herd 1, hermaphroditism 1, hermitcrab 1, hertz 1, hibernate 1, hierarchy 1, higher 1, highpressure 1, highschool 1, highway 1, himalayan 1, hinge 1, hint 1, hippopotamus 1, hippos 1, holdback 1, honeymoon 1, hotness 1, howbig 1, howold 1, huge 1, hungry 1, hunter 1, hydraulic 1, hydroelectric 1, hydroplane 1, hydrotropism 1, hypothalamus 1, iceland 1, imaginary 1, impassable 1, impede 1, imply 1, impressive 1, incorporate 1, index 1, india 1, indian 1, indigestible 1, indoaustralian 1, induce 1, ineration 1, infected 1, inflow 1, infrared 1, inhabit 1, inorganicmatter 1, inquilinism 1, inspire 1, insulin 1, intense 1, intensity 1, interdependence 1, interespecific 1, internalorgan 1, intheabsenceof 1, inthemiddleof 1, inthepresence 1, inthesame 1, intime 1, intotal 1, introduction 1, inturn 1, invariable 1, involvement 1, inwards 1, japan 1, jetpropulsion 1, karst 1, keepon 1, kelpforest 1, kelvincelsiusscale 1, kelvinscale 1, kick 1, kilimanjarovolcano 1, kitten 1, lack 1, lap 1, largelayer 1, launchinto 1, laurasia 1, layeggs 1, layinto 1, leaveover 1, lentic 1, lesson 1, lighter 1, lightly 1, lightningstrike 1, limpet 1, lionesse 1, literally 1, littlebylittle 1, liver 1, livetogther 1, location 1, locations 1, london 1, lookthrough 1, loseweight 1, loud 1, lower 1, lowpitch 1, lowtemperature 1, loyalty 1, lysosome 1, madly 1, magician 1, magnipcent 1, mainland 1, makeadistinction 1, makeroom 1, mammalian 1, marianatrench 1, massive 1, maximun 1, meateater 1, mechanic 1, meltinto 1, mention 1, merge 1, midatlanticridge 1, might 1, migrate 1, mile 1, minimize 1, minor 1, miserable 1, mitochondria 1, mobility 1, modify 1, mole 1, moth 1, motorbike 1, motorneuron 1, motorway 1, mountainsystem 1, movealong 1, movemen 1, movetowards 1, much 1, musclefibre 1, mutual 1, mutualism 1, named 1, narrow 1, nationalpark 1, nativeamericans 1, naturally 1, naturalscience 1, neck 1, nectar 1, nevertheless 1, newyork 1, nexttime 1, nomatter 1, noticed 1, nourish 1, november 1, nutria 1, nutritional 1, oak 1, obstacle 1, obtain 1, odor 1, okhotsk 1, olympicgame 1, omnivore 1, oneanother 1, oneday 1, onfire 1, onhis mind 1, ontime 1, onto 1, openup 1, oppositedirections 1, opposition 1, opticherve 1, optional 1, organicmatter 1, orogenia 1, outerspace 1, outflow 1, outsider 1, outward 1, overandover 1, ovoviviparous 1, paleontologist 1, pan 1, panthalassa 1, parallelto 1, parasitism 1, parathormone 1, parathyroid 1, paris 1, parthenogenesis 1, partially 1, particular 1, partner 1, passage 1, passon 1, past 1, pay 1, peas 1, pelvic 1, per 1, perhaps 1, perhour 1, permanently 1, perplexed 1, phonecall 1, photic 1, photoautotroph 1, photograph 1, photosynthesizer 1,

	<p>photosynthesizes 1, phototropism 1, phytoplankton 1, picksup 1, piece 1, pigeons 1, pillar 1, pine 1, pineal 1, pit 1, pitch 1, pituitarygland 1, placetoplace 1, planariansingle 1, pollinated 1, polyethylene 1, pompeii 1, pond 1, poplar 1, posterior 1, powered 1, presence 1, priest 1, primarily 1, principle 1, problemsolving 1, product 1, productive 1, progesterone 1, promptto 1, proportional 1, publiclibrary 1, pudding 1, pullout 1, pulmonar 1, pure 1, purpose 1, puzzled 1, quality 1, quantified 1, rabbit 1, radar 1, rainbow 1, rainfall 1, rattlesnake 1, reattachto 1, recap 1, recommend 1, recycle 1, redcanyon 1, refer 1, referredto 1, refrigerator 1, reg 1, regardedas 1, regulate 1, regulatory 1, regurgitate 1, reject 1, relative 1, relay 1, relief 1, reoccupy 1, repeat 1, researcher 1, resistant 1, resource 1, responsible 1, retreat 1, returned 1, ridge 1, riding 1, rigid 1, ringoffire 1, rival 1, riverbank 1, roll 1, rollercoaster 1, rolling 1, rope 1, rounded 1, runningwater 1, sac 1, sacrifice 1, sacrificing 1, salivary 1, sandy 1, sank 1, scattered 1, scientificmethod 1, scotia 1, seacave 1, seafloor 1, seasonal 1, seatbelt 1, secondly 1, secrete 1, secreted 1, seek 1, seismic 1, selection 1, selectively 1, selffertilize 1, selfpollination 1, sequence 1, serenguetimara 1, serveto 1, shallow 1, shark 1, shelf 1, shield 1, shift 1, shore 1, sieve 1, sight 1, similarity 1, simply 1, singleloop 1, skating 1, slamon 1, sliding 1, slight 1, slong 1, takeout 1, taketime 1, task 1, tectonic 1, tectonics 1, soften 1, somany 1, somuch 1, sonar 1, soon 1, soundspeed 1, soundwave 1, southafrica 1, soybean 1, spend 1, spermatozoon 1, splendid 1, spolon 1, spongegastric 1, spongy 1, spot 1, spy 1, squirrel 1, standup 1, starnose 1, steady 1, steal 1, stepinto 1, stillwater 1, stopsign 1, strand 1, strap 1, struggle 1, stump 1, subduction 1, sublimation 1, subsequently 1, suffocate 1, sumup 1, sundew 1, supercontinent 1, supportingevidence 1, suppose 1, sure 1, surf 1, surprisingly 1, suspected 1, suspicion 1, swap 1, sweet 1, symbiosis 1, symmetrically 1, tablecloth 1, takeaway 1, takecare 1, takelong 1, takeout 1, taketime 1, task 1, tectonic 1, tectonics 1, telescope 1, temporary 1, ten 1, term 1, termite 1, testis 1, testosterone 1, textbook 1, texture 1, thatistosay 1, thatiswhy 1, thecaseof 1, thenorth 1, therefore 1, thesecondary 1, thesouth 1, thought 1, throat 1, thymusgland 1, thyroid 1, thyroxine 1, timbre 1, toe 1, tongue 1, toofast 1, toothed 1, totalamount 1, tracheole 1, tract 1, traincarriage 1, translato 1, trick 1, trip 1, truly 1, truth 1, try 1, tub 1, tubal 1, tuber 1, tuesday 1, tulip 1, tuna 1, tunnels 1, turninto 1, twoopenings 1, ultimate 1, unable 1, undercut 1, underline 1, understanding 1, unfortunately 1, uniformly 1, university 1, unknown 1, unlike 1, unlucky 1, unsupported 1, unuseful 1, unusual 1, upanddown 1, upon 1, uptake 1, upward 1, usedto 1, usedtothink 1, ushaped 1, usual 1, vacuole 1, valid 1, variability 1, ventral 1, vertical 1, verymuch 1, viceversa 1, vine 1, visit 1, voice 1, volcanicash 1, volleyball 1, vulcanism 1, wait 1, waitfor 1, walkdown 1, warmingup 1, wasp 1, wavelengths 1, weathered 1, weird 1, wetland 1, whelk 1, whenever 1, whom 1, whose 1, widened 1, winds 1, withrespectto 1, withstand 1, witness 1, wonderabout 1, worn 1, wraparound 1, writeout 1, yet 1, young 1, yourself 1, zebra 1, zero 1, flow 1,</p>
<p>CLIL 1 and CLIL 2 shared types</p>	<p>the 2218, and 1025, a 854, of 822, be 736, in 564, to 478, beaux 451, they 412, it 399, what 273, have 244, that 226, can 208, doaux 204, you 188, or 176, water 174, from 165, with 157, this 144, following 131, plant 131, by 129, when 127, different 120, i 120, more 116, animal 115, their 112, which 111, on 109, object 107, we 103, energy 101, for 101, not 101, haveaux 99, if 98, how 94, at 93, willaux 91, some 90, use 89, temperature 88, your 88, rock 87, one 86, unit 86, as 83, body 82, therebe 82, all 81, speed 81, its 77, do 74, two 74, cell 73, light 71, them 70, make 65, but 64, planet 64, type 62, livingthing 61, change 60, section 60, between 59, form 59, like 59, then 59, about 57, example 57, moon 56, each 55, answer 54, produce 54, question 53, sun 53, heat 52, travel 52, where 52, plate 50, calculate 48, complete 48, through 48, find 47, leaves 47, mass 47, nutrition 47, he 45, live 45, vocabulary 45, activity 44, mineral 44, distance 43, earth 43, surface 43, word 43, begin 42, group 42, other 42, why 42, only 41, process 41, three 41, time 41, food 40, learnabout 40, before 39, insect 39, matter 39, move 39, no 39, partof 39, these 39, after 38, fish 38, substance 38, system 38, colour 37, get 37, small 37, information 36, place 36, thesame 36, atom 35, characteristic 35, inside 35, sentence 35, atmosphere 34, becalled 34, both 34, so 34, take 34, explain 33, bacteria 32, cause 32, grow 32, leave 32, stimulus 32, allthe 31, big 31, car 31, his 31, layer 31, madeupof 31, tree 31, very 31, happen 30, main 30, tryto 30, volume 30, wantto 30, area 29, because 29, onearth 29, oxygen 29, write 29, also 28, component 28, day 28, drawing 28, include 28, measure 28, morethan 28, movement 28, reproduction 28, show 28, year 28, called 27, direction 27, grammar 27, into 27, know 27, new 27, now 27, own 27, say 27, see 27, theleast 27, verb 27, work 27, material 26, organism 26, property 26, any 25, describe 25, element 25, respiration 25, video 25, fertilization 24, knowabout 24, life 24, lung 24, molecule 24, number 24, pressure 24, adjective 23, blood 23, density 23, gravity 23, response 23, state 23, stop 23, way 23, breathe 22, contain 22, help 22, male 22, many 22, name 22, once 22, particle 22, reproduce 22, second 22, seed 22, transforminto 22, volcano 22, air 21, another 21, bird 21, divideinto 21, first 21, gas 21, great 21, high 21, identify 21, increase 21, nutrient 21, occur 21, photosynthesis 21, root 21, shape 21, average 20, below 20, cannot 20, fast 20, flower 20, internal 20, mammal 20, mantle 20, mouth 20, our 20, part 20, river 20, teacher 20, themore 20, chemical 19, female 19, low 19, relationship 19, solarsystem 19, amount 18, ball 18, function 18, guess 18, inorderto 18, point 18, project 18, receptor 18, source 18, the most 18, absorb 17, difference 17, eat 17, egg 17, finish 17, madeof 17, need 17, ocean 17, organic 17, side 17, simple 17, size 17, special 17, species 17, terrestrial 17, chart 16, crust 16, every 16, external 16, flow 16, gill 16, ice 16, lose 16, mean 16, people 16, reach 16, vertebrate 16, waste 16, weight 16, erosion 15, expel 15, good 15, graph 15, invertebrate 15, leaf 15, liquid 15, picture 15, skin 15, structure 15, always 14, angle 14, aquatic 14, become 14, carbondioxide 14, classify 14, cloud 14, draw 14, ground 14, heart 14, interaction 14, lightyear 14, ray 14, represent 14, reptile 14, require 14, soil 14, venus 14, around 13, boundary 13, city 13, core 13, earthquake 13, final 13, give 13, hot 13, individual 13, long 13, position 13, round 13, study 13, sunlight 13, while 13, ability 12, addto 12, constant 12, cover 12, dependon 12, diagram 12, die 12, digest 12, during 12, float 12, hydrogen 12, inorganic 12, late 12, length 12, remain 12, ring 12, solid 12, something 12, song 12, star 12, suchas 12, thinkof 12, us 12, usually 12, virus 12, amphibian 11, axis 11, block 11, call 11, carbon 11, consistof 11, continent 11, create 11, digestivesystem 11, distinguish</p>

11, effect 11, feedon 11, height 11, hour 11, howlong 11, human 11, lava 11, mars 11, meet 11, metal 11, near 11, organ 11, remember 11, sand 11, sea 11, sink 11, student 11, thefirst 11, walk 11, whole 11, accordingto 10, add 10, becauseof 10, cat 10, cold 10, cycle 10, dark 10, development 10, dog 10, effector 10, environment 10, frog 10, genetic 10, glass 10, hear 10, listento 10, open 10, person 10, pollen 10, pollination 10, protect 10, pull 10, read 10, release 10, satellite 10, scientist 10, several 10, sexual 10, soft 10, sometimes 10, specific 10, stem 10, tadpole 10, tell 10, there 10, think 10, under 10, vein 10, who 10, wind 10, worm 10, acid 9, action 9, again 9, arrive 9, buoyancy 9, catch 9, centre 9, clean 9, crown 9, decrease 9, drop 9, feed 9, feet 9, flat 9, follow 9, four 9, growth 9, hard 9, havealookat 9, head 9, hole 9, however 9, howmany 9, important 9, iron 9, just 9, land 9, level 9, living 9, look 9, lookfor 9, me 9, next 9, nitrogen 9, nonliving 9, opening 9, over 9, oviparous 9, pollution 9, prey 9, primary 9, reading 9, referto 9, rise 9, sediment 9, sedimentaryrock 9, shell 9, short 9, slowly 9, snail 9, start 9, stay 9, thick 9, thin 9, true 9, versus 9, without 9, adult 8, although 8, arthropod 8, atthesametime 8, back 8, base 8, bee 8, breakdown 8, class 8, classmate 8, close 8, crystal 8, definition 8, degree 8, desert 8, dueto 8, enter 8, finally 8, here 8, house 8, large 8, metre 8, must 8, photosynthesize 8, positive 8, prove 8, quartz 8, research 8, right 8, scale 8, shaped 8, solution 8, space 8, sugar 8, swim 8, table 8, thing 8, towards 8, winter 8, writedown 8, above 7, act 7, anus 7, attract 7, beneficial 7, black 7, box 7, comefrom 7, compare 7, completely 7, connect 7, consequence 7, consider 7, coveredby 7, crop 7, develop 7, difficult 7, displacement 7, dissolvein 7, drink 7, even 7, experiment 7, family 7, feature 7, fly 7, hair 7, keep 7, kill 7, kindof 7, lizard 7, locate 7, makeup 7, mercury 7, metricsystem 7, negative 7, normally 7, pass 7, plastic 7, protein 7, pump 7, receive 7, result 7, run 7, secondary 7, separate 7, sky 7, support 7, text 7, thenet 7, together 7, transform 7, understand 7, volcanic 7, wet 7, airsac 6, allow 6, baby 6, bad 6, basalt 6, beborm 6, boilingpoint 6, bone 6, carryout 6, collect 6, continental 6, cool 6, coveredwith 6, crab 6, current 6, dense 6, dry 6, eachother 6, enough 6, equal 6, exist 6, eye 6, face 6, fall 6, forexample 6, fresh 6, freshwater 6, gland 6, goto 6, gravitational 6, heavy 6, heterotroph 6, heterotrophic 6, hit 6, jelly 6, join 6, joint 6, juice 6, learn 6, line 6, little 6, looklike 6, measurement 6, microorganism 6, mussel 6, nice 6, nothing 6, nucleus 6, oceanic 6, opaque 6, opposite 6, parasite 6, pieceof 6, provide 6, put 6, react 6, reason 6, regular 6, relate 6, salt 6, saltwater 6, snake 6, spore 6, store 6, strong 6, teeth 6, than 6, thanksto 6, tide 6, top 6, total 6, unicellular 6, until 6, uranus 6, vessel 6, visible 6, wall 6, white 6, would 6, arachnid 5, atthetop 5, autotrophic 5, bag 5, belike 5, benefit 5, blue 5, break 5, bright 5, building 5, bymeansof 5, cap 5, capture 5, caterpillar 5, central 5, cheetah 5, continue 5, country 5, cut 5, dead 5, define 5, destroy 5, detect 5, digestive 5, dissolve 5, earthworm 5, everything 5, exoskeleton 5, experience 5, expression 5, fahrenheit 5, feedoff 5, fern 5, goback 5, granite 5, hand 5, hightide 5, home 5, image 5, jellyfish 5, jupiter 5, lateral 5, letter 5, letus 5, lion 5, livingbeing 5, magma 5, magnet 5, man 5, mate 5, meaning 5, means 5, measured 5, melting 5, middle 5, mollusc 5, natural 5, old 5, outside 5, page 5, parental 5, perceive 5, pore 5, predator 5, prepare 5, quite 5, radiation 5, record 5, reduce 5, similar 5, skeleton 5, spider 5, sponge 5, stage 5, still 5, surround 5, taken 5, test 5, thesecond 5, throughout 5, tiny 5, transformation 5, trap 5, underground 5, upper 5, viviparous 5, warm 5, whale 5, wood 5, abdomen 4, adapt 4, affect 4, against 4, along 4, ancient 4, antennae 4, arc 4, basedon 4, believe 4, besides 4, butterfly 4, carefully 4, clear 4, closeto 4, combination 4, combine 4, conclusion 4, considering 4, container 4, control 4, conversion 4, cotton 4, crustacean 4, dandelion 4, decide 4, deciduous 4, diamond 4, divide 4, duringtheday 4, echinoderm 4, eitheror 4, equation 4, eventually 4, ever 4, excrete 4, explanation 4, express 4, fact 4, fire 4, flagellum 4, floor 4, foot 4, forget 4, formula 4, freely 4, funny 4, geologist 4, giant 4, golden 4, goup 4, green 4, harm 4, hide 4, hold 4, influence 4, inner 4, island 4, itself 4, journey 4, last 4, limestone 4, lithosphere 4, lookat 4, love 4, magnetite 4, may-04, melt 4, mix 4, moist 4, mountain 4, mushroom 4, neptune 4, never 4, nickel 4, oppositedirection 4, outer 4, partial 4, passthrough 4, phytoplankton 4, pollinator 4, possible 4, puddle 4, rain 4, readingcomprehension 4, red 4, reflect 4, rocket 4, rocky 4, saturn 4, scientific 4, share 4, should 4, six 4, smell 4, station 4, steam 4, storm 4, teaspoon 4, thermal 4, thermometer 4, toomuch 4, ultraviolet 4, value 4, variation 4, weak 4, within 4, adaptation 3, adulthood 3, american 3, amoeba 3, analyse 3, anemone 3, animation 3, artificial 3, asexual 3, asin 3, atall 3, atfirst 3, athome 3, atnight 3, atthebeginning 3, basic 3, basis 3, beginning 3, behind 3, breakinto 3, camouflage 3, channel 3, characterize 3, check 3, chemically 3, choanocyte 3, circle 3, coast 3, collapse 3, collar 3, compareto 3, condensation 3, conductor 3, correct 3, corresponding 3, cup 3, daily 3, damage 3, decompose 3, detrital 3, digestion 3, discover 3, door 3, double 3, down 3, emit 3, englishspeaking 3, evaporation 3, explode 3, extreme 3, fallinto 3, feather 3, feel 3, fill 3, fillintheblanks 3, filter 3, five 3, fossilfuel 3, game 3, garden 3, gothrough 3, grown 3, handle 3, healthy 3, imagine 3, indicate 3, inject 3, insteadof 3, instrument 3, interact 3, interactwith 3, lake 3, landon 3, leadto 3, let 3, limit 3, located 3, million 3, minute 3, molten 3, mother 3, moveto 3, muscle 3, nature 3, nerve 3, observe 3, off 3, osculum 3, out 3, overtime 3, path 3, pebble 3, pencil 3, perform 3, production 3, quickly 3, respectively 3, rule 3, sexually 3, similarto 3, solidify 3, spanish 3, spread 3, stone 3, suddenly 3, sycamore 3, synonym 3, tapeworm 3, taste 3, thinkabout 3, third 3, today 3, transparent 3, twice 3, undergo 3, upto 3, various 3, venom 3, watch 3, waterfall 3, week 3, wide 3, width 3, window 3, world 3, yaxis 3, alive 2, antarctica 2, appendage 2, arm 2, asaconsequence 2, asfollows 2, ash 2, attraction 2, australia 2, badnews 2, bat 2, biosphere 2, bring 2, broad 2, bud 2, budding 2, build 2, calculation 2, changeinto 2, chemicalreaction 2, circulatory 2, come 2, concentric 2, confuse 2, contrary 2, cooling 2, coral 2, cube 2, curve 2, cyanobacteria 2, damaged 2, disappear 2, distribution 2, drawfrom 2, earthcrust 2, end 2, escape 2, exception 2, exhaust 2, expect 2, explore 2, extract 2, fascinating 2, fault 2, few 2, flight 2, fur 2, geology 2, getfrom 2, glucose 2, gofrom 2, goon 2, grind 2, hatch 2, helpyourself 2, honey 2, illustrate 2, inorder 2, interesting 2, intheworld 2, lichen 2, lightbulb 2, list 2, lobster 2, loss 2, maximum 2, memorize 2, methane 2, muchmore 2, nextto 2, none 2, offer 2, ontheotherhand 2, oxide 2, park 2, percentage 2, phenomena 2, plane 2, play 2, poisonous 2, polyp 2, prawn 2, precipitation 2, previously 2, radula 2, rapidly 2, reference 2, rich 2, riddle 2, roof 2, room 2, rosebush 2, royal 2, seahorse 2, sensory 2, silicate 2, since 2, single 2, sleep 2, spiny

	2, splitinto 2, squid 2, stalk 2, story 2, strange 2, street 2, strike 2, subtract 2, survive 2, takein 2, takepart 2, talkof 2, tendto 2, themselves 2, thousand 2, tourist 2, treat 2, turn 2, unitedstates 2, venomous 2, watching 2, wavelength 2, wearaway 2, well 2, wonder 2, zooplankton 2,
CLIL 1 unique types vs EFL 1	theearth 68, haveaux 53, planet 52, cell 47, mineral 41, atmosphere 31, atom 31, livingthing 27, leaves 26, nutrition 25, universe 25, madeupof 24, substance 24, volume 24, classification 22, element 22, matter 21, property 21, surface 20, layer 19, allthe 18, component 18, solarsystem 18, video 18, contain 16, density 16, becalled 15, divideinto 15, kingdom 15, reproduce 15, transforminto 15, invertebrate 14, orbit 14, particle 14, scientificname 14, theleast 14, increase 13, reproduction 13, chemical 12, cloud 12, fungi 12, mixture 12, mould 12, oxygen 12, ozone 12, round 12, material 11, virus 11, watercycle 11, gill 10, globalwarming 10, identify 10, leaf 10, madeof 10, margin 10, mass 10, process 10, structure 10, symmetry 10, venus 10, acidrain 9, genus 9, hydrogen 9, metamorphosis 9, ozonelayer 9, sand 9, stratosphere 9, tadpole 9, vertebrate 9, air 8, altitude 8, asteroid 8, calculate 8, internal 8, lung 8, magmatic 8, organism 8, photosynthesis 8, satellite 8, shell 8, solid 8, thesame 8, absorb 7, algae 7, antibiotic 7, arthropod 7, blade 7, classify 7, decrease 7, distance 7, drop 7, electron 7, geosphere 7, hardness 7, harmful 7, heat 7, ice 7, lightyear 7, liquid 7, mantle 7, metamorphic 7, molecule 7, occur 7, organelle 7, pollutant 7, pollution 7, proton 7, ray 7, root 7, soft 7, suchas 7, versus 7, axis 6, beneficial 6, cleavage 6, constellation 6, core 6, crust 6, dissolvein 6, distinguish 6, eclipse 6, eukaryotic 6, hole 6, knownas 6, lunareclipse 6, metricsystem 6, photosynthesize 6, phylum 6, protozoa 6, sedimentaryrock 6, species 6, sunlight 6, troposphere 6, vaccine 6, vein 6, vital 6, acid 5, angiosperm 5, beak 5, carbon 5, cartilaginous 5, celsius 5, completely 5, crop 5, crystal 5, dwarfplanet 5, effect 5, feedon 5, fertilization 5, fullmoon 5, genetic 5, gravity 5, greenhouseeffect 5, hydrosphere 5, inorderto 5, low 5, lowtide 5, makeup 5, mercury 5, mesosphere 5, meter 5, microorganism 5, monotreme 5, neutron 5, nitrogen 5, phasesofthemoon 5, placental 5, pull 5, quartz 5, recognize 5, remain 5, revolve 5, rotate 5, shaped 5, soil 5, solar 5, spore 5, stem 5, submultiple 5, terrestrial 5, uranus 5, vapour 5, acidtest 4, although 4, aquatic 4, arachnid 4, atmospheric 4, bigbang 4, bivalve 4, bonyfish 4, carbon dioxide 4, caterpillar 4, cattus 4, cnidaria 4, crocodile 4, cylinder 4, dueto 4, exoskeleton 4, external 4, fahrenheit 4, feldspar 4, fern 4, float 4, fresh 4, freshwater 4, gravitational 4, gymnosperm 4, halite 4, helium 4, jellyfish 4, jupiter 4, label 4, limb 4, living 4, livingbeing 4, lots of 4, lustre 4, magma 4, magnet 4, marsupial 4, metal 4, monocot 4, moss 4, myriapod 4, neutral 4, nonflowering 4, nucleus 4, oviparous 4, pole 4, prokaryotic 4, protein 4, radial 4, react 4, salt 4, saltwater 4, sealevel 4, skeleton 4, smooth 4, solvent 4, sphere 4, subclassify 4, surround 4, than 4, thermosphere 4, throughout 4, tide 4, tissue 4, transformation 4, unicellular 4, upper 4, vascular 4, venn diagram 4, viral 4, wastewater 4, writedown 4, yeast 4, abdomen 3, amount 3, annelid 3, antennae 3, anticlockwise 3, attachedto 3, atthesametime 3, attitude 3, bacterial 3, belt 3, besides 3, bilateral 3, breakdown 3, breakup 3, butterfly 3, calcite 3, capsid 3, capsule 3, carryout 3, cephalopod 3, chalk 3, charge 3, closeto 3, coldblooded 3, composition 3, cone 3, consequence 3, consider 3, consistof 3, container 3, conversion 3, cool 3, cotton 3, crustacean 3, curiosity 3, cycle 3, dentate 3, dicot 3, disintegrate 3, dissolve 3, drinkingwater 3, dust 3, echinoderm 3, envelope 3, ex 3, flagellum 3, flowering 3, freely 3, galaxy 3, gastropod 3, gland 3, goround 3, graduated 3, graph 3, gravel 3, happento 3, heterotrophic 3, hightide 3, illuminated 3, image 3, infection 3, inorganic 3, interaction 3, iron 3, lateral 3, leaflet 3, lizard 3, locate 3, magnetite 3, melting 3, mesopause 3, metallic 3, mi 3, mica 3, microscope 3, milkyway 3, mix 3, moist 3, mollusc 3, monera 3, morely 3, moulting 3, multicellular 3, mushroom 3, nematode 3, neptune 3, newmoon 3, nitrogenoxide 3, nonliving 3, nutrient 3, onceuponatime 3, organic 3, outerplanet 3, pairsof 3, partial 3, pattern 3, pinnateveined 3, plankton 3, platyhelminthe 3, plutonic 3, pollen 3, pollinator 3, pore 3, porifera 3, predator 3, prevent 3, protoctist 3, puddle 3, radiation 3, reduce 3, research 3, respiration 3, rocky 3, saturn 3, secondary 3, sedimentary 3, sense 3, several 3, sheet 3, snail 3, solareclipse 3, spill 3, spin 3, stage 3, station 3, steam 3, strainer 3, stratopause 3, thenet 3, tiny 3, toad 3, tropopause 3, turtle 3, ultraviolet 3, underside 3, used 3, vessel 3, waste 3, wind 3, abit 2, acidified 2, adaptation 2, adulthood 2, aerosol 2, affect 2, airsac 2, alien 2, along 2, amoeba 2, angle 2, animalkingdom 2, antimatter 2, anura 2, anus 2, asin 2, astronomicalunit 2, asymmetrical 2, autotroph 2, autotrophic 2, basic 2, beableto 2, bee 2, beer 2, beetle 2, belly 2, block 2, boil 2, boiling 2, boundary 2, branch 2, breakthrough 2, calendar 2, camouflage 2, carnivora 2, causes 2, cephalothorax 2, ceres 2, characterize 2, chemically 2, chlorine 2, chlorofluorocarbon 2, choanocyte 2, chordata 2, circle 2, cirrus 2, classified 2, classifyinto 2, classmate 2, clay 2, comet 2, condensation 2, contribute 2, cooled 2, copper 2, corresponding 2, cotyledon 2, cougar 2, coveredby 2, coveredwith 2, creep 2, cubic 2, cumulus 2, cylindrical 2, daily 2, damage 2, dead 2, decompose 2, defence 2, define 2, dense 2, detect 2, detrital 2, diamond 2, differentiate 2, digest 2, digestivesystem 2, dipper 2, dissolvedin 2, divide 2, drinking 2, dry 2, dull 2, earthworm 2, eitheror 2, environment 2, eris 2, evaporate 2, evaporation 2, excrete 2, expand 2, explanation 2, extreme 2, feedoff 2, felidae 2, fillintheblanks 2, filtration 2, fossilfuel 2, fracture 2, fulfil 2, fullof 2, fume 2, galena 2, getridof 2, glassy 2, god 2, graduate 2, granite 2, handle 2, heterotroph 2, humanbeing 2, incubate 2, indispensable 2, inject 2, inner 2, innerplanet 2, insoluble 2, intestinal 2, invisible 2, jaguar 2, joint 2, lab 2, landing 2, larva 2, lava 2, layegg 2, leech 2, leopard 2, lithosphere 2, magnetic 2, mammalia 2, meanwhile 2, melt 2, membrane 2, meteor 2, meteorite 2, mission 2, molten 2, monomineralic 2, mud 2, mussel 2, mycelium 2, nakedeye 2, neaptide 2, nonmetallic 2, normally 2, northpole 2, nuclei 2, observe 2, occupied 2, off 2, outer 2, ovalshaped 2, overlying 2, palmateveined 2, paramecium 2, parental 2, pebble 2, perceive 2, periodictable 2, petiole 2, phyllode 2, phytoplankton 2, pilot 2, pinhead 2, pipe 2, planarian 2, plot 2, pluto 2, possible 2, powder 2, primary 2, procedure 2, protection 2, pump 2, purifiedwater 2, purifying 2, pyrite 2, quarter 2, radius 2, raindrop 2, rap 2, reabsorb 2, readingcomprehension 2, receptor 2, reflect 2, release 2, released 2, require 2, respectively 2, respondo 2, revolution 2, rhizoid 2, rotation 2, sandstone 2, saucepan 2, scale 2, scarcity 2, scratch 2, seaurchin 2, seawater 2, share 2, shiny 2, shrink 2, slug 2, sofar 2, solarradiation 2, solidify 2, soluble 2, source 2, speed 2, spoil 2, spread 2, squeezeout 2, starshaped 2, stratus 2, subdivideinto 2, subgroup 2, sulphurdioxide 2, survide 2, swimbladder 2, taken 2, tap 2, tapeworm 2, theapollomission 2, thermometer 2, thethird 2, thickness

2, tile 2, tilt 2, toomuch 2, toxin 2, trash 2, trunk 2, twig 2, undergo 2, urodela 2, useful 2, valve 2, variation 2, various 2, venom 2, visible 2, vitamin 2, volcanic 2, warmblooded 2, waxinggibbous 2, waxy 2, width 2, abnormality 1, absentminded 1, absorber 1, accidental 1, accordingwith 1, accurately 1, act 1, actinopterygii 1, addon 1, adjacent 1, adverse 1, aerial 1, aerodynamicshaped 1, aeronautical 1, africanelephant 1, agar 1, airborne 1, airconditioner 1, allof 1, allright 1, alltogether 1, aluminum 1, ambulacral 1, amphibia 1, analyse 1, anchor 1, anemone 1, animalcell 1, annular 1, anopheles 1, antarctica 1, aphid 1, apismellifera 1, apparatus 1, appendage 1, arc 1, argon 1, armacolite 1, arrange 1, arrowshaped 1, artificial 1, artiodactyla 1, asaconsequence 1, asexual 1, asexually 1, asfollows 1, ash 1, asianelephant 1, asshown 1, astronomer 1, atomic 1, atthetop 1, atthisstage 1, background 1, backyard 1, badnews 1, bagshaped 1, balance 1, barbour 1, bark 1, basalt 1, basedon 1, basilisk 1, basis 1, beech 1, beganwith 1, beginning 1, behave 1, benefit 1, bigbangtheory 1, bighornsheep 1, bill 1, biosphere 1, blackboard 1, blackfly 1, blackpoplar 1, blank 1, bleach 1, bluegreen 1, bodyshape 1, boilingpoint 1, bond 1, bonded 1, brainstorm 1, breadslice 1, breakinto 1, breakout 1, breaksinto 1, breast 1, breathofair 1, brew 1, broad 1, broadleaves 1, brokeninto 1, bubble 1, budding 1, buildingblock 1, buoyancy 1, burning 1, buttercup 1, bymeansof 1, cacao 1, calculation 1, cancer 1, candy 1, canidae 1, canislatrans 1, cant 1, capacity 1, carbonate 1, cataract 1, cauliflower 1, caused 1, ceiling 1, celestial 1, celestialbody 1, cement 1, centipede 1, chain 1, changeinto 1, characterized 1, chelicerae 1, chemicalreaction 1, chemistry 1, chestnut 1, chitin 1, chondrichthyes 1, cicadamoulting 1, cilia 1, circulatory 1, clam 1, claw 1, cleaning 1, clear 1, cleave 1, climatechange 1, clitellum 1, clockwise 1, closelyrelated 1, collapse 1, collar 1, coloured 1, colourless 1, combined 1, combinewith 1, comeback 1, command 1, commit 1, comparedwith 1, concentration 1, concerned 1, conclusion 1, condense 1, conductor 1, conglomerate 1, conifer 1, considering 1, consistin 1, constant 1, continental 1, contrary 1, controlled 1, convict 1, cooling 1, coral 1, coralpolyp 1, coveredn 1, coyote 1, crab 1, crew 1, criteria 1, crown 1, crystalclear 1, crystallized 1, cube 1, cucumber 1, curve 1, cyanobacteria 1, damaged 1, dandelion 1, darkness 1, daylight 1, daytoday 1, deciduous 1, deepdown 1, definite 1, dependon 1, depicted 1, depletion 1, derive 1, derived 1, destroyed 1, detective 1, developed 1, development 1, diarrhea 1, didaux 1, digestion 1, digestive 1, dionaea 1, discharge 1, discoverer 1, displacement 1, display 1, dissolvesin 1, distinguishfrom 1, distribution 1, divided 1, doesnt 1, domesticcat 1, dont 1, double 1, downward 1, drawfrom 1, drilling 1, dropped 1, dropping 1, dryseason 1, dumping 1, dung 1, duringthenight 1, earthcrust 1, earthhour 1, earthquake 1, effector 1, electrical 1, ellipse 1, elliptical 1, emission 1, emit 1, encourage 1, engineer 1, entertainment 1, entire 1, equation 1, equator 1, equuscaballus 1, erase 1, erosion 1, escape 1, eschrichtiusrobustus 1, eventually 1, ever 1, evergreen 1, everythingelse 1, except 1, exception 1, exhaust 1, expect 1, expel 1, explode 1, explosion 1, extract 1, fallinto 1, fallon 1, fallwith 1, fallo 1, farmer 1, fascinated 1, fascinating 1, fault 1, feather 1, fellow 1, fertilise 1, few 1, fewer 1, fiber 1, filledwith 1, fillitwith 1, filter 1, fin 1, firstly 1, firsttime 1, fishclown 1, fitin 1, fizz 1, flexible 1, flight 1, flipper 1, flood 1, florey 1, flour 1, floweringplant 1, fluorite 1, flush 1, flyingfish 1, fog 1, followaround 1, foodmaking 1, foodparticle 1, footprint 1, fossilize 1, fraction 1, freezing 1, froglet 1, frogspawn 1, frond 1, frozen 1, fur 1, fusiform 1, gal 1, garbage 1, gaseous 1, gaveup 1, gemmation 1, geologist 1, geology 1, getoutoftheway 1, giveup 1, global 1, glottis 1, glucose 1, gnat 1, goat 1, goback 1, goodexample 1, grab 1, graphite 1, grasshopper 1, gray 1, graywhale 1, greensalad 1, grind 1, grinddown 1, grizzlybear 1, groupedtogether 1, growing 1, growth 1, gypsum 1, halide 1, halleycomet 1, handson 1, harvest 1, hatch 1, heartshaped 1, helpyourself 1, hematite 1, hemisphere 1, herdsman 1, heterogeneous 1, heterogenous 1, hexagonal 1, highflying 1, hightemperature 1, holdonto 1, hollow 1, homo 1, homogeneous 1, homogenous 1, honey 1, honeybee 1, hook 1, horizon 1, horizontal 1, humanactivity 1, hurricane 1, hydra 1, hydrochloric 1, hyphae 1, icecap 1, iceshelves 1, igneous 1, igneousrock 1, illustrate 1, immunesystem 1, impact 1, impermeable 1, impurity 1, inanycase 1, incomplete 1, indicate 1, infect 1, infectious 1, influence 1, inhibit 1, ink 1, innermore 1, inorder 1, inordertofort 1, instrument 1, interact 1, interactwith 1, involved 1, irregularly 1, isnt 1, itis 1, itself 1, jaragualizard 1, jelly 1, jet 1, journal 1, kangaroo 1, keel 1, keepaway 1, keepinmind 1, kingcobra 1, knowas 1, komododragon 1, labelled 1, ladybird 1, lamina 1, lanceshaped 1, landon 1, largely 1, lastquarter 1, launch 1, layered 1, layin 1, leadto 1, leafhopper 1, leafstalk 1, leap 1, leapyear 1, lense 1, lichen 1, lifecycle 1, lightbulb 1, lightminute 1, lime 1, limestone 1, limit 1, linearshaped 1, linedup 1, lobed 1, lobster 1, located 1, longtimeago 1, lookon 1, loss 1, lunar 1, lunarmonth 1, madeup 1, magneticfield 1, mainly 1, malaria 1, mammary 1, mankind 1, manufactured 1, maple 1, marble 1, marineanimal 1, marineblue 1, mate 1, maximum 1, mealworm 1, means 1, measured 1, memorize 1, meridian 1, metalloid 1, methane 1, metric 1, millimetre 1, millipede 1, mineralsmica 1, mining 1, module 1, moisture 1, moonearth 1, moreandmore 1, motor 1, mountainlion 1, muchmore 1, mucus 1, mudashed 1, mule 1, muscipula 1, muscovite 1, muscular 1, mustelidae 1, mutation 1, myself 1, mythological 1, nameafter 1, nape 1, native 1, naturaldisaster 1, needleshaped 1, negatively 1, neithernor 1, nerve 1, newt 1, nickel 1, nitricacid 1, nitricoxide 1, nitrousoxide 1, nonmetal 1, northernhemisphere 1, northernlight 1, northstar 1, notatum 1, nothing 1, nuclear 1, obsidian 1, obtained 1, occasionally 1, oceanic 1, octahedron 1, odourless 1, offer 1, offshore 1, ok 1, oligiste 1, olivine 1, onecelled 1, onemillion 1, ontheotherhand 1, opaque 1, operate 1, opposed 1, oppositedirection 1, orangejuice 1, organ 1, orthoclase 1, osculum 1, ounce 1, outermore 1, oval 1, overtime 1, oxide 1, oyster 1, ozonelayerhole 1, packaging 1, paella 1, panther 1, panthera 1, pantherapardus 1, parallelveined 1, passthrough 1, path 1, pearly 1, pedipalp 1, pencil 1, penicillium 1, nerve 1, percent 1, percentage 1, perform 1, periodoftime 1, permeable 1, phenomena 1, phenomenon 1, phytoplanktonmade 1, pie 1, pill 1, placenta 1, plane 1, plantcell 1, plaque 1, plasmodium 1, plasticbag 1, platypus 1, playground 1, pointed 1, poisonous 1, polaris 1, pollinate 1, pollination 1, pollute 1, polygonal 1, polyp 1, poop 1, position 1, positively 1, poursdown 1, powerful 1, powerstation 1, prawn 1, precipitation 1, preferto 1, pressure 1, previously 1, preyon 1, primate 1, production 1, prohibited 1, protected 1, protist 1, puffy 1, puma 1, pumice 1, purification 1, purified 1, purifier 1, passthrough 1, path 1, pearly 1, pedipalp 1, pencil 1, penicillium 1, penumbra 1, percent 1, redegredtreefrog 1, redhot 1, reduction 1, reference 1, refersto 1, refrigerant 1, refrigeration 1, relate 1, related 1, remaining 1, reptilia 1, reradiate 1, rhizome 1, ribbon 1, ribosome 1, riddle 1, rockclimbing 1, rocket 1, rodentia 1, roof 1, rosebush 1, rotten 1, rough 1, row 1, rubbish 1, rump 1, runalong 1, runoff 1, sack 1, sailor 1,

	<p>salamander 1, saprophyte 1, scaleof 1, schist 1, scolopendra 1, scorpion 1, seahorse 1, search 1, secondname 1, sediment 1, searround 1, seen 1, sensory 1, serrate 1, sessile 1, setfoot 1, sewage 1, sexual 1, sexually 1, shed 1, shining 1, shipping 1, shrimp 1, silicate 1, simulate 1, singlecelled 1, singleveined 1, sinkinto 1, siphon 1, sixsided 1, skincancer 1, skipper 1, slate 1, sliceofbread 1, slippery 1, soak 1, soap 1, solarenergy 1, solute 1, son 1, southernhemisphere 1, southpole 1, specifically 1, spectrum 1, spike 1, spiky 1, spinaround 1, spiny 1, spiral 1, splitinto 1, splitupinto 1, sponge 1, sporozoa 1, spreadout 1, springtide 1, sprout 1, stable 1, stalk 1, staphylococci 1, starfish 1, statement 1, stayedon 1, stepout 1, stickto 1, stimulus 1, stir 1, stone 1, storm 1, stratospheric 1, strike 1, stuff 1, subtract 1, subtype 1, sucha 1, sucher 1, sucrose 1, sufferfrom 1, sulphide 1, sulphur 1, sulphuric 1, sulphuroxide 1, sunburn 1, sunflower 1, sunray 1, surfthenet 1, symbiont 1, syringe 1, taenia 1, takeback 1, takein 1, talkof 1, taproot 1, tasteless 1, teaspoon 1, technically 1, televised 1, tendto 1, theearthhour 1, themohsscaleof 1, themohsscaleofhardness 1, therebebe 1, thermal 1, thinning 1, thorax 1, threequarter 1, timeago 1, toothpaste 1, topside 1, tornado 1, torrential 1, totally 1, tough 1, toward 1, trachea 1, transform 1, translatedinto 1, transparent 1, transplant 1, trap 1, treat 1, trend 1, turnin 1, twin 1, umbra 1, umbrellashaped 1, underpressure 1, universal 1, urban 1, urodele 1, ursidae 1, ursushorribilis 1, uterus 1, vaccination 1, value 1, vast 1, vehicle 1, venomous 1, venusflytrap 1, vibriocholerae 1, videoexplanation 1, viewer 1, violet 1, virgin 1, viviparous 1, volcanicrock 1, voluntary 1, volunteer 1, volna 1, vs 1, waningcrescent 1, waninggibbous 1, waningmoon 1, wantedto 1, warming 1, watching 1, watervapor 1, wavelength 1, wavy 1, waxingcrescent 1, waxingmoon 1, wearaway 1, weasel 1, weedy 1, wenton 1, whitepoplar 1, widen 1, wiggle 1, winterbud 1, within 1, worldwide 1, wouldnt 1, yard 1, yaxis 1, yourturn 1, zooplankton 1,</p>
<p>EFL 1 unique types vs CLIL 1</p>	<p>my 186, film 109, choose 102, workbook 98, her 91, language 82, she 77, sport 77, copy 74, friend 71, partner 69, famous 63, go 60, visit 60, book 59, computer 59, buy 54, children 54, email 49, plan 49, often 48, advance 43, favourite 43, restaurant 42, wolves 41, article 40, england 39, london 38, museum 38, builder 37, yes 36, description 35, meal 35, sound 35, job 34, wear 34, item 33, avatar 32, tall 32, notebook 31, really 31, repeat 31, too 31, father 30, popular 29, ask 28, parent 28, practice 28, wrong 28, beach 27, character 27, creature 27, age 26, affirmative 25, him 25, india 25, shop 25, amazing 24, bracket 24, cake 24, football 24, guide 24, win 24, cinema 23, extra 23, mention 22, vampire 22, canada 21, conversation 21, lesson 21, monday 21, music 21, real 21, saturday 21, speaking 21, want 21, yesterday 21, zoo 21, findout 20, magazine 20, map 20, painting 20, party 20, presentcontinuous 20, problem 20, whitehouse 20, adverb 19, dangerous 19, drive 19, driver 19, homework 19, howmuch 19, idea 19, most 19, pizza 19, speak 19, teen 19, unusual 19, apple 18, dance 18, dinner 18, everyone 18, exhibition 18, fun 18, presentsimple 18, queen 18, send 18, unitedkingdom 18, athlete 17, basketball 17, bed 17, brother 17, computergame 17, exciting 17, racingcar 17, task 17, throw 17, town 17, writer 17, appendix 16, atthemoment 16, bedroom 16, brochure 16, cafe 16, climb 16, dream 16, exam 16, model 16, morning 16, pastsimple 16, programme 16, rightnow 16, shoppingcentre 16, theunitedstatesofamerica 16, weekend 16, young 16, beautiful 15, birthday 15, cometo 15, detail 15, frightening 15, money 15, monster 15, opinion 15, please 15, sloth 15, tennis 15, ticket 15, traditional 15, capitalletter 14, chicken 14, disgusting 14, ending 14, france 14, future 14, habit 14, judo 14, probably 14, punctuation 14, report 14, screen 14, subject 14, sunday 14, television 14, televisionprogramme 14, writeabout 14, aroundtheworld 13, atleast 13, attheweekend 13, blog 13, chef 13, competition 13, haggis 13, hi 13, japan 13, lunch 13, review 13, rice 13, skill 13, wait 13, wash 13, advert 12, coffee 12, cook 12, doctor 12, festival 12, meatball 12, onion 12, ontelevision 12, pastcontinuous 12, practise 12, preposition 12, president 12, race 12, sail 12, sequence 12, shark 12, sing 12, sister 12, ski 12, spain 12, sportscentre 12, streetfood 12, teach 12, trip 12, turno 12, wordorder 12, afternoon 11, british 11, furniture 11, girl 11, hate 11, ireland 11, irish 11, kick 11, kilo 11, library 11, listening 11, menu 11, modern 11, onholiday 11, orange 11, pancake 11, past 11, pet 11, phrase 11, player 11, potato 11, reader 11, routine 11, sofa 11, strawberry 11, suggestion 11, teenager 11, ago-10, allday 10, august 10, bean 10, boring 10, connector 10, corn 10, dessert 10, entry 10, fishandchips 10, french 10, getup 10, horrorfilm 10, incolour 10, inthemorning 10, mark 10, mouse 10, organize 10, phone 10, ride 10, sausage 10, science 10, singer 10, sit 10, soup 10, southafrica 10, spaghetti 10, tea 10, thisyear 10, villain 10, attheend 9, boat 9, carpet 9, century 9, checklist 9, delicious 9, desk 9, doll 9, falsefriend 9, getstarted 9, goodidea 9, guided 9, happy 9, jump 9, lastweek 9, makeover 9, mum 9, musical 9, nationality 9, niagarafalls 9, oppositeof 9, photo 9, poster 9, present 9, progress 9, realworld 9, silly 9, sure 9, team 9, terrible 9, those 9, tomorrow 9, tour 9, victorian 9, alaska 8, antonym 8, bakery 8, belate 8, burglary 8, bus 8, butter 8, challenge 8, clever 8, collocation 8, conditional 8, cost 8, cow 8, dad 8, dish 8, dress 8, enjoy 8, europe 8, german 8, hamster 8, haveashower 8, hunt 8, kitchen 8, lamp 8, linkingword 8, manner 8, maybe 8, mexico 8, much 8, national 8, nextweek 8, oclock 8, oldfashioned 8, period 8, prediction 8, readabout 8, recommend 8, sandwich 8, sell 8, soldier 8, someone 8, visitor 8, aeroplane 7, africa 7, almost 7, angry 7, banana 7, barnacle 7, buckinghampalace 7, celebrate 7, column 7, comparison 7, cricket 7, curtain 7, definitely 7, easy 7, educational 7, excerpt 7, exhibit 7, fair 7, fastfood 7, frequency 7, geographical 7, grossology 7, hawaii 7, hotel 7, howoften 7, icecream 7, infact 7, invent 7, invite 7, italy 7, jeans 7, keyboard 7, king 7, lift 7, livingroom 7, mat 7, matching 7, mobilephone 7, newyork 7, nextmonth 7, november 7, october 7, pay 7, professional 7, rabbit 7, seven 7, shoe 7, speaker 7, spell 7, spend 7, swimming 7, ten 7, tomatosauce 7, tortilla 7, try 7, tuesday 7, verygood 7, wales 7, watchtelevision 7, weigh 7, wife 7, wrestler 7, address 6, album 6, anyother 6, appear 6, attack 6, bengaltiger 6, born 6, burp 6, camera 6, chimpanzee 6, china 6, christmas 6, coconut 6, comebefore 6, comedy 6, communicate 6, cushion 6, equipment 6, fat 6, excited 6, familyname 6, fat 6, freetime 6, giraffe 6, gorilla 6, greeting 6, guest 6, hindu 6, howold 6, intheevening 6, laptop 6, lastyear 6, later 6, lie 6, multiplechoice 6, nose 6, note 6, ofcourse 6, perfect 6, philadelphia 6, plural 6, price 6, quiz 6, reallife 6, sanctuary 6, sandal 6, scavengerhunt 6, series 6, shout 6, soon 6, sumo 6, sumowrestler 6, surfing 6, swimmingpool 6, thanks 6, tip 6, tired 6, tower 6, trainer 6, uncountablenoun 6, vegetarian 6, women 6, worker 6, wrestling 6, animated 5, artist 5, belongto 5, beright 5, breakfast 5,</p>

brisbane 5, card 5, chicago 5, chimney 5, clock 5, comic 5, comicstrip 5, countable 5, countablenoun 5, curly 5, disaster 5, download 5, ear 5, forest 5, friday 5, fridge 5, gerund 5, glacier 5, glasses 5, goodlooking 5, gotobed 5, grandparent 5, guitar 5, havebreakfast 5, helmet 5, hiking 5, horn 5, household 5, indian 5, interrogative 5, intonation 5, introduction 5, juggle 5, kiwi 5, lastnight 5, lay 5, lecture 5, lucky 5, message 5, millionsof 5, modal 5, noise 5, opponent 5, oven 5, pen 5, personality 5, poor 5, printer 5, pronoun 5, pronunciation 5, rabies 5, realistic 5, reflection 5, reporter 5, rescue 5, samoa 5, scotland 5, seat 5, shelter 5, singular 5, skiing 5, stand 5, stomach 5, succeed 5, superlative 5, thailand 5, theendof 5, thursday 5, togetherwith 5, tomato 5, topic 5, toweroflondon 5, ugly 5, vancouver 5, weakform 5, webcam 5, weekly 5, wild 5, windsorcastle 5, actor 4, afraidof 4, alone 4, already 4, art 4, asia 4, bake 4, bank 4, basketballplayer 4, begoodat 4, bite 4, bollywood 4, butcher 4, capital 4, cave 4, centimetre 4, childprodigy 4, chinese 4, chorus 4, clinic 4, club 4, coalmine 4, cognate 4, comeoutof 4, concert 4, contest 4, corner 4, cupboard 4, dear 4, discuss 4, dohomework 4, elephant 4, employer 4, enjoyable 4, evil 4, expensive 4, february 4, filmstudio 4, flag 4, flyingfox 4, forfun 4, free 4, gapfill 4, germany 4, getinto 4, gift 4, gocamping 4, grandmother 4, havedinner 4, hello 4, hike 4, hotdog 4, howabout 4, iamsorry 4, icehockey 4, imperative 4, informal 4, invention 4, jungle 4, market 4, men 4, midnight 4, mine 4, mini 4, mistake 4, monkey 4, mounteverest 4, newzealand 4, olympic 4, onto 4, palace 4, pillow 4, pin 4, police 4, possessive 4, postoffice 4, prize 4, profile 4, puton 4, raccoon 4, racetrack 4, rideabike 4, rideon 4, riverganges 4, roleplay 4, schoolbag 4, scream 4, secretary 4, shelves 4, shine 4, sorry 4, southamerica 4, spartan 4, stadium 4, stress 4, superhero 4, supermarket 4, surf 4, sweet 4, swimsuit 4, takeplace 4, tawnyowl 4, timetable 4, toy 4, travelagency 4, turnoff 4, turnon 4, uniform 4, up 4, usenglish 4, walkaround 4, walkthedog 4, webpage 4, website 4, wednesday 4, western 4, wildanimal 4, actress 3, actually 3, agree 3, allover 3, association 3, athletic 3, australian 3, bakeacake 3, balloon 3, band 3, baseball 3, baseform 3, beat 3, belong 3, bend 3, bet 3, bike 3, birthdayparty 3, bleed 3, bold 3, boot 3, bottom 3, bowling 3, button 3, cage 3, camp 3, camping 3, celebration 3, ceremony 3, child 3, chile 3, chilli 3, chips 3, choice 3, church 3, clothing 3, colouring 3, comesfrom 3, compoundadjective 3, crazy 3, crime 3, currency 3, curry 3, cycling 3, decision 3, decorate 3, dentist 3, design 3, destination 3, dig 3, diningroom 3, dishwasher 3, donotworry 3, dreamabout 3, dungeon 3, eighty 3, electrician 3, everyweek 3, eyesight 3, factual 3, fan 3, festive 3, field 3, fifteen 3, file 3, filmreview 3, fizzydrink 3, footballmatch 3, footballteam 3, forgive 3, frequently 3, frighten 3, fulllength 3, gadget 3, getthere 3, ghost 3, gohome 3, gondola 3, grandcanyon 3, greenville 3, greenwich 3, guestspeaker 3, guidedog 3, guinness 3, gymnastics 3, hamburger 3, hat 3, havelunch 3, havetime 3, hereare 3, hers 3, hey 3, hippo 3, hospital 3, hurling 3, hurt 3, including 3, industry 3, internationalfoodfair 3, interview 3, intheafternoon 3, irregularverb 3, italian 3, justlike 3, korea 3, lasagne 3, laundry 3, law 3, lawyer 3, legend 3, lend 3, liftweight 3, machine 3, maths 3, mind 3, monitor 3, mosque 3, mount 3, mumbai 3, narrow 3, neighbourhood 3, nocturnal 3, noproblem 3, office 3, online 3, paris 3, parthenon 3, patient 3, peru 3, pittabread 3, poem 3, poundsterling 3, pray 3, private 3, prompt 3, push 3, quantifier 3, quiet 3, raven 3, reef 3, relevant 3, religious 3, replace 3, reporting 3, reservation 3, rightaway 3, running 3, runto 3, sacred 3, sale 3, sauce 3, sciencefiction 3, score 3, scottish 3, shake 3, shelf 3, shoot 3, shopping 3, shortstory 3, shower 3, shut 3, signup 3, similarity 3, singing 3, siren 3, situation 3, songwriter 3, spaceship 3, spectator 3, spontaneous 3, steak 3, steal 3, stick 3, surprising 3, sweep 3, syrian 3, tear 3, technology 3, thai 3, thatiswhy 3, thebeginningof 3, thethames 3, touch 3, tradition 3, transfer 3, tshirt 3, uluru 3, vampirebat 3, vowel 3, wakeup 3, walking 3, washingmachine 3, washingtondc 3, watchout 3, whatelse 3, winner 3, woman 3, worksheet 3, worldcup 3, yours 3, yourself 3, aboriginal 2, activist 2, adopt 2, agreement 2, alaskan 2, alphabet 2, anaconda 2, ancientrome 2, andalusia 2, annual 2, ant 2, anyone 2, anywhere 2, april 2, aquarium 2, architect 2, armchair 2, atlanticocean 2, atthetime 2, avenue 2, backtothefuture 2, baker 2, banger 2, basketballteam 2, becalm 2, beginner 2, beready 2, berry 2, bicycle 2, bikeride 2, blind 2, boatride 2, bowlingalley 2, brake 2, britishenglish 2, browse 2, busstation 2, busstop 2, busy 2, bye 2, canaryislands 2, career 2, cartoon 2, castle 2, catalogue 2, championship 2, chat 2, cheesesandwich 2, climbingwall 2, closed 2, closing 2, codebook 2, comeafter 2, communication 2, compete 2, compoundnoun 2, computerprogram 2, computerprogrammer 2, coneyisland 2, contraction 2, contrast 2, count 2, crimereport 2, determiner 2, diet 2, dinosaur 2, disagreement 2, disc 2, discussion 2, dollar 2, dothework 2, drama 2, dreamof 2, early 2, easterisland 2, ed 2, eight 2, election 2, electricguitar 2, electricity 2, else 2, emailaddress 2, emotion 2, emperor 2, englishman 2, especially 2, euro 2, exactly 2, excellent 2, excuseme 2, eyebrow 2, fame 2, feast 2, feeling 2, finger 2, fireproof 2, flash 2, flashdrive 2, fool 2, footballer 2, forever 2, forgetabout 2, frenchonionsoup 2, friendly 2, fruitsalad 2, garlic 2, genitive 2, gentle 2, geography 2, germ 2, gigantic 2, gold 2, goshopping 2, government 2, grass 2, greatat 2, greatwall 2, guidedtour 2, hardworking 2, hawaiian 2, healthproblem 2, healthyfood 2, heavyweight 2, hippopotamus 2, hollywood 2, hope 2, horror 2, howareyou 2, howl 2, humboldtsquid 2, hunter 2, huntfor 2, husband 2, imaginary 2, immediately 2, improve 2, indoors 2, internet 2, inthebeginning 2, intheend 2, inthemiddleof 2, introduce 2, inturn 2, january 2, joke 2, justintime 2, kinetoscope 2, kingcrab 2, langada 2, lastsummer 2, laugh 2, lazy 2, left 2, lima 2, lookafter 2, loud 2, luck 2, madrid 2, mainstreet 2, manchester 2, manufacturer 2, mash 2, mausoleum 2, mess 2, mexican 2, miss 2, moment 2, morocco 2, motion 2, moveinto 2, multicolour 2, neck 2, nepal 2, nervous 2, nicetomeetyou 2, nine 2, nomination 2, normal 2, northernireland 2, notyet 2, oak 2, official 2, officiallanguage 2, ontario 2, originally 2, parade 2, pastparticiple 2, peace 2, per 2, personal 2, peruvian 2, phonenumber 2, physicalactivity 2, pick 2, picking 2, picnic 2, plumber 2, pop 2, portobelloroadmarket 2, possibly 2, predict 2, preparefor 2, princess 2, prodigy 2, quick 2, racewalking 2, recycling 2, region 2, repair 2, resort 2, reverse 2, rewrite 2, rhythm 2, role 2, rome 2, rugby 2, ruler 2, safe 2, salmon 2, santiago 2, saxon 2, scanner 2, scene 2, schooluniform 2, schoolyear 2, seafood 2, seaofcortez 2, secretservice 2, seem 2, seeyousoon 2, serious 2, ship 2, silentfilm 2, sir 2, site 2, skiresort 2, skirt 2, slow 2, sneeze 2, snowboarding 2, sock 2, solve 2, someoneelse 2, southafrican 2, spiderman 2, stalagmite 2, stareat 2, stative 2, stew 2, sticker 2, stripe 2, suggest 2, suit 2, survey 2, sweater 2, swedish 2, swimmer 2, syllable 2, takelessons 2, talking 2, teamsport 2, telephone 2, tellthetruth 2, testosterone 2, textbook 2, thankyou 2, theirs 2, thenextday 2, theunitedstates 2, thought 2, tidy 2, till 2, timezone 2, trainstation 2, travelling 2, trousers 2, turnleft 2,

typical 2, uncountable 2, university 2, vanilla 2, violent 2, violin 2, voice 2, waitfor 2, walker 2, walkinto 2, walkpast 2, watermill 2, watersport 2, watertheplants 2, weightlifter 2, werewolves 2, whatabout 2, wheel 2, windmill 2, workfor 2, workon 2, worldfamous 2, worldwarii 2, worried 2, yearold 2, academic 1, accept 1, acrossthestreet 1, acrosstheworld 1, active 1, advanced 1, advice 1, a few 1, afraid 1, aged 1, aggressive 1, airconditioning 1, albatross 1, allaround 1, allergy 1, alloveragain 1, alltheway 1, allyeararound 1, amazon 1, america 1, americanfootball 1, anatomy 1, ancientroman 1, angrily 1, animalactivist 1, antique 1, anumberof 1, anynumberof 1, apartment 1, architecture 1, archive 1, argentina 1, arizona 1, arrow 1, artmuseum 1, asareult 1, asian 1, asif 1, askto 1, aslongas 1, athens 1, atmost 1, attachto 1, attheendof 1, atthelast 1, attractive 1, audience 1, audio 1, aunt 1, australian 1, author 1, awake 1, away 1, babysit 1, bacon 1, badly 1, ballet 1, bangladesh 1, bangup 1, barbeque 1, barcelona 1, baseballgame 1, baseballteam 1, basket 1, basketballcourt 1, bath 1, battery 1, beafraidof 1, bebores 1, behungry 1, beinlovewith 1, beloved 1, belucky 1, bepleased 1, bestfriend 1, bewrong 1, bigbadwolf 1, bigben 1, biology 1, birthdaycake 1, biscuit 1, boardingschool 1, boatrace 1, bombay 1, bombing 1, bowl 1, braxton 1, brazil 1, britain 1, britishmuseum 1, brownrice 1, burglar 1, business 1, bymistake 1, calm 1, calory 1, camden 1, camper 1, canadian 1, canadiandollar 1, candle 1, canyon 1, cardinalnumber 1, careful 1, carrot 1, cart 1, category 1, cathedral 1, cavehouse 1, celebrity 1, centralamerica 1, champion 1, chance 1, chant 1, charm 1, chelsea 1, chilean 1, christmasday 1, christmaseve 1, christmasree 1, climate 1, climber 1, climbup 1, cloudy 1, coach 1, coat 1, collection 1, colourful 1, comehome 1, comfortably 1, comma 1, computergenerated 1, confident 1, confused 1, connected 1, consonant 1, continuously 1, cooker 1, coordination 1, cordoba 1, costume 1, cruel 1, cry 1, cyborg 1, dailylife 1, dancemat 1, danceomatic 1, dancing 1, dailymail 1, dream 1, dayschool 1, decor 1, decoration 1, deer 1, delete 1, detroit 1, differentfrom 1, differently 1, dignitary 1, disagree 1, dislike 1, disneyland 1, disneystudios 1, distant 1, diver 1, diving 1, documentary 1, downingstreet 1, downloaded 1, dracula 1, drank 1, dreamer 1, dressed 1, drip 1, dublin 1, duck 1, dvdburner 1, earphone 1, education 1, egreeting 1, egypt 1, emphasis 1, empirestatebuilding 1, employ 1, employee 1, employment 1, endangeredanimal 1, era 1, everest 1, everymorning 1, exceptfor 1, exchange 1, excitedly 1, exclamationmark 1, exhibitioncentre 1, exotic 1, experienced 1, explainabout 1, exquisite 1, extremely 1, eyed 1, fail 1, farm 1, fashion 1, fastly 1, feedthem 1, feellike 1, festivity 1, fifty 1, fighter 1, fighting 1, filmmaker 1, filmmaking 1, fingerprint 1, firefighter 1, fireplace 1, firewalking 1, fireworks 1, fisher 1, fit 1, flame 1, floating 1, flyover 1, foodfair 1, footballclub 1, footballgame 1, footballplayer 1, forgotto 1, fork 1, formation 1, fortunately 1, fourth 1, frightened 1, frontdoor 1, fullstop 1, gate 1, gene 1, generation 1, genius 1, getangry 1, getintotrouble 1, getmarried 1, getold 1, getoutofbed 1, getready 1, gettired 1, gettogetherwith 1, gingerspice 1, giveadvice 1, glastonburyfestival 1, goaround 1, goldmedal 1, goodluck 1, goodnews 1, goonatrip 1, goontheinternet 1, goout 1, goover 1, gostraight 1, gotosleep 1, gram 1, grampianmountains 1, granada 1, greatfire 1, greatlakes 1, greatpyramidofgiza 1, greenwichmeantime 1, grown 1, growson 1, guard 1, guinnessbookofworldrecords 1, guinnessworldrecords 1, gun 1, guy 1, haired 1, hairy 1, half 1, hall 1, ham 1, hamptoncourtpalace 1, hangfrom 1, hangout 1, hangup 1, hats 1, haveagoodtime 1, havealook 1, haveto 1, havetrouble 1, headmaster 1, hearing 1, hell 1, herb 1, heretostay 1, herself 1, hikingboots 1, hill 1, himalayanmountains 1, hindi 1, historical 1, hockey 1, homophone 1, hormone 1, hose 1, houston 1, howbig 1, howfar 1, hungarian 1, hunters 1, hydepark 1, hyphen 1, iceskating 1, ignored 1, iguana 1, illegal 1, illinois 1, imagery 1, imagination 1, uncommon 1, indiana 1, indianocean 1, indy 1, infrontof 1, insert 1, insisted 1, institute 1, instructor 1, interested 1, interrupt 1, introuble 1, invade 1, inventor 1, invitation 1, iran 1, iraq 1, irishsea 1, irritating 1, ithasgot 1, jumpout 1, kalahari 1, karaoke 1, karate 1, kebab 1, ketchup 1, key 1, kilt 1, kind 1, kingsroad 1, kiss 1, kite 1, kitesurf 1, knew 1, koala 1, korean 1, laker 1, lamb 1, languedoc 1, largeamount 1, largenumber 1, lastname 1, learnfrom 1, learnfrommistakes 1, leavehome 1, leeds 1, legguard 1, lemon 1, lightweight 1, link 1, lip 1, liverpool 1, indianocean 1, local 1, lochnessmonster 1, lonely 1, lookforwardto 1, lookforward 1, loudly 1, lovely 1, luckily 1, luxembourg 1, mad 1, majorca 1, makeamove 1, makein 1, makeplan 1, maketrouble 1, mall 1, manchesterunited 1, marker 1, marry 1, martialart 1, mask 1, medal 1, medallist 1, medical 1, melon 1, melted 1, memory 1, messy 1, metropolitan 1, microwave 1, miniature 1, mississippi 1, modelling 1, modem 1, modernartmuseum 1, monaco 1, monarch 1, moose 1, moroccan 1, mousepad 1, movearound 1, moveaway 1, movehouse 1, movie 1, mummy 1, musician 1, myth 1, nationalcurrency 1, naturalhistory 1, naturalscience 1, necessary 1, needle 1, netball 1, netbook 1, newcastle 1, newspaper 1, newyear 1, newyorkcity 1, nextweekend 1, niagara 1, nightmare 1, nobelpeaceprize 1, noon 1, northamerica 1, notmuch 1, notonly 1, novel 1, novella 1, noway 1, nut 1, obligation 1, occasion 1, onthemove 1, ontheright 1, ontime 1, option 1, ordinalnumber 1, organisation 1, orkneyislands 1, oscar 1, outdoorsport 1, ovaloffice 1, overhead 1, overnight 1, oxford 1, oxwich 1, pacificocean 1, pairwork 1, palma 1, pants 1, paradise 1, parliamentbuilding 1, partofspeech 1, paste 1, patron 1, payattention 1, peaceful 1, peanutbutter 1, pennsylvania 1, perception 1, permission 1, petshop 1, phillies 1, phonetic 1, phoneticalphabet 1, photograph 1, photographer 1, photographers 1, physical 1, pickup 1, pizzamargherita 1, pizzeria 1, playgame 1, playmusic 1, pleasant 1, plymouth 1, pool 1, popcorn 1, porridge 1, possession 1, possibility 1, postman 1, potterville 1, preference 1, press 1, pretend 1, primeminister 1, prison 1, professionally 1, programmer 1, prohibition 1, promise 1, protecting 1, public 1, publicholiday 1, publish 1, published 1, punish 1, pure 1, putin 1, putitsarmsaround 1, putonclothes 1, queenelizabethii 1, queenmary 1, questionmark 1, quietly 1, racingbike 1, radio 1, radioactive 1, ragandbonemen 1, rainforest 1, raining 1, ranthambore 1, reaction 1, ready 1, rebuild 1, redbean 1, referringto 1, refuse 1, relax 1, repeated 1, reply 1, reserve 1, revenge 1, reward 1, rightway 1, rivernile 1, road 1, rockstar 1, rode 1, romance 1, romania 1, roussillon 1, runafter 1, runningshoes 1, rupee 1, russian 1, sad 1, saint 1, sandlewood 1, sanmarino 1, sauerkraut 1, schoolchildren 1, scuba 1, scubadive 1, sculpture 1, seacreature 1, secret 1, seeyoulater 1, selection 1, sensation 1, seoul 1, sheffield 1, shirt 1, shorts 1, showaround 1, shy 1, sign 1, sitting 1, sixteen 1, skier 1, sleeping 1, sleepingbag 1, slide 1, smile 1, snack 1, snow 1, snowboarder 1, soccer 1, social 1, sold 1, somehow 1, sophisticated 1, soul 1, southeastern 1, sparta 1, speechbubble 1, spelling 1, spellingmistake 1, spoon 1, spot 1, spotlight 1, stalactite 1, standup 1, statueofliberty 1, stayawayfrom 1, stayhome 1, stink 1, strip 1, stupid

	<p>1, style 1, subjectpronoun 1, summerholiday 1, sumup 1, sunrise 1, sunset 1, surfboard 1, surprisingly 1, survivor 1, sweden 1, swing 1, swiss 1, swissalps 1, tajmahal 1, takeabreak 1, takealook 1, takecare 1, takefrom 1, takeoff 1, takeover 1, takephotograph 1, taketo 1, taketurn 1, talented 1, tasty 1, teaching 1, technicolour 1, televisionshow 1, telljokes 1, tenniscourt 1, tennislike 1, tenth 1, texas 1, thames 1, thechillofnight 1, thedayaftertomorrow 1, thedaybefore 1, thefirstlady 1, theme 1, thieves 1, thirteenth 1, thorn 1, thread 1, throwing 1, ticked 1, tie 1, timeline 1, tokyo 1, tonight 1, toolate 1, tophit 1, track 1, traditionalbreakfast 1, traditionalmeal 1, translateinto 1, traveller 1, travelto 1, trenton 1, trentonschool 1, trick 1, trophy 1, tsunami 1, turkey 1, turninto 1, turnright 1, twelve 1, twenty 1, unbelievable 1, underline 1, unemployed 1, unfriendly 1, unoccupied 1, upsidedown 1, upthere 1, valley 1, vanillabakery 1, variety 1, venetian 1, venice 1, verymuch 1, veryoften 1, vienna 1, viking 1, village 1, vinegar 1, violence 1, virtual 1, vocal 1, waiter 1, war 1, warning 1, washington 1, waterproof 1, wave 1, wealth 1, weightlifting 1, westlondon 1, whatever 1, whatschool 1, whenever 1, whistler 1, windsor 1, windsurf 1, wine 1, wish 1, wives 1, wolfman 1, wonderful 1, working 1, workshop 1, worldchampionship 1, worldrecords 1, worldwari 1, xray 1, yen 1, yoga 1, yorkshire 1, zebra 1, zero 1, zone 1,</p>
<p>CLIL 1 and EFL 1 shared types</p>	<p>the 3506, be 1520, and 1387, a 1372, in 1167, of 809, to 751, you 691, it 551, not 468, they 467, doaux 454, i 425, your 390, with 383, what 372, beaux 365, can 353, for 316, do 293, on 282, page 279, or 261, use 248, answer 247, have 247, we 240, about 218, therebe 218, people 216, which 204, he 203, from 200, havegot 200, this 197, at 190, sentence 188, question 175, word 165, that 164, complete 162, like 162, write 157, but 156, water 152, exercise 149, animal 147, some 147, below 144, their 144, read 131, very 127, one 125, then 125, following 118, food 118, each 117, when 116, correct 111, willaux 111, eat 108, live 106, them 106, find 102, see 102, two 101, different 100, form 97, his 96, many 94, thing 94, begoingto 90, must 90, so 90, type 90, verb 90, where 89, as 88, vocabulary 87, day 86, these 85, line 84, make 84, all 82, if 82, time 81, any 80, place 79, new 78, why 78, lookat 77, name 77, other 77, say 77, now 76, because 75, grammar 75, listen 75, usually 75, help 74, country 73, picture 72, writing 72, before 70, know 69, morethan 69, play 69, body 68, good 68, house 66, how 66, by 65, cannot 63, goto 63, big 62, three 62, more 61, rock 61, also 60, plant 60, school 60, year 59, after 58, our 58, small 58, text 58, wantto 58, get 57, moon 57, only 57, adjective 55, no 55, sun 55, unit 54, who 54, colour 53, listento 53, match 52, sleep 52, partof 50, student 50, activity 49, holiday 49, special 49, work 49, group 48, home 48, room 48, first 47, give 47, howmany 47, number 47, take 47, there 47, blue 46, family 46, right 46, temperature 46, begin 45, part 45, themost 45, describe 44, information 43, me 43, tree 43, check 42, example 42, watch 42, between 41, great 41, love 41, its 40, long 40, talkabout 40, thefirst 40, should 39, summer 39, above 38, game 37, show 37, english 36, hour 36, leave 36, section 36, always 35, fish 35, inside 35, noun 35, put 35, rule 35, swim 35, world 35, change 34, clean 34, paper 34, again 33, city 33, dog 33, life 33, sometimes 33, study 33, true 33, way 33, learn 32, person 32, space 32, cat 31, dialogue 31, five 31, fly 31, light 31, old 31, today 31, week 31, chart 30, hair 30, walk 30, become 29, come 29, finish 29, learnabout 29, meet 29, need 29, run 29, drink 28, intheworld 28, remember 28, song 28, bacteria 27, clothes 27, everyday 27, happen 27, insect 27, look 27, next 27, reading 27, red 27, interesting 26, leg 26, main 26, ball 25, every 25, here 25, history 25, mother 25, short 25, bad 24, eye 24, feet 24, grow 24, guess 24, never 24, project 24, strong 24, through 24, us 24, into 23, large 23, meat 23, near 23, tryto 23, accordingto 22, australia 22, knowabout 22, list 22, negative 22, object 22, ocean 22, own 22, story 22, tell 22, around 21, athome 21, atnight 21, bird 21, call 21, fast 21, green 21, kill 21, once 21, over 21, start 21, travel 21, called 20, cause 20, characteristic 20, egg 20, fact 20, produce 20, river 20, talk 20, well 20, action 19, dark 19, four 19, fruit 19, human 19, lose 19, measure 19, open 19, order 19, prepare 19, something 19, stay 19, vegetable 19, web 19, white 19, building 18, car 18, cheese 18, hot 18, looklike 18, smell 18, street 18, winter 18, another 17, black 17, breathe 17, even 17, explain 17, false 17, head 17, month 17, move 17, onearth 17, size 17, thin 17, would 17, both 16, build 16, class 16, difference 16, direction 16, hear 16, just 16, lion 16, man 16, metre 16, milk 16, minute 16, night 16, star 16, system 16, teacher 16, under 16, worm 16, yearsold 16, yellow 16, addto 15, bread 15, catch 15, compound 15, difficult 15, event 15, floor 15, frog 15, gas 15, high 15, horse 15, important 15, mean 15, meaning 15, muscle 15, stop 15, tail 15, add 14, atschool 14, decide 14, die 14, draw 14, forget 14, include 14, keep 14, length 14, mountain 14, quickly 14, shape 14, thinkof 14, adult 13, chocolate 13, culture 13, degree 13, during 13, earth 13, feed 13, hard 13, hit 13, mammal 13, scientist 13, sea 13, second 13, snake 13, wing 13, average 12, boy 12, bring 12, burn 12, carefully 12, dictation 12, evening 12, expression 12, feature 12, flower 12, irregular 12, japanese 12, mouth 12, pack 12, paint 12, ring 12, september 12, six 12, solution 12, state 12, weather 12, while 12, window 12, yearsago 12, break 11, cold 11, definition 11, drawing 11, energy 11, everything 11, greece 11, heavy 11, july 11, mars 11, outdoor 11, protect 11, rarely 11, regular 11, same 11, simple 11, sugar 11, tiger 11, twice 11, wall 11, without 11, belike 10, enough 10, everyyear 10, factory 10, function 10, funny 10, ground 10, hide 10, kilometre 10, letus 10, lookfor 10, outside 10, plate 10, point 10, quite 10, reason 10, receive 10, referto 10, season 10, similar 10, still 10, themore 10, weight 10, whale 10, allovertheworld 9, ancient 9, area 9, astronaut 9, baby 9, blood 9, brown 9, chair 9, common 9, comparative 9, diagram 9, duringtheday 9, everywhere 9, fall 9, finally 9, flat 9, hero 9, howlong 9, nice 9, notice 9, octopus 9, ordinary 9, purple 9, reptile 9, result 9, salad 9, sink 9, skin 9, straight 9, test 9, thousandsof 9, together 9, understand 9, unitedstates 9, volcano 9, warm 9, appearance 8, back 8, bat 8, compare 8, connect 8, create 8, develop 8, disease 8, dolphin 8, fillin 8, goonholiday 8, hang 8, join 8, land 8, let 8, letter 8, may-08, mice 8, pair 8, park 8, payattentionto 8, rain 8, rich 8, save 8, side 8, sky 8, slowly 8, suddenly 8, table 8, think 8, toilet 8, top 8, ability 7, american 7, amphibian 7, arrive 7, believe 7, box 7, collect 7, comefrom 7, date 7, destroy 7, diary 7, feel 7, female 7, fight 7, final 7, fire 7, follow 7, forexample 7, front 7, giant 7, last 7, late 7, male 7, march 7, oil 7, opposite 7, paragraph 7, penicillin 7, pink 7, record 7, seed 7, sheep 7, spanish 7, streak 7, synonym 7, teeth 7, thick 7, thinkabout 7, upto 7, anything 6, arm 6, atall 6, bag 6, bathroom 6, classroom 6, close 6, comment 6, cup 6, cut 6, december 6, door 6, east 6, enormous 6, face 6, fantastic 6, fox 6, glass 6, hand 6, havefun 6, heart 6, hold 6, however</p>

	<p>6, hundred 6, intelligent 6, international 6, island 6, mosquito 6, movement 6, multiple 6, natural 6, nextto 6, parasite 6, reach 6, spring 6, taste 6, tentacle 6, thanksto 6, until 6, west 6, adventure 5, atthebeginning 5, base 5, bear 5, becareful 5, becauseof 5, blow 5, bottle 5, centre 5, channel 5, coal 5, combination 5, condition 5, control 5, cure 5, desert 5, easily 5, end 5, enter 5, experience 5, fell 5, foot 5, gap 5, garden 5, getfrom 5, goal 5, godown 5, goup 5, harm 5, healthy 5, height 5, ill 5, imagine 5, individual 5, ingredient 5, instead 5, intestine 5, june 5, level 5, lookout 5, measurement 5, medicine 5, million 5, opening 5, pass 5, pig 5, power 5, rate 5, scientific 5, spider 5, square 5, step 5, theinternet 5, title 5, trouble 5, turnaround 5, waterfall 5, wet 5, whole 5, wolf 5, alotof 4, atfirst 4, attract 4, attraction 4, autumn 4, behind 4, bright 4, certainly 4, combine 4, comedown 4, compareto 4, continent 4, dirty 4, discover 4, down 4, englishspeaking 4, exist 4, experiment 4, express 4, freeze 4, general 4, gointo 4, gothrough 4, grey 4, growon 4, havealookat 4, insteadof 4, kindof 4, lead 4, little 4, makeamistake 4, middle 4, moveto 4, nature 4, north 4, onland 4, pairof 4, positive 4, recycler 4, represent 4, response 4, return 4, rise 4, robot 4, royal 4, set 4, specific 4, support 4, survive 4, tick 4, turn 4, weak 4, wide 4, against 3, alive 3, allow 3, animation 3, askfor 3, beborn 3, billion 3, blanket 3, bone 3, capture 3, cheetah 3, coast 3, correctly 3, cover 3, dragon 3, eachother 3, equal 3, expert 3, explore 3, far 3, fine 3, flow 3, frame 3, gross 3, health 3, illness 3, journey 3, juice 3, knowhow 3, lake 3, latin 3, lookup 3, manyof 3, missing 3, ontheground 3, out 3, pieceof 3, plastic 3, pound 3, prey 3, prove 3, recipe 3, rectangle 3, separate 3, similarto 3, since 3, strange 3, sycamore 3, symbol 3, thesecond 3, third 3, thousand 3, total 3, tourist 3, towards 3, uncle 3, underground 3, workhard 3, yoghurt 3, anymore 2, bud 2, butalso 2, cap 2, central 2, cometogether 2, comparewith 2, confuse 2, content 2, continue 2, current 2, daughter 2, death 2, disappear 2, discovery 2, fill 2, formula 2, gofrom 2, golden 2, goon 2, holdup 2, kid 2, knife 2, litre 2, member 2, nextyear 2, none 2, policeman 2, prefer 2, print 2, provide 2, rainy 2, relationship 2, saving 2, seal 2, sendto 2, single 2, slice 2, somewhere 2, south 2, spendtime 2, squid 2, store 2, takecareof 2, takepart 2, tellabout 2, themselves 2, wonder 2, wood 2</p>
<p>CLIL 2 unique types vs EFL 2</p>	<p>ecosystem 63, force 63, calculate 40, acceleration 37, mass 37, produce 36, livingthing 34, earth 32, stimulus 31, cell 26, movement 24, pressure 23, surface 23, direction 22, motion 22, respiration 22, becalled 19, blood 19, doesaux 19, fertilization 19, gravity 18, landscape 18, matter 18, nutrient 18, organism 18, molecule 17, oxygen 17, theory 17, characteristic 16, receptor 16, source 16, consumer 15, flow 15, reproduction 15, erosion 14, expel 14, organic 14, substance 14, circulatorysystem 13, gamete 13, inorderto 13, kineticenergy 13, mantle 13, photosynthesis 13, waste 13, angle 12, external 12, graph 12, internal 12, layer 12, nouns 12, planet 12, require 12, terrestrial 12, boundary 11, constant 11, dependon 11, friction 11, identify 11, interaction 11, sap 11, tropism 11, urine 11, wave 11, absorb 10, awayfrom 10, carbondioxide 10, component 10, cover 10, crust 10, digest 10, fluid 10, foodchain 10, medium 10, organ 10, potentialenergy 10, producer 10, sexualreproduction 10, vitalfunction 10, zone 10, advantage 9, block 9, development 9, digestivesystem 9, effector 9, function 9, howfar 9, individual 9, inorganic 9, lava 9, pollination 9, sexual 9, soil 9, tsunami 9, tube 9, buoyancy 8, consistof 8, foodweb 8, growth 8, kidney 8, prey 8, reflection 8, release 8, sediment 8, shape 8, agent 7, anglerfish 7, asexualreproduction 7, chemical 7, classify 7, core 7, cycle 7, cyclist 7, density 7, embryonic 7, final 7, havealookat 7, height 7, lightyear 7, madeof 7, madeupof 7, nonrenewable 7, pollen 7, primary 7, ray 7, remain 7, reproduce 7, straightline 7, sunlight 7, towards 7, transforminto 7, vertebrate 7, weathering 7, acton 6, bee 6, biome 6, bloodvessel 6, buoyantforce 6, canyon 6, carbon 6, carnivorous 6, case 6, composedof 6, difference 6, disadvantage 6, displacement 6, divideinto 6, drone 6, dynamics 6, exert 6, feedon 6, germination 6, gill 6, goldsmith 6, grandcanyon 6, initial 6, inmotion 6, inresponse 6, kilometer 6, meander 6, mineralsalt 6, nonliving 6, phloem 6, prove 6, rainwater 6, raw 6, reflected 6, refraction 6, respiratorysystem 6, scale 6, smallintestine 6, snail 6, transform 6, transportation 6, urinary 6, volume 6, xylem 6, accelerate 5, amphibian 5, anther 5, anus 5, arch 5, axis 5, basalt 5, bladder 5, boilingpoint 5, branchial 5, breakdown 5, capillary 5, cellularrespiration 5, certain 5, cinder 5, continental 5, convection 5, coveredby 5, crab 5, current 5, decomposer 5, deep 5, directly 5, distinguish 5, echo 5, elaborated 5, expelled 5, experiment 5, fix 5, formation 5, fragment 5, fundamental 5, further 5, genetic 5, incidence 5, involvein 5, jelly 5, living 5, mechanical 5, mostly 5, normally 5, nothing 5, oceanic 5, opaque 5, oviparous 5, property 5, provide 5, pump 5, refracted 5, remains 5, renewable 5, salinity 5, separate 5, spinalcord 5, spur 5, stack 5, steep 5, stem 5, stigma 5, tracheal 5, trophic 5, volcanic 5, zygote 5, acid 4, airsac 4, although 4, analyze 4, atom 4, atrium 4, benefit 4, biocenosis 4, biotope 4, bone 4, bymeansof 4, cap 4, carnivore 4, cliff 4, climate 4, conservation 4, consider 4, continentaldrift 4, coveredwith 4, crater 4, dense 4, deposition 4, depth 4, digestive 4, dueto 4, embryo 4, engine 4, erode 4, exchange 4, excretorysystem 4, fertilize 4, finding 4, freezingpoint 4, gain 4, germinate 4, goback 4, herbivore 4, heterotroph 4, hormone 4, immersed 4, investigation 4, joint 4, juice 4, kindof 4, landmass 4, lawofmotion 4, livingorganism 4, locate 4, lump 4, mate 4, means 4, measured 4, mountains 4, moving 4, mussel 4, nitrogen 4, oceaniccrust 4, ovary 4, ovule 4, passfromto 4, passivevoice 4, pitcher 4, prairie 4, quantity 4, referto 4, route 4, secondary 4, sedimentation 4, specialized 4, sponge 4, stomata 4, tertiary 4, thenet 4, thesameas 4, thinking 4, trap 4, upthrust 4, urethra 4, vector 4, vein 4, venus 4, visible 4, viviparous 4, wasteproduct 4, writedown 4, abomasum 3, abyssal 3, accelerated 3, accelerates 3, ammonia 3, arc 3, artery 3, autotrophic 3, availability 3, bean 3, bell 3, brake 3, butterwort 3, carryout 3, cellulose 3, clear 3, closed 3, conclusion 3, conduction 3, considering 3, contact 3, continentalcrust 3, convergent 3, crystal 3, cutaneous 3, dandelion 3, dart 3, deciduous 3, deeper 3, define 3, deform 3, degreescelcius 3, degreesfahrenheit 3, deposit 3, desiccated 3, detect 3, digestivetract 3, dispersal 3, distribute 3, divergent 3, dominant 3, drivingforce 3, dune 3, earthworm 3, ecologicalniche 3, enzyme 3, equation 3, equilibrium 3, eroded 3, esophagus 3, eventually 3, evidence 3, extension 3, factor 3, feedoff 3, flytrap 3, foodforthought 3, formula 3, fossil 3, geologist 3, gland 3, granite 3, grassland 3, heterotrophic 3, hours 3, humidity 3, hydrogen 3, influence 3, interlocking 3, interspecific 3, intracellular 3, investigate 3, itself 3, jointogether 3, joule 3, kelp 3, landform 3, largeintestine 3, limestone 3, limitingfactor 3, lot 3, mechanism 3, meteorologist 3, middle 3, mineral 3, minimum 3, nasticmovement 3, nervoussystem 3, net 3,</p>

neuron 3, nickel 3, offspring 3, omasum 3, oppositedirection 3, otter 3, parental 3, passthrough 3, perceive 3, persecond 3, pharynx 3, plates 3, police 3, possess 3, potential 3, propose 3, protein 3, provoke 3, pushon 3, quartz 3, range 3, reaction 3, rectilinear 3, reflex 3, relation 3, reproductive 3, reproductiveorgan 3, resultant 3, resultin 3, reticulum 3, reverberation 3, rocket 3, rumen 3, savannah 3, sedimentaryrock 3, senseorgan 3, shaped 3, slide 3, spiracle 3, standing 3, sticky 3, subcontinent 3, summary 3, surroundedby 3, swallow 3, taiga 3, taken 3, teaspoon 3, tectonicplate 3, tendency 3, testicle 3, thanksto 3, thermal 3, theupper 3, trains 3, transmit 3, trillion 3, tropical 3, tundra 3, unbalanced 3, urchin 3, urea 3, value 3, variety 3, vegetation 3, ventricle 3, vessel 3, vibrate 3, vibration 3, vshaped 3, wheel 3, within 3, abandoned 2, abscissa 2, absorbed 2, abuse 2, acorn 2, acquire 2, actions 2, affected 2, affectedby 2, afterall 2, alga 2, analyse 2, anemone 2, animation 2, antarctic 2, arabian 2, artificial 2, asaresult 2, asexual 2, atall 2, atthetime 2, auxin 2, basis 2, beadaptedfrom 2, bearinmind 2, became 2, belike 2, biotic 2, birthdayparty 2, blueberry 2, breakinto 2, bucket 2, carboncycle 2, carpel 2, cavity 2, cellwall 2, chickpea 2, chlorophyll 2, circulate 2, clue 2, coast 2, coconut 2, collapse 2, collar 2, compartment 2, complex 2, concept 2, contactwith 2, continually 2, cypypaste 2, correspond 2, covered 2, crocodilian 2, crop 2, decomposition 2, decrease 2, deepened 2, departfrom 2, depend 2, dependingon 2, depict 2, determine 2, digested 2, digestion 2, dimorphism 2, displace 2, dissection 2, dissolve 2, divide 2, double 2, drift 2, dryout 2, duration 2, ecosphere 2, edge 2, effective 2, eitheror 2, electromagnetic 2, elevation 2, emit 2, endocrine 2, endocrine 2, ensure 2, enthusiasm 2, equalto 2, eurasian 2, excrete 2, excretion 2, excretory 2, explode 2, extracellular 2, falldown 2, fallinto 2, favour 2, feather 2, feature 2, filament 2, filter 2, flamecell 2, flatworm 2, foetus 2, forced 2, formby 2, fragile 2, fraud 2, freshwater 2, fungus 2, fuse 2, fusion 2, genital 2, geological 2, geotropism 2, grade 2, gradually 2, gravitational 2, greenland 2, groundwater 2, growinto 2, halfthe 2, halfway 2, headland 2, hermaphrodite 2, hightide 2, hive 2, hypothesis 2, incident 2, indicate 2, inertia 2, infer 2, inner 2, inotherwords 2, insulator 2, interact 2, interactwith 2, intertidal 2, intraespecific 2, intraspecific 2, isolated 2, kinetic 2, later 2, lateral 2, leadto 2, leavehome 2, left 2, lentil 2, limit 2, lipid 2, lithosphere 2, load 2, located 2, looklike 2, loop 2, mail 2, maintain 2, makesure 2, makeup 2, malpighian 2, mating 2, mature 2, measurement 2, mechanics 2, mediterranean 2, melting 2, membranous 2, meteorology 2, miracle 2, mollusc 2, moraine 2, mosttimes 2, movethrough 2, moveto 2, multiplyby 2, nastic 2, nazca 2, neighboring 2, neritic 2, nerve 2, newton 2, noncontact 2, northamerican 2, notch 2, nucleus 2, oneway 2, orally 2, ordinate 2, osculum 2, outer 2, overall 2, overtime 2, oxygenated 2, pacific 2, pain 2, pancreas 2, pangaea 2, paralyse 2, parasite 2, path 2, payattention 2, pedal 2, pelagic 2, pellet 2, perpetuation 2, petal 2, philippines 2, photosynthesize 2, photosynthetic 2, physicalcontact 2, phytoplankton 2, pin 2, pistil 2, platform 2, pore 2, predation 2, predator 2, presentday 2, previous 2, progenitor 2, projectresearching 2, pulmonary 2, pushback 2, railway 2, ratio 2, react 2, readingcomprehension 2, ready 2, rectum 2, reduce 2, regenerate 2, region 2, resist 2, riverbed 2, rob 2, rumour 2, saltwater 2, sanandreasfault 2, sandbur 2, sayabout 2, scissors 2, seaweed 2, sensitiveto 2, sepal 2, septa 2, sexually 2, sharp 2, similarto 2, sinkhole 2, skier 2, skies 2, slip 2, slope 2, southamerican 2, spaceship 2, sperm 2, squeeze 2, stage 2, stalactite 2, stalagmite 2, stamen 2, startingpoint 2, stepbystep 2, stinging 2, stream 2, stronger 2, substitute 2, summit 2, supercarnivore 2, surroundings 2, sustain 2, swing 2, sycamore 2, temperate 2, tendril 2, than 2, thermometer 2, thigmotropism 2, third 2, tide 2, tiny 2, toomuch 2, trajectory 2, transparent 2, tropic 2, tubule 2, unconsciously 2, undigested 2, unicellular 2, unique 2, ureter 2, variable 2, variation 2, velocity 2, vent 2, versus 2, victim 2, xaxis 2, yaxis 2, abdomen 1, absolute 1, absorption 1, abundant 1, acceptance 1, accessory 1, accompany 1, accountfor 1, accumulated 1, accumulation 1, acted 1, activate 1, actlike 1, adapt 1, adapto 1, additional 1, addto 1, addup 1, adequate 1, adozen 1, adrenalgland 1, adrenalin 1, adulthood 1, advertisement 1, affecting 1, affects 1, airway 1, almostalways 1, alpine 1, alternating 1, altogether 1, alveoli 1, amoeba 1, amphibiansmembranous 1, amplitude 1, andesmountains 1, antarctica 1, antennae 1, anterior 1, anythinglike 1, aphotic 1, appendage 1, approximate 1, aqueous 1, arachnid 1, arizona 1, arm 1, arrest 1, arthropod 1, artic 1, asaconsequence 1, asbigas 1, asfollows 1, ash 1, asin 1, asmuch 1, assure 1, astenosphere 1, astronomy 1, atadistance 1, atallthem 1, atfirst 1, attachment 1, attachto 1, attempt 1, authentic 1, authenticity 1, autotrophs 1, baby carriage 1, backbone 1, badland 1, badnews 1, bait 1, bald 1, baseballgame 1, basic 1, bat 1, bathwater 1, beable 1, beache 1, beam 1, beamoflight 1, beinlove 1, bendto 1, beneath 1, beneficial 1, benefitfrom 1, bepleased 1, beright 1, berlin 1, besides 1, biomass 1, biosphere 1, blackbox 1, blackcoffee 1, blob 1, bloodcell 1, bobcat 1, bodycavity 1, bodyheat 1, bolt 1, bonding 1, bottleshaped 1, bottom 1, bowlingball 1, bowlshaped 1, boxofchocolate 1, branching 1, breakaway 1, breathing 1, breed 1, brittle 1, broad 1, broke 1, bronchus 1, broth 1, bud 1, budding 1, bulb 1, bunt 1, butterfly 1, cactus 1, cafeteria 1, calcium 1, calculation 1, calyx 1, camouflage 1, careabout 1, caribbean 1, caterpillar 1, celldivision 1, cementation 1, centigrade 1, challenge 1, chamber 1, chameleon 1, changeinto 1, characterize 1, chase 1, chelation 1, chemically 1, chemicalreaction 1, chemoautotroph 1, chemotropism 1, chick 1, chimneypipe 1, chloroplast 1, choanocyte 1, cindercone 1, circle 1, circulating 1, circulatory 1, circumstance 1, clarification 1, claystone 1, cloaca 1, closeattention 1, closeto 1, clownfish 1, coastal 1, coaster 1, coastline 1, cocos 1, coefficient 1, coherent 1, coldness 1, collide 1, colourcheme 1, colouring 1, combination 1, comeinto 1, coming 1, commensalism 1, commissioned 1, compaction 1, compareto 1, complexity 1, complicated 1, comply 1, composite 1, comprehension 1, compress 1, concentric 1, condensation 1, confuse 1, congo 1, coniferous 1, connected 1, conqueror 1, conscious 1, conserve 1, constantly 1, container 1, continuous 1, contrary 1, conversion 1, convert 1, cooldown 1, cooling 1, coordinated 1, coral 1, cord 1, cork 1, corolla 1, corresponding 1, correspondto 1, cortisol 1, cotton 1, craton 1, crosspollinated 1, crosspollination 1, crustacean 1, cube 1, curve 1, cutinto 1, cutting 1, cyanobacteria 1, dam 1, damaged 1, damp 1, data 1, deal 1, decade 1, decay 1, decelerate 1, decompose 1, decreasing 1, deepsea 1, deformed 1, dehydration 1, deliverto 1, den 1, dependent 1, deserve 1, desublimation 1, detach 1, detailed 1, detrital 1, devise 1, dieout 1, differentfrom 1, digestivegland 1, diluted 1, dimensions 1, directed 1, directional 1, discussing 1, discussion 1, dispersed 1, dissolvein 1, dissolveinto 1, distribution 1, disturbing 1, diurnal 1, division 1, doctorate 1, dorset 1, doubleloop 1, drawfrom 1, driftapart 1, drinkingglass 1, driving 1, drown 1, durdle 1, earthcrust 1, echinoderm 1, ecological 1, either 1, eligible 1, eliminate 1, empty 1,

endocrinegland 1, environmental 1, epicenter 1, equally 1, equatorial 1, erg 1, establish 1, establishing 1, estimate 1, estrogen 1, eureka 1, evaluation 1, evaporation 1, eventhough 1, evolutionary 1, exception 1, exhaust 1, exocytosis 1, exoskeleton 1, expansion 1, expose 1, expulsion 1, extreme 1, eyespot 1, facial 1, fahrenheit 1, familiar 1, farandwide 1, fascinating 1, faster 1, fault 1, fauna 1, feathered 1, feeder 1, fern 1, fiercely 1, fillintheblanks 1, finger 1, finishwith 1, fisherman 1, fishing 1, fissure 1, flagellum 1, flame 1, flavor 1, flee 1, fleshy 1, flight 1, flora 1, florist 1, fluctuation 1, focuson 1, folded 1, foldup 1, footing 1, forkedtongue 1, formed 1, fossilfuel 1, fragmentation 1, freely 1, freezethaw 1, frequency 1, fromadistance 1, fryingpan 1, fully 1, fur 1, gall 1, ganglia 1, gastrovascular 1, gathering 1, gave 1, generally 1, generate 1, geology 1, germ 1, getaway 1, getfrom 1, giveadvice 1, gizzard 1, glacial 1, glisten 1, glucose 1, glue 1, gnus 1, gofrom 1, gondwanaland 1, gooff 1, goout 1, gothrough 1, gradual 1, grafting 1, grain 1, graphically 1, gravitationalforce 1, grind 1, growon 1, gull 1, halfanhour 1, halfmarathon 1, halfmoon 1, hammerkop 1, handbag 1, handle 1, hangon 1, harm 1, hatch 1, haveadrink 1, havealook 1, hearing 1, heater 1, heatup 1, heavier 1, heavymetal 1, heel 1, helpyourself 1, hepatopancreas 1, herd 1, hermaphroditism 1, hermitcrab 1, hertz 1, hibernate 1, hierarchy 1, higher 1, highpressure 1, highschool 1, highway 1, himalayan 1, hinge 1, hint 1, hippopotamus 1, hippos 1, holdback 1, honey 1, honeymoon 1, hotness 1, howbig 1, hydraulic 1, hydroelectric 1, hydroplane 1, hydrotropism 1, hypothalamus 1, iceland 1, illustrate 1, impassable 1, impede 1, imply 1, impressive 1, incorporate 1, index 1, indigestible 1, indoaustralian 1, induce 1, ineration 1, infected 1, inflow 1, infrared 1, inhabit 1, inject 1, inorder 1, inorganicmatter 1, inquilinism 1, inspire 1, insulin 1, intense 1, interdependence 1, interespecific 1, internalorgan 1, intheabsenceof 1, inthepresence 1, inthesame 1, inturn 1, invariable 1, invertebrate 1, involvement 1, inwards 1, jellyfish 1, jetpropulsion 1, jupiter 1, karst 1, keepon 1, kelpforest 1, kelvincelsius 1, kelvinscale 1, kilimanjarovolcano 1, lack 1, largelayer 1, launchinto 1, laurasia 1, layeggs 1, layinto 1, leaveover 1, length 1, lentic 1, lichen 1, lightbulb 1, lighter 1, lightly 1, lightningstrike 1, limpet 1, lionesse 1, literally 1, littlebylittle 1, liver 1, livetogther 1, livingbeing 1, lobster 1, location 1, locations 1, loseweight 1, loss 1, lowpitch 1, lowtemperature 1, loyalty 1, lysosome 1, madly 1, magma 1, magnet 1, magnetite 1, magnipcent 1, mainland 1, makeadistinction 1, makeroom 1, mammalian 1, marianatrench 1, massive 1, maximum 1, maximun 1, mechanic 1, meltinto 1, memorize 1, merge 1, methane 1, metricsystem 1, microorganism 1, midatlanticridge 1, might 1, migrate 1, minimize 1, minor 1, miserable 1, mitochondria 1, mobility 1, modify 1, moist 1, mole 1, molten 1, moth 1, motoneuron 1, mountainsystem 1, movealong 1, movemen 1, movetowards 1, muchmore 1, musclefibre 1, mushroom 1, mutual 1, mutualism 1, named 1, nativeamericans 1, naturally 1, naturalscience 1, nectar 1, neptune 1, nevertheless 1, nexttime 1, nomatter 1, noticed 1, nourish 1, nutria 1, nutritional 1, oak 1, observe 1, obstacle 1, obtain 1, odor 1, off 1, okhotsk 1, olympicgame 1, omnivore 1, onhis mind 1, ontheotherhand 1, ontime 1, openup 1, oppositedirections 1, opposition 1, opticnerve 1, optional 1, organicmatter 1, orogenia 1, outerspace 1, outflow 1, outsider 1, outward 1, overandover 1, ovoviviparous 1, oxide 1, paleontologist 1, pan 1, panthalassa 1, parallelto 1, parasitism 1, parathormone 1, parathyroid 1, parthenogenesis 1, partial 1, partially 1, passage 1, passon 1, peas 1, pebble 1, pelvic 1, perhour 1, permanently 1, perplexed 1, phenomena 1, phonecall 1, photic 1, photoautotroph 1, photograph 1, photosynthesizer 1, photosynthesizes 1, phototropism 1, phytoplankton 1, picksup 1, pigeons 1, pillar 1, pine 1, pineal 1, pit 1, pitch 1, pituitarygland 1, placetoplace 1, planariansingle 1, pollinated 1, pollinator 1, polyethylene 1, polyp 1, pond 1, poplar 1, posterior 1, powered 1, prawn 1, precipitation 1, presence 1, previously 1, primarily 1, principle 1, problemsolving 1, productive 1, progesterone 1, promptto 1, proportional 1, publiclibrary 1, pudding 1, puddle 1, pullout 1, pulmonar 1, purpose 1, puzzled 1, quantified 1, radar 1, radula 1, rainbow 1, rainfall 1, rapidly 1, rattlesnake 1, reattachto 1, recap 1, redcanyon 1, reference 1, referredto 1, refrigerator 1, reg 1, regardedas 1, regulate 1, regulatory 1, regurgitate 1, reject 1, relay 1, relief 1, reoccupy 1, researcher 1, resistant 1, resource 1, respectively 1, retreat 1, returned 1, ridge 1, riding 1, rigid 1, ringoffire 1, rival 1, riverbank 1, roll 1, rollercoaster 1, rolling 1, rosebush 1, rounded 1, royal 1, runningwater 1, sac 1, sacrifice 1, sacrificing 1, salivary 1, sank 1, saturn 1, scattered 1, scientificmethod 1, scotia 1, seacave 1, seafloor 1, seahorse 1, seasonal 1, secondly 1, secrete 1, secrete 1, secreted 1, seek 1, seismic 1, selectively 1, selffertilize 1, selfpollination 1, sensory 1, serengetimara 1, serveto 1, shallow 1, shell 1, shield 1, shift 1, shore 1, sieve 1, sight 1, silicate 1, similarity 1, singleloop 1, slamon 1, sliding 1, slight 1, slightly 1, slows 1, snap 1, soccer 1, soccerplayer 1, social 1, soften 1, solarsystem 1, solidify 1, somany 1, somuch 1, sonar 1, soundspeed 1, soundwave 1, soybean 1, spermatozoon 1, spiny 1, splendid 1, splitinto 1, spolon 1, spongegastric 1, spongy 1, spore 1, spot 1, spread 1, squid 1, stalk 1, starnose 1, steady 1, steam 1, stillwater 1, stopsign 1, strand 1, strap 1, strike 1, struggle 1, stump 1, subduction 1, sublimation 1, subsequently 1, subtract 1, suffocate 1, sundew 1, supercontinent 1, supportingevidence 1, suppose 1, surf 1, surprisingly 1, surround 1, suspected 1, suspicion 1, swap 1, symbiosis 1, symmetrically 1, tablecloth 1, tadpole 1, takeaway 1, takecare 1, takein 1, takelong 1, takeout 1, takepart 1, taketime 1, talkof 1, tapeworm 1, tectonic 1, tectonics 1, telescope 1, temporary 1, tendto 1, term 1, termite 1, testis 1, testosterone 1, texture 1, thatistosay 1, thecaseof 1, thenorth 1, therefore 1, thesecondary 1, thought 1, thousand 1, throat 1, throughout 1, thymusgland 1, thyroid 1, thyroxine 1, timbre 1, tongue 1, toofast 1, toothed 1, totalamount 1, tracheole 1, tract 1, traincarriage 1, transformation 1, translateto 1, treat 1, truly 1, tub 1, tubal 1, tuber 1, tulip 1, tuna 1, tunnels 1, twoopenings 1, ultimate 1, ultraviolet 1, unable 1, undercut 1, undergo 1, understanding 1, uniformly 1, unlike 1, unsupported 1, unuseful 1, upon 1, upper 1, uptake 1, upward 1, uranus 1, usedto 1, usedtothink 1, ushaped 1, usual 1, vacuole 1, valid 1, variability 1, various 1, venom 1, venomous 1, ventral 1, vertical 1, viceversa 1, vine 1, virus 1, volcanicash 1, vulcanism 1, waitfor 1, walkdown 1, warmingup 1, wasp 1, watching 1, waterfall 1, wavelength 1, wavelengths 1, wearaway 1, weathered 1, wetland 1, whelk 1, whenever 1, whom 1, widened 1, width 1, winds 1, withrespectto 1, withstand 1, witness 1, wonderabout 1, worm 1, wraparound 1, writeout 1, zooplankton 1, flow 1,

EFL 2 unique types vs CLIL 2

exercise 152, school 127, havegot 115, choose 102, music 95, workbook 95, copy 81, listen 76, shop 67, match 65, sport 59, famous 58, article 55, language 50, film 47, children 45, want 44, talkabout 41, noise 40, plan 40, win 40, england 38, paragraph 38, bracket 37, musician 37, builder 36, event 36, favourite 35, history 34, holiday 34, job 34, wrong 34, alotof 32, description 32, amazon 31, pastsimple 31, father 30, money 30, parents 30, player 30, dialogue 29, practice 29, dance 28, restaurant 28, weather 28, beach 27, english 27, maths 27, photo 27, superstition 27, ticket 27, will 27, alittle 26, british 26, girl 26, news 26, paper 26, shoppingcentre 26, teach 26, email 25, false 25, guide 25, notebook 25, witch 25, enjoy 24, quiz 24, fun 23, noun 23, prediction 23, writeabout 23, clothes 22, extinct 22, future 22, items 22, cinema 21, detail 21, dinner 21, extra 21, sing 21, sydney 21, women 21, zoo 21, aeroplane 20, band 20, begoingto 20, dream 20, magazine 20, popular 20, programme 20, sail 20, afternoon 19, connector 19, conversation 19, dubai 19, robot 19, shoe 19, sister 19, subject 19, yearsago 19, egyptian 18, order 18, presentperfectsimple 18, snow 18, teenager 18, writer 18, maybe 17, myth 17, passive 17, pastcontinuous 17, phrase 17, bed 16, concert 16, evening 16, exciting 16, guitar 16, musical 16, son 16, themepark 16, tomorrow 16, appendix 15, breakfast 15, cost 15, exam 15, fight 15, findout 15, hotel 15, meal 15, museum 15, talk 15, town 15, videogame 15, yearsold 15, yesterday 15, culture 14, friday 14, got 14, husband 14, linkingword 14, month 14, speaking 14, affirmative 13, brother 13, busy 13, computer 13, expensive 13, file 13, hundred 13, jewellery 13, ontelevision 13, paint 13, please 13, readabout 13, relativepronoun 13, sell 13, ship 13, summer 13, theoppositeof 13, tired 13, visitor 13, advance 12, atschool 12, biography 12, bowling 12, cook 12, fruit 12, leg 12, legend 12, noisy 12, presentsimple 12, speak 12, underwater 12, actor 11, astronaut 11, athlete 11, boy 11, brainstorming 11, elephant 11, essay 11, hospital 11, iceskating 11, lastyear 11, listening 11, market 11, member 11, morning 11, practise 11, price 11, roman 11, rome 11, tennis 11, thousands 11, turnto 11, wakeup 11, badluck 10, britain 10, discuss 10, everyday 10, fantastic 10, folktale 10, frightening 10, goldrush 10, greece 10, hat 10, hate 10, havefun 10, homework 10, hope 10, improve 10, invite 10, men 10, oclock 10, opera 10, organise 10, pairof 10, presentcontinuous 10, progress 10, saint 10, scotland 10, soldier 10, uncle 10, waiter 10, war 10, warrior 10, weekend 10, wookeyhole 10, adverb 9, agree 9, allovertheworld 9, already 9, artist 9, birthday 9, breakfree 9, checklist 9, choice 9, customer 9, dictation 9, didgeridoo 9, god 9, goodidea 9, grandmother 9, howoften 9, mall 9, mistake 9, mum 9, nextweek 9, outdoor 9, race 9, ski 9, skill 9, sunday 9, advert 8, ago-08, angry 8, anyone 8, art 8, ate 8, attheendof 8, attractive 8, brit 8, browse 8, canada 8, celebrity 8, character 8, chat 8, common 8, concentrate 8, crash 8, dad 8, dragon 8, eight 8, expert 8, getto 8, goal 8, hi 8, icerink 8, internet 8, inthemorning 8, italy 8, komododragon 8, lastnight 8, lastweek 8, meat 8, meteor 8, minialogue 8, miss 8, mobilephone 8, multiplechoice 8, note 8, notice 8, ofcourse 8, painting 8, pizza 8, promise 8, radio 8, report 8, routine 8, spell 8, tour 8, umbrella 8, weatherforecast 8, wife 8, wimbledon 8, worry 8, actually 7, bread 7, burn 7, carat 7, cheap 7, contest 7, cry 7, daughter 7, death 7, early 7, egypt 7, elaborate 7, farfrom 7, french 7, frightened 7, geography 7, hang 7, hero 7, ill 7, infact 7, intonation 7, japanese 7, judo 7, lie 7, mind 7, mosquito 7, neighbourhood 7, newspaper 7, pair 7, phone 7, pleasant 7, pretty 7, putinto 7, referencing 7, review 7, row 7, scooter 7, shady 7, sitar 7, spain 7, sweep 7, television 7, temple 7, thanks 7, theatre 7, tonight 7, topic 7, traditional 7, tryon 7, van 7, village 7, volunteer 7, wash 7, wonderful 7, workwith 7, adventure 6, allday 6, alley 6, aquarium 6, arctic 6, arrived 6, bagpipe 6, bangkok 6, bear 6, blogentry 6, brown 6, cake 6, calculator 6, calm 6, career 6, chair 6, champion 6, chocolate 6, club 6, coat 6, collocation 6, column 6, comment 6, comparative 6, date 6, dictionary 6, dig 6, dress 6, drum 6, embarrassed 6, ending 6, everyyear 6, excited 6, france 6, globalwarming 6, guest 6, hairdryer 6, helicopter 6, hurt 6, incolour 6, indoor 6, introduce 6, item 6, jazz 6, jeans 6, kilometre 6, kiss 6, literature 6, magic 6, march 6, marriage 6, meanto 6, meeting 6, milk 6, modern 6, monument 6, narrative 6, national 6, newzealand 6, night 6, nine 6, notenough 6, olympics 6, opinion 6, ordinary 6, parachute 6, puton 6, quiet 6, sad 6, save 6, saxophone 6, seem 6, shine 6, shopping 6, shout 6, singer 6, south 6, sporting 6, stormy 6, straton 6, suffix 6, sunny 6, superbowl 6, surprised 6, survey 6, taxi 6, terrible 6, trek 6, vegetable 6, wallet 6, website 6, windy 6, worldheritagesite 6, zipline 6, album 5, alot 5, anumberof 5, anyother 5, anything 5, appearance 5, appliance 5, april 5, athens 5, atthemoment 5, august 5, aunt 5, bold 5, bored 5, born 5, butter 5, camera 5, camping 5, celebrate 5, championship 5, chance 5, chemist 5, china 5, chinese 5, classroom 5, clever 5, clock 5, coach 5, colourful 5, company 5, condition 5, cousin 5, crowded 5, definitely 5, department 5, doctor 5, drill 5, excellent 5, extraordinary 5, fallinlove 5, festival 5, fillin 5, findoutabout 5, fittingroom 5, getstarted 5, grandfather 5, hall 5, highland 5, hydepark 5, infrontof 5, international 5, kitchen 5, local 5, luckycharm 5, machine 5, matching 5, medal 5, middelages 5, model 5, mouse 5, necklace 5, newyorkcity 5, peaceful 5, permission 5, piano 5, picnic 5, prefix 5, prehistoric 5, professional 5, public 5, quagga 5, queue 5, rainy 5, reader 5, set 5, shelter 5, shirt 5, snowball 5, sock 5, sorry 5, souvenir 5, spelling 5, statue 5, statueofliberty 5, sucha 5, swimmingpool 5, symbol 5, tear 5, teen 5, textmessage 5, thailand 5, toilet 5, trainers 5, trousers 5, upset 5, violin 5, aborigine 4, actress 4, afraidof 4, alarm 4, alaska 4, antonym 4, architect 4, attheweekend 4, audience 4, bakery 4, balloon 4, beatles 4, blender 4, brochure 4, cheese 4, classicalmusic 4, computergame 4, confused 4, corn 4, creature 4, delicious 4, dentist 4, dive 4, dolphin 4, drama 4, dwarfemu 4, electricity 4, emotion 4, entertainment 4, evil 4, factual 4, fan 4, far 4, farmer 4, fell 4, firefighter 4, fortunately 4, freetime 4, frequently 4, getinto 4, geton 4, goat 4, godown 4, goldfield 4, gos hopping 4, grandparent 4, grey 4, helpful 4, hindu 4, horse 4, huntfor 4, interestedin 4, italian 4, january 4, july 4, jump 4, kangaroo 4, kite 4, lay 4, leeds 4, library 4, liftweights 4, lottery 4, luckily 4, lucky 4, manmade 4, medical 4, midnight 4, miner 4, modal 4, monday 4, monk 4, mounteverest 4, mythology 4, novascotia 4, onion 4, online 4, pack 4, painter 4, partofspeech 4, passport 4, pasta 4, payattentionto 4, plural 4, pop 4, possibility 4, prefer 4, pronoun 4, pronouns 4, reggae 4, relativeclause 4, relevant 4, religious 4, return 4, ringtone 4, sailor 4, saturday 4, score 4, search 4, seat 4, serious 4, skiing 4, skiresort 4, sleepingbag 4, smile 4, speaker 4, speech 4, stress 4, suggest 4, surfing 4, takeoff 4, telephone 4, tellabout 4, thirteen 4, tiger 4, tram 4, travelbook 4, uncountablenoun 4, united 4, victorian 4, view 4, vowel 4, washington 4, wish 4, wordmap 4, worldcup 4, addition 3, adopt 3, annoying 3, armour 3, army 3, askabout 3, asmanyas 3, atlas 3, awake 3, backpack 3, basketballteam 3, beat 3, becareful 3, beluga 3, bet 3, biology 3, biscuit 3, bleed

3, blind 3, blow 3, boring 3, botanic 3, bow 3, camp 3, canoe 3, card 3, celebration 3, chef 3, chemistry 3, christchurch 3, christmas 3, clearly 3, cockroach 3, comehome 3, comparison 3, compoundnoun 3, corner 3, cosmetics 3, costume 3, countablenoun 3, cultural 3, curly 3, december 3, decision 3, determiner 3, differently 3, dirty 3, discovery 3, dislike 3, diving 3, elk 3, enemy 3, established 3, exhausted 3, falsefriend 3, fashion 3, fastly 3, feeling 3, ferry 3, fine 3, focus 3, freeze 3, friendly 3, getready 3, getthere 3, getup 3, goes 3, gohome 3, gointo 3, goodbye 3, governor 3, gram 3, greatwall 3, haglej 3, hairdresser 3, halftime 3, halloween 3, headline 3, hiphop 3, historical 3, holkham 3, household 3, howabout 3, hug 3, immigrant 3, instead 3, ireland 3, irregular 3, jeep 3, joke 3, jungle 3, kilo 3, laptop 3, latin 3, lead 3, lend 3, limousine 3, lively 3, liverpool 3, livewithout 3, mainidea 3, makeamistake 3, marry 3, mat 3, motor 3, mrolympia 3, nepal 3, noisemeter 3, north 3, notonly 3, obligation 3, observation 3, oil 3, oldtrafford 3, onfriday 3, onsaturday 3, onthephone 3, ordinalnumber 3, owl 3, pick 3, pocket 3, polar 3, possession 3, possessive 3, potato 3, power 3, predict 3, princess 3, prisoner 3, prompt 3, proud 3, recently 3, recreate 3, regularly 3, repair 3, replace 3, reporter 3, rhythm 3, rice 3, role 3, rubber 3, safe 3, schoolday 3, season 3, sells 3, september 3, sequoia 3, shake 3, shopkeeper 3, shut 3, site 3, skirt 3, snowboarding 3, snowy 3, stayathome 3, steak 3, stepon 3, studio 3, super 3, superlative 3, syllable 3, tail 3, takecareof 3, takephotos 3, takepictures 3, tea 3, technology 3, televisionprogramme 3, tense 3, thisyear 3, thrilled 3, timetable 3, title 3, toy 3, tradition 3, travelguide 3, treasure 3, trojan 3, turkey 3, twelve 3, ugly 3, unitedarabemirates 3, vacuumcleaner 3, verygood 3, walking 3, waterproof 3, wednesday 3, woollymammoth 3, worldaquaticschampionship 3, worried 3, worryabout 3, yours 3, aboriginal 2, address 2, adirondackmountains 2, adventurer 2, afterworld 2, aged 2, allabout 2, alltheway 2, alphabet 2, alps 2, ambulance 2, antiope 2, appropriate 2, arrange 2, arts 2, asleep 2, aslongas 2, assistant 2, aswellas 2, audio 2, austria 2, avenue 2, bagpiper 2, bake 2, bar 2, baseform 2, basketballgame 2, basketballplayer 2, beauty 2, beep 2, beintrouble 2, belgium 2, belief 2, bent 2, bill 2, blog 2, boardingschool 2, bookshop 2, bringbacktolife 2, bronze 2, bullet 2, camel 2, candle 2, capitalcity 2, capitalletter 2, careful 2, carob 2, carpark 2, cathedral 2, centralpark 2, ceremony 2, chapattis 2, chicago 2, chief 2, chimpanzee 2, chips 2, christian 2, church 2, civil 2, civilisation 2, civilwar 2, cleaner 2, cloudy 2, clover 2, coin 2, coliseum 2, collection 2, competitor 2, complain 2, compose 2, composer 2, conditioner 2, conquistador 2, countable 2, couple 2, cream 2, cricketground 2, cupboard 2, customs 2, dear 2, deathvalley 2, decoration 2, denmark 2, designer 2, dessert 2, diary 2, dinosaur 2, dirt 2, disco 2, donquixote 2, download 2, driver 2, dull 2, dyslexia 2, earring 2, easily 2, easternelk 2, economics 2, electronic 2, electronics 2, elfstedentocht 2, else 2, empirestatebuilding 2, emu 2, endangered 2, enterprise 2, especially 2, ethiopia 2, everybody 2, everywhere 2, exhibition 2, exotic 2, fail 2, fair 2, fancy 2, faraway 2, farm 2, finishe 2, fit 2, flag 2, floating 2, footballmatch 2, footballstadium 2, footballteam 2, foreign 2, forgive 2, fourleafed 2, freedom 2, frequent 2, fromthebeginning 2, furniture 2, gapfill 2, genitive 2, geographical 2, getalong 2, getdressed 2, getmore 2, getoff 2, gettired 2, ghosts 2, goldmedal 2, goodexample 2, gorilla 2, goswimming 2, graffiti 2, grand 2, grandson 2, grapefruit 2, greatpyramidofgiza 2, hamster 2, hardly 2, havebreakfast 2, havetime 2, heading 2, headset 2, heavily 2, hello 2, helmet 2, heracles 2, heritage 2, hike 2, hire 2, hockey 2, hollywood 2, horns 2, horseshoe 2, host 2, housework 2, hurry 2, iceskate 2, illegally 2, incredible 2, internationalspacestation 2, interrogative 2, interview 2, invented 2, itinerary 2, jersey 2, june 2, keyboard 2, kidnap 2, kings 2, knit 2, lastsummer 2, lastweekend 2, latinmusic 2, laugh 2, laughingowl 2, lazy 2, litre 2, loudly 2, luck 2, maldives 2, marathon 2, mask 2, medicine 2, michigan 2, middleeast 2, missing 2, moment 2, montereybay 2, mount 2, mountwhitney 2, mummy 2, musicfestival 2, mythical 2, nativeamerican 2, navy 2, neighbour 2, nephew 2, nextmonth 2, nextweekend 2, nextyear 2, northpole 2, objects 2, olympian 2, onholiday 2, onmonday 2, ontario 2, onyourown 2, option 2, orchestra 2, oscar 2, owner 2, paid 2, palmtree 2, pancake 2, parachuting 2, parking 2, parthenon 2, participant 2, participate 2, pastparticiple 2, penguin 2, perfect 2, performingarts 2, period 2, personality 2, pet 2, pets 2, phonetic 2, pig 2, pikespeak 2, pipe 2, pirate 2, plumber 2, polarland 2, politic 2, pray 2, presentations 2, prison 2, private 2, prize 2, profession 2, pronunciation 2, pub 2, punctuation 2, quantifier 2, quarter 2, rap 2, rarely 2, redwood 2, referee 2, relateto 2, republic 2, rescue 2, reservation 2, resident 2, resort 2, responsive 2, rewrite 2, rhino 2, riveramazonas 2, roleplay 2, russia 2, sabretoothtiger 2, sadly 2, sahara 2, saharadesert 2, salary 2, sale 2, salespeople 2, sanctuary 2, sandal 2, sandiego 2, sanfrancisco 2, sanjose 2, sapphire 2, saxon 2, scene 2, scot 2, scottish 2, scratch 2, scream 2, sculptor 2, seal 2, seriously 2, shampoo 2, sheep 2, siberia 2, singular 2, siren 2, skate 2, society 2, spacestation 2, speechbubble 2, spendtime 2, spirit 2, spontaneous 2, spring 2, straight 2, strawberry 2, submarine 2, succeed 2, suitable 2, suitcase 2, surprise 2, surprising 2, surviving 2, swimmer 2, swimming 2, swimsuit 2, symphony 2, takeanap 2, tank 2, teamsport 2, thursday 2, torch 2, tournament 2, toweroflondon 2, trainstation 2, travelagent 2, traveller 2, trunk 2, tunisia 2, universe 2, vegetarian 2, venice 2, venue 2, vet 2, vietnam 2, virtual 2, wales 2, wayoflife 2, wedding 2, western 2, whatabout 2, winning 2, wizard 2, wooden 2, yacht 2, yeah 2, abbreviation 1, academy 1, acre 1, acting 1, adding 1, afterschool 1, aggressive 1, aim 1, airport 1, algerian 1, allergic 1, allover 1, allthetime 1, ammunition 1, among 1, ancestor 1, andes 1, ankara 1, announce 1, annual 1, apartment 1, application 1, applyfor 1, appreciate 1, archeological 1, archeologist 1, architecture 1, argentina 1, arithmetic 1, arkansas 1, arrangement 1, artwork 1, asian 1, askfor 1, atlanta 1, atlantic 1, attention 1, autobiographical 1, autograph 1, award 1, aztecs 1, babysit 1, backtolife 1, badly 1, baggy 1, bakeacake 1, baker 1, balcony 1, bamboo 1, bang 1, barbarian 1, barcelona 1, basket 1, bathed 1, bathroom 1, battle 1, battlefield 1, bay 1, bealone 1, beautitul 1, begoodat 1, belong 1, beon 1, beover 1, bicycle 1, bigben 1, billionaire 1, birthdaycard 1, bit 1, blacksea 1, blanket 1, blessed 1, blowout 1, bodybuilder 1, bookworm 1, borrow 1, bother 1, bowlingalley 1, boyfriend 1, branch 1, breakaheart 1, breakfreefrom 1, breakup 1, brightly 1, brighton 1, brilliant 1, brisbane 1, britishmuseum 1, brussels 1, bulgaria 1, burndown 1, bush 1, business 1, bychoice 1, bye 1, byyourself 1, calory 1, cambodia 1, campusmaritus 1, canoeing 1, cape 1, capital 1, carefor 1, carefor 1, carryon 1, carving 1, castle 1, ceiling 1, celtic 1, centralheating 1, certainly 1, certificate 1, champagne 1, chapter 1, charge 1, chariot 1, chatroom 1, cheddar 1, childhood 1, cities 1, citizen 1, classic 1, classical 1, clay 1, clerk 1, click 1, clickon 1, climbup 1, closing 1, cloth 1, coffeeshop 1, colombia 1, coloured 1, comewith 1, comfortable 1, comma 1, commitmurder 1, commonly

1, communicate 1, communication 1, compoundsentence 1, concentration 1, conquer 1, considered 1, consonant 1, contrast 1, cornwall 1, costarica 1, council 1, crashinto 1, craterofdiamondsstatepark 1, crazy 1, creditcard 1, cricket 1, criminal 1, crowd 1, cruise 1, culinaryartsacademy 1, cure 1, curious 1, curry 1, cutdown 1, dancer 1, danish 1, deaf 1, deer 1, defend 1, delicate 1, democracy 1, dental 1, destruction 1, device 1, devil 1, devon 1, difficulty 1, diginto 1, diningroom 1, dip 1, disagreewith 1, distancelearning 1, diveinto 1, divingsuit 1, divorced 1, documentary 1, doorbell 1, drank 1, drawn 1, dreamon 1, drinkingwater 1, drumming 1, duck 1, dwell 1, dyslexic 1, easy 1, eastern 1, eccentric 1, education 1, educational 1, eighth 1, electric 1, eleven 1, embarrassing 1, emerald 1, emeraldbuddha 1, emperor 1, endoftheyear 1, enjoyable 1, enormous 1, entire 1, entrance 1, episode 1, eraser 1, error 1, essential 1, excerpt 1, excessive 1, exhausting 1, experienced 1, exploit 1, eyebrow 1, faces 1, facetoface 1, factory 1, fairly 1, fallthrough 1, fame 1, familyname 1, fantasy 1, fatherinlaw 1, feathers 1, february 1, feellike 1, fiction 1, fifteenhundredyearold 1, fifteenyearold 1, fifth 1, fifty 1, filmmaker 1, findasolution 1, findthetime 1, findyourway 1, fireplace 1, firstname 1, firsttime 1, fishermen 1, flashdrive 1, flashlight 1, florida 1, flour 1, flowermarket 1, forgave 1, fork 1, former 1, fortuneteller 1, fox 1, fridge 1, frontdoor 1, fruitjuice 1, funeral 1, gaincontrol 1, gap 1, garage 1, gather 1, generation 1, genre 1, gerund 1, getajob 1, getclose 1, getdown 1, getfit 1, getintotrouble 1, getover 1, gettogether 1, getusedto 1, givepermission 1, glad 1, glasgow 1, glassmaking 1, glencoe 1, global 1, goalkeeper 1, goddess 1, godofwar 1, goldenstate 1, goldmining 1, golf 1, gonna 1, goodlooking 1, goonholiday 1, goover 1, gorunning 1, gourd 1, government 1, grandchildren 1, granddaughter 1, granola 1, grasseating 1, grassy 1, greatgrandfather 1, greatgrandparent 1, greatuncle 1, greetingcard 1, grew 1, groundfloor 1, gum 1, gym 1, gypsy 1, haircut 1, halfpast 1, halifax 1, hammer 1, hangoutwith 1, hanoi 1, hardrock 1, hardrockmusic 1, hardware 1, harvardmedicalschooll 1, hath 1, hats 1, haveagoodtime 1, haveajob 1, haveaparty 1, havedinner 1, havenochoice 1, havetoday 1, health 1, healthproblem 1, hearabout 1, hearof 1, heartattack 1, heathrow 1, heroic 1, hey 1, highlights 1, hiphopmusic 1, hobby 1, holkhambeach 1, hollow 1, hongkong 1, hopefor 1, hopefully 1, hopkins 1, horror 1, horsedrawn 1, hotelroom 1, howl 1, humane 1, hunting 1, hurricane 1, hypothetical 1, icecream 1, ideal 1, identity 1, illegal 1, immediately 1, imperialstatecrown 1, incontrol 1, independent 1, indonesia 1, indonesian 1, industrialrevolution 1, industry 1, infinitive 1, inform 1, inroderto 1, institute 1, instruction 1, insufficient 1, intelligence 1, intention 1, interrupt 1, inthebeginning 1, intheend 1, introuble 1, inyourpinion 1, italians 1, jerusalem 1, jewelry 1, jobless 1, jockeys 1, jogging 1, johannesburg 1, joy 1, jumpinto 1, karaoke 1, keepcool 1, kenya 1, key 1, kilt 1, kind 1, knife 1, knight 1, knowledge 1, lackof 1, ladder 1, lady 1, lastforever 1, laundry 1, lawn 1, lawnmower 1, lawyer 1, league 1, learnfrom 1, learning 1, least 1, leavesomeonealone 1, leopard 1, leton 1, lexington 1, lifetime 1, lightningbolt 1, lonely 1, losangeles 1, losecontrol 1, loseyourway 1, lovely 1, machinery 1, madonna 1, madrid 1, magnificent 1, maidenname 1, mainstreet 1, makeachoice 1, makeaholein 1, makeanoise 1, makeby 1, makenoise 1, maldivian 1, manage 1, manchester 1, manchesterunited 1, mango 1, manhattan 1, manufacturer 1, marble 1, margherita 1, married 1, martyr 1, massage 1, meaningful 1, meanings 1, menu 1, message 1, mexican 1, mexico 1, miami 1, mice 1, middlename 1, mine 1, miniaturegolf 1, minibus 1, mixed 1, moan 1, monkey 1, monster 1, moral 1, moreoftenthan 1, moscow 1, mosque 1, motherinlaw 1, mountvesuvius 1, moveinto 1, multiple 1, musicalinstruments 1, mysterious 1, mystery 1, nation 1, nationality 1, naturalhistorymuseum 1, naturalist 1, naturereserve 1, necessity 1, netherlands 1, neuroscience 1, neurosurgeon 1, nextday 1, nicely 1, niece 1, nobelpeaceprize 1, nomad 1, nonallergenic 1, noproblem 1, norfolk 1, northern 1, nottingham 1, nought 1, novel 1, noway 1, nurse 1, nut 1, objective 1, observatory 1, odd 1, office 1, ofyourrown 1, olive 1, olympia 1, olympic 1, onaregularbasis 1, onholidays 1, onmyknee 1, onmyown 1, ontheway 1, onthursday 1, ontuesday 1, onwednesday 1, onyourway 1, operation 1, opinions 1, orange 1, oregon 1, organization 1, origin 1, ornament 1, outofcontrol 1, oven 1, pairwork 1, pakistan 1, panel 1, pant 1, paperclip 1, parade 1, paramedic 1, parrot 1, patron 1, peace 1, peacefully 1, peculiar 1, penicillin 1, percent 1, perfectly 1, permit 1, personal 1, philosophy 1, physicalexercise 1, pickup 1, pie 1, pillow 1, pilot 1, pink 1, pioneer 1, plot 1, poem 1, pointlobosstatenationalreserve 1, pole 1, polluted 1, popcorn 1, possessiveadjective 1, possibilities 1, possibly 1, post 1, poster 1, pound 1, prayer 1, preacher 1, preferencing 1, prehistory 1, premier 1, presenter 1, preservation 1, preserve 1, preserved 1, president 1, presses 1, pretend 1, pretoria 1, prince 1, professionally 1, professor 1, program 1, programmer 1, prohibition 1, pumpkin 1, punish 1, punishment 1, puppy 1, pushinto 1, pushup 1, putdown 1, putoff 1, putout 1, putup 1, putyourhandson 1, puzzle 1, pyrenean 1, pyreneanibex 1, qualified 1, questionnaire 1, quid 1, quietly 1, racket 1, radioactive 1, radium 1, raincoat 1, raise 1, rare 1, rat 1, reality 1, realworld 1, recognise 1, recover 1, recycling 1, refuse 1, reggaemusical 1, related 1, remarried 1, remind 1, rent 1, repetition 1, representative 1, request 1, reverse 1, reviewer 1, rideon 1, rink 1, riverganges 1, rockband 1, rockmusic 1, rockmusicfestival 1, romania 1, romanian 1, rose 1, royalfamily 1, royalty 1, ruby 1, runafter 1, runamarathon 1, rundown 1, running 1, russian 1, sabretoothed 1, safari 1, safely 1, safety 1, saintgeorge 1, salesperson 1, salsa 1, same 1, sample 1, sandwich 1, santacruz 1, sausage 1, sciencefiction 1, scoregoal 1, screen 1, screenplay 1, seashell 1, seattle 1, selfsatisfied 1, sensor 1, series 1, service 1, serving 1, seventy 1, sevenwondersoftheworld 1, seville 1, shaver 1, sheriff 1, shopper 1, shoppingmall 1, shortfacedbear 1, shoulder 1, shriek 1, shropshire 1, shy 1, sibling 1, signal 1, silence 1, silver 1, silvermedal 1, simplepassive 1, singapore 1, sitdown 1, siton 1, sixtieth 1, skyline 1, slay 1, sleeping 1, slipinto 1, snack 1, sneeze 1, snowboard 1, sociable 1, softly 1, solar 1, somerset 1, sorbet 1, spacesuits 1, spaghetti 1, spectacledbear 1, spectator 1, sportscentre 1, sportsperson 1, stadium 1, statement 1, states 1, stepfather 1, stepmother 1, stepson 1, stingray 1, stocking 1, storytelling 1, stratford 1, stratforduponavon 1, strawberries 1, strength 1, string 1, stuartsapphire 1, students 1, subway 1, success 1, successful 1, sudan 1, sudden 1, suffer 1, sufficient 1, suit 1, summerholiday 1, suncream 1, surfboard 1, surgeon 1, surname 1, sweden 1, swedish 1, switzerland 1, symbolise 1, takeapicture 1, takeatest 1, takecontrol 1, tale 1, teammate 1, teenage 1, telegram 1, terribly 1, terrifying 1, thanksgiving 1, thanksgivingday 1, thankyou 1, thedayaftertomorrow 1, theheartofthematter 1, theirs 1, themiddleof 1, therebeaux 1, thesecondstarofafrica 1, thethird 1, thirteenth 1, threehour 1, throwaway 1, thumb 1, tigers 1, timor 1, tomato 1, tool 1, totheend 1, towardstheend 1, towel 1, tractor 1, trafilgarsquare 1, tragic

	<p>1, travelthrough 1, treatment 1, tribe 1, trivia 1, trophy 1, troubled 1, trumpet 1, tshirt 1, tuckshop 1, tune 1, tunnel 1, turnaround 1, turnoff 1, turnon 1, turnout 1, turtle 1, twist 1, twoandahalf 1, twoweek 1, unattractive 1, uncountable 1, underage 1, underweight 1, unitednations 1, unpleasant 1, unscramble 1, vacation 1, valuable 1, varied 1, vatican 1, vehicle 1, venezuela 1, vermont 1, victoria 1, villa 1, vinyl 1, visor 1, volleyballteam 1, walkaround 1, walkout 1, walkthrough 1, walkto 1, warning 1, wastoetime 1, waterpistol 1, weathermen 1, web 1, weep 1, weightlifting 1, whitegold 1, widow 1, widower 1, wild 1, winner 1, wipe 1, wolf 1, wolves 1, wookey 1, woollyrhino 1, worth 1, wrap 1, writing 1, yell 1, yellow 1, yourrownway 1, zookeeper 1, zoom 1,</p>
<p>CLIL 2 and EFL 2 shared types</p>	<p>the 4053, a 1869, be 1805, and 1570, in 1402, of 1164, to 1082, you 721, it 685, not 552, doaux 527, i 511, for 429, your 402, they 390, with 383, what 346, beaux 336, can 325, or 321, at 291, we 285, this 278, page 276, on 270, use 269, willaux 266, which 258, people 257, do 254, from 248, answer 247, that 243, about 239, when 239, have 218, he 213, write 205, sentence 198, but 193, complete 186, their 185, word 184, haveaux 183, like 177, if 173, my 168, then 163, by 161, question 155, therebe 155, more 151, place 146, many 145, one 143, some 142, animal 139, read 138, below 137, she 137, find 131, themost 131, make 130, where 129, each 128, his 122, how 118, correct 116, play 116, two 116, following 110, good 108, time 107, as 106, very 106, why 106, so 105, live 103, travel 102, type 102, different 101, because 100, them 100, her 99, object 98, energy 95, say 95, water 95, goto 94, go 93, morethan 93, take 92, other 89, student 89, think 89, friend 88, plant 88, work 88, who 87, verb 85, all 84, its 84, also 82, gold 82, day 81, speed 81, see 79, food 77, listento 77, there 77, these 76, before 75, family 75, know 74, after 72, any 71, must 71, year 71, form 70, grammar 70, light 70, partner 70, sound 70, story 70, activity 69, vocabulary 69, change 68, help 67, name 67, person 67, study 67, today 67, give 66, now 66, only 66, show 66, would 66, adjective 65, body 65, buy 65, game 65, line 65, text 64, temperature 60, get 58, while 58, house 57, me 57, thing 57, cannot 55, eat 55, information 55, no 55, right 55, too 55, another 54, wantto 54, describe 53, life 53, usually 53, visit 53, move 52, part 52, example 51, ride 51, book 50, come 50, become 49, leave 49, lookat 49, partof 49, accoringto 48, ancient 48, between 48, california 48, experience 48, football 47, great 47, should 47, again 46, ask 46, car 46, check 46, heat 46, howmany 46, song 46, three 46, new 45, plate 45, watch 45, city 44, country 43, late 43, big 42, picture 42, tell 42, thesame 42, unit 42, stop 41, yes 41, haveto 40, love 40, way 40, distance 39, happen 39, rock 39, start 39, area 38, around 38, begin 38, feel 38, hear 38, home 38, teacher 38, walk 38, look 37, instrument 36, often 36, space 36, special 36, drive 35, just 35, sleep 35, thefirst 35, always 34, competition 34, intheworld 34, through 34, train 34, above 33, australia 33, bird 33, high 33, important 33, remember 33, scientist 33, true 33, well 33, die 32, fast 32, need 32, process 32, wear 32, world 32, break 31, during 31, learn 31, most 31, much 31, repeat 31, first 30, fish 30, into 30, probably 30, really 30, tree 30, afew 29, air 29, allthe 29, amazing 29, believe 29, ever 29, explain 29, him 29, hot 29, include 29, insect 29, number 29, open 29, park 29, small 29, sometimes 29, transfer 29, week 29, ball 28, both 28, difficult 28, here 28, lesson 28, party 28, second 28, section 28, transport 28, cause 27, colour 27, every 27, long 27, meet 27, mother 27, near 27, put 27, response 27, stay 27, system 27, unusual 27, definition 26, fact 26, group 26, hour 26, large 26, mirror 26, swim 26, team 26, tip 26, together 26, alone 25, bad 25, lose 25, mean 25, onearth 25, our 25, real 25, result 25, run 25, boat 24, everyone 24, hair 24, idea 24, mention 24, over 24, river 24, send 24, since 24, young 24, action 23, five 23, four 23, hard 23, howmuch 23, leaves 23, male 23, nutrition 23, old 23, own 23, tryto 23, beautiful 22, beborn 22, building 22, class 22, decide 22, drink 22, female 22, forest 22, short 22, strong 22, us 22, wait 22, build 21, finish 21, ground 21, kill 21, list 21, problem 21, rain 21, bike 20, cold 20, discover 20, grow 20, interesting 20, main 20, once 20, pay 20, present 20, rule 20, takeplace 20, tall 20, theleast 20, age 19, call 19, called 19, drawing 19, greek 19, inside 19, learnabout 19, lung 19, map 19, never 19, relationship 19, ring 19, state 19, themore 19, volcano 19, bring 18, cave 18, chart 18, desert 18, earthquake 18, fly 18, heart 18, ice 18, land 18, material 18, metal 18, million 18, negative 18, next 18, ocean 18, project 18, queen 18, seed 18, something 18, task 18, test 18, until 18, winter 18, blue 17, centre 17, conditional 17, easy 17, forget 17, happy 17, inthepast 17, low 17, measure 17, mouth 17, occur 17, side 17, skin 17, someone 17, thinkof 17, video 17, weight 17, yet 17, amount 16, arrive 16, average 16, black 16, carry 16, egg 16, enough 16, king 16, knowabout 16, lessthan 16, physics 16, point 16, reach 16, reading 16, reason 16, street 16, throw 16, trip 16, under 16, understand 16, weigh 16, whose 16, without 16, ability 15, baby 15, cat 15, dog 15, fall 15, flower 15, human 15, keep 15, law 15, letus 15, london 15, mountain 15, plane 15, presentation 15, root 15, sea 15, sink 15, sky 15, sure 15, bus 14, catch 14, compare 14, crown 14, dangerous 14, feed 14, floor 14, free 14, hit 14, lookfor 14, mark 14, metre 14, minute 14, population 14, quite 14, record 14, refer 14, rest 14, shark 14, sit 14, size 14, soon 14, top 14, add 13, atleast 13, becauseof 13, birth 13, cafe 13, clean 13, collect 13, comefrom 13, dark 13, even 13, follow 13, forexample 13, join 13, last 13, level 13, liquid 13, mammal 13, out 13, position 13, push 13, pyramid 13, room 13, sequence 13, spanish 13, species 13, spend 13, structure 13, africa 12, atthesametime 12, basketball 12, brain 12, child 12, diamond 12, dry 12, getmarried 12, glass 12, hand 12, howlong 12, journey 12, lake 12, letter 12, pull 12, represent 12, similar 12, six 12, specific 12, strange 12, table 12, unless 12, affect 11, aquatic 11, away 11, carefully 11, close 11, continent 11, continue 11, cow 11, cut 11, express 11, fire 11, garden 11, guess 11, island 11, loud 11, may-11, nervous 11, opening 11, prepare 11, receive 11, relative 11, reptile 11, rise 11, simple 11, soft 11, still 11, suddenly 11, ten 11, underground 11, bath 10, century 10, channel 10, compete 10, connect 10, contain 10, cool 10, create 10, effect 10, environment 10, everything 10, grass 10, heavy 10, india 10, indian 10, little 10, meaning 10, motorbike 10, past 10, preposition 10, stand 10, store 10, thick 10, those 10, valley 10, wall 10, whale 10, wind 10, woman 10, adult 9, advice 9, athome 9, bag 9, climb 9, design 9, disappear 9, document 9, european 9, eye 9, float 9, funny 9, green 9, hold 9, increase 9, interactive 9, japan 9, lift 9, nice 9, particle 9, physical 9, red 9, relate 9, seven 9, thief 9, tower 9, volleyball 9, warm 9, whole 9, alive 8, appear 8, apply 8, base 8, bright 8, cheetah 8, destroy 8, europe 8, finally 8, flat 8, gas 8, glacier 8, however 8, hungry 8, insteadof 8, involve 8, iron 8, lightning 8, moon 8, motorboat 8, oneday 8, perform 8, positive 8, protect 8,</p>

	<p>scientific 8, several 8, slow 8, steal 8, stomach 8, storm 8, teeth 8, unlucky 8, weak 8, wonder 8, across 7, act 7, against 7, almost 7, american 7, bacteria 7, breathe 7, capture 7, classmate 7, community 7, diagram 7, draw 7, drop 7, eachother 7, ear 7, equal 7, half 7, head 7, healthy 7, hole 7, including 7, less 7, lizard 7, major 7, millionsof 7, natural 7, nature 7, nose 7, outside 7, pass 7, plain 7, quickly 7, research 7, roof 7, shoot 7, situation 7, smell 7, star 7, sun 7, survive 7, thin 7, touch 7, try 7, twice 7, uniform 7, vary 7, window 7, accept 6, apple 6, arrow 6, atnight 6, atthetop 6, back 6, basedon 6, behind 6, bowl 6, box 6, category 6, central 6, coordination 6, decibel 6, dish 6, end 6, explore 6, explorer 6, field 6, golden 6, growup 6, imagine 6, leaf 6, let 6, lion 6, man 6, necessary 6, nextto 6, normal 6, pencil 6, pieceof 6, plastic 6, pompeii 6, pool 6, possible 6, road 6, rocky 6, sandy 6, science 6, slowly 6, snake 6, solid 6, soup 6, stone 6, suchas 6, sugar 6, support 6, thesecond 6, total 6, turninto 6, university 6, up 6, vacuum 6, wet 6, white 6, accident 5, active 5, african 5, allow 5, aroundtheworld 5, attract 5, attraction 5, bank 5, beautifully 5, beginning 5, behaviour 5, biological 5, bite 5, bounceoff 5, brazil 5, carbohydrate 5, consequence 5, dead 5, digital 5, down 5, eachone 5, enter 5, expect 5, expression 5, feet 5, gazelle 5, germany 5, gift 5, goon 5, hunt 5, introduction 5, melt 5, november 5, opposite 5, original 5, outof 5, paris 5, poor 5, product 5, publish 5, remove 5, returnto 5, rich 5, runner 5, sand 5, step 5, stick 5, style 5, sweet 5, tourist 5, upto 5, whattime 5, wood 5, worker 5, along 4, america 4, asia 4, atmosphere 4, atthebeginning 4, attheend 4, bend 4, beready 4, bounce 4, coffee 4, colony 4, control 4, develop 4, diver 4, door 4, element 4, exist 4, explanation 4, face 4, fat 4, fill 4, german 4, giant 4, hide 4, hill 4, howold 4, huge 4, landon 4, lunch 4, mercury 4, method 4, muscle 4, newyork 4, offer 4, rabbit 4, recommendation 4, riddle 4, salt 4, schoolbag 4, serve 4, share 4, solve 4, solveproblem 4, spider 4, sumup 4, sweat 4, textbook 4, thunder 4, truth 4, tuesday 4, turn 4, unfortunately 4, zebra 4, andahalf 3, arriveat 3, attack 3, australian 3, author 3, avoid 3, bedroom 3, care 3, carriage 3, chew 3, chicken 3, cloud 3, completely 3, conductor 3, connection 3, contraction 3, course 3, crack 3, creation 3, cross 3, cup 3, cycling 3, damage 3, deadly 3, degree 3, desk 3, endangeredspecies 3, entry 3, escape 3, exactly 3, features 3, few 3, foot 3, fresh 3, frog 3, gethome 3, goup 3, habitat 3, havelunch 3, image 3, inthemiddle 3, inthemiddleof 3, intime 3, magician 3, marine 3, meateater 3, mix 3, nearby 3, none 3, northamerica 3, perhaps 3, pollution 3, priest 3, production 3, quick 3, radiation 3, rainforest 3, recycle 3, reflect 3, regular 3, reserve 3, rope 3, round 3, satellite 3, selection 3, simply 3, solution 3, southafrica 3, southamerica 3, survival 3, synonym 3, taketo 3, thatiswhy 3, themselves 3, thinkabout 3, till 3, trick 3, typical 3, verymuch 3, voice 3, whether 3, wide 3, workon 3, worn 3, able 2, adaptation 2, aswell 2, atthebottom 2, atthismoment 2, beback 2, blowinto 2, bringback 2, canal 2, center 2, claim 2, clothing 2, colorado 2, combine 2, curl 2, daily 2, danger 2, dealwith 2, diet 2, dilemma 2, duringtheday 2, eagle 2, englishspeaking 2, eruption 2, extract 2, extremely 2, fillwith 2, firstofall 2, forever 2, gallery 2, getbigger 2, getout 2, hunter 2, imaginary 2, intensity 2, intotal 2, kick 2, kitten 2, lap 2, lookthrough 2, lower 2, mars 2, mile 2, motorway 2, narrow 2, nationalpark 2, neck 2, oneanother 2, onfire 2, onto 2, particular 2, per 2, percentage 2, piece 2, poisonous 2, pure 2, quality 2, recommend 2, responsible 2, seatbelt 2, shelf 2, single 2, skating 2, skeleton 2, spy 2, squirrel 2, standup 2, station 2, stepinto 2, taste 2, thesouth 2, toe 2, underline 2, unitedstates 2, unknown 2, upanddown 2, weird 2, yourself 2, zero 2</p>
EFL 1 unique types vs EFL 2	<p>avatar 32, parent 28, vampire 22, whitehouse 20, unitedkingdom 18, racingcar 17, righnow 16, theunitedstatesofamerica 16, cometo 15, sloth 15, disgusting 14, habit 14, looklike 14, haggis 13, meatball 12, streetfood 12, wordorder 12, direction 11, irish 11, sofa 11, suggestion 11, bean 10, fishandchips 10, horrorfilm 10, organize 10, villain 10, carpet 9, doll 9, guided 9, makeover 9, niagarafalls 9, oppositeof 9, silly 9, belate 8, burglary 8, challenge 8, haveashower 8, lamp 8, manner 8, oldfashioned 8, purple 8, salad 8, wing 8, banana 7, barnacle 7, bat 7, belike 7, buckinghampalace 7, curtain 7, exhibit 7, fastfood 7, feature 7, frequency 7, grossology 7, hawaii 7, invent 7, livingroom 7, october 7, thousandsof 7, tomatosauce 7, tortilla 7, watchtelevision 7, worm 7, wrestler 7, bengaltiger 6, burp 6, coconut 6, comebefore 6, comedy 6, cushion 6, equipment 6, giraffe 6, greeting 6, intheevening 6, later 6, octopus 6, philadelphia 6, reallife 6, scavengerhunt 6, sumo 6, sumowrestler 6, trainer 6, wrestling 6, animated 5, arm 5, atall 5, belongto 5, beright 5, blood 5, chimney 5, comic 5, comicstrip 5, difference 5, disaster 5, front 5, glasses 5, gotobed 5, hiking 5, horn 5, intelligent 5, juggle 5, kiwi 5, lecture 5, opponent 5, pen 5, printer 5, rabies 5, realistic 5, referto 5, reflection 5, samoa 5, theendof 5, togetherwith 5, vancouver 5, weakform 5, webcam 5, weekly 5, windsorcastle 5, addto 4, bollywood 4, butcher 4, centimetre 4, childprodigy 4, chorus 4, clinic 4, coalmine 4, cognate 4, comeoutof 4, dohomework 4, employer 4, filmstudio 4, flyingfox 4, forfun 4, getfrom 4, gocamping 4, hotdog 4, iamsorry 4, icehockey 4, imperative 4, informal 4, invention 4, lookout 4, mini 4, palace 4, pin 4, police 4, postoffice 4, profile 4, raccoon 4, racetrack 4, rideabike 4, secretary 4, shelves 4, spartan 4, superhero 4, supermarket 4, surf 4, tawnyowl 4, theinternet 4, travelagency 4, trouble 4, usenglish 4, walkthedog 4, webpage 4, wildanimal 4, association 3, athletic 3, baseball 3, birthdayparty 3, boot 3, bottom 3, button 3, cage 3, chile 3, chilli 3, colouring 3, comesfrom 3, compound 3, compoundadjective 3, crime 3, currency 3, decorate 3, destination 3, dishwasher 3, donotworry 3, dreamabout 3, dungeon 3, east 3, eighty 3, electrician 3, everyweek 3, eyesight 3, festive 3, fifteen 3, filmreview 3, fizzydrink 3, frighten 3, fulllength 3, gadget 3, ghost 3, gondola 3, grandcanyon 3, greenville 3, greenwich 3, guestspeaker 3, guidedog 3, guinness 3, gymnastics 3, hamburger 3, hereare 3, hers 3, hippo 3, hurling 3, ingredient 3, internationalfoodfair 3, intheafternoon 3, irregularverb 3, justlike 3, korea 3, lasagne 3, length 3, liftweight 3, monitor 3, moveto 3, mumbai 3, nocturnal 3, patient 3, peru 3, pittabread 3, poundsterling 3, rate 3, raven 3, reef 3, reporting 3, rightaway 3, royal 3, runto 3, sacred 3, sauce 3, shortstory 3, shower 3, signup 3, similarity 3, singing 3, songwriter 3, spaceship 3, syrian 3, thai 3, thanks 3, thebeginningof 3, thethames 3, tick 3, uluru 3, vampirebat 3, washingmachine 3, washingtondc 3, watchout 3, waterfall 3, whatelse 3, worksheet 3, activist 2, agreement 2, alaskan 2, anaconda 2, ancientrome 2, andalusia 2, animation 2, ant 2, anywhere 2, armchair 2, atfirst 2, atlanticocean 2, atthetime 2, autumn 2, backtothefuture 2, banger 2, becalm 2, beginner 2, berry 2, bikeride 2, boatride 2, bottle 2, brake 2, britishenglish 2, busstation 2, busstop 2, canaryislands 2, cartoon 2, catalogue 2, cheesesandwich 2, climbingwall 2, closed 2, coal 2</p>

coast 2, codebook 2, combination 2, comeafter 2, compareto 2, computerprogram 2, computerprogrammer 2, coneyisland 2, correctly 2, count 2, crimereport 2, disagreement 2, disc 2, discussion 2, dollar 2, dothehomework 2, dreamof 2, earth 2, easterisland 2, ed 2, election 2, electricguitar 2, emailaddress 2, englishman 2, euro 2, excuseme 2, experiment 2, feast 2, finger 2, fireproof 2, flash 2, flow 2, fool 2, footballer 2, forgetabout 2, frame 2, frenchonionsoup 2, fruitsalad 2, garlic 2, general 2, gentle 2, germ 2, gigantic 2, gothrough 2, greatat 2, gross 2, grown 2, guidedtour 2, hardworking 2, harm 2, havealookat 2, hawaiian 2, healthyfood 2, heavyweight 2, hippopotamus 2, howareyou 2, humboldtsquid 2, indoors 2, intestine 2, inturn 2, justintime 2, kinetoscope 2, kingcrab 2, knowhow 2, langada 2, left 2, lima 2, lookafter 2, manyof 2, mash 2, mausoleum 2, mess 2, middle 2, morocco 2, motion 2, movement 2, multicolour 2, nicetomeetyou 2, nomination 2, northernireland 2, notyet 2, oak 2, official 2, officiallanguage 2, ontheground 2, originally 2, parasite 2, peruvian 2, phonenumber 2, physicalactivity 2, picking 2, portobelloroadmarket 2, preparefor 2, prey 2, prodigy 2, produce 2, racewalking 2, recipe 2, recycler 2, region 2, rugby 2, ruler 2, salmon 2, santiago 2, scanner 2, schooluniform 2, schoolyear 2, seafood 2, seaofcortez 2, secretservice 2, seeyousoon 2, silentfilm 2, similarto 2, sir 2, someoneelse 2, southafrican 2, spiderman 2, square 2, stalagmite 2, stareat 2, stative 2, stew 2, sticker 2, stripe 2, sweater 2, sycamore 2, takelessons 2, talking 2, tellthetruth 2, tentacle 2, testosterone 2, thenextday 2, theunitedstates 2, third 2, thought 2, thousand 2, tidy 2, timezone 2, towards 2, travelling 2, turnleft 2, vanilla 2, violent 2, waitfor 2, walker 2, walkinto 2, walkpast 2, watermill 2, watersport 2, watertheplants 2, weightlifter 2, werewolves 2, west 2, wheel 2, windmill 2, workfor 2, workhard 2, worldfamous 2, worldwarii 2, yearold 2, yoghurt 2, academic 1, acrossstret 1, acrossstret 1, advanced 1, afraid 1, airconditioning 1, albatross 1, allaround 1, allergy 1, alloveragain 1, allyearround 1, americanfootball 1, amphibian 1, anatomy 1, ancientroman 1, angrily 1, animalactivist 1, antique 1, anymore 1, anynumberof 1, archive 1, arizona 1, artmuseum 1, asaresult 1, asif 1, askto 1, atmost 1, attachto 1, atthelast 1, australian 1, bacon 1, ballet 1, bangladesh 1, bangup 1, barbeque 1, baseballgame 1, baseballteam 1, basketballcourt 1, battery 1, beafraidof 1, bebored 1, behungry 1, beinlovewith 1, beloved 1, belucky 1, bepleased 1, bestfriend 1, bewrong 1, bigbadwolf 1, billion 1, birthdaycake 1, boatrace 1, bombay 1, bombing 1, bone 1, braxton 1, brownrice 1, bud 1, burglar 1, butalso 1, bymistake 1, camden 1, camper 1, canadian 1, canadiandollar 1, canyon 1, cap 1, cardinalnumber 1, carrot 1, cart 1, cavehouse 1, centralamerica 1, chant 1, characteristic 1, charm 1, chelsea 1, chilean 1, christmasday 1, christmaseve 1, christmas 1, climate 1, climber 1, comedown 1, cometogether 1, comfortably 1, comparewith 1, computergenerated 1, confident 1, confuse 1, connected 1, content 1, continuously 1, cooker 1, cordoba 1, cover 1, cruel 1, current 1, cyborg 1, dailylife 1, dancemat 1, danceomatic 1, dancing 1, dartmoor 1, daydream 1, dayschool 1, decor 1, delete 1, detroit 1, differentfrom 1, dignitary 1, disagree 1, disease 1, disneyland 1, disneystudios 1, distant 1, downingstreet 1, downloaded 1, dracula 1, dreamer 1, dressed 1, drip 1, dublin 1, dvdburner 1, earphone 1, egreeting 1, emphasis 1, employ 1, employee 1, employment 1, endangeredanimal 1, era 1, everest 1, everymorning 1, exceptfor 1, exchange 1, excitedly 1, exclamationmark 1, exhibitioncentre 1, explainabout 1, exquisite 1, eyed 1, feedthem 1, festivity 1, fighter 1, fighting 1, filmmaking 1, final 1, fingerprint 1, firewalking 1, fireworks 1, fisher 1, flame 1, flyover 1, foodfair 1, footballclub 1, footballgame 1, footballplayer 1, forgetto 1, formation 1, formula 1, fourth 1, fullstop 1, function 1, gate 1, gene 1, genius 1, getangry 1, getold 1, getoutofbed 1, gettogetherwith 1, gingerspice 1, giveadvice 1, glastonburyfestival 1, goaround 1, gofrom 1, goodluck 1, goodnews 1, goonatrip 1, goontheinternet 1, goout 1, gostraight 1, gotosleep 1, grampianmountains 1, granada 1, greatfire 1, greatlakes 1, greenwichmeantime 1, greynowles 1, grown 1, growson 1, guard 1, guinnessbookofworldrecords 1, guinnessworldrecords 1, gun 1, guy 1, haired 1, hairy 1, ham 1, hamptoncourtpalace 1, hangfrom 1, hangout 1, hangup 1, havealook 1, havetrouble 1, headmaster 1, hearing 1, height 1, hell 1, herb 1, heretostay 1, herself 1, hikingboots 1, himalayanmountains 1, hindi 1, holdup 1, homophone 1, hormone 1, hose 1, houston 1, howbig 1, howfar 1, hungarian 1, hunters 1, hyphen 1, ignored 1, iguana 1, illinois 1, illness 1, imagery 1, imagination 1, uncommon 1, indiana 1, indianocean 1, individual 1, indy 1, insert 1, insisted 1, instructor 1, interested 1, invade 1, inventor 1, invitation 1, iran 1, iraq 1, irishsea 1, irritating 1, ithasgot 1, juice 1, jumpout 1, kalahari 1, karate 1, kebab 1, ketchup 1, kid 1, kindof 1, kingsroad 1, kitesurf 1, knew 1, koala 1, korean 1, laker 1, lamb 1, languedoc 1, largeamount 1, largenumber 1, lastname 1, learnfrommistakes 1, leavehome 1, legguard 1, lemon 1, lightweight 1, link 1, lip 1, indianocean 1, lochnessmonster 1, lookforwardto 1, lookforword 1, lookup 1, luxembourg 1, mad 1, majorca 1, makeamove 1, makein 1, makeplan 1, maketrouble 1, marker 1, martialart 1, measurement 1, medallist 1, melon 1, melted 1, memory 1, messy 1, metropolitan 1, microwave 1, miniature 1, mississippi 1, modelling 1, modem 1, modernartmuseum 1, monaco 1, monarch 1, moose 1, moroccan 1, mousepad 1, movearound 1, moveaway 1, movehouse 1, movie 1, nationalcurrency 1, naturalhistory 1, naturalscience 1, needle 1, netball 1, netbook 1, newcastle 1, newyear 1, niagara 1, nightmare 1, noon 1, notmuch 1, novella 1, occasion 1, onland 1, onthefly 1, ontheright 1, ontime 1, organisation 1, orkneyislands 1, outdoorsport 1, ovaloffice 1, overhead 1, overnight 1, oxford 1, oxwich 1, pacificocean 1, palma 1, pants 1, paradise 1, parliamentbuilding 1, paste 1, payattention 1, peanutbutter 1, pennsylvania 1, perception 1, petshop 1, phillies 1, phoneticalphabet 1, photograph 1, photographer 1, photographers 1, pizzamargherita 1, pizzeria 1, playgame 1, playmusic 1, plymouth 1, policeman 1, porridge 1, postman 1, potterville 1, preference 1, press 1, primeminister 1, print 1, protecting 1, prove 1, provide 1, publicholiday 1, published 1, putin 1, putitsarmsaround 1, putonclothes 1, queenelizabethii 1, queenmary 1, questionmark 1, racingbike 1, ragandbonemen 1, raining 1, ranthambore 1, reaction 1, ready 1, rebuild 1, rectangle 1, redbean 1, referringto 1, relax 1, repeated 1, reply 1, revenge 1, reward 1, rightway 1, rivernile 1, rockstar 1, rode 1, romance 1, roussillon 1, runningshoes 1, rupee 1, sandalwood 1, sanmarino 1, sauerkraut 1, saving 1, schoolchildren 1, scuba 1, scubadive 1, sculpture 1, seacreature 1, secret 1, seeyoulater 1, sendto 1, sensation 1, seoul 1, separate 1, shape 1, sheffield 1, shorts 1, showaround 1, sign 1, sitting 1, sixteen 1, skier 1, slice 1, slide 1, snowboarder 1, soccer 1, social 1, sold 1, somehow 1, somewhere 1, sophisticated 1, soul 1, southeastern 1, sparta 1, spellingmistake 1, spoon 1, spot 1, spotlight 1, squid 1, stalactite 1, stayawayfrom 1, stayhome 1, stink 1, streak 1, strip 1, stupid 1, subjectpronoun 1, sunrise 1, sunset 1, surprisingly 1, survivor 1, swing 1, swiss 1, swissalps 1, tajmahal

	<p>1, takeabreak 1, takealook 1, takecare 1, takefrom 1, takeover 1, takepart 1, takephotograph 1, taketurn 1, talented 1, tasty 1, teaching 1, technicolour 1, televisionshow 1, telljokes 1, tenniscourt 1, tennislike 1, tenth 1, texas 1, thames 1, thechillofnight 1, thedaybefore 1, thefirstlady 1, theme 1, thieves 1, thorn 1, thread 1, throwing 1, ticked 1, tie 1, timeline 1, tokyo 1, toolate 1, tophit 1, track 1, traditionalbreakfast 1, traditionalmeal 1, translateinto 1, travelto 1, trenton 1, trentonschool 1, tsunami 1, turnright 1, twenty 1, unbelievable 1, unemployed 1, unfriendly 1, unoccupied 1, upsidedown 1, upthere 1, vanillabakery 1, variety 1, venetian 1, veryoften 1, vienna 1, viking 1, vinegar 1, violence 1, vocal 1, wave 1, wealth 1, westlondon 1, whatever 1, whatschool 1, whenever 1, whistler 1, windsor 1, windsurf 1, wine 1, wives 1, wolfman 1, working 1, workshop 1, worldchampionship 1, worldrecords 1, worldwari 1, xray 1, yen 1, yoga 1, yorkshire 1, zone 1</p>
<p>EFL 2 unique types vs EFL 1</p>	<p>haveaux 137, california 47, instrument 34, parents 30, train 30, superstition 27, will 27, alittle 26, ever 26, news 26, witch 25, mirror 23, extinct 22, items 22, transport 22, sydney 21, dubai 19, egyptian 18, greek 18, presentperfectsimple 18, passive 17, air 16, allthe 16, son 16, themepark 16, yet 16, inthepast 15, videogame 15, whose 15, got 14, plane 14, thesame 14, jewellery 13, lessthan 13, refer 13, relativepronoun 13, theoppositeof 13, biography 12, noisy 12, underwater 12, brainstorming 11, metal 11, roman 11, thousands 11, badluck 10, diamond 10, folktale 10, goldrush 10, opera 10, organise 10, population 10, relative 10, unless 10, video 10, warrior 10, wookeyhole 10, affect 9, breakfree 9, customer 9, didgeridoo 9, god 9, ice 9, motorbike 9, ate 8, brit 8, carry 8, concentrate 8, crash 8, dry 8, getto 8, icerink 8, komododragon 8, meteor 8, minidiologue 8, soft 8, structure 8, umbrella 8, volleyball 8, weatherforecast 8, wimbledon 8, worry 8, atthesametime 7, carat 7, cheap 7, cool 7, elaborate 7, european 7, farfrom 7, hungry 7, oneday 7, pretty 7, pull 7, putinto 7, referencing 7, row 7, scooter 7, shady 7, sitar 7, temple 7, theatre 7, theleast 7, thief 7, tryon 7, unlucky 7, van 7, volunteer 7, workwith 7, alley 6, arctic 6, arrived 6, bagpipe 6, bangkok 6, birth 6, blogentry 6, calculator 6, crown 6, dictionary 6, drum 6, earthquake 6, embarrassed 6, globalwarming 6, hairdryer 6, helicopter 6, indoor 6, interactive 6, jazz 6, lightning 6, literature 6, magic 6, marriage 6, meanto 6, meeting 6, monument 6, motorboat 6, narrative 6, notenough 6, olympics 6, parachute 6, perform 6, roof 6, saxophone 6, sporting 6, stormy 6, straton 6, suffix 6, sunny 6, superbowl 6, surprised 6, taxi 6, trek 6, wallet 6, windy 6, worldheritagesite 6, zipline 6, across 5, alot 5, appliance 5, bored 5, chemist 5, company 5, cousin 5, crowded 5, decibel 5, department 5, drill 5, drop 5, extraordinary 5, fallinlove 5, findoutabout 5, fittingroom 5, grandfather 5, growup 5, highland 5, liquid 5, luckycharm 5, middelages 5, necklace 5, physics 5, piano 5, plain 5, pompeii 5, prefix 5, prehistoric 5, quagga 5, queue 5, rocky 5, sandy 5, snowball 5, souvenir 5, statue 5, storm 5, sucha 5, textmessage 5, trainers 5, upset 5, aborigine 4, accident 4, alarm 4, beatles 4, beautifully 4, blender 4, brain 4, classicalmusic 4, contain 4, dive 4, dwarfemu 4, effect 4, entertainment 4, expect 4, farmer 4, geton 4, goat 4, goldfield 4, helpful 4, hole 4, interestedin 4, kangaroo 4, liftweights 4, lottery 4, manmade 4, miner 4, monk 4, mythology 4, novascotia 4, painter 4, passport 4, pasta 4, pencil 4, possible 4, product 4, pronouns 4, reggae 4, relate 4, relativeclause 4, ringtone 4, sailor 4, search 4, speech 4, stone 4, thirteen 4, tram 4, travelbook 4, united 4, view 4, wordmap 4, addition 3, african 3, annoying 3, armour 3, army 3, askabout 3, asmanyas 3, atlas 3, backpack 3, basedon 3, beginning 3, beluga 3, botanic 3, bounce 3, bow 3, canoe 3, carbohydrate 3, chemistry 3, christchurch 3, clearly 3, cockroach 3, cosmetics 3, cultural 3, distance 3, elk 3, enemy 3, established 3, exhausted 3, explorer 3, ferry 3, focus 3, goes 3, goodbye 3, governor 3, hagley 3, hairdresser 3, halftime 3, halloween 3, headline 3, hiphop 3, holkham 3, hug 3, huge 3, immigrant 3, involve 3, jeep 3, limousine 3, lively 3, livewithout 3, lizard 3, low 3, lung 3, mainidea 3, material 3, melt 3, motor 3, mrolympia 3, noisemeter 3, observation 3, occur 3, offer 3, oldtrafford 3, onfriday 3, onsaturday 3, onthephone 3, owl 3, pocket 3, polar 3, prisoner 3, proud 3, recently 3, recreate 3, regularly 3, riddle 3, rubber 3, runner 3, sand 3, schoolday 3, sells 3, sequoia 3, shopkeeper 3, snowy 3, stayathome 3, stepon 3, studio 3, super 3, takephotos 3, takepictures 3, tense 3, thrilled 3, travelguide 3, treasure 3, trojan 3, truth 3, unfortunately 3, unitedarabemirates 3, vacuumcleaner 3, whattime 3, wind 3, woollymammoth 3, worldaqticschampionship 3, worryabout 3, adirondackmountains 2, adventurer 2, afterworld 2, allabout 2, along 2, alps 2, ambulance 2, andahalf 2, antiope 2, appropriate 2, arrange 2, arriveat 2, arts 2, asleep 2, assistant 2, aswellas 2, atthetop 2, austria 2, avoid 2, bagpiper 2, bar 2, basketballgame 2, beauty 2, beep 2, behaviour 2, beintrouble 2, belgium 2, belief 2, bent 2, bill 2, bookshop 2, bringbacktolife 2, bronze 2, bullet 2, camel 2, capitalcity 2, care 2, carob 2, carpark 2, centralpark 2, chapattis 2, chief 2, christian 2, civil 2, civilisation 2, civilwar 2, cleaner 2, clover 2, coin 2, coliseum 2, colony 2, community 2, competitor 2, complain 2, compose 2, composer 2, conditioner 2, connection 2, conquistador 2, couple 2, crack 2, cream 2, creation 2, cricketground 2, customs 2, damage 2, dead 2, deathvalley 2, denmark 2, designer 2, dirt 2, disco 2, donquixote 2, dull 2, dyslexia 2, earring 2, easternelk 2, economics 2, electronic 2, electronics 2, elfstedentocht 2, emu 2, endangered 2, endangeredspecies 2, enterprise 2, environment 2, escape 2, ethiopia 2, everybody 2, explanation 2, fancy 2, faraway 2, features 2, few 2, finishe 2, footballstadium 2, foreign 2, fourleafed 2, freedom 2, frequent 2, fromthebeginning 2, getalong 2, getdressed 2, gethome 2, getmore 2, getoff 2, ghosts 2, goodexample 2, goswimming 2, graffiti 2, grand 2, grandson 2, grapefruit 2, hardly 2, heading 2, headset 2, heavily 2, heracles 2, heritage 2, hire 2, horns 2, horseshoe 2, host 2, homework 2, hurry 2, iceskate 2, illegally 2, incredible 2, internationalspacestation 2, intime 2, invented 2, iron 2, itinerary 2, jersey 2, kidnap 2, kings 2, knit 2, landon 2, lastweekend 2, latinmusic 2, laughingowl 2, leaves 2, magician 2, maldives 2, marathon 2, meateater 2, mercury 2, method 2, michigan 2, middleeast 2, mix 2, montereybay 2, mountwhitney 2, musicfestival 2, mythical 2, nativeamerican 2, navy 2, neighbour 2, nephew 2, northpole 2, objects 2, olympian 2, onmonday 2, onyourown 2, orchestra 2, original 2, outof 2, owner 2, paid 2, palmtree 2, parachuting 2, parking 2, participant 2, participate 2, penguin 2, performingarts 2, perhaps 2, pets 2, pikespeak 2, pipe 2, pirate 2, polarland 2, politic 2, presentations 2, priest 2, profession 2, pub 2, quarter 2, rap 2, recommendation 2, recycle 2, redwood 2, referee 2, relateto 2, remove 2, republic 2, research 2, resident 2, responsive 2, rest 2, returnto 2, rhino 2, riveramazonas 2, rope 2, round 2, russia 2, sabretoothedtiger 2, sadly 2, sahara 2,</p>

saharadesert 2, salary 2, salespeople 2, salt 2, sandiego 2, sanfrancisco 2, sanjose 2, sapphire 2, scot 2, scratch 2, sculptor 2, seriously 2, shampoo 2, share 2, siberia 2, simply 2, skate 2, society 2, solid 2, spacestation 2, species 2, speed 2, spirit 2, submarine 2, suitable 2, suitcase 2, surprise 2, surviving 2, sweat 2, symphony 2, takeanap 2, tank 2, torch 2, tournament 2, travelagent 2, trunk 2, tunisia 2, universe 2, venue 2, vet 2, vietnam 2, wayoflife 2, wedding 2, winning 2, wizard 2, wooden 2, worn 2, yacht 2, yeah 2, abbreviation 1, able 1, academy 1, acre 1, act 1, acting 1, adaptation 1, adding 1, afterschool 1, aim 1, airport 1, algerian 1, allergic 1, allthetime 1, ammunition 1, among 1, amount 1, ancestor 1, andes 1, ankara 1, announce 1, application 1, apply 1, applyfor 1, appreciate 1, aquatic 1, archeological 1, archeologist 1, arithmetic 1, arkansas 1, arrangement 1, artwork 1, aswell 1, atlanta 1, atlantic 1, atmosphere 1, attention 1, atthebottom 1, atthismoment 1, autobiographical 1, autograph 1, award 1, aztecs 1, backtolife 1, baggy 1, balcony 1, bamboo 1, bang 1, barbarian 1, bathed 1, battle 1, battlefield 1, bay 1, bealone 1, beautiful 1, beback 1, beon 1, beover 1, billionaire 1, biological 1, birthdaycard 1, bit 1, blacksea 1, blessed 1, blowinto 1, blowout 1, bodybuilder 1, bookworm 1, borrow 1, bother 1, bounceoff 1, boyfriend 1, branch 1, breakaheart 1, breakfreefrom 1, breakup 1, brightly 1, brighton 1, brilliant 1, bringback 1, brussels 1, bulgaria 1, burndown 1, bush 1, bychoice 1, byheart 1, byyourself 1, cambodia 1, campusmaritus 1, canal 1, canoeing 1, cape 1, captain 1, carefor 1, carriage 1, carryon 1, carving 1, ceiling 1, celtic 1, center 1, centralheating 1, certificate 1, champagne 1, chapter 1, charge 1, chariot 1, chatroom 1, cheddar 1, chew 1, childhood 1, cities 1, citizen 1, claim 1, classic 1, classical 1, classmate 1, clay 1, clerk 1, click 1, clickon 1, cloth 1, cloud 1, coffeeshop 1, colombia 1, colorado 1, coloured 1, comewith 1, comfortable 1, commitmurder 1, commonly 1, completely 1, compoundsentence 1, concentration 1, conductor 1, conquer 1, consequence 1, considered 1, cornwall 1, costarica 1, council 1, course 1, crashinto 1, craterofdiamondsstatepark 1, creditcard 1, criminal 1, cross 1, crowd 1, cruise 1, culinaryartsacademy 1, curious 1, curl 1, cutdown 1, daily 1, dancer 1, danger 1, danish 1, deadly 1, deaf 1, dealwith 1, defend 1, delicate 1, democracy 1, dental 1, destruction 1, device 1, devil 1, devon 1, difficulty 1, diginto 1, digital 1, dilemma 1, dip 1, disagreewith 1, distancelearning 1, diveinto 1, divingsuit 1, divorced 1, document 1, doorbell 1, drawn 1, dreamon 1, drinkingwater 1, drumming 1, dwell 1, dyslexic 1, eachone 1, eagle 1, easy 1, eastern 1, eccentric 1, eighth 1, electric 1, element 1, eleven 1, embarrassing 1, emerald 1, emeraldבודהa 1, endoftheyear 1, entire 1, entrance 1, episode 1, eraser 1, error 1, eruption 1, essential 1, excessive 1, exhausting 1, exploit 1, extract 1, faces 1, facetoface 1, fairly 1, fallthrough 1, fantasy 1, fatherinlaw 1, feathers 1, fiction 1, fifteenhundredyearold 1, fifteenyearold 1, fifth 1, fillwith 1, findasolution 1, findthetime 1, findyourway 1, firstname 1, firstofall 1, firsttime 1, fishermen 1, flashlight 1, float 1, florida 1, flour 1, flowermarket 1, forgave 1, former 1, fortuneteller 1, fresh 1, fruitjuice 1, funeral 1, gaincontrol 1, gallery 1, garage 1, gather 1, gazelle 1, genre 1, getajob 1, getbigger 1, getclose 1, getdown 1, getfit 1, getout 1, getover 1, gettogether 1, getusedto 1, givepermission 1, glad 1, glasgow 1, glassmaking 1, glencoe 1, global 1, goalkeeper 1, goddess 1, godofwar 1, goldenstate 1, goldmining 1, golf 1, gonna 1, gorunning 1, gourd 1, grandchildren 1, granddaughter 1, granola 1, grasseating 1, grassy 1, greatgrandfather 1, greatgrandparent 1, greatuncle 1, greetingcard 1, grew 1, groundfloor 1, gum 1, gym 1, gypsy 1, habitat 1, haircut 1, halfpast 1, halifax 1, hammer 1, hangoutwith 1, hanoi 1, hardrock 1, hardrockmusic 1, hardwork 1, harvardmedicalschool 1, hath 1, haveajob 1, haveaparty 1, havenochoice 1, havetoday 1, hearabout 1, hearof 1, heartattack 1, heat 1, heathrow 1, heroic 1, highlights 1, hipopmusic 1, hobby 1, holkhambeach 1, hollow 1, hongkong 1, hopefor 1, hopefully 1, hopkins 1, horsedrawn 1, hotelroom 1, humane 1, hunting 1, hurricane 1, hypothetical 1, ideal 1, identity 1, image 1, imperialstatecrown 1, incontrol 1, increase 1, independent 1, indonesia 1, indonesian 1, industrialrevolution 1, infinitive 1, inform 1, inroderto 1, instruction 1, insufficient 1, intelligence 1, intensity 1, intention 1, inthemiddle 1, intotal 1, inyouropinion 1, italians 1, jerusalem 1, jewelry 1, jobless 1, jockeys 1, jogging 1, johannesburg 1, joy 1, jumpinto 1, keepcool 1, kenya 1, kitten 1, knight 1, knowledge 1, lackof 1, ladder 1, lady 1, lap 1, lastforever 1, lawn 1, lawnmower 1, leaf 1, league 1, learning 1, least 1, leavesomeonealone 1, leopard 1, less 1, leton 1, lexington 1, lifetime 1, lightningbolt 1, lookthrough 1, losangeles 1, losecontrol 1, loseyourway 1, lower 1, machinery 1, madonna 1, magnificent 1, maidenname 1, major 1, makeachoice 1, makeaholein 1, makeanoise 1, makeby 1, makenoise 1, maldivian 1, manage 1, mango 1, manhattan 1, marble 1, margherita 1, marine 1, married 1, martyr 1, massage 1, meaningful 1, meanings 1, miami 1, middlename 1, mile 1, miniaturegolf 1, minibus 1, mixed 1, moan 1, moral 1, moreoftenthan 1, moscow 1, motherinlaw 1, motorway 1, mountvesuvius 1, musicalinstruments 1, mysterious 1, mystery 1, nation 1, nationalpark 1, naturalhistorymuseum 1, naturalist 1, naturereserve 1, nearby 1, necessity 1, netherlands 1, neuroscience 1, neurosurgeon 1, nextday 1, nicely 1, niece 1, nomad 1, nonallergenic 1, norfolk 1, northern 1, nottingham 1, nought 1, nurse 1, nutrition 1, objective 1, observatory 1, odd 1, ofyourown 1, olive 1, olympia 1, onaregularbasis 1, oneanother 1, onfire 1, onholidays 1, onmyknee 1, onmyown 1, ontheway 1, onthursday 1, ontuesday 1, onwednesday 1, onyourway 1, operation 1, opinions 1, oregon 1, organization 1, origin 1, ornament 1, outofcontrol 1, pakistan 1, panel 1, pant 1, paperclip 1, paramedic 1, parrot 1, particle 1, particular 1, peacefully 1, peculiar 1, percent 1, percentage 1, perfectly 1, permit 1, philosophy 1, physicalexercise 1, pie 1, piece 1, pilot 1, pioneer 1, plot 1, pointlobosstatenationalreserve 1, poisonous 1, pole 1, polluted 1, pollution 1, position 1, possessiveadjective 1, possibilities 1, post 1, prayer 1, preacher 1, preferencing 1, prehistory 1, premier 1, presentation 1, presenter 1, preservation 1, preserve 1, preserved 1, presses 1, pretoria 1, prince 1, process 1, production 1, professor 1, program 1, pumpkin 1, punishment 1, puppy 1, pushinto 1, pushup 1, putdown 1, putoff 1, putout 1, putup 1, putyourhandson 1, puzzle 1, pyramid 1, pyrenean 1, pyreneanibex 1, qualified 1, quality 1, questionnaire 1, quid 1, racket 1, radiation 1, radium 1, raincoat 1, raise 1, rare 1, rat 1, reality 1, recognise 1, recover 1, reflect 1, reggaemusic 1, related 1, remarried 1, remind 1, rent 1, repetition 1, representative 1, request 1, responsible 1, reviewer 1, rink 1, rockband 1, rockmusic 1, rockmusicfestival 1, romanian 1, root 1, rose 1, royalfamily 1, royalty 1, ruby 1, runamarathon 1, rundown 1, sabretoothed 1, safari 1, safely 1, safety 1, saintgeorge 1, salesperson 1, salsa 1, sample 1, santacruz 1, satellite 1, scoreagoal 1, screenplay 1, seashell 1, seatbelt 1, seattle 1, selfsatisfied 1, sensor 1, serve 1, service 1, serving 1, seventy 1,

	<p>sevenwondersoftheworld 1, several 1, seville 1, shaver 1, sheriff 1, shopper 1, shoppingmall 1, shortfacedbear 1, shoulder 1, shriek 1, shropshire 1, sibling 1, signal 1, silence 1, silver 1, silvermedal 1, simplepassive 1, singapore 1, sitdown 1, siton 1, sixtieth 1, skating 1, skeleton 1, skyline 1, slay 1, slipinto 1, snowboard 1, sociable 1, softly 1, solar 1, solveproblem 1, somerset 1, sorbet 1, spacesuits 1, spectactedbear 1, sportsperson 1, spy 1, squirrel 1, statement 1, states 1, station 1, stepfather 1, stepinto 1, stepmother 1, stepson 1, stingray 1, stocking 1, storytelling 1, stratford 1, stratforduponavon 1, strawberries 1, strength 1, string 1, stuartsapphire 1, students 1, subway 1, success 1, successful 1, suchas 1, sudan 1, sudden 1, suffer 1, sufficient 1, suncream 1, surgeon 1, surname 1, survival 1, switzerland 1, symbolise 1, takeapicture 1, takeatest 1, takecontrol 1, tale 1, teammate 1, teenage 1, telegram 1, terribly 1, terrifying 1, thanksgiving 1, thanksgivingday 1, theheartofthematter 1, themiddleof 1, therebeaux 1, thesecondstarofafrika 1, thesouth 1, thethird 1, threehour 1, throwaway 1, thumb 1, thunder 1, tigers 1, timor 1, toe 1, tool 1, totheend 1, towardstheend 1, towel 1, tractor 1, trafalgarsquare 1, tragic 1, travelthrough 1, treatment 1, tribe 1, trivia 1, troubled 1, trumpet 1, tuckshop 1, tune 1, tunnel 1, turnout 1, turtle 1, twist 1, twoandahalf 1, twoweek 1, unattractive 1, underage 1, underweight 1, unitednations 1, unknown 1, unpleasant 1, unscramble 1, upanddown 1, vacation 1, vacuum 1, valuable 1, varied 1, vary 1, vatican 1, vehicle 1, venezuela 1, vermont 1, victoria 1, villa 1, vinyl 1, visor 1, volleyballteam 1, walkout 1, walkthrough 1, walkto 1, wasteoftime 1, waterpistol 1, weathermen 1, weep 1, weird 1, whether 1, whitegold 1, widow 1, widower 1, wipe 1, wookey 1, woollyrhino 1, worth 1, wrap 1, yell 1, yourownway 1, zookeeper 1, zoom 1</p>
<p>EFL 1 and EFL 2 shared types</p>	<p>the 5341, be 2589, a 2387, in 2005, and 1932, to 1355, you 1224, of 1151, not 919, it 837, i 816, doaux 777, your 704, for 644, with 609, page 550, do 473, can 470, people 457, they 445, what 445, on 443, answer 440, use 428, we 422, or 406, about 400, at 388, he 371, sentence 351, which 351, my 349, write 333, this 331, havegot 313, word 306, complete 300, exercise 300, therebe 291, willaux 286, but 285, from 283, like 280, question 277, below 261, read 259, beaux 250, then 229, when 228, correct 224, have 221, many 217, their 217, choose 204, very 202, she 199, some 199, workbook 193, each 190, place 189, his 187, find 186, school 186, play 183, one 182, that 181, her 174, animal 171, where 166, live 164, good 161, so 161, friend 158, themost 158, if 157, film 156, copy 155, food 155, see 154, must 153, goto 151, listen 150, make 149, verb 148, time 147, because 146, eat 146, go 145, say 145, line 143, thing 143, two 143, why 142, day 139, partner 138, sport 136, them 136, morethan 134, language 132, who 131, type 130, student 128, any 126, other 124, lookat 122, name 122, these 122, famous 121, listento 120, help 119, grammar 118, buy 117, know 116, match 116, music 116, usually 116, house 115, now 115, text 115, also 114, family 114, there 114, visit 112, as 111, country 111, vocabulary 111, work 110, begoingto 109, form 108, book 107, before 106, take 105, year 102, give 100, children 99, game 99, picture 99, cannot 98, adjective 97, by 97, following 97, more 96, new 96, article 95, today 95, right 93, after 92, shop 92, me 91, how 90, story 90, person 89, plan 89, study 87, think 87, all 85, check 85, sleep 85, howmany 84, watch 84, too 83, holiday 82, only 82, should 82, sound 82, wantto 82, different 81, home 81, favourite 78, get 78, gold 78, often 78, talkabout 78, come 77, england 77, love 77, part 77, would 77, show 75, yes 75, activity 74, email 74, big 73, builder 73, water 73, ask 72, computer 72, describe 72, no 71, travel 71, again 70, football 70, restaurant 70, job 68, special 68, writing 68, description 67, great 67, three 67, want 65, above 64, become 64, city 64, thefirst 64, wear 64, win 64, world 64, our 63, information 62, life 62, song 62, wrong 62, bracket 61, repeat 61, accordingto 60, father 60, intheworld 60, partof 60, space 60, dialogue 59, room 59, blue 58, paper 58, really 58, ride 58, history 57, learn 57, practice 57, true 57, walk 57, week 57, while 57, first 56, notebook 56, put 56, advance 55, always 55, english 55, look 55, beach 54, long 54, tell 54, ancient 53, australia 53, leave 53, museum 53, swim 53, him 52, london 52, number 52, rule 52, sometimes 52, body 51, five 51, hour 51, start 51, well 51, another 50, event 50, meal 50, remember 50, small 50, way 50, amazing 49, guide 49, mother 49, old 49, popular 49, tall 49, clothes 48, experience 48, lesson 48, hair 47, its 47, pastsimple 47, run 47, around 46, dance 46, party 46, here 45, meet 45, mention 45, money 45, noise 45, noun 45, summer 45, unusual 45, age 44, cinema 44, competition 44, drive 44, extra 44, hear 44, interesting 44, need 44, real 44, bad 43, colour 43, drink 43, paragraph 43, change 42, fact 42, feel 42, fly 42, just 42, shoppingcentre 42, ticket 42, tree 42, wolves 42, zoo 42, begin 41, fun 41, large 41, list 41, player 41, probably 41, conversation 40, everyone 40, idea 40, magazine 40, strong 40, dinner 39, false 39, important 39, item 39, most 39, near 39, never 39, problem 39, send 39, weather 39, young 39, affirmative 38, clean 38, dog 38, howmuch 38, late 38, much 38, musician 38, open 38, short 38, teach 38, break 37, british 37, girl 37, map 37, stay 37, writeabout 37, beautiful 36, cat 36, detail 36, difficult 36, dream 36, every 36, example 36, future 36, happen 36, next 36, over 36, photo 36, programme 36, scientist 36, yesterday 36, ball 35, build 35, building 35, character 35, everyday 35, findout 35, kill 35, park 35, speaking 35, writer 35, alotof 34, die 34, hot 34, india 34, reading 34, talk 34, task 34, teacher 34, us 34, wait 34, action 33, bed 33, bird 33, car 33, exciting 33, fast 33, finish 33, four 33, negative 33, sing 33, stop 33, subject 33, amazon 32, believe 32, chart 32, dangerous 32, decide 32, during 32, enjoy 32, group 32, red 32, sail 32, street 32, town 32, appendix 31, creature 31, exam 31, prediction 31, sister 31, speak 31, afternoon 30, between 30, brother 30, cake 30, class 30, haveto 30, light 30, maths 30, meat 30, move 30, presentcontinuous 30, presentsimple 30, queen 30, quiz 30, throw 30, yearsold 30, boat 29, call 29, canada 29, connector 29, definition 29, homework 29, pastcontinuous 29, team 29, teenager 29, yearsago 29, adverb 28, athlete 28, basketball 28, bring 28, lose 28, painting 28, phrase 28, please 28, together 28, winter 28, aeroplane 27, afew 27, alone 27, athome 27, evening 27, eye 27, fish 27, forget 27, hard 27, high 27, minute 27, morning 27, order 27, pizza 27, result 27, trip 27, women 27, black 26, cafe 26, green 26, into 26, month 26, pay 26, shoe 26, tennis 26, weekend 26, atschool 25, culture 25, floor 25, frightening 25, happy 25, maybe 25, monday 25, mountain 25, musical 25, ontelevision 25, prepare 25, rain 25, saturday 25, shark 25, since 25, something 25, tomorrow 25, atnight 24, birthday 24, climb 24, conditional 24, cook 24, mean 24, paint 24, project 24, river 24, sequence 24, teen 24, vegetable 24, band 23, cost 23, even 23, fruit 23, human 23,</p>

ocean 23, practise 23, someone 23, sunday 23, sure 23, turnto 23, atleast 22, boy 22, dark 22, hotel 22, keep 22, linkingword 22, listening 22, metre 22, report 22, robot 22, skill 22, test 22, traditional 22, under 22, apple 21, atthemoment 21, cheese 21, cold 21, computergame 21, discover 21, driver 21, fight 21, guitar 21, hate 21, hi 21, hit 21, japan 21, judo 21, mark 21, model 21, opinion 21, present 21, race 21, readabout 21, sell 21, sit 21, ski 21, smell 21, television 21, visitor 21, advert 20, breakfast 20, brochure 20, catch 20, concert 20, ending 20, enough 20, exhibition 20, feet 20, france 20, leg 20, letus 20, meaning 20, million 20, past 20, reason 20, review 20, six 20, wash 20, beborn 19, bus 19, carefully 19, egg 19, friday 19, greece 19, inside 19, once 19, outdoor 19, preposition 19, progress 19, quite 19, ring 19, routine 19, second 19, snow 19, soon 19, spain 19, spend 19, thinkof 19, tip 19, tired 19, web 19, white 19, ago-18, area 18, baby 18, bedroom 18, bread 18, century 18, checklist 18, chocolate 18, fall 18, feed 18, goodidea 18, hundred 18, inthemorning 18, japanese 18, mum 18, myth 18, oclock 18, own 18, quickly 18, soldier 18, temperature 18, understand 18, until 18, without 18, add 17, allovertheworld 17, aroundtheworld 17, astronaut 17, attheweekend 17, bike 17, burn 17, dictation 17, doctor 17, essay 17, expensive 17, festival 17, forest 17, free 17, french 17, ground 17, guess 17, insect 17, invite 17, land 17, lastweek 17, lastyear 17, lion 17, man 17, modern 17, nextweek 17, phone 17, plant 17, price 17, sea 17, similar 17, spanish 17, takeplace 17, televisionprogramme 17, ten 17, tour 17, africa 16, allday 16, capitalletter 16, cave 16, chef 16, chicken 16, dad 16, easy 16, everything 16, file 16, horse 16, howoften 16, husband 16, incolour 16, last 16, main 16, monster 16, muscle 16, night 16, onion 16, punctuation 16, reader 16, record 16, rice 16, singer 16, sky 16, still 16, suddenly 16, those 16, top 16, tryto 16, window 16, actor 15, angry 15, august 15, blog 15, bowling 15, busy 15, cause 15, coffee 15, compare 15, cow 15, desert 15, elephant 15, everyyear 15, fantastic 15, funny 15, havefun 15, head 15, heavy 15, hero 15, include 15, italy 15, join 15, kilometre 15, king 15, legend 15, letter 15, library 15, lookfor 15, lunch 15, market 15, may-15, milk 15, mobilephone 15, mouse 15, pack 15, scotland 15, screen 15, ship 15, spell 15, terrible 15, thin 15, twice 15, wall 15, whale 15, wife 15, yellow 15, adult 14, arrive 14, artist 14, brown 14, chair 14, collect 14, collocation 14, corn 14, discuss 14, dress 14, europe 14, fire 14, forexample 14, getstarted 14, hang 14, hospital 14, indian 14, infact 14, ireland 14, july 14, kilo 14, knowabout 14, men 14, multiplechoice 14, national 14, note 14, notice 14, ofcourse 14, ordinary 14, potato 14, receive 14, science 14, september 14, size 14, soup 14, wakeup 14, already 13, boring 13, butter 13, centre 13, clever 13, column 13, comefrom 13, common 13, comparative 13, delicious 13, dish 13, explain 13, furniture 13, garden 13, getup 13, grandmother 13, hand 13, hat 13, island 13, jeans 13, jump 13, kitchen 13, lastnight 13, lie 13, mistake 13, object 13, onearth 13, onholiday 13, out 13, pancake 13, pet 13, president 13, rock 13, rome 13, sink 13, snake 13, sportscentre 13, stand 13, strange 13, strawberry 13, tea 13, thanks 13, thisyear 13, tiger 13, try 13, victorian 13, warm 13, agree 12, alaska 12, antonym 12, appearance 12, art 12, attheend 12, bakery 12, called 12, celebrate 12, channel 12, choice 12, cut 12, date 12, definitely 12, dessert 12, excited 12, expression 12, falsefriend 12, getmarried 12, goal 12, grow 12, guest 12, hope 12, iceskating 12, improve 12, intonation 12, kick 12, lake 12, lift 12, loud 12, march 12, matching 12, member 12, menu 12, mosquito 12, nice 12, orange 12, outside 12, pair 12, pairof 12, professional 12, rarely 12, seven 12, shout 12, southafrica 12, table 12, topic 12, uncle 12, album 11, almost 11, american 11, anyother 11, appear 11, born 11, britain 11, camera 11, china 11, comment 11, compete 11, connect 11, contest 11, desk 11, dolphin 11, ear 11, entry 11, express 11, follow 11, german 11, hold 11, let 11, journey 11, let 11, nose 11, november 11, payattentionto 11, rich 11, saint 11, same 11, sausage 11, save 11, skin 11, spaghetti 11, speaker 11, star 11, swimmingpool 11, toilet 11, tower 11, waiter 11, war 11, weight 11, woman 11, ability 10, actually 10, adventure 10, anyone 10, anything 10, bag 10, both 10, browse 10, chat 10, clock 10, club 10, comparison 10, design 10, destroy 10, dragon 10, eight 10, everywhere 10, expert 10, female 10, fillin 10, freetime 10, hamster 10, heart 10, hide 10, hindu 10, howlong 10, internet 10, mall 10, mat 10, mind 10, miss 10, nationality 10, neighbourhood 10, newyork 10, newzealand 10, nextto 10, period 10, plural 10, poster 10, puton 10, rabbit 10, realworld 10, shelter 10, shine 10, steal 10, straight 10, surfing 10, sweep 10, thailand 10, through 10, tuesday 10, uncountablenoun 10, unit 10, verygood 10, website 10, weigh 10, alive 9, attheendof 9, attractive 9, away 9, bath 9, bear 9, celebrity 9, chinese 9, christmas 9, classroom 9, close 9, condition 9, dig 9, disappear 9, early 9, end 9, factory 9, fair 9, finally 9, geographical 9, geography 9, grandparent 9, healthy 9, howold 9, hunt 9, hurt 9, ill 9, insteadof 9, introduction 9, keyboard 9, laptop 9, lay 9, level 9, lucky 9, mexico 9, millionsof 9, modal 9, moon 9, mouth 9, nextmonth 9, promise 9, pronoun 9, protect 9, push 9, quiet 9, radio 9, recommend 9, sandwich 9, scientific 9, seat 9, shopping 9, skiing 9, sorry 9, sugar 9, sun 9, survive 9, swimming 9, tail 9, teeth 9, themore 9, underground 9, unitedstates 9, upto 9, wales 9, address 8, advice 8, afraidof 8, aquarium 8, attack 8, average 8, becauseof 8, bite 8, bold 8, camping 8, card 8, career 8, child 8, chimpanzee 8, continue 8, countablenoun 8, cricket 8, cry 8, curly 8, daughter 8, death 8, december 8, degree 8, educational 8, egypt 8, evil 8, excerpt 8, fat 8, field 8, flat 8, frightened 8, frog 8, getinto 8, gift 8, glass 8, godown 8, goonholiday 8, gorilla 8, grass 8, household 8, icecream 8, imagine 8, international 8, introduce 8, irregular 8, learnabout 8, little 8, machine 8, male 8, measure 8, mice 8, midnight 8, mounteverest 8, natural 8, nature 8, newspaper 8, nine 8, perfect 8, pleasant 8, point 8, poor 8, regular 8, reporter 8, response 8, sanctuary 8, sandal 8, seem 8, set 8, sheep 8, side 8, state 8, stress 8, superlative 8, survey 8, sweet 8, tear 8, thick 8, tonight 8, ugly 8, vegetarian 8, village 8, weak 8, wonder 8, wonderful 8, worker 8, actress 7, april 7, attraction 7, balloon 7, bank 7, becareful 7, behind 7, bright 7, calm 7, champion 7, championship 7, chicago 7, coat 7, communicate 7, corner 7, countable 7, create 7, dentist 7, diary 7, door 7, download 7, draw 7, duringtheday 7, excellent 7, explore 7, factual 7, familyname 7, fan 7, flower 7, frequently 7, germany 7, giant 7, glacier 7, half 7, havebreakfast 7, helmet 7, howabout 7, including 7, instead 7, interrogative 7, italian 7, jungle 7, kiss 7, law 7, online 7, opening 7, paris 7, personality 7, picnic 7, pink 7, possessive 7, power 7, pronunciation 7, relevant 7, religious 7, rescue 7, sad 7, score 7, season 7, series 7, shoot 7, singular 7, situation 7, sock 7, solution 7, south 7, succeed 7, symbol 7, synonym 7, thinkabout 7, thursday 7, timetable 7, title 7, toweroflondon 7, toy 7, trousers 7, uniform 7, university 7, up 7, violin 7, vowel 7, wednesday 7, worldcup 7, against 6, anumberof 6, architect 6, athens 6, atthebeginning 6, aunt 6, back 6, bake 6,

basketballplayer 6, bathroom 6, beat 6, bet 6, bleed 6, blow 6, bowl 6, box 6, brisbane 6, camp 6, celebration 6, chance 6, cheetah 6, coach 6, colourful 6, cup 6, cupboard 6, dear 6, decision 6, down 6, drama 6, electricity 6, emotion 6, enormous 6, far 6, flag 6, fox 6, freeze 6, fridge 6, gapfill 6, gerund 6, getthere 6, gohome 6, gointo 6, goodlooking 6, goshopping 6, grey 6, hall 6, hello 6, hike 6, huntfor 6, hydepark 6, infrontof 6, january 6, june 6, lead 6, lend 6, local 6, makeamistake 6, mammal 6, medal 6, medicine 6, message 6, newyorkcity 6, opposite 6, oven 6, peaceful 6, permission 6, pig 6, pop 6, prize 6, prompt 6, public 6, rainy 6, reach 6, replace 6, reptile 6, rise 6, roleplay 6, schoolbag 6, scream 6, serious 6, shake 6, shirt 6, shut 6, skiresort 6, specific 6, statueofliberty 6, steak 6, stick 6, stomach 6, store 6, suggest 6, swimsuit 6, technology 6, telephone 6, tomato 6, touch 6, tourist 6, tradition 6, transfer 6, turn 6, turninto 6, volcano 6, walking 6, western 6, wild 6, yours 6, adopt 5, arrow 5, asia 5, audience 5, australian 5, base 5, baseform 5, basketballteam 5, begoodat 5, blind 5, capital 5, capture 5, ceremony 5, chips 5, church 5, compoundnoun 5, confused 5, control 5, determiner 5, develop 5, dirty 5, energy 5, enjoyable 5, february 5, feeling 5, fell 5, fine 5, firefighter 5, footballmatch 5, footballteam 5, forgive 5, fortunately 5, friendly 5, goon 5, greatwall 5, havedinner 5, havelunch 5, havetime 5, however 5, interview 5, joke 5, kite 5, latin 5, leeds 5, luckily 5, medical 5, mine 5, monkey 5, mount 5, nepal 5, nervous 5, olympic 5, onto 5, parthenon 5, partofspeech 5, pass 5, pick 5, pillow 5, plate 5, pool 5, possibility 5, pray 5, predict 5, prefer 5, princess 5, private 5, quantifier 5, repair 5, reservation 5, return 5, rhythm 5, rideon 5, riverganges 5, role 5, safe 5, sale 5, scottish 5, simple 5, siren 5, site 5, skirt 5, sleepingbag 5, slowly 5, smile 5, snowboarding 5, southamerica 5, spontaneous 5, stadium 5, surprising 5, syllable 5, system 5, takeoff 5, taste 5, tellabout 5, textbook 5, thatiswhy 5, turnoff 5, turnon 5, walkaround 5, washington 5, wish 5, wolf 5, worried 5, aboriginal 4, active 4, allover 4, alphabet 4, america 4, avenue 4, awake 4, bakeacake 4, belong 4, bend 4, beready 4, biology 4, biscuit 4, category 4, certainly 4, clothing 4, comehome 4, continent 4, contraction 4, costume 4, crazy 4, curry 4, cycling 4, diagram 4, differently 4, diningroom 4, dinosaur 4, discovery 4, dislike 4, diver 4, diving 4, eachother 4, else 4, equal 4, especially 4, face 4, fashion 4, fastly 4, foot 4, gap 4, genitive 4, getready 4, golden 4, goup 4, gram 4, hey 4, historical 4, hollywood 4, industry 4, inthemiddleof 4, lastsummer 4, laugh 4, laundry 4, lawyer 4, lazy 4, liverpool 4, luck 4, marry 4, missing 4, moment 4, mosque 4, narrow 4, noproblem 4, normal 4, north 4, notonly 4, obligation 4, office 4, oil 4, ontario 4, ordinalnumber 4, pastparticiple 4, plumber 4, poem 4, positive 4, possession 4, publish 4, resort 4, rewrite 4, road 4, running 4, saxon 4, scene 4, sciencefiction 4, section 4, shelf 4, solve 4, spectator 4, spider 4, spring 4, style 4, sumup 4, swimmer 4, takecareof 4, teamsport 4, thesecond 4, trainstation 4, tshirt 4, turkey 4, twelve 4, voice 4, waterproof 4, wet 4, whatabout 4, wide 4, winner 4, yourself 4, zebra 4, accept 3, aged 3, alltheway 3, annual 3, askfor 3, aslongas 3, audio 3, author 3, baker 3, bicycle 3, blanket 3, boardingschool 3, bowlingalley 3, brazil 3, bye 3, candle 3, careful 3, castle 3, cathedral 3, central 3, closing 3, cloudy 3, collection 3, communication 3, contrast 3, decoration 3, diet 3, easily 3, emperor 3, empirestatebuilding 3, englishspeaking 3, exactly 3, exotic 3, eyebrow 3, fail 3, fame 3, farm 3, fill 3, fit 3, flashdrive 3, floating 3, forever 3, gettired 3, goldmedal 3, government 3, greatpyramidofgiza 3, health 3, healthproblem 3, hill 3, hockey 3, horror 3, howl 3, hunter 3, imaginary 3, immediately 3, inthebeginning 3, intheend 3, litre 3, loudly 3, madrid 3, mainstreet 3, manchester 3, manufacturer 3, mask 3, mexican 3, moveinto 3, mummy 3, necessary 3, neck 3, nextweekend 3, nextyear 3, none 3, option 3, oscar 3, parade 3, peace 3, per 3, personal 3, phonetic 3, physical 3, pieceof 3, possibly 3, pound 3, prison 3, quick 3, recycling 3, reverse 3, seal 3, seed 3, selection 3, slow 3, sneeze 3, speechbubble 3, spendtime 3, step 3, suit 3, support 3, swedish 3, thankyou 3, theirs 3, themselves 3, till 3, total 3, traveller 3, trick 3, turnaround 3, typical 3, uncountable 3, valley 3, venice 3, verymuch 3, virtual 3, whole 3, workon 3, aggressive 2, allow 2, apartment 2, architecture 2, argentina 2, asian 2, attract 2, babysit 2, bacteria 2, badly 2, barcelona 2, basket 2, bigben 2, breathe 2, britishmuseum 2, business 2, calory 2, climbup 2, combine 2, comma 2, consonant 2, coordination 2, cure 2, deer 2, documentary 2, drank 2, drawing 2, duck 2, education 2, enter 2, exist 2, experienced 2, extremely 2, feellike 2, fifty 2, filmmaker 2, fireplace 2, fork 2, frontdoor 2, gas 2, generation 2, getintotrouble 2, goover 2, hats 2, haveagoodtime 2, illegal 2, institute 2, interrupt 2, introuble 2, karaoke 2, key 2, kilt 2, kind 2, knife 2, learnfrom 2, lonely 2, lovely 2, manchesterunited 2, mars 2, multiple 2, nobelpeaceprize 2, northamerica 2, novel 2, noway 2, nut 2, pairwork 2, patron 2, penicillin 2, pickup 2, plastic 2, popcorn 2, pretend 2, professionally 2, programmer 2, prohibition 2, punish 2, pure 2, quietly 2, radioactive 2, rainforest 2, refuse 2, relationship 2, represent 2, reserve 2, romania 2, runafter 2, russian 2, shy 2, single 2, sleeping 2, snack 2, standup 2, summerholiday 2, surfboard 2, sweden 2, taketo 2, thedayaftertomorrow 2, thirteenth 2, trophy 2, underline 2, warning 2, weightlifting 2, wood 2, zero 2

3. Frequency levels: Range analysis

CLIL 1

TYPES FOUND IN BASE LIST ONE				
TYPE	RANGE	FREQ	F1	
A	1	271	271	
ABILITY	1	4	4	
ABOUT	1	21	21	
ABOVE	1	5	5	
ACT	1	1	1	
ACTION	1	3	3	
ADD	1	5	5	
AFTER	1	16	16	
AGAIN	1	2	2	
AGAINST	1	1	1	
AIR	1	8	8	
ALL	1	45	45	
ALLOW	1	2	2	
ALONG	1	2	2	
ALSO	1	13	13	
ALTHOUGH	1	4	4	
ALWAYS	1	7	7	
AMOUNT	1	3	3	
AND	1	474	474	
ANIMAL	1	51	51	
ANOTHER	1	3	3	
ANSWER	1	34	34	
ANY	1	11	11	
ANYMORE	1	1	1	
ANYTHING	1	1	1	
APPEARANCE	1	1	1	
AREA	1	3	3	
ARM	1	1	1	
AROUND	1	4	4	
ARRANGE	1	1	1	
ARRIVE	1	2	2	
AS	1	33	33	
AT	1	18	18	
AUTUMN	1	2	2	
BABY	1	2	2	
BACK	1	5	5	
BAD	1	5	5	

BAG	1	3	3
BALL	1	2	2
BASE	1	4	4
BASIC	1	2	2
BE	1	327	327
BEAR	1	2	2
BECAUSE	1	14	14
BECOME	1	7	7
BEFORE	1	20	20
BEGIN	1	23	23
BEGINNING	1	1	1
BEHIND	1	1	1
BELIEVE	1	1	1
BELOW	1	9	9
BESIDES	1	3	3
BETWEEN	1	25	25
BIG	1	20	20
BILL	1	1	1
BILLION	1	2	2
BIRD	1	7	7
BLACK	1	4	4
BLOOD	1	4	4
BLOW	1	2	2
BLUE	1	4	4
BODY	1	37	37
BONE	1	2	2
BOTH	1	11	11
BOTTLE	1	3	3
BOX	1	3	3
BOY	1	1	1
BREAD	1	4	4
BREAK	1	1	1
BRIGHT	1	3	3
BRING	1	1	1
BROWN	1	1	1
BUILD	1	1	1
BUILDING	1	2	2
BURN	1	2	2
BURNING	1	1	1
BUT	1	27	27
BY	1	43	43
CALL	1	5	5
CALLED	1	13	13
CAN	1	102	102

CANNOT	1	13	13
CAR	1	1	1
CAREFULLY	1	2	2
CAT	1	8	8
CATCH	1	3	3
CAUSE	1	18	18
CAUSED	1	1	1
CAUSES	1	2	2
CENTRAL	1	1	1
CENTRE	1	2	2
CERTAINLY	1	1	1
CHAIR	1	1	1
CHANGE	1	13	13
CHARGE	1	3	3
CHECK	1	2	2
CITY	1	1	1
CLASS	1	5	5
CLEAN	1	7	7
CLEANING	1	1	1
CLEAR	1	1	1
CLOSE	1	3	3
CLOTHES	1	1	1
COLD	1	3	3
COLLECT	1	1	1
COLOUR	1	17	17
COLOURED	1	1	1
COLOURLESS	1	1	1
COME	1	1	1
COMPLETE	1	26	26
COMPLETELY	1	5	5
CONCERNED	1	1	1
CONSIDER	1	3	3
CONSIDERING	1	1	1
CONTINUE	1	1	1
CONTROL	1	1	1
CONTROLLED	1	1	1
COOL	1	3	3
COOLED	1	2	2
COOLING	1	1	1
COUNTRY	1	4	4
COVER	1	2	2
CUP	1	2	2
CUT	1	1	1
DAILY	1	2	2

DARK	1	6	6
DARKNESS	1	1	1
DATE	1	1	1
DAUGHTER	1	1	1
DAY	1	27	27
DAYLIGHT	1	1	1
DEAD	1	2	2
DEATH	1	1	1
DECIDE	1	2	2
DEFINITE	1	1	1
DEGREE	1	7	7
DIE	1	3	3
DIFFERENCE	1	11	11
DIFFERENT	1	59	59
DIFFICULT	1	1	1
DIRTY	1	2	2
DISCOVER	1	1	1
DISCOVERER	1	1	1
DISCOVERY	1	1	1
DO	1	24	24
DOG	1	7	7
DOOR	1	1	1
DOUBLE	1	1	1
DOWN	1	1	1
DOWNWARD	1	1	1
DRAW	1	9	9
DRAWING	1	10	10
DRINK	1	6	6
DRINKING	1	2	2
DROP	1	7	7
DROPPED	1	1	1
DROPPING	1	1	1
DRY	1	2	2
DURING	1	4	4
EACH	1	13	13
EARTH	1	11	11
EASILY	1	4	4
EAST	1	3	3
EAT	1	5	5
EGG	1	9	9
END	1	1	1
ENOUGH	1	4	4
ENTER	1	4	4
EVEN	1	4	4

EVENING	1	1	1
EVER	1	1	1
EVERY	1	6	6
EVERYDAY	1	2	2
EVERYTHING	1	3	3
EVERYWHERE	1	1	1
EXCEPT	1	1	1
EXPECT	1	1	1
EXPERIENCE	1	3	3
EXPLAIN	1	9	9
EXPLANATION	1	2	2
EXPRESS	1	1	1
EXPRESSION	1	4	4
EYE	1	4	4
FACE	1	4	4
FACT	1	2	2
FALL	1	2	2
FAMILY	1	6	6
FAR	1	1	1
FARMER	1	1	1
FAST	1	3	3
FEED	1	5	5
FEEL	1	1	1
FEET	1	7	7
FELL	1	4	4
FELLOW	1	1	1
FEW	1	1	1
FEWER	1	1	1
FIGHT	1	1	1
FILL	1	1	1
FINAL	1	6	6
FINALLY	1	4	4
FIND	1	21	21
FINE	1	1	1
FINISH	1	12	12
FIRE	1	1	1
FIRST	1	14	14
FIRSTLY	1	1	1
FISH	1	18	18
FIVE	1	2	2
FLAT	1	6	6
FLOOR	1	1	1
FLOWER	1	11	11
FLOWERING	1	3	3

FLY	1	5	5
FOLLOW	1	4	4
FOLLOWING	1	73	73
FOOD	1	10	10
FOOT	1	2	2
FOR	1	41	41
FORGET	1	3	3
FORM	1	33	33
FOUR	1	6	6
FREELY	1	3	3
FREEZE	1	1	1
FREEZING	1	1	1
FRESH	1	4	4
FROM	1	66	66
FRONT	1	2	2
FROZEN	1	1	1
FUNNY	1	2	2
GAL	1	1	1
GAME	1	2	2
GARDEN	1	1	1
GAS	1	14	14
GASEOUS	1	1	1
GENERAL	1	2	2
GET	1	16	16
GIVE	1	4	4
GLASS	1	4	4
GLASSY	1	2	2
GOD	1	2	2
GOLDEN	1	1	1
GOOD	1	6	6
GRAY	1	1	1
GREAT	1	8	8
GREEN	1	3	3
GREY	1	2	2
GROUND	1	4	4
GROUP	1	32	32
GROW	1	21	21
GROWING	1	1	1
GROWTH	1	1	1
GUESS	1	11	11
HAIR	1	1	1
HAND	1	1	1
HANDLE	1	2	2
HANG	1	1	1

HAPPEN	1	17	17
HARD	1	4	4
HARDNESS	1	7	7
HAVE	1	153	153
HE	1	12	12
HEAD	1	8	8
HEALTH	1	1	1
HEALTHY	1	1	1
HEAR	1	2	2
HEART	1	1	1
HEAT	1	7	7
HEAVY	1	4	4
HELP	1	14	14
HERE	1	1	1
HIDE	1	3	3
HIGH	1	4	4
HIS	1	7	7
HISTORY	1	2	2
HIT	1	1	1
HOLD	1	2	2
HOLE	1	6	6
HOLIDAY	1	1	1
HOME	1	2	2
HORSE	1	3	3
HOT	1	3	3
HOUR	1	7	7
HOUSE	1	4	4
HOW	1	23	23
HOWEVER	1	2	2
HUMAN	1	4	4
HUNDRED	1	1	1
I	1	79	79
ICE	1	7	7
IF	1	28	28
IMAGINE	1	1	1
IMPORTANT	1	1	1
IN	1	223	223
INCOMPLETE	1	1	1
INFORMATION	1	8	8
INNER	1	2	2
INSIDE	1	24	24
INSTEAD	1	1	1
INTERESTING	1	1	1
INTO	1	11	11

INVOLVED	1	1	1
ISLAND	1	1	1
IT	1	152	152
ITS	1	21	21
ITSELF	1	1	1
JOIN	1	2	2
JUST	1	5	5
KEEP	1	5	5
KID	1	1	1
KILL	1	2	2
KINGDOM	1	15	15
KNOW	1	12	12
LAKE	1	2	2
LAND	1	5	5
LANDING	1	2	2
LARGE	1	4	4
LARGELY	1	1	1
LAST	1	3	3
LATE	1	5	5
LEAD	1	1	1
LEARN	1	4	4
LEAVE	1	13	13
LEAVES	1	26	26
LEG	1	18	18
LET	1	1	1
LETTER	1	1	1
LEVEL	1	3	3
LIFE	1	16	16
LIGHT	1	10	10
LIKE	1	37	37
LINE	1	1	1
LIST	1	1	1
LISTEN	1	1	1
LITTLE	1	3	3
LIVE	1	24	24
LIVING	1	4	4
LONG	1	7	7
LOOK	1	6	6
LOSE	1	5	5
LOVE	1	1	1
LOW	1	5	5
MAIN	1	12	12
MAINLY	1	1	1
MAKE	1	29	29

MAN	1	3	3
MANY	1	10	10
MATTER	1	21	21
MAY	1	2	2
ME	1	2	2
MEAN	1	8	8
MEANING	1	2	2
MEANS	1	1	1
MEET	1	3	3
MEMBER	1	1	1
MIDDLE	1	2	2
MILK	1	7	7
MILLION	1	1	1
MINUTE	1	2	2
MISSING	1	1	1
MONTH	1	5	5
MORE	1	42	42
MOTHER	1	2	2
MOUNTAIN	1	1	1
MOUTH	1	7	7
MOVE	1	7	7
MOVEMENT	1	4	4
MUST	1	4	4
MYSELF	1	1	1
NAME	1	15	15
NATURAL	1	1	1
NATURE	1	2	2
NEAR	1	7	7
NEED	1	10	10
NEVER	1	2	2
NEW	1	17	17
NEXT	1	7	7
NICE	1	1	1
NIGHT	1	6	6
NO	1	22	22
NONE	1	1	1
NORMALLY	1	2	2
NORTH	1	3	3
NOT	1	47	47
NOTHING	1	1	1
NOTICE	1	3	3
NOW	1	13	13
NUMBER	1	19	19
OF	1	282	282

OFF	1	2	2
OFFER	1	1	1
OIL	1	6	6
OK	1	1	1
OLD	1	3	3
ON	1	53	53
ONCE	1	14	14
ONE	1	36	36
ONLY	1	20	20
OPEN	1	2	2
OPENING	1	2	2
OR	1	72	72
ORDER	1	10	10
OTHER	1	22	22
OUR	1	19	19
OUT	1	2	2
OUTDOOR	1	1	1
OUTER	1	2	2
OUTSIDE	1	4	4
OVER	1	3	3
OWN	1	13	13
PACK	1	1	1
PACKAGING	1	1	1
PAGE	1	3	3
PAINT	1	1	1
PAIR	1	3	3
PAPER	1	2	2
PARENTAL	1	2	2
PARK	1	1	1
PART	1	8	8
PARTIAL	1	3	3
PASS	1	3	3
PEOPLE	1	5	5
PERSON	1	2	2
PICTURE	1	4	4
PLACE	1	12	12
PLANT	1	50	50
PLAY	1	1	1
POINT	1	7	7
POINTED	1	1	1
POSITION	1	1	1
POSSIBLE	1	2	2
POUND	1	1	1
POWER	1	1	1

POWERFUL	1	1	1
PREPARE	1	4	4
PROTECT	1	7	7
PROTECTED	1	1	1
PROTECTION	1	2	2
PULL	1	5	5
PUT	1	2	2
QUARTER	1	2	2
QUESTION	1	34	34
QUICKLY	1	1	1
QUITE	1	2	2
RAIN	1	3	3
RAINY	1	1	1
RATE	1	2	2
REACH	1	5	5
READ	1	5	5
READING	1	6	6
REALIZE	1	1	1
REASON	1	2	2
RECENT	1	1	1
RECORD	1	2	2
RED	1	3	3
RELATE	1	1	1
RELATED	1	1	1
RELATIONSHIP	1	1	1
REMEMBER	1	7	7
RETURN	1	3	3
RICH	1	1	1
RIGHT	1	3	3
RING	1	9	9
RISE	1	2	2
RIVER	1	7	7
ROCK	1	56	56
ROCKY	1	3	3
ROOM	1	1	1
ROUGH	1	1	1
ROUND	1	12	12
RUBBISH	1	1	1
RULE	1	2	2
RUN	1	1	1
SAILOR	1	1	1
SAME	1	1	1
SAVE	1	3	3
SAVING	1	1	1

SAY	1	9	9
SCHOOL	1	1	1
SCIENTIFIC	1	1	1
SCIENTIST	1	4	4
SEA	1	3	3
SECOND	1	3	3
SECONDARY	1	3	3
SEE	1	23	23
SEEN	1	1	1
SENSE	1	3	3
SET	1	1	1
SEVERAL	1	3	3
SEXUAL	1	1	1
SEXUALLY	1	1	1
SHAPE	1	13	13
SHAPED	1	5	5
SHARE	1	2	2
SHIPPING	1	1	1
SHORT	1	6	6
SHOULD	1	1	1
SHOW	1	3	3
SIDE	1	3	3
SIMPLE	1	9	9
SINCE	1	1	1
SINGLE	1	1	1
SIX	1	3	3
SIZE	1	10	10
SKIN	1	6	6
SKY	1	6	6
SLEEP	1	1	1
SLOWLY	1	5	5
SMALL	1	26	26
SMELL	1	2	2
SO	1	18	18
SOFT	1	7	7
SOME	1	45	45
SOMETHING	1	9	9
SOMETIMES	1	2	2
SOMEWHERE	1	1	1
SON	1	1	1
SONG	1	8	8
SOUTH	1	1	1
SPACE	1	5	5
SPECIAL	1	12	12

SPRING	1	4	4
SQUARE	1	3	3
STAGE	1	3	3
STAR	1	10	10
START	1	6	6
STATE	1	11	11
STATEMENT	1	1	1
STATION	1	3	3
STAY	1	2	2
STEP	1	4	4
STILL	1	4	4
STONE	1	1	1
STOP	1	2	2
STORE	1	1	1
STORY	1	1	1
STRAIGHT	1	1	1
STRANGE	1	1	1
STREET	1	1	1
STRIKE	1	1	1
STRONG	1	3	3
STUDENT	1	1	1
STUDY	1	2	2
STUFF	1	1	1
SUBGROUP	1	2	2
SUBTYPE	1	1	1
SUDDENLY	1	1	1
SUMMER	1	7	7
SUN	1	50	50
SUNLIGHT	1	6	6
SUPPORT	1	2	2
SWIM	1	6	6
SYSTEM	1	14	14
TABLE	1	3	3
TAIL	1	9	9
TAKE	1	18	18
TAKEN	1	2	2
TALK	1	1	1
TASTE	1	2	2
TASTELESS	1	1	1
TEACHER	1	7	7
TEETH	1	3	3
TELEVISED	1	1	1
TELL	1	2	2
TEST	1	4	4

THAN	1	4	4
THAT	1	100	100
THE	1	986	986
THEIR	1	40	40
THEM	1	40	40
THEMSELVES	1	1	1
THEN	1	19	19
THERE	1	3	3
THESE	1	18	18
THEY	1	259	259
THICK	1	1	1
THICKNESS	1	2	2
THING	1	4	4
THINK	1	2	2
THIRD	1	1	1
THIS	1	51	51
THOUSAND	1	1	1
THREE	1	28	28
THROUGH	1	18	18
THROUGHOUT	1	4	4
TIME	1	12	12
TO	1	185	185
TODAY	1	2	2
TOGETHER	1	2	2
TOP	1	1	1
TOTAL	1	2	2
TOTALLY	1	1	1
TOWARD	1	1	1
TOWARDS	1	1	1
TRAVEL	1	2	2
TREAT	1	1	1
TREE	1	20	20
TROUBLE	1	1	1
TRUE	1	8	8
TURN	1	1	1
TWICE	1	1	1
TWO	1	31	31
TYPE	1	29	29
UNCLE	1	1	1
UNDER	1	3	3
UNDERSTAND	1	2	2
UNTIL	1	3	3
US	1	8	8
USE	1	44	44

USED	1	3	3
USEFUL	1	2	2
USUALLY	1	9	9
VERY	1	20	20
VIDEO	1	18	18
VIEWER	1	1	1
WALK	1	2	2
WALL	1	2	2
WARM	1	4	4
WARMING	1	1	1
WASTE	1	3	3
WATCH	1	1	1
WATCHING	1	1	1
WATER	1	114	114
WAY	1	11	11
WE	1	41	41
WEATHER	1	1	1
WEB	1	1	1
WEEK	1	1	1
WEIGHT	1	1	1
WELL	1	1	1
WEST	1	4	4
WET	1	3	3
WHAT	1	128	128
WHEN	1	40	40
WHERE	1	9	9
WHICH	1	39	39
WHILE	1	6	6
WHITE	1	4	4
WHO	1	1	1
WHOLE	1	4	4
WHY	1	15	15
WIDE	1	1	1
WIDEN	1	1	1
WIDTH	1	2	2
WIND	1	3	3
WINDOW	1	2	2
WINTER	1	7	7
WITH	1	80	80
WITHIN	1	1	1
WITHOUT	1	4	4
WONDER	1	1	1
WOOD	1	1	1
WORD	1	25	25

WORK	1	3	3
WORLD	1	1	1
WOULD	1	2	2
WRITE	1	18	18
WRITING	1	5	5
YARD	1	1	1
YEAR	1	17	17
YELLOW	1	2	2
YOU	1	87	87
YOUR	1	30	30

TYPES FOUND IN BASE LIST TWO

TYPE	RANGE	FREQ	F1
ACCIDENTAL	1	1	1
ACTIVITY	1	11	11
ADAPT	1	3	3
ADAPTATION	1	2	2
ADULT	1	6	6
ADULTHOOD	1	2	2
ADVENTURE	1	1	1
AFFECT	1	2	2
ALIVE	1	1	1
ATMOSPHERE	1	31	31
ATMOSPHERIC	1	4	4
ATTITUDE	1	3	3
ATTRACT	1	3	3
ATTRACTION	1	1	1
AVERAGE	1	5	5
BACKGROUND	1	1	1
BALANCE	1	1	1
BARK	1	1	1
BASIS	1	1	1
BAT	1	1	1
BEE	1	2	2
BEER	1	2	2
BELT	1	3	3
BENEFIT	1	1	1
BLANK	1	1	1
BLANKET	1	1	1
BLOCK	1	2	2
BOIL	1	2	2
BOILING	1	2	2
BOND	1	1	1

BONDED	1	1	1
BRANCH	1	2	2
BREAST	1	1	1
BREATHE	1	16	16
BROAD	1	1	1
CALCULATE	1	8	8
CALCULATION	1	1	1
CAP	1	1	1
CEILING	1	1	1
CHAIN	1	1	1
CHANNEL	1	1	1
CHARACTERIZE	1	2	2
CHARACTERIZED	1	1	1
CHEESE	1	1	1
CHOCOLATE	1	1	1
CIRCLE	1	2	2
CLOUD	1	12	12
COAL	1	3	3
COAST	1	1	1
COMBINATION	1	3	3
COMBINE	1	3	3
COMBINED	1	1	1
COMMAND	1	1	1
COMMENT	1	1	1
COMMIT	1	1	1
COMMON	1	4	4
COMPARE	1	3	3
CONCENTRATION	1	1	1
CONDITION	1	1	1
CONFUSE	1	1	1
CONNECT	1	3	3
CONSTANT	1	1	1
CONTAIN	1	16	16
CONTAINER	1	3	3
CONTRIBUTE	1	2	2
CORRECT	1	2	2
CORRECTLY	1	1	1
COTTON	1	3	3
CREATE	1	3	3
CREEP	1	2	2
CROWN	1	1	1
CULTURE	1	2	2
CURE	1	4	4
CURIOSITY	1	3	3

CURRENT	1	1	1
DAMAGE	1	2	2
DAMAGED	1	1	1
DECEMBER	1	1	1
DEFENCE	1	2	2
DESCRIBE	1	11	11
DESERT	1	1	1
DESTROY	1	2	2
DESTROYED	1	1	1
DETECT	1	2	2
DETECTIVE	1	1	1
DEVELOP	1	4	4
DEVELOPED	1	1	1
DEVELOPMENT	1	1	1
DIRECTION	1	5	5
DISAPPEAR	1	1	1
DISEASE	1	7	7
DISTANCE	1	7	7
DIVIDE	1	2	2
DIVIDED	1	1	1
DRAGON	1	1	1
DUMPING	1	1	1
DUST	1	3	3
EFFECT	1	5	5
ELECTRICAL	1	1	1
ENCOURAGE	1	1	1
ENERGY	1	9	9
ENGINEER	1	1	1
ENORMOUS	1	1	1
ENTERTAINMENT	1	1	1
ENTIRE	1	1	1
ENVELOPE	1	3	3
ENVIRONMENT	1	2	2
EQUAL	1	1	1
ESCAPE	1	1	1
EVENT	1	1	1
EVENTUALLY	1	1	1
EXAMPLE	1	24	24
EXERCISE	1	1	1
EXHAUST	1	1	1
EXIST	1	3	3
EXTREME	1	2	2
FANTASTIC	1	1	1
FASCINATED	1	1	1

FASCINATING	1	1	1
FAULT	1	1	1
FEATHER	1	1	1
FEATURE	1	5	5
FEMALE	1	3	3
FLIGHT	1	1	1
FLOAT	1	4	4
FLOOD	1	1	1
FLOW	1	1	1
FOX	1	1	1
FRAME	1	1	1
FROG	1	9	9
FRUIT	1	8	8
FUR	1	1	1
GIANT	1	3	3
GOAL	1	1	1
GRAB	1	1	1
HARM	1	3	3
HARMFUL	1	7	7
HEIGHT	1	4	4
HERO	1	1	1
HONEY	1	1	1
HOOK	1	1	1
IDENTIFY	1	10	10
ILL	1	3	3
ILLNESS	1	2	2
ILLUSTRATE	1	1	1
IMAGE	1	3	3
IMPURITY	1	1	1
INCLUDE	1	9	9
INCREASE	1	13	13
INDICATE	1	1	1
INDIVIDUAL	1	4	4
INFLUENCE	1	1	1
INSTRUMENT	1	1	1
IRON	1	3	3
IRREGULAR	1	7	7
IRREGULARLY	1	1	1
JOURNEY	1	1	1
JUICE	1	2	2
JULY	1	1	1
JUNE	1	1	1
KILOMETRE	1	1	1
KNIFE	1	1	1

LAB	1	2	2
LEAP	1	1	1
LENGTH	1	11	11
LIMIT	1	1	1
LION	1	2	2
LOCATE	1	3	3
LOCATED	1	1	1
LOSS	1	1	1
MALE	1	3	3
MARCH	1	1	1
MASS	1	10	10
MATCH	1	1	1
MATE	1	1	1
MATERIAL	1	11	11
MAXIMUM	1	1	1
MEASURE	1	17	17
MEASURED	1	1	1
MEASUREMENT	1	4	4
MEAT	1	1	1
MEDICINE	1	1	1
MELT	1	2	2
MELTING	1	3	3
MEMORIZE	1	1	1
METAL	1	4	4
METALLIC	1	3	3
METER	1	5	5
METRE	1	2	2
METRIC	1	1	1
MICE	1	1	1
MISSION	1	2	2
MIX	1	3	3
MOON	1	55	55
MOTOR	1	1	1
MUD	1	2	2
MUSCLE	1	2	2
NATIVE	1	1	1
NERVE	1	1	1
NONMETALLIC	1	2	2
OBJECT	1	11	11
OBSERVE	1	2	2
OCCASIONALLY	1	1	1
OCCUR	1	7	7
OPERATE	1	1	1
OPPOSED	1	1	1

OPPOSITE	1	2	2
ORDINARY	1	1	1
PATH	1	1	1
PATTERN	1	3	3
PERCENT	1	1	1
PERCENTAGE	1	1	1
PERFORM	1	1	1
PIE	1	1	1
PIG	1	1	1
PINK	1	1	1
PIPE	1	2	2
PLANE	1	1	1
PLANET	1	52	52
PLASTIC	1	2	2
PLATE	1	7	7
POISONOUS	1	1	1
POLE	1	4	4
POLLUTANT	1	7	7
POLLUTE	1	1	1
POLLUTION	1	7	7
POSITIVE	1	2	2
POSITIVELY	1	1	1
PREFER	1	1	1
PRESSURE	1	1	1
PREVENT	1	3	3
PREVIOUSLY	1	1	1
PRINT	1	1	1
PROCESS	1	10	10
PRODUCE	1	18	18
PRODUCTION	1	1	1
PROJECT	1	10	10
PROPERTY	1	21	21
PROVE	1	2	2
PROVIDE	1	1	1
PUMP	1	2	2
PURPLE	1	1	1
RAPIDLY	1	1	1
RARELY	1	1	1
RAY	1	7	7
REACT	1	4	4
RECEIVE	1	2	2
RECIPE	1	1	1
RECOGNIZE	1	5	5
RECOGNIZED	1	1	1

RECOMMENDED	1	1	1
REDUCE	1	3	3
REDUCTION	1	1	1
REFERENCE	1	1	1
REFRIGERATION	1	1	1
REGULAR	1	5	5
RELEASE	1	2	2
RELEASED	1	2	2
REMAIN	1	5	5
REMAINING	1	1	1
REPRESENT	1	3	3
REQUIRE	1	2	2
RESEARCH	1	3	3
RESULT	1	1	1
ROOF	1	1	1
ROOT	1	7	7
ROTTEN	1	1	1
ROW	1	1	1
ROYAL	1	1	1
SALAD	1	1	1
SALT	1	4	4
SAND	1	9	9
SCALE	1	2	2
SCRATCH	1	2	2
SEAL	1	1	1
SEARCH	1	1	1
SEASON	1	6	6
SECTION	1	35	35
SEED	1	6	6
SENTENCE	1	20	20
SEPARATE	1	2	2
SEPTEMBER	1	1	1
SHED	1	1	1
SHEEP	1	1	1
SHEET	1	3	3
SHELL	1	8	8
SHINING	1	1	1
SHINY	1	2	2
SIMILAR	1	3	3
SINK	1	3	3
SMOOTH	1	4	4
SNAKE	1	4	4
SOIL	1	5	5
SOLID	1	8	8

SOLIDIFY		1	2	2
SPECIES		1	6	6
SPECIFIC		1	3	3
SPECIFICALLY		1	1	1
SPEED		1	2	2
SPIN		1	3	3
SPOIL		1	2	2
SPREAD		1	2	2
STABLE		1	1	1
STEAM		1	3	3
STIR		1	1	1
STORM		1	1	1
SUGAR		1	3	3
SURFACE		1	20	20
SURROUND		1	4	4
SURVIVE		1	1	1
TAP		1	2	2
THIN		1	4	4
THINNING		1	1	1
TIDE		1	4	4
TINY		1	3	3
TITLE		1	1	1
TOILET		1	2	2
TOUGH		1	1	1
TOURIST		1	1	1
TRAP		1	1	1
TRUNK		1	2	2
TWIN		1	1	1
UNIT		1	50	50
UPPER		1	4	4
VALUE		1	1	1
VARIATION		1	2	2
VARIOUS		1	2	2
VEGETABLE		1	1	1
VEHICLE		1	1	1
WEAK		1	1	1
WEEDY		1	1	1
WING		1	5	5
WOLF		1	1	1
WORM		1	9	9
TYPES FOUND IN BASE LIST THREE				
TYPE	RANGE	FREQ	F1	

ABSORB	1	7	7
ABSORBER	1	1	1
ACCURATELY	1	1	1
ALIEN	1	2	2
ANALYSE	1	1	1
ANCIENT	1	2	2
ANGLE	1	2	2
ATOM	1	31	31
ATOMIC	1	1	1
BACTERIA	1	26	26
BACTERIAL	1	3	3
BEHAVE	1	1	1
BOUNDARY	1	2	2
CANCER	1	1	1
CAPACITY	1	1	1
CAPTURE	1	2	2
CARBON	1	5	5
CELL	1	47	47
CHARACTERISTIC	1	19	19
CHART	1	10	10
CHEMICAL	1	12	12
CHEMICALLY	1	2	2
CIRCULATORY	1	1	1
COLLAPSE	1	1	1
COMPONENT	1	18	18
COMPOSITION	1	3	3
COMPOUND	1	12	12
CONCLUSION	1	1	1
CONDUCTOR	1	1	1
CONSEQUENCE	1	3	3
CONTENT	1	1	1
CONTINENT	1	1	1
CONTINENTAL	1	1	1
CONVICT	1	1	1
CORE	1	6	6
CORRESPONDING	1	2	2
CREW	1	1	1
CRITERIA	1	1	1
CROP	1	5	5
CRYSTAL	1	5	5
CRYSTALLIZED	1	1	1
CURVE	1	1	1
CYCLE	1	3	3
DECREASE	1	7	7

DEFINE	1	2	2
DEFINITION	1	2	2
DENSE	1	2	2
DENSITY	1	16	16
DEPICTED	1	1	1
DERIVE	1	1	1
DERIVED	1	1	1
DIALOGUE	1	1	1
DICTATION	1	4	4
DISCHARGE	1	1	1
DISPLAY	1	1	1
DISTINGUISH	1	6	6
DISTRIBUTION	1	1	1
DRILLING	1	1	1
ELEMENT	1	22	22
EMISSION	1	1	1
EMIT	1	1	1
EQUATION	1	1	1
EXCEPTION	1	1	1
EXPAND	1	2	2
EXPERIMENT	1	2	2
EXPERT	1	1	1
EXPLORE	1	1	1
EXPLOSION	1	1	1
EXTERNAL	1	4	4
EXTRACT	1	1	1
FACTORY	1	2	2
FALSE	1	3	3
FERTILISE	1	1	1
FERTILIZATION	1	5	5
FIBER	1	1	1
FILTER	1	1	1
FILTRATION	1	2	2
FLEXIBLE	1	1	1
FORMULA	1	1	1
FULFIL	1	2	2
FUNCTION	1	9	9
GAP	1	2	2
GENETIC	1	5	5
GLOBAL	1	1	1
GRADUATE	1	2	2
GRADUATED	1	3	3
GRAVITATIONAL	1	4	4
GRAVITY	1	5	5

GROSS	1	1	1
IMPACT	1	1	1
INFECT	1	1	1
INFECTION	1	3	3
INFECTIOUS	1	1	1
INGREDIENT	1	2	2
INJECT	1	2	2
INORGANIC	1	3	3
INTERACT	1	1	1
INTERACTION	1	3	3
INTERNAL	1	8	8
INTERNATIONAL	1	3	3
INVISIBLE	1	2	2
JET	1	1	1
JOINT	1	2	2
JOURNAL	1	1	1
LABEL	1	4	4
LABELLED	1	1	1
LAUNCH	1	1	1
LAYER	1	19	19
LAYERED	1	1	1
LIQUID	1	7	7
MAGNET	1	4	4
MAGNETIC	1	2	2
MANUFACTURED	1	1	1
MARGIN	1	10	10
MEANWHILE	1	2	2
MINING	1	1	1
MIXTURE	1	12	12
MODULE	1	1	1
MOLECULE	1	7	7
MULTIPLE	1	5	5
NEGATIVE	1	3	3
NEGATIVELY	1	1	1
NEUTRAL	1	4	4
NUCLEAR	1	1	1
OBTAINED	1	1	1
OCCUPIED	1	2	2
OCEAN	1	8	8
OCEANIC	1	1	1
ORGAN	1	1	1
ORGANIC	1	3	3
PARAGRAPH	1	2	2
PERCEIVE	1	2	2

PHENOMENA	1	1	1
PHENOMENON	1	1	1
PILOT	1	2	2
PLOT	1	2	2
POWDER	1	2	2
PRIMARY	1	2	2
PROCEDURE	1	2	2
PROHIBITED	1	1	1
PROTEIN	1	4	4
RADIATION	1	3	3
REFLECT	1	2	2
REPRODUCE	1	15	15
REPRODUCTION	1	13	13
RESPECTIVELY	1	2	2
RESPONSE	1	1	1
REVOLUTION	1	2	2
SATELLITE	1	8	8
SLICE	1	1	1
SOLUTION	1	7	7
SOURCE	1	2	2
SPILL	1	3	3
STEM	1	5	5
STRAINER	1	3	3
STRUCTURE	1	10	10
SUBSTANCE	1	24	24
SYMBOL	1	1	1
TECHNICALLY	1	1	1
TEMPERATURE	1	38	38
TEXT	1	6	6
TISSUE	1	4	4
TRANSFORM	1	1	1
TRANSFORMATION	1	4	4
TREND	1	1	1
UNDERGO	1	2	2
UNIVERSAL	1	1	1
UNIVERSE	1	25	25
URBAN	1	1	1
VAST	1	1	1
VERSUS	1	7	7
VESSEL	1	3	3
VIRUS	1	11	11
VISIBLE	1	2	2
VITAL	1	6	6
VOLUME	1	24	24

VOLUNTARY		1	1	1
VOLUNTEER		1	1	1
VS		1	1	1
TYPES FOUND IN BASE LIST FOUR				
TYPE	RANGE		FREQ	F1
ABNORMALITY		1	1	1
ACID		1	5	5
ADJACENT		1	1	1
ADVERSE		1	1	1
ALUMINUM		1	1	1
ANCHOR		1	1	1
ANIMATION		1	1	1
ARTIFICIAL		1	1	1
ASH		1	1	1
ASTRONOMER		1	1	1
BELLY		1	2	2
BENEFICIAL		1	6	6
BLADE		1	7	7
BREW		1	1	1
BUBBLE		1	1	1
BUTTERFLY		1	3	3
CALENDAR		1	2	2
CHEMISTRY		1	1	1
CLASSIFICATION		1	22	22
CLASSIFIED		1	2	2
CLASSIFY		1	7	7
CLAY		1	2	2
COLLAR		1	1	1
COMPARATIVE		1	2	2
CONTRARY		1	1	1
CONVERSION		1	3	3
COPPER		1	2	2
CRUST		1	6	6
CUBE		1	1	1
CUBIC		1	2	2
DIAGRAM		1	6	6
DIAMOND		1	2	2
DIARY		1	2	2
DIFFERENTIATE		1	2	2
DIGEST		1	2	2
DIGESTION		1	1	1
DIGESTIVE		1	1	1

DIPPER	1	2	2
DISPLACEMENT	1	1	1
DISSOLVE	1	3	3
DOLPHIN	1	1	1
DULL	1	2	2
ELECTRON	1	7	7
EXPLODE	1	1	1
FLOUR	1	1	1
FLUSH	1	1	1
FOG	1	1	1
FOSSILIZE	1	1	1
FRACTION	1	1	1
FRACTURE	1	2	2
GALAXY	1	3	3
GEOLOGIST	1	1	1
GEOLOGY	1	1	1
GOAT	1	1	1
GRAPH	1	3	3
GRAVEL	1	3	3
GRIND	1	1	1
HARVEST	1	1	1
HATCH	1	1	1
HOLLOW	1	1	1
HOMO	1	1	1
HORIZON	1	1	1
HORIZONTAL	1	1	1
HURRICANE	1	1	1
HYDROGEN	1	9	9
ILLUMINATED	1	3	3
INHIBIT	1	1	1
INK	1	1	1
INSECT	1	21	21
INTELLIGENT	1	1	1
LEAF	1	10	10
LENSE	1	1	1
LIMB	1	4	4
LUNG	1	8	8
MAMMAL	1	10	10
MARBLE	1	1	1
MINERAL	1	41	41
MOISTURE	1	1	1
MOULD	1	12	12
MUSHROOM	1	3	3
NUTRITION	1	25	25

ODOURLESS	1	1	1
ORBIT	1	14	14
ORGANISM	1	8	8
OUNCE	1	1	1
OXYGEN	1	12	12
OZONE	1	12	12
PARTICLE	1	14	14
PEARLY	1	1	1
PENCIL	1	1	1
PILL	1	1	1
PREDATOR	1	3	3
PREY	1	1	1
RAP	1	2	2
ROBOT	1	1	1
ROCKET	1	1	1
ROTATE	1	5	5
ROTATION	1	2	2
SACK	1	1	1
SCARCITY	1	2	2
SHRINK	1	2	2
SIMULATE	1	1	1
SOAK	1	1	1
SOAP	1	1	1
SOLAR	1	5	5
SPECTRUM	1	1	1
SPHERE	1	4	4
SPIKE	1	1	1
SPIKY	1	1	1
SPINY	1	1	1
STIMULUS	1	1	1
STREAK	1	6	6
TICK	1	1	1
TIGER	1	2	2
TILE	1	2	2
TILT	1	2	2
TRANSPLANT	1	1	1
VEIN	1	6	6
VIRGIN	1	1	1
VITAMIN	1	2	2
VOLCANIC	1	2	2
VOLCANO	1	5	5
WAXY	1	2	2
WHALE	1	1	1

TYPES FOUND IN BASE LIST FIVE				
TYPE	RANGE	FREQ	F1	
ABDOMEN		1	3	3
AERIAL		1	1	1
ALTITUDE		1	8	8
ANTIBIOTIC		1	7	7
APPARATUS		1	1	1
ARC		1	1	1
AXIS		1	6	6
BILATERAL		1	3	3
BIVALVE		1	4	4
BUD		1	1	1
BUDDING		1	1	1
CANDY		1	1	1
CEMENT		1	1	1
CHALK		1	3	3
CLAW		1	1	1
CONDENSATION		1	2	2
CONDENSE		1	1	1
CONE		1	3	3
CORAL		1	1	1
CRAB		1	1	1
CYLINDER		1	4	4
DEPLETION		1	1	1
DISINTEGRATE		1	3	3
EARTHQUAKE		1	1	1
ECLIPSE		1	6	6
ERASE		1	1	1
EROSION		1	1	1
EVAPORATE		1	2	2
EVAPORATION		1	2	2
EX		1	3	3
EXPEL		1	1	1
FUME		1	2	2
FUNGI		1	12	12
GRAMMAR		1	13	13
HEMISPHERE		1	1	1
INTESTINAL		1	2	2
INTESTINE		1	3	3
LARVA		1	2	2
LATERAL		1	3	3
LEAFLET		1	3	3
LIME		1	1	1

MANKIND	1	1	1	
MEMBRANE	1	2	2	
MICROSCOPE	1	3	3	
MOIST	1	3	3	
MOSQUITO	1	1	1	
MUCUS	1	1	1	
MUTATION	1	1	1	
NITROGEN	1	5	5	
NUCLEI	1	2	2	
NUCLEUS	1	4	4	
NUTRIENT	1	3	3	
OVAL	1	1	1	
PARASITE	1	4	4	
PRECIPITATION	1	1	1	
PUFFY	1	1	1	
RECTANGLE	1	2	2	
REVOLVE	1	5	5	
RIBBON	1	1	1	
SEDIMENT	1	1	1	
SEDIMENTARY	1	3	3	
SEWAGE	1	1	1	
SHRIMP	1	1	1	
SKELETON	1	4	4	
SLATE	1	1	1	
SPIDER	1	3	3	
SPIRAL	1	1	1	
SPROUT	1	1	1	
STALK	1	1	1	
SULPHUR	1	1	1	
SYMMETRY	1	10	10	
THERMAL	1	1	1	
TRANSPARENT	1	1	1	
TURTLE	1	3	3	
VACCINE	1	6	6	
VALVE	1	2	2	
VERB	1	15	15	
VOCABULARY	1	32	32	
TYPES FOUND IN BASE LIST SIX				
TYPE	RANGE	FREQ	F1	
ADJECTIVE		1	14	14
ALGAE		1	7	7
AQUATIC		1	4	4

ASYMMETRICAL	1	2	2
BEETLE	1	2	2
BLEACH	1	1	1
BUOYANCY	1	1	1
CAPSULE	1	3	3
CHESTNUT	1	1	1
CLEAVAGE	1	6	6
CLEAVE	1	1	1
COMET	1	2	2
CONGLOMERATE	1	1	1
DIARRHEA	1	1	1
FERN	1	4	4
FIN	1	1	1
GARBAGE	1	1	1
GLAND	1	3	3
GRANITE	1	2	2
HOMOGENEOUS	1	1	1
HOMOGENOUS	1	1	1
INCUBATE	1	2	2
INDISPENSABLE	1	2	2
JAGUAR	1	2	2
JELLY	1	1	1
LAVA	1	2	2
LITRE	1	1	1
LIZARD	1	3	3
LOBSTER	1	1	1
MAKEUP	1	5	5
MANTLE	1	7	7
MAPLE	1	1	1
MARS	1	10	10
MERCURY	1	5	5
METEOR	1	2	2
METEORITE	1	2	2
MOSS	1	4	4
MULE	1	1	1
MUSCULAR	1	1	1
MYTHOLOGICAL	1	1	1
OXIDE	1	1	1
OYSTER	1	1	1
PEBBLE	1	2	2
PLAQUE	1	1	1
PURIFICATION	1	1	1
PURIFIED	1	1	1
PURIFY	1	1	1

PURIFYING	1	2	2
RADIUS	1	2	2
RECEPTOR	1	2	2
RIDDLE	1	1	1
SENSORY	1	1	1
SLIPPERY	1	1	1
SLUG	1	2	2
SOLVENT	1	4	4
SPONGE	1	1	1
SYNONYM	1	2	2
TOXIN	1	2	2
TRASH	1	2	2
ULTRAVIOLET	1	3	3
VACCINATION	1	1	1
VAPOUR	1	5	5
YEAST	1	4	4

TYPES FOUND IN BASE LIST SEVEN

TYPE	RANGE	FREQ	F1
AMPHIBIAN	1	6	6
ANTENNAE	1	3	3
ANTICLOCKWISE	1	3	3
ASTRONAUT	1	3	3
BEAK	1	5	5
CAMOUFLAGE	1	2	2
CATERPILLAR	1	4	4
CHLORINE	1	2	2
CLOCKWISE	1	1	1
CONSTELLATION	1	6	6
CROCODILE	1	4	4
CUCUMBER	1	1	1
DECOMPOSE	1	2	2
EQUATOR	1	1	1
GLUCOSE	1	1	1
INSOLUBLE	1	2	2
LUNAR	1	1	1
MALARIA	1	1	1
METHANE	1	1	1
MILLIMETRE	1	1	1
NOUN	1	13	13
OPAQUE	1	1	1
PANTHER	1	1	1
POLLEN	1	3	3

PORE	1	3	3
PRIMATE	1	1	1
PROTON	1	7	7
PUDDLE	1	3	3
REPTILE	1	7	7
SKIPPER	1	1	1
SNAIL	1	3	3
SOLUBLE	1	2	2
SUBTRACT	1	1	1
SYRINGE	1	1	1
TENTACLE	1	4	4
TERRESTRIAL	1	5	5
TOAD	1	3	3
TORNADO	1	1	1
TORRENTIAL	1	1	1
VENOM	1	2	2
VENOMOUS	1	1	1
VIOLET	1	1	1
VIRAL	1	4	4

TYPES FOUND IN BASE LIST EIGHT

TYPE	RANGE	FREQ	F1
APPENDAGE		1	1
ASTEROID		1	8
BEAUX		1	208
BEECH		1	1
CANT		1	1
CARBONATE		1	1
CELESTIAL		1	1
CLAM		1	1
CONIFER		1	1
ELLIPSE		1	1
ELLIPTICAL		1	1
EXCRETE		1	2
GENUS		1	9
GRAPHITE		1	1
HELIUM		1	4
IMPERMEABLE		1	1
INVERTEBRATE		1	14
LEOPARD		1	2
LUSTRE		1	4
METAMORPHOSIS		1	9
MOLTEN		1	2

MUSSEL		1	2	2
NEWT		1	1	1
NICKEL		1	1	1
PERMEABLE		1	1	1
POLLINATE		1	1	1
POLLINATION		1	1	1
POLLINATOR		1	3	3
RADIAL		1	4	4
SPORE		1	5	5
SQUID		1	1	1
THERMOMETER		1	2	2
VASCULAR		1	4	4
VERTEBRATE		1	9	9
WIGGLE		1	1	1
TYPES FOUND IN BASE LIST NINE				
TYPE RANGE FREQ F1				
AEROSOL		1	2	2
COYOTE		1	1	1
CYLINDRICAL		1	2	2
DUNG		1	1	1
FIZZ		1	1	1
KANGAROO		1	1	1
KEEL		1	1	1
LICHEN		1	1	1
MICROORGANISM		1	5	5
NAPE		1	1	1
OCTOPUS		1	3	3
PENICILLIN		1	6	6
PENICILLIUM		1	1	1
PHOTOSYNTHESIS		1	8	8
PHOTOSYNTHESIZE		1	6	6
POLYP		1	1	1
PRAWN		1	1	1
QUARTZ		1	5	5
RUMP		1	1	1
SCORPION		1	1	1
SUNFLOWER		1	1	1
UTERUS		1	1	1
WAVY		1	1	1
TYPES FOUND IN BASE LIST TEN				

TYPE	RANGE	FREQ	F1
AERONAUTICAL		1	1
ANEMONE		1	1
APHID		1	1
BASALT		1	1
BRAINSTORM		1	1
CATARACT		1	1
CAULIFLOWER		1	1
CHEETAH		1	1
CONCENTRIC		1	1
DANDELION		1	1
DETRITAL		1	2
FAHRENHEIT		1	4
FROND		1	1
HETEROGENEOUS		1	1
HEXAGONAL		1	1
MAGMA		1	4
MERIDIAN		1	1
MOLLUSC		1	3
PLACENTA		1	1
PLACENTAL		1	5
PLANKTON		1	3
RESPIRATION		1	3
SIPHON		1	1
STRATOSPHERE		1	9
SYCAMORE		1	1
TADPOLE		1	9
TWIG		1	2
WEASEL		1	1

TYPES FOUND IN BASE LIST 11

TYPE	RANGE	FREQ	F1
ACIDIFIED		1	2
ANUS		1	2
BIOSPHERE		1	1
CRUSTACEAN		1	3
DECIDUOUS		1	1
GRASSHOPPER		1	1
LEECH		1	2
MOULTING		1	3
NEMATODE		1	3
OVERLYING		1	2
POLYGONAL		1	1

SALAMANDER	1	1	1
STRATOSPHERIC	1	1	1
TRACHEA	1	1	1

TYPES FOUND IN BASE LIST 12

TYPE	RANGE	FREQ	F1
ARTHROPOD		1	7
ASEXUAL		1	1
ASEXUALLY		1	1
CHLOROFLUOROCARBON		1	2
FLIPPER		1	1
GNAT		1	1
GOON		1	1
PHYLUM		1	6
PHYTOPLANKTON		1	2
POOP		1	1
PROTOZOA		1	6
PUMA		1	1
SERRATE		1	1

TYPES FOUND IN BASE LIST 13

TYPE	RANGE	FREQ	F1
AMOEBA		1	2
ANTIMATTER		1	2
BUTTERCUP		1	1
CALCITE		1	3
COUGAR		1	2
EUKARYOTIC		1	6
GYPSUM		1	1
HYDROCHLORIC		1	1
LAMINA		1	1
LITHOSPHERE		1	2
MARSUPIAL		1	4
MICA		1	3
OBSIDIAN		1	1
PUMICE		1	1
RHIZOME		1	1
SILICATE		1	1
THORAX		1	1

TYPES FOUND IN BASE LIST 14

TYPE	RANGE	FREQ	F1
AGAR		1	1
ANGIOSPERM		1	5
ARGON		1	1
CENTIPEDE		1	1
CUMULUS		1	2
EXOSKELETON		1	4
FELDSPAR		1	4
HYDRA		1	1
IGNEOUS		1	1
RIBOSOME		1	1
SOLUTE		1	1
STAPHYLOCOCCI		1	1
SUCROSE		1	1
YOGHURT		1	1
ZOOPLANKTON		1	1

TYPES FOUND IN BASE LIST 15

TYPE	RANGE	FREQ	F1
BROADLEAVES		1	1
CELSIUS		1	5
CHITIN		1	1
CILIA		1	1
ECHINODERM		1	3
LADYBIRD		1	1
METAMORPHIC		1	7
MULTICELLULAR		1	3
ORGANELLE		1	7
PAELLA		1	1
SULPHURIC		1	1
TOPSIDE		1	1
TROPOSPHERE		1	6

TYPES FOUND IN BASE LIST 16

TYPE	RANGE	FREQ	F1
ANNULAR		1	1
CEPHALOPOD		1	3
CYANOBACTERIA		1	1
GALENA		1	2
GASTROPOD		1	3
HYPHAE		1	1
MAMMARY		1	1

MILLIPEDE	1	1	1
PENUMBRA	1	1	1
PLATYPUS	1	1	1
PYRITE	1	2	2
SEAHORSE	1	1	1
SESSILE	1	1	1
SULPHIDE	1	1	1
SYMBIONT	1	1	1

TYPES FOUND IN BASE LIST 17

TYPE	RANGE	FREQ	F1
ARACHNID	1	4	4
BASILISK	1	1	1
CACAO	1	1	1
GLOTTIS	1	1	1
MAGNETITE	1	3	3
NEUTRON	1	5	5
OLIVINE	1	1	1
PETIOLE	1	2	2
SCHIST	1	1	1

TYPES FOUND IN BASE LIST 18

TYPE	RANGE	FREQ	F1
BLACKFLY	1	1	1
CIRRUS	1	2	2
FLAGELLUM	1	3	3
HEMATITE	1	1	1
UMBRA	1	1	1
UNICELLULAR	1	4	4

TYPES FOUND IN BASE LIST 19

TYPE	RANGE	FREQ	F1
COTYLEDON	1	2	2
FLUORITE	1	1	1
HALIDE	1	1	1
HETEROTROPHIC	1	3	3
MYCELIUM	1	2	2
VIVIPAROUS	1	1	1

TYPES FOUND IN BASE LIST 20

TYPE	RANGE	FREQ	F1
HALITE		1	4
MAGMATIC		1	8
TAPROOT		1	1

TYPES FOUND IN BASE LIST 21

TYPE	RANGE	FREQ	F1
ANNELID		1	3
DENTATE		1	3
GYMNOSPERM		1	4
PLASMODIUM		1	1
PROTIST		1	1

TYPES FOUND IN BASE LIST 22

TYPE	RANGE	FREQ	F1
JUPITER		1	4
MEALWORM		1	1
MONOCOT		1	4
OVIPAROUS		1	4
PARAMECIUM		1	2
PEDIPALP		1	1
PLUTONIC		1	3
RADULA		1	1

TYPES FOUND IN BASE LIST 23

TYPE	RANGE	FREQ	F1
HYDROSPHERE		1	5

TYPES FOUND IN BASE LIST 24

TYPE	RANGE	FREQ	F1
AMPHIBIA		1	1
ANOPHELES		1	1
DICOT		1	3
GODOWN		1	1

TYPES FOUND IN BASE LIST 25

TYPE	RANGE	FREQ	F1
AUTOTROPH		1	2
AUTOTROPHIC		1	2

CERES	1	2	2
HETEROTROPH	1	2	2
MESOSPHERE	1	5	5
MYRIAPOD	1	4	4
OCTAHEDRON	1	1	1

LIST OF FAMILY GROUPS

BASE ONE FAMILIES	RANGE	TYFREQ	FAFREQ	
A		1	271	271
ABLE		1	0	4
ABOUT		1	21	21
ABOVE		1	5	5
ACT		1	1	4
ADD		1	5	5
AFTER		1	16	16
AGAIN		1	2	2
AGAINST		1	1	1
AIR		1	8	8
ALL		1	45	45
ALLOW		1	2	2
ALONG		1	2	2
ALSO		1	13	13
ALTHOUGH		1	4	4
ALWAYS		1	7	7
AMOUNT		1	3	3
AND		1	474	474
ANIMAL		1	51	51
ANOTHER		1	3	3
ANSWER		1	34	34
ANY		1	11	13
APPEAR		1	0	1
AREA		1	3	3
ARM		1	1	1
AROUND		1	4	4
ARRANGE		1	1	1
ARRIVE		1	2	2
AS		1	33	33
AT		1	18	18
AUTUMN		1	2	2
BABY		1	2	2
BACK		1	5	5
BAD		1	5	5

BAG	1	3	3
BALL	1	2	2
BASE	1	4	4
BASIC	1	2	2
BE	1	327	327
BEAR	1	2	2
BECAUSE	1	14	14
BECOME	1	7	7
BEFORE	1	20	20
BEGIN	1	23	24
BEHIND	1	1	1
BELIEVE	1	1	1
BELOW	1	9	9
BESIDE	1	0	3
BETWEEN	1	25	25
BIG	1	20	20
BILL	1	1	1
BILLION	1	2	2
BIRD	1	7	7
BLACK	1	4	4
BLOOD	1	4	4
BLOW	1	2	2
BLUE	1	4	4
BODY	1	37	37
BONE	1	2	2
BOTH	1	11	11
BOTTLE	1	3	3
BOX	1	3	3
BOY	1	1	1
BREAD	1	4	4
BREAK	1	1	1
BRIGHT	1	3	3
BRING	1	1	1
BROWN	1	1	1
BUILD	1	1	3
BURN	1	2	3
BUT	1	27	27
BY	1	43	43
CALL	1	5	18
CAN	1	102	115
CAR	1	1	1
CARE	1	0	2
CAT	1	8	8
CATCH	1	3	3

CAUSE	1	18	21
CENTRE	1	2	3
CERTAIN	1	0	1
CHAIR	1	1	1
CHANGE	1	13	13
CHARGE	1	3	3
CHECK	1	2	2
CITY	1	1	1
CLASS	1	5	5
CLEAN	1	7	8
CLEAR	1	1	1
CLOSE	1	3	3
CLOTHES	1	1	1
COLD	1	3	3
COLLECT	1	1	1
COLOUR	1	17	19
COME	1	1	1
COMPLETE	1	26	32
CONCERN	1	0	1
CONSIDER	1	3	4
CONTINUE	1	1	1
CONTROL	1	1	2
COOL	1	3	6
COUNTRY	1	4	4
COVER	1	2	2
CUP	1	2	2
CUT	1	1	1
DARK	1	6	7
DATE	1	1	1
DAUGHTER	1	1	1
DAY	1	27	30
DEAD	1	2	2
DEATH	1	1	1
DECIDE	1	2	2
DEFINITE	1	1	1
DEGREE	1	7	7
DIE	1	3	3
DIFFERENCE	1	11	11
DIFFERENT	1	59	59
DIFFICULT	1	1	1
DIRTY	1	2	2
DISCOVER	1	1	3
DO	1	24	24
DOG	1	7	7

DOOR	1	1	2
DOUBLE	1	1	1
DOWN	1	1	2
DRAW	1	9	19
DRINK	1	6	8
DROP	1	7	9
DRY	1	2	2
DURING	1	4	4
EACH	1	13	13
EARTH	1	11	11
EAST	1	3	3
EASY	1	0	4
EAT	1	5	5
EGG	1	9	9
END	1	1	1
ENOUGH	1	4	4
ENTER	1	4	4
EVEN	1	4	4
EVENING	1	1	1
EVER	1	1	1
EVERY	1	6	12
EXCEPT	1	1	1
EXPECT	1	1	1
EXPERIENCE	1	3	3
EXPLAIN	1	9	11
EXPRESS	1	1	5
EYE	1	4	4
FACE	1	4	4
FACT	1	2	2
FALL	1	2	6
FAMILY	1	6	6
FAR	1	1	1
FARM	1	0	1
FAST	1	3	3
FEED	1	5	5
FEEL	1	1	1
FELLOW	1	1	1
FEW	1	1	2
FIGHT	1	1	1
FILL	1	1	1
FINAL	1	6	10
FIND	1	21	21
FINE	1	1	1
FINISH	1	12	12

FIRE	1	1	1
FIRST	1	14	15
FISH	1	18	18
FIVE	1	2	2
FLAT	1	6	6
FLOOR	1	1	1
FLOWER	1	11	14
FLY	1	5	5
FOLLOW	1	4	77
FOOD	1	10	10
FOOT	1	2	9
FOR	1	41	41
FORGET	1	3	3
FORM	1	33	33
FOUR	1	6	6
FREE	1	0	3
FREEZE	1	1	3
FRESH	1	4	4
FROM	1	66	66
FRONT	1	2	2
FUN	1	0	2
GAME	1	2	2
GARDEN	1	1	1
GAS	1	14	15
GENERAL	1	2	2
GET	1	16	16
GIRL	1	0	1
GIVE	1	4	4
GLASS	1	4	6
GOD	1	2	2
GOLD	1	0	1
GOOD	1	6	6
GREAT	1	8	8
GREEN	1	3	3
GREY	1	2	3
GROUND	1	4	4
GROUP	1	32	34
GROW	1	21	23
GUESS	1	11	11
HAIR	1	1	1
HAND	1	1	1
HANDLE	1	2	2
HANG	1	1	1
HAPPEN	1	17	17

HARD	1	4	11
HAVE	1	153	153
HE	1	12	19
HEAD	1	8	8
HEALTH	1	1	2
HEAR	1	2	2
HEART	1	1	1
HEAT	1	7	7
HEAVY	1	4	4
HELP	1	14	14
HERE	1	1	1
HIDE	1	3	3
HIGH	1	4	4
HISTORY	1	2	2
HIT	1	1	1
HOLD	1	2	2
HOLE	1	6	6
HOLIDAY	1	1	1
HOME	1	2	2
HORSE	1	3	3
HOT	1	3	3
HOUR	1	7	7
HOUSE	1	4	4
HOW	1	23	23
HOWEVER	1	2	2
HUMAN	1	4	4
HUNDRED	1	1	1
I	1	79	82
ICE	1	7	7
IF	1	28	28
IMAGINE	1	1	1
IMPORTANT	1	1	1
IN	1	223	225
INFORM	1	0	8
INSIDE	1	24	24
INSTEAD	1	1	1
INTEREST	1	0	1
INTO	1	11	11
INVOLVE	1	0	1
ISLAND	1	1	1
IT	1	152	174
JOIN	1	2	2
JUST	1	5	5
KEEP	1	5	5

KID	1	1	1
KILL	1	2	2
KING	1	0	15
KNOW	1	12	12
LAKE	1	2	2
LAND	1	5	7
LARGE	1	4	5
LAST	1	3	3
LATE	1	5	5
LEAD	1	1	1
LEARN	1	4	4
LEAVE	1	13	39
LEG	1	18	18
LET	1	1	1
LETTER	1	1	1
LEVEL	1	3	3
LIFE	1	16	16
LIGHT	1	10	10
LIKE	1	37	37
LINE	1	1	1
LIST	1	1	1
LISTEN	1	1	1
LITTLE	1	3	3
LIVE	1	24	28
LONG	1	7	7
LOOK	1	6	6
LOSE	1	5	5
LOVE	1	1	1
LOW	1	5	5
MAIN	1	12	13
MAKE	1	29	29
MAN	1	3	3
MANY	1	10	10
MATTER	1	21	21
MAY	1	2	2
MEAN	1	8	11
MEET	1	3	3
MEMBER	1	1	1
MIDDLE	1	2	2
MILK	1	7	7
MILLION	1	1	1
MINUTE	1	2	2
MISS	1	0	1
MONTH	1	5	5

MORE	1	42	42
MOTHER	1	2	2
MOUNTAIN	1	1	1
MOUTH	1	7	7
MOVE	1	7	11
MUST	1	4	4
NAME	1	15	15
NATURE	1	2	3
NEAR	1	7	7
NEED	1	10	10
NEVER	1	2	2
NEW	1	17	17
NEXT	1	7	7
NICE	1	1	1
NIGHT	1	6	6
NO	1	22	22
NONE	1	1	1
NORMAL	1	0	2
NORTH	1	3	3
NOT	1	47	47
NOTHING	1	1	1
NOTICE	1	3	3
NOW	1	13	13
NUMBER	1	19	19
OF	1	282	282
OFF	1	2	2
OFFER	1	1	1
OIL	1	6	6
OK	1	1	1
OLD	1	3	3
ON	1	53	53
ONCE	1	14	14
ONE	1	36	36
ONLY	1	20	20
OPEN	1	2	4
OR	1	72	72
ORDER	1	10	10
OTHER	1	22	22
OUT	1	2	8
OVER	1	3	3
OWN	1	13	13
PACK	1	1	2
PAGE	1	3	3
PAINT	1	1	1

PAIR	1	3	3
PAPER	1	2	2
PARENT	1	0	2
PARK	1	1	1
PART	1	8	11
PASS	1	3	3
PEOPLE	1	5	5
PERSON	1	2	2
PICTURE	1	4	4
PLACE	1	12	12
PLANT	1	50	50
PLAY	1	1	1
POINT	1	7	8
POSITION	1	1	1
POSSIBLE	1	2	2
POUND	1	1	1
POWER	1	1	2
PREPARE	1	4	4
PROTECT	1	7	10
PULL	1	5	5
PUT	1	2	2
QUARTER	1	2	2
QUESTION	1	34	34
QUICK	1	0	1
QUITE	1	2	2
RAIN	1	3	4
RATE	1	2	2
REACH	1	5	5
READ	1	5	11
REALISE	1	0	1
REASON	1	2	2
RECENT	1	1	1
RECORD	1	2	2
RED	1	3	3
RELATE	1	1	3
REMEMBER	1	7	7
RETURN	1	3	3
RICH	1	1	1
RIGHT	1	3	3
RING	1	9	9
RISE	1	2	2
RIVER	1	7	7
ROCK	1	56	59
ROOM	1	1	1

ROUGH	1	1	1
ROUND	1	12	12
RUBBISH	1	1	1
RULE	1	2	2
RUN	1	1	1
SAIL	1	0	1
SAME	1	1	1
SAVE	1	3	4
SAY	1	9	9
SCHOOL	1	1	1
SCIENCE	1	0	5
SEA	1	3	3
SECOND	1	3	6
SEE	1	23	24
SENSE	1	3	3
SET	1	1	1
SEVERAL	1	3	3
SEX	1	0	2
SHAPE	1	13	18
SHARE	1	2	2
SHIP	1	0	1
SHORT	1	6	6
SHOULD	1	1	1
SHOW	1	3	3
SIDE	1	3	3
SIMPLE	1	9	9
SINCE	1	1	1
SINGLE	1	1	1
SIX	1	3	3
SIZE	1	10	10
SKIN	1	6	6
SKY	1	6	6
SLEEP	1	1	1
SLOW	1	0	5
SMALL	1	26	26
SMELL	1	2	2
SO	1	18	18
SOFT	1	7	7
SOME	1	45	57
SON	1	1	1
SONG	1	8	8
SOUTH	1	1	1
SPACE	1	5	5
SPECIAL	1	12	12

SPRING	1	4	4
SQUARE	1	3	3
STAGE	1	3	3
STAR	1	10	10
START	1	6	6
STATE	1	11	12
STATION	1	3	3
STAY	1	2	2
STEP	1	4	4
STILL	1	4	4
STONE	1	1	1
STOP	1	2	2
STORE	1	1	1
STORY	1	1	1
STRAIGHT	1	1	1
STRANGE	1	1	1
STREET	1	1	1
STRIKE	1	1	1
STRONG	1	3	3
STUDENT	1	1	1
STUDY	1	2	2
STUFF	1	1	1
SUDDEN	1	0	1
SUMMER	1	7	7
SUN	1	50	56
SUPPORT	1	2	2
SWIM	1	6	6
SYSTEM	1	14	14
TABLE	1	3	3
TAIL	1	9	9
TAKE	1	18	20
TALK	1	1	1
TASTE	1	2	3
TEACH	1	0	7
TELEVISION	1	0	1
TELL	1	2	2
TEST	1	4	4
THAN	1	4	4
THAT	1	100	100
THE	1	986	986
THEN	1	19	19
THERE	1	3	3
THEY	1	259	340
THICK	1	1	3

THING	1	4	4
THINK	1	2	2
THIS	1	51	69
THOUSAND	1	1	1
THREE	1	28	29
THROUGH	1	18	22
TIME	1	12	12
TO	1	185	185
TODAY	1	2	2
TOGETHER	1	2	2
TOOTH	1	0	3
TOP	1	1	1
TOTAL	1	2	3
TOWARD	1	1	2
TRAVEL	1	2	2
TREAT	1	1	1
TREE	1	20	20
TROUBLE	1	1	1
TRUE	1	8	8
TURN	1	1	1
TWO	1	31	32
TYPE	1	29	30
UNCLE	1	1	1
UNDER	1	3	3
UNDERSTAND	1	2	2
UNTIL	1	3	3
USE	1	44	49
USUAL	1	0	9
VERY	1	20	20
VIDEO	1	18	18
VIEW	1	0	1
WALK	1	2	2
WALL	1	2	2
WARM	1	4	5
WASTE	1	3	3
WATCH	1	1	2
WATER	1	114	114
WAY	1	11	11
WE	1	41	68
WEATHER	1	1	1
WEB	1	1	1
WEEK	1	1	1
WEIGHT	1	1	1
WELL	1	1	1

WEST		1	4	4
WET		1	3	3
WHAT		1	128	128
WHEN		1	40	40
WHERE		1	9	9
WHICH		1	39	39
WHILE		1	6	6
WHITE		1	4	4
WHO		1	1	1
WHOLE		1	4	4
WHY		1	15	15
WIDE		1	1	4
WIND		1	3	3
WINDOW		1	2	2
WINTER		1	7	7
WITH		1	80	80
WITHIN		1	1	1
WITHOUT		1	4	4
WONDER		1	1	1
WOOD		1	1	1
WORD		1	25	25
WORK		1	3	3
WORLD		1	1	1
WOULD		1	2	2
WRITE		1	18	23
YARD		1	1	1
YEAR		1	17	17
YELLOW		1	2	2
YOU		1	87	117
BASE TWO FAMILIES	RANGE		TYFREQ	FAFREQ
ACCIDENT		1	0	1
ACTIVE		1	0	11
ADAPT		1	3	5
ADULT		1	6	8
ADVENTURE		1	1	1
AFFECT		1	2	2
ALIVE		1	1	1
ATMOSPHERE		1	31	35
ATTITUDE		1	3	3
ATTRACT		1	3	4
AVERAGE		1	5	5
BACKGROUND		1	1	1
BALANCE		1	1	1

BARK	1	1	1
BASIS	1	1	1
BAT	1	1	1
BEE	1	2	2
BEER	1	2	2
BELT	1	3	3
BENEFIT	1	1	1
BLANK	1	1	1
BLANKET	1	1	1
BLOCK	1	2	2
BOIL	1	2	4
BOND	1	1	2
BRANCH	1	2	2
BREAST	1	1	1
BREATHE	1	16	16
BROAD	1	1	1
CALCULATE	1	8	9
CAP	1	1	1
CEILING	1	1	1
CHAIN	1	1	1
CHANNEL	1	1	1
CHARACTER	1	0	3
CHEESE	1	1	1
CHOCOLATE	1	1	1
CIRCLE	1	2	2
CLOUD	1	12	12
COAL	1	3	3
COAST	1	1	1
COMBINE	1	3	7
COMMAND	1	1	1
COMMENT	1	1	1
COMMIT	1	1	1
COMMON	1	4	4
COMPARE	1	3	3
CONCENTRATE	1	0	1
CONDITION	1	1	1
CONFUSE	1	1	1
CONNECT	1	3	3
CONSTANT	1	1	1
CONTAIN	1	16	19
CONTRIBUTE	1	2	2
CORRECT	1	2	3
COTTON	1	3	3
CREATE	1	3	3

CREEP	1	2	2
CROWN	1	1	1
CULTURE	1	2	2
CURE	1	4	4
CURIOUS	1	0	3
CURRENT	1	1	1
DAMAGE	1	2	3
DECEMBER	1	1	1
DEFENCE	1	2	2
DESCRIBE	1	11	11
DESERT	1	1	1
DESTROY	1	2	3
DETECT	1	2	3
DEVELOP	1	4	6
DIRECTION	1	5	5
DISAPPEAR	1	1	1
DISEASE	1	7	7
DISTANCE	1	7	7
DIVIDE	1	2	3
DRAGON	1	1	1
DUMP	1	0	1
DUST	1	3	3
EFFECT	1	5	5
ELECTRIC	1	0	1
ENCOURAGE	1	1	1
ENERGY	1	9	9
ENGINEER	1	1	1
ENORMOUS	1	1	1
ENTERTAIN	1	0	1
ENTIRE	1	1	1
ENVELOPE	1	3	3
ENVIRONMENT	1	2	2
EQUAL	1	1	1
ESCAPE	1	1	1
EVENT	1	1	1
EVENTUALLY	1	1	1
EXAMPLE	1	24	24
EXERCISE	1	1	1
EXHAUST	1	1	1
EXIST	1	3	3
EXTREME	1	2	2
FANTASTIC	1	1	1
FASCINATE	1	0	2
FAULT	1	1	1

FEATHER	1	1	1
FEATURE	1	5	5
FEMALE	1	3	3
FLIGHT	1	1	1
FLOAT	1	4	4
FLOOD	1	1	1
FLOW	1	1	1
FOX	1	1	1
FRAME	1	1	1
FROG	1	9	9
FRUIT	1	8	8
FUR	1	1	1
GIANT	1	3	3
GOAL	1	1	1
GRAB	1	1	1
HARM	1	3	10
HEIGHT	1	4	4
HERO	1	1	1
HONEY	1	1	1
HOOK	1	1	1
IDENTIFY	1	10	10
ILL	1	3	5
ILLUSTRATE	1	1	1
IMAGE	1	3	3
INCLUDE	1	9	9
INCREASE	1	13	13
INDICATE	1	1	1
INDIVIDUAL	1	4	4
INFLUENCE	1	1	1
INSTRUMENT	1	1	1
IRON	1	3	3
JOURNEY	1	1	1
JUICE	1	2	2
JULY	1	1	1
JUNE	1	1	1
KILOMETRE	1	1	1
KNIFE	1	1	1
LABORATORY	1	0	2
LEAP	1	1	1
LENGTH	1	11	11
LIMIT	1	1	1
LION	1	2	2
LOCATE	1	3	4
LOSS	1	1	1

MALE	1	3	3
MARCH	1	1	1
MASS	1	10	10
MATCH	1	1	1
MATE	1	1	1
MATERIAL	1	11	11
MAXIMUM	1	1	1
MEASURE	1	17	22
MEAT	1	1	1
MEDICINE	1	1	1
MELT	1	2	5
MEMORY	1	0	1
METAL	1	4	9
METRE	1	2	8
MISSION	1	2	2
MIX	1	3	3
MOON	1	55	55
MOTOR	1	1	1
MOUSE	1	0	1
MUD	1	2	2
MUSCLE	1	2	2
NATIVE	1	1	1
NERVE	1	1	1
OBJECT	1	11	11
OBSERVE	1	2	2
OCCASION	1	0	1
OCCUR	1	7	7
OPERATE	1	1	1
OPPOSE	1	0	1
OPPOSITE	1	2	2
ORDINARY	1	1	1
PATH	1	1	1
PATTERN	1	3	3
PERCENT	1	1	2
PERFORM	1	1	1
PIE	1	1	1
PIG	1	1	1
PINK	1	1	1
PIPE	1	2	2
PLANE	1	1	1
PLANET	1	52	52
PLASTIC	1	2	2
PLATE	1	7	7
POISON	1	0	1

POLE	1	4	4
POLLUTE	1	1	15
POSITIVE	1	2	3
PREFER	1	1	1
PRESSURE	1	1	1
PREVENT	1	3	3
PREVIOUS	1	0	1
PRINT	1	1	1
PROCESS	1	10	10
PRODUCE	1	18	18
PRODUCT	1	0	1
PROJECT	1	10	10
PROPERTY	1	21	21
PROVE	1	2	2
PROVIDE	1	1	1
PUMP	1	2	2
PURE	1	0	1
PURPLE	1	1	1
RAPID	1	0	1
RARE	1	0	1
RAY	1	7	7
REACT	1	4	4
RECEIVE	1	2	2
RECIPE	1	1	1
RECOGNIZE	1	5	6
RECOMMEND	1	0	1
REDUCE	1	3	4
REFER	1	0	1
REFRIGERATOR	1	0	1
REGULAR	1	5	13
RELEASE	1	2	4
REMAIN	1	5	6
REPRESENT	1	3	3
REQUIRE	1	2	2
RESEARCH	1	3	3
RESULT	1	1	1
ROOF	1	1	1
ROOT	1	7	7
ROT	1	0	1
ROW	1	1	1
ROYAL	1	1	1
SALAD	1	1	1
SALT	1	4	4
SAND	1	9	9

SCALE	1	2	2
SCRATCH	1	2	2
SEAL	1	1	1
SEARCH	1	1	1
SEASON	1	6	6
SECTION	1	35	35
SEED	1	6	6
SENTENCE	1	20	20
SEPARATE	1	2	2
SEPTEMBER	1	1	1
SHED	1	1	1
SHEEP	1	1	1
SHEET	1	3	3
SHELL	1	8	8
SHINE	1	0	3
SIMILAR	1	3	3
SINK	1	3	3
SMOOTH	1	4	4
SNAKE	1	4	4
SOIL	1	5	5
SOLID	1	8	10
SPECIES	1	6	6
SPECIFIC	1	3	4
SPEED	1	2	2
SPIN	1	3	3
SPOIL	1	2	2
SPREAD	1	2	2
STABLE	1	1	1
STEAM	1	3	3
STIR	1	1	1
STORM	1	1	1
SUGAR	1	3	3
SURFACE	1	20	20
SURROUND	1	4	4
SURVIVE	1	1	1
TAP	1	2	2
THIN	1	4	5
TIDE	1	4	4
TINY	1	3	3
TITLE	1	1	1
TOILET	1	2	2
TOUGH	1	1	1
TOUR	1	0	1
TRAP	1	1	1

TRUNK		1	2	2
TWIN		1	1	1
UNIT		1	50	50
UPPER		1	4	4
VALUE		1	1	1
VARIOUS		1	2	2
VARY		1	0	2
VEGETABLE		1	1	1
VEHICLE		1	1	1
WEAK		1	1	1
WEED		1	0	1
WING		1	5	5
WOLF		1	1	1
WORM		1	9	9
BASE THREE FAMILIES	RANGE		TYFREQ	FAFREQ
ABSORB		1	7	8
ACCURATE		1	0	1
ALIEN		1	2	2
ANALYSE		1	1	1
ANCIENT		1	2	2
ANGLE		1	2	2
ATOM		1	31	32
BACTERIUM		1	0	29
BEHAVE		1	1	1
BOUNDARY		1	2	2
CANCER		1	1	1
CAPACITY		1	1	1
CAPTURE		1	2	2
CARBON		1	5	5
CELL		1	47	47
CHARACTERISTIC		1	19	19
CHART		1	10	10
CHEMICAL		1	12	14
CIRCULATE		1	0	1
COLLAPSE		1	1	1
COMPONENT		1	18	18
COMPOSE		1	0	3
COMPOUND		1	12	12
CONCLUSION		1	1	1
CONDUCT		1	0	1
CONSEQUENCE		1	3	3
CONTENT		1	1	1
CONTINENT		1	1	2

CONVICT	1	1	1
CORE	1	6	6
CORRESPOND	1	0	2
CREW	1	1	1
CRITERIA	1	1	1
CROP	1	5	5
CRYSTAL	1	5	6
CURVE	1	1	1
CYCLE	1	3	3
DECREASE	1	7	7
DEFINE	1	2	4
DENSE	1	2	18
DEPICT	1	0	1
DERIVE	1	1	2
DIALOGUE	1	1	1
DICTATE	1	0	4
DISCHARGE	1	1	1
DISPLAY	1	1	1
DISTINGUISH	1	6	6
DISTRIBUTE	1	0	1
DRILL	1	0	1
ELEMENT	1	22	22
EMIT	1	1	2
EQUATION	1	1	1
EXCEPTION	1	1	1
EXPAND	1	2	2
EXPERIMENT	1	2	2
EXPERT	1	1	1
EXPLORE	1	1	1
EXPLOSION	1	1	1
EXTERNAL	1	4	4
EXTRACT	1	1	1
FACTORY	1	2	2
FALSE	1	3	3
FERTILE	1	0	6
FIBRE	1	0	1
FILTER	1	1	3
FLEXIBLE	1	1	1
FORMULA	1	1	1
FULFIL	1	2	2
FUNCTION	1	9	9
GAP	1	2	2
GENETIC	1	5	5
GLOBAL	1	1	1

GRADUATE	1	2	5
GRAVITY	1	5	9
GROSS	1	1	1
IMPACT	1	1	1
INFECT	1	1	5
INGREDIENT	1	2	2
INJECT	1	2	2
INTERACT	1	1	4
INTERNAL	1	8	8
INTERNATIONAL	1	3	3
JET	1	1	1
JOINT	1	2	2
JOURNAL	1	1	1
LABEL	1	4	5
LAUNCH	1	1	1
LAYER	1	19	20
LIQUID	1	7	7
MAGNET	1	4	6
MANUFACTURE	1	0	1
MARGIN	1	10	10
MEANWHILE	1	2	2
MINER	1	0	1
MIXTURE	1	12	12
MODULE	1	1	1
MOLECULE	1	7	7
MULTIPLE	1	5	5
NEGATIVE	1	3	4
NEUTRAL	1	4	4
NUCLEAR	1	1	1
OBTAIN	1	0	1
OCCUPY	1	0	2
OCEAN	1	8	9
ORGAN	1	1	1
ORGANIC	1	3	6
PARAGRAPH	1	2	2
PERCEIVE	1	2	2
PHENOMENON	1	1	2
PILOT	1	2	2
PLOT	1	2	2
POWDER	1	2	2
PRIMARY	1	2	2
PROCEDURE	1	2	2
PROHIBIT	1	0	1
PROTEIN	1	4	4

RADIATE		1	0	3
REFLECT		1	2	2
REPRODUCE		1	15	28
RESPECTIVE		1	0	2
RESPONSE		1	1	1
REVOLUTION		1	2	2
SATELLITE		1	8	8
SLICE		1	1	1
SOLUTION		1	7	7
SOURCE		1	2	2
SPILL		1	3	3
STEM		1	5	5
STRAIN		1	0	3
STRUCTURE		1	10	10
SUBSTANCE		1	24	24
SYMBOL		1	1	1
TECHNICAL		1	0	1
TEMPERATURE		1	38	38
TEXT		1	6	6
TISSUE		1	4	4
TRANSFORM		1	1	5
TREND		1	1	1
UNDERGO		1	2	2
UNIVERSE		1	25	26
URBAN		1	1	1
VAST		1	1	1
VERSUS		1	7	8
VESSEL		1	3	3
VIRUS		1	11	11
VISIBLE		1	2	4
VITAL		1	6	6
VOLUME		1	24	24
VOLUNTARY		1	1	1
VOLUNTEER		1	1	1
BASE FOUR FAMILIES				
	RANGE		TYFREQ	FAFREQ
ABNORMAL		1	0	1
ACID		1	5	5
ADJACENT		1	1	1
ADVERSE		1	1	1
ALUMINIUM		1	0	1
ANCHOR		1	1	1
ANIMATE		1	0	1
ARTIFICIAL		1	1	1

ASH	1	1	1
ASTRONOMY	1	0	1
BELLY	1	2	2
BENEFICIAL	1	6	6
BLADE	1	7	7
BREW	1	1	1
BUBBLE	1	1	1
BUTTERFLY	1	3	3
CALENDAR	1	2	2
CHEMISTRY	1	1	1
CLASSIFICATION	1	22	22
CLASSIFY	1	7	9
CLAY	1	2	2
COLLAR	1	1	1
COMPARATIVE	1	2	2
CONTRARY	1	1	1
CONVERSION	1	3	3
COPPER	1	2	2
CRUST	1	6	6
CUBE	1	1	3
DIAGRAM	1	6	6
DIAMOND	1	2	2
DIARY	1	2	2
DIFFERENTIATE	1	2	2
DIGEST	1	2	4
DIP	1	0	2
DISPLACE	1	0	1
DISSOLVE	1	3	3
DOLPHIN	1	1	1
DULL	1	2	2
ELECTRON	1	7	7
EXPLODE	1	1	1
FLOUR	1	1	1
FLUSH	1	1	1
FOG	1	1	1
FOSSIL	1	0	1
FRACTION	1	1	1
FRACTURE	1	2	2
GALAXY	1	3	3
GEOLOGY	1	1	2
GOAT	1	1	1
GRAPH	1	3	3
GRAVEL	1	3	3
GRIND	1	1	1

HARVEST	1	1	1
HATCH	1	1	1
HOLLOW	1	1	1
HOMOSEXUAL	1	0	1
HORIZON	1	1	1
HORIZONTAL	1	1	1
HURRICANE	1	1	1
HYDROGEN	1	9	9
ILLUMINATE	1	0	3
INHIBIT	1	1	1
INK	1	1	1
INSECT	1	21	21
INTELLIGENT	1	1	1
LEAF	1	10	10
LENS	1	0	1
LIMB	1	4	4
LUNG	1	8	8
MAMMAL	1	10	10
MARBLE	1	1	1
MINERAL	1	41	41
MOISTURE	1	1	1
MOULD	1	12	12
MUSHROOM	1	3	3
NUTRITION	1	25	25
ODOUR	1	0	1
ORBIT	1	14	14
ORGANISM	1	8	8
OUNCE	1	1	1
OXYGEN	1	12	12
OZONE	1	12	12
PARTICLE	1	14	14
PEARL	1	0	1
PENCIL	1	1	1
PILL	1	1	1
PREDATOR	1	3	3
PREY	1	1	1
RAP	1	2	2
ROBOT	1	1	1
ROCKET	1	1	1
ROTATE	1	5	7
SACK	1	1	1
SCARCE	1	0	2
SHRINK	1	2	2
SIMULATE	1	1	1

SOAK		1	1	1
SOAP		1	1	1
SOLAR		1	5	5
SPECTRUM		1	1	1
SPHERE		1	4	4
SPIKE		1	1	2
SPINE		1	0	1
STIMULUS		1	1	1
STREAK		1	6	6
TICK		1	1	1
TIGER		1	2	2
TILE		1	2	2
TILT		1	2	2
TRANSPLANT		1	1	1
VEIN		1	6	6
VIRGIN		1	1	1
VITAMIN		1	2	2
VOLCANO		1	5	7
WAX		1	0	2
WHALE		1	1	1
BASE FIVE FAMILIES				
BASE FIVE FAMILIES	RANGE		TYFREQ	FAFREQ
ABDOMEN		1	3	3
AERIAL		1	1	1
ALTITUDE		1	8	8
ANTIBIOTIC		1	7	7
APPARATUS		1	1	1
ARC		1	1	1
AXIS		1	6	6
BILATERAL		1	3	3
BUD		1	1	2
CANDY		1	1	1
CEMENT		1	1	1
CHALK		1	3	3
CLAW		1	1	1
CONDENSE		1	1	3
CONE		1	3	3
CORAL		1	1	1
CRAB		1	1	1
CYLINDER		1	4	4
DEplete		1	0	1
DISINTEGRATE		1	3	3
EARTHQUAKE		1	1	1
ECLIPSE		1	6	6

ERASE	1	1	1
EROSION	1	1	1
EVAPORATE	1	2	4
EX	1	3	3
EXPEL	1	1	1
FUME	1	2	2
FUNGUS	1	0	12
GRAMMAR	1	13	13
HEMISPHERE	1	1	1
INTESTINE	1	3	5
LARVA	1	2	2
LATERAL	1	3	3
LEAFLET	1	3	3
LIME	1	1	1
MANKIND	1	1	1
MEMBRANE	1	2	2
MICROSCOPE	1	3	3
MOIST	1	3	3
MOSQUITO	1	1	1
MUCUS	1	1	1
MUTATE	1	0	1
NITROGEN	1	5	5
NUCLEUS	1	4	6
NUTRIENT	1	3	3
OVAL	1	1	1
PARASITE	1	4	4
PRECIPITATE	1	0	1
PUFF	1	0	1
RECTANGLE	1	2	2
REVOLVE	1	5	5
RIBBON	1	1	1
SEDIMENT	1	1	4
SEWAGE	1	1	1
SHRIMP	1	1	1
SKELETON	1	4	4
SLATE	1	1	1
SPIDER	1	3	3
SPIRAL	1	1	1
SPROUT	1	1	1
STALK	1	1	1
SULPHUR	1	1	1
SYMMETRY	1	10	10
THERMAL	1	1	1
TRANSPARENT	1	1	1

TURTLE		1	3	3
VACCINE		1	6	6
VALVE		1	2	6
VERB		1	15	15
VOCABULARY		1	32	32
BASE SIX FAMILIES	RANGE		TYFREQ	FAFREQ
ADJECTIVE		1	14	14
ALGAE		1	7	7
AQUATIC		1	4	4
ASYMMETRY		1	0	2
BEETLE		1	2	2
BLEACH		1	1	1
BUOY		1	0	1
CAPSULE		1	3	3
CHESTNUT		1	1	1
CLEAVE		1	1	7
COMET		1	2	2
CONGLOMERATE		1	1	1
DIARRHOEA		1	0	1
FERN		1	4	4
FIN		1	1	1
GARBAGE		1	1	1
GLAND		1	3	3
GRANITE		1	2	2
HOMOGENEOUS		1	1	2
INCUBATE		1	2	2
INDISPENSABLE		1	2	2
JAGUAR		1	2	2
JELLY		1	1	1
LAVA		1	2	2
LITRE		1	1	1
LIZARD		1	3	3
LOBSTER		1	1	1
MAKEUP		1	5	5
MANTLE		1	7	7
MAPLE		1	1	1
MAR		1	0	10
MERCURY		1	5	5
METEOR		1	2	4
MOSS		1	4	4
MULE		1	1	1
MUSCULAR		1	1	1
MYTHOLOGY		1	0	1

OXIDE		1	1	1
OYSTER		1	1	1
PEBBLE		1	2	2
PLAQUE		1	1	1
PURIFY		1	1	5
RADIUS		1	2	2
RECEPTOR		1	2	2
RIDDLE		1	1	1
SENSORY		1	1	1
SLIPPERY		1	1	1
SLUG		1	2	2
SOLVENT		1	4	4
SPONGE		1	1	1
SYNONYM		1	2	2
TOXIN		1	2	2
TRASH		1	2	2
ULTRAVIOLET		1	3	3
VACCINATE		1	0	1
VAPOUR		1	5	5
YEAST		1	4	4
BASE SEVEN FAMILIES				
	RANGE		TYFREQ	FAFREQ
AMPHIBIAN		1	6	6
ANTENNA		1	0	3
ASTRONAUT		1	3	3
BEAK		1	5	5
CAMOUFLAGE		1	2	2
CATERPILLAR		1	4	4
CHLORINE		1	2	2
CLOCKWISE		1	1	4
CONSTELLATION		1	6	6
CROCODILE		1	4	4
CUCUMBER		1	1	1
DECOMPOSE		1	2	2
EQUATOR		1	1	1
GLUCOSE		1	1	1
LUNAR		1	1	1
MALARIA		1	1	1
METHANE		1	1	1
MILLIMETRE		1	1	1
NOUN		1	13	13
OPAQUE		1	1	1
PANTHER		1	1	1
POLLEN		1	3	3

PORE		1	3	3
PRIMATE		1	1	1
PROTON		1	7	7
PUDDLE		1	3	3
REPTILE		1	7	7
SKIPPER		1	1	1
SNAIL		1	3	3
SOLUBLE		1	2	4
SUBTRACT		1	1	1
SYRINGE		1	1	1
TENTACLE		1	4	4
TERRESTRIAL		1	5	5
TOAD		1	3	3
TORNADO		1	1	1
TORRENT		1	0	1
VENOM		1	2	3
VIOLET		1	1	1
VIRAL		1	4	4
BASE EIGHT FAMILIES				
	RANGE		TYFREQ	FAFREQ
APPEND		1	0	1
ASTEROID		1	8	8
BEAU		1	0	208
BEECH		1	1	1
CANT		1	1	1
CARBONATE		1	1	1
CELESTIAL		1	1	1
CLAM		1	1	1
CONIFER		1	1	1
ELLIPTICAL		1	1	2
EXCRETE		1	2	2
GENUS		1	9	9
GRAPHITE		1	1	1
HELIUM		1	4	4
INVERTEBRATE		1	14	14
LEOPARD		1	2	2
LUSTRE		1	4	4
METAMORPHOSE		1	0	9
MOLTEN		1	2	2
MUSSEL		1	2	2
NEWT		1	1	1
NICKEL		1	1	1
PERMEABLE		1	1	2
POLLINATE		1	1	5

RADIAL		1	4	4
SPORE		1	5	5
SQUID		1	1	1
THERMOMETER		1	2	2
VASCULAR		1	4	4
VERTEBRATE		1	9	9
WIGGLE		1	1	1
BASE NINE FAMILIES	RANGE	TYFREQ	FAFREQ	
AEROSOL		1	2	2
COYOTE		1	1	1
CYLINDRICAL		1	2	2
DUNG		1	1	1
FIZZ		1	1	1
KANGAROO		1	1	1
KEEL		1	1	1
LICHEN		1	1	1
MICROORGANISM		1	5	5
NAPE		1	1	1
OCTOPUS		1	3	3
PENICILLIN		1	6	7
PHOTOSYNTHESIS		1	8	14
POLYP		1	1	1
PRAWN		1	1	1
QUARTZ		1	5	5
RUMP		1	1	1
SCORPION		1	1	1
SUNFLOWER		1	1	1
UTERUS		1	1	1
WAVY		1	1	1
BASE TEN FAMILIES	RANGE	TYFREQ	FAFREQ	
AERONAUTICS		1	0	1
ANEMONE		1	1	1
APHID		1	1	1
BASALT		1	1	1
BRAINSTORM		1	1	1
CATARACT		1	1	1
CAULIFLOWER		1	1	1
CHEETAH		1	1	1
CONCENTRIC		1	1	1
DANDELION		1	1	1
DETRITUS		1	0	2
FAHRENHEIT		1	4	4

FROND		1	1	1
HETEROGENEOUS		1	1	1
HEXAGON		1	0	1
MAGMA		1	4	4
MERIDIAN		1	1	1
MOLLUSC		1	3	3
PLACENTA		1	1	6
PLANKTON		1	3	3
RESPIRATION		1	3	3
SIPHON		1	1	1
STRATOSPHERE		1	9	9
SYCAMORE		1	1	1
TADPOLE		1	9	9
TWIG		1	2	2
WEASEL		1	1	1
BASE 11FAMILIES	RANGE	TYFREQ	FAFREQ	
ACIDIFIED		1	2	2
ANUS		1	2	2
BIOSPHERE		1	1	1
CRUSTACEAN		1	3	3
DECIDUOUS		1	1	1
GRASSHOPPER		1	1	1
LEECH		1	2	2
MOULT		1	0	3
NEMATODE		1	3	3
OVERLIE		1	0	2
POLYGON		1	0	1
SALAMANDER		1	1	1
STRATOSHERE		1	0	1
TRACHEA		1	1	1
BASE 12FAMILIES	RANGE	TYFREQ	FAFREQ	
ARTHROPOD		1	7	7
ASEXUAL		1	1	2
CHLOROFLUOROCARBON		1	2	2
FLIPPER		1	1	1
GNAT		1	1	1
GOON		1	1	1
PHYLUM		1	6	6
PHYTOPLANKTON		1	2	2
POOP		1	1	1
PROTOZOAN		1	0	6
PUMA		1	1	1

SERRATE		1	1	1
BASE 13FAMILIES				
	RANGE		TYFREQ	FAFREQ
AMOEBA		1	2	2
ANTIMATTER		1	2	2
BUTTERCUP		1	1	1
CALCITE		1	3	3
COUGAR		1	2	2
EUKARYOTIC		1	6	6
GYP SUM		1	1	1
HYDROCHLORIC		1	1	1
LAMINA		1	1	1
LITHOSPHERE		1	2	2
MARSUPIAL		1	4	4
MICA		1	3	3
OBSIDIAN		1	1	1
PUMICE		1	1	1
RHIZOME		1	1	1
SILICATE		1	1	1
THORAX		1	1	1
BASE 14FAMILIES				
	RANGE		TYFREQ	FAFREQ
AGAR		1	1	1
ANGIOSPERM		1	5	5
ARGON		1	1	1
CENTIPEDE		1	1	1
CUMULUS		1	2	2
EXOSKELETON		1	4	4
FELDSPAR		1	4	4
HYDRA		1	1	1
IGNEOUS		1	1	1
RIBOSOME		1	1	1
SOLUTE		1	1	1
STAPHYLOCOCCUS		1	0	1
SUCROSE		1	1	1
YOGHURT		1	1	1
ZOOPLANKTON		1	1	1
BASE 15FAMILIES				
	RANGE		TYFREQ	FAFREQ
BROADLEAF		1	0	1
CELSIUS		1	5	5
CHITIN		1	1	1
CILIA		1	1	1
ECHINODERM		1	3	3

LADYBIRD		1	1	1
METAMORPHIC		1	7	7
MULTICELL		1	0	3
ORGANELLE		1	7	7
PAELLA		1	1	1
SULPHURIC		1	1	1
TOPSIDE		1	1	1
TROPOSPHERE		1	6	6
BASE 16FAMILIES				
	RANGE		TYFREQ	FAFREQ
ANNULAR		1	1	1
CEPHALOPOD		1	3	3
CYANOBACTERIA		1	1	1
GALENA		1	2	2
GASTROPOD		1	3	3
HYPHA		1	0	1
MAMMARY		1	1	1
MILLIPEDE		1	1	1
PENUMBRA		1	1	1
PLATYPUS		1	1	1
PYRITE		1	2	2
SEAHORSE		1	1	1
SESSILE		1	1	1
SULPHIDE		1	1	1
SYMBIONT		1	1	1
BASE 17FAMILIES				
	RANGE		TYFREQ	FAFREQ
ARACHNID		1	4	4
BASILISK		1	1	1
CACAO		1	1	1
GLOTTAL		1	0	1
MAGNETITE		1	3	3
NEUTRON		1	5	5
OLIVINE		1	1	1
PETIOLE		1	2	2
SCHIST		1	1	1
BASE 18FAMILIES				
	RANGE		TYFREQ	FAFREQ
BLACKFLY		1	1	1
CIRRUS		1	2	2
FLAGELLUM		1	3	3
HEMATITE		1	1	1
UMBRA		1	1	1
UNICELLULAR		1	4	4

BASE 19FAMILIES	RANGE	TYFREQ	FAFREQ
COTYLEDON		1	2
FLUORITE		1	1
HALIDE		1	1
HETEROTROPHIC		1	3
MYCELIUM		1	2
VIVIPAROUS		1	1
BASE 20FAMILIES	RANGE	TYFREQ	FAFREQ
HALITE		1	4
MAGMATIC		1	8
TAPROOT		1	1
BASE 21FAMILIES	RANGE	TYFREQ	FAFREQ
ANNELID		1	3
DENTATE		1	3
GYMNOSPERM		1	4
PLASMODIUM		1	1
PROTIST		1	1
BASE 22FAMILIES	RANGE	TYFREQ	FAFREQ
JUPITER		1	4
MEALWORM		1	1
MONOCOTYLEDON		1	0
OVIPAROUS		1	4
PARAMECIUM		1	2
PEDIPALP		1	1
PLUTON		1	0
RADULA		1	1
BASE 23FAMILIES	RANGE	TYFREQ	FAFREQ
HYDROSPHERE		1	5
BASE 24FAMILIES	RANGE	TYFREQ	FAFREQ
AMPHIBIA		1	1
ANOPHELES		1	1
DICOTYLEDON		1	0
GODOWN		1	1
BASE 25FAMILIES	RANGE	TYFREQ	FAFREQ
AUTOTROPH		1	2
CERES		1	2
HETEROTROPH		1	2

MESOSPHERE		1	5	5
MYRIAPOD		1	4	4
OCTAHEDRON		1	1	1
TYPES NOT FOUND IN ANY LIST				
TYPE	RANGE		FREQ	F1
ABIT		1	2	2
ABSENTMINDED		1	1	1
ACCORDINGTO		1	3	3
ACCORDINGWITH		1	1	1
ACIDRAIN		1	9	9
ACIDTEST		1	4	4
ACTINOPTERYGII		1	1	1
ADDON		1	1	1
ADDTO		1	11	11
AERODYNAMICSHAPED		1	1	1
AFRICANELEPHANT		1	1	1
AIRBONE		1	1	1
AIRCONDITIONER		1	1	1
AIRSAC		1	2	2
ALLOF		1	1	1
ALLOVERTHEWORLD		1	1	1
ALLRIGHT		1	1	1
ALLTHE		1	18	18
ALLTOGETHER		1	1	1
ALOTOF		1	2	2
AMBULACRAL		1	1	1
AMERICAN		1	1	1
ANIMALCELL		1	1	1
ANIMALKINGDOM		1	2	2
ANTARCTICA		1	1	1
ANURA		1	2	2
APISMELLIFERA		1	1	1
ARMACOLITE		1	1	1
ARROWSHAPED		1	1	1
ARTIODACTYLA		1	1	1
AS-AS		1	2	2
ASACONSEQUENCE		1	1	1
ASFOLLOWS		1	1	1
ASIANELEPHANT		1	1	1
ASIN		1	2	2
ASKFOR		1	1	1

ASSHOWN	1	1	1
ASTRONOMICALUNIT	1	2	2
ATALL	1	1	1
ATFIRST	1	2	2
ATHOME	1	2	2
ATNIGHT	1	2	2
ATSCHOOL	1	1	1
ATTACHEDTO	1	3	3
ATTHEBEGINNING	1	1	1
ATTHESAMETIME	1	3	3
ATTHETOP	1	1	1
ATTHISSTAGE	1	1	1
AUSTRALIA	1	1	1
BACKYARD	1	1	1
BADNEWS	1	1	1
BAGSHAPED	1	1	1
BARBOUR	1	1	1
BASEDON	1	1	1
BATHROOM	1	1	1
BEABLETO	1	2	2
BEBORN	1	2	2
BECALLED	1	15	15
BE CAREFUL	1	1	1
BECAUSEOF	1	2	2
BEGANWITH	1	1	1
BEGOINGTO	1	1	1
BELIKE	1	3	3
BIGBANG	1	4	4
BIGBANGTHEORY	1	1	1
BIGHORNSHEEP	1	1	1
BLACKBOARD	1	1	1
BLACKPOPLAR	1	1	1
BLUEGREEN	1	1	1
BODYSHAPE	1	1	1
BOILINGPOINT	1	1	1
BONYFISH	1	4	4
BREADSLICE	1	1	1
BREAKDOWN	1	3	3
BREAKINTO	1	1	1
BREAKOUT	1	1	1
BREAKSINTO	1	1	1
BREAKTHROUGH	1	2	2
BREAKUP	1	3	3
BREATHOFAIR	1	1	1

BROKENINTO	1	1	1
BUILDINGBLOCK	1	1	1
BUTALSO	1	1	1
BYMEANSOF	1	1	1
CANIDAE	1	1	1
CANISLATRANS	1	1	1
CAPSIDE	1	3	3
CARBONDIOXIDE	1	4	4
CARNIVORA	1	2	2
CARRYOUT	1	3	3
CARTILAGINOUS	1	5	5
CATTUS	1	4	4
CELESTIALBODY	1	1	1
CEPHALOTHORAX	1	2	2
CHANGEINTO	1	1	1
CHELICERAE	1	1	1
CHEMICALREACTION	1	1	1
CHOANOCYTE	1	2	2
CHONDRICHTHYES	1	1	1
CHORDATA	1	2	2
CICADAMOULTING	1	1	1
CLASSIFYINTO	1	2	2
CLASSMATE	1	2	2
CLASSROOM	1	2	2
CLIMATECHANGE	1	1	1
CLITELLUM	1	1	1
CLOSELYRELATED	1	1	1
CLOSETO	1	3	3
CNIDARIA	1	4	4
COLDBLOODED	1	3	3
COMBINEWITH	1	1	1
COMEBACK	1	1	1
COMEDOWN	1	3	3
COMEFROM	1	2	2
COMETOGETHER	1	1	1
COMPAREDWITH	1	1	1
COMPARETO	1	2	2
COMPAREWITH	1	1	1
CONSISTIN	1	1	1
CONSISTOF	1	3	3
CORALPOLYP	1	1	1
COVEREDBY	1	2	2
COVEREDWITH	1	2	2
COVERIEDN	1	1	1

CRYSTALCLEAR	1	1	1
DAYTODAY	1	1	1
DEEPDOWN	1	1	1
DEPENDON	1	1	1
DIDAUX	1	1	1
DIGESTIVESYSTEM	1	2	2
DIONAEA	1	1	1
DISSOLVEDIN	1	2	2
DISSOLVEIN	1	6	6
DISSOLVESIN	1	1	1
DISTINGUISHFROM	1	1	1
DIVIDEINTO	1	15	15
DOAUX	1	102	102
DOESNT	1	1	1
DOMESTICCAT	1	1	1
DONT	1	1	1
DRAWFROM	1	1	1
DRINKINGWATER	1	3	3
DRYSEASON	1	1	1
DUETO	1	4	4
DURINGTHEDAY	1	3	3
DURINGTHENIGHT	1	1	1
DWARFPLANET	1	5	5
EACHOTHER	1	1	1
EARTHCRUST	1	1	1
EARTH HOUR	1	1	1
EARTHWORM	1	2	2
EFFECTOR	1	1	1
EITHEROR	1	2	2
ENGLISH	1	8	8
ENGLISHSPEAKING	1	2	2
EQUUSCABALLUS	1	1	1
ERIS	1	2	2
ESCHRICHTIUSROBUSTUS	1	1	1
EVERGREEN	1	1	1
EVERYTHINGELSE	1	1	1
EVERYYEAR	1	1	1
FALLINTO	1	1	1
FALLON	1	1	1
FALLSWITH	1	1	1
FALLTO	1	1	1
FEEDOFF	1	2	2
FEEDON	1	5	5
FELIDAE	1	2	2

FILLEDWITH	1	1	1
FILLIN	1	3	3
FILLINTHEBLANKS	1	2	2
FILLITWITH	1	1	1
FIRSTTIME	1	1	1
FISHCLOWN	1	1	1
FITIN	1	1	1
FLOREY	1	1	1
FLOWERINGPLANT	1	1	1
FLYINGFISH	1	1	1
FOLLOWAROUND	1	1	1
FOODMAKING	1	1	1
FOODPARTICLE	1	1	1
FOOTPRINT	1	1	1
FOREXAMPLE	1	2	2
FOSSILFUEL	1	2	2
FRESHWATER	1	4	4
FROGLET	1	1	1
FROGSPAWN	1	1	1
FULLMOON	1	5	5
FULLOF	1	2	2
FUSIFORM	1	1	1
GAVEUP	1	1	1
GEMMATION	1	1	1
GEOSPHERE	1	7	7
GETFROM	1	1	1
GETOUTOFTHWAY	1	1	1
GETRIDOF	1	2	2
GILL	1	10	10
GIVEUP	1	1	1
GLOBALWARMING	1	10	10
GOBACK	1	1	1
GOFROM	1	1	1
GOINTO	1	1	1
GOODEXAMPLE	1	1	1
GOONHOLIDAY	1	1	1
GOROUND	1	3	3
GOTROUGH	1	2	2
GOTO	1	2	2
GOUP	1	3	3
GRAYWHALE	1	1	1
GREECE	1	2	2
GREENHOUSEEFFECT	1	5	5
GREENSALAD	1	1	1

GRINDDOWN	1	1	1
GRIZZLYBEAR	1	1	1
GROUPEDTOGETHER	1	1	1
GROWON	1	2	2
HALLEYSCOMET	1	1	1
HANDSON	1	1	1
HAPPENTO	1	3	3
HAVEALOOKAT	1	2	2
HAVEAUX	1	53	53
HAVEFUN	1	1	1
HAVEGOT	1	2	2
HEARTSHAPED	1	1	1
HELPHYOURSELF	1	1	1
HERDSMAN	1	1	1
HETEROGENOUS	1	1	1
HIGHFLYING	1	1	1
HIGHTEMPERATURE	1	1	1
HIGHTIDE	1	3	3
HOLDONTO	1	1	1
HOLDUP	1	1	1
HONEYBEE	1	1	1
HOWLONG	1	1	1
HOWMANY	1	3	3
HUMANACTIVITY	1	1	1
HUMANBEING	1	2	2
ICECAP	1	1	1
ICESHELVES	1	1	1
IGNEOUSROCK	1	1	1
IMMUNESYSTEM	1	1	1
INANYCASE	1	1	1
INNERMORE	1	1	1
INNERPLANET	1	2	2
INORDER	1	1	1
INORDERFORTO	1	1	1
INORDERTO	1	5	5
INSTEADOF	1	1	1
INTERACTWITH	1	1	1
INTHEWORLD	1	1	1
ISNT	1	1	1
ITIS	1	1	1
JAPANESE	1	1	1
JARAGUALIZARD	1	1	1
JELLYFISH	1	4	4
KEEPAWAY	1	1	1

KEEPINMIND	1	1	1
KINDOF	1	3	3
KINGCOBRA	1	1	1
KNOWABOUT	1	12	12
KNOWAS	1	1	1
KNOWHOW	1	1	1
KNOWNAS	1	6	6
KOMODODRAGON	1	1	1
L	1	1	1
LANCESHAPED	1	1	1
LANDON	1	1	1
LASTQUARTER	1	1	1
LATIN	1	1	1
LAYEGG	1	2	2
LAYIN	1	1	1
LEADTO	1	1	1
LEAFHOPPER	1	1	1
LEAFSTALK	1	1	1
LEAPYEAR	1	1	1
LEARNABOUT	1	27	27
LETUS	1	1	1
LIFECYCLE	1	1	1
LIGHTBULB	1	1	1
LIGHTMINUTE	1	1	1
LIGHTYEAR	1	7	7
LIMESTONE	1	1	1
LINEARSHAPED	1	1	1
LINEDUP	1	1	1
LISTENTO	1	4	4
LIVINGBEING	1	4	4
LIVINGTHING	1	27	27
LOBED	1	1	1
LONGTIMEAGO	1	1	1
LOOKAT	1	3	3
LOOKFOR	1	4	4
LOOKLIKE	1	4	4
LOOKON	1	1	1
LOOKOUT	1	1	1
LOOKUP	1	2	2
LOTSOF	1	4	4
LOWTIDE	1	5	5
LUNARECLIPSE	1	6	6
LUNARMONTH	1	1	1
MADEOF	1	10	10

MADEUP	1	1	1
MADEUPOF	1	24	24
MAGNETICFIELD	1	1	1
MAKEAMISTAKE	1	1	1
MAMMALIA	1	2	2
MANYOF	1	1	1
MARINEANIMAL	1	1	1
MARINEBLUE	1	1	1
MESOPAUSE	1	3	3
METALLOID	1	1	1
METRICSYSTEM	1	6	6
MI	1	3	3
MILKYWAY	1	3	3
MINERALSMICA	1	1	1
MONERA	1	3	3
MONOMINERALIC	1	2	2
MONOTREME	1	5	5
MOONEARTH	1	1	1
MOREANDMORE	1	1	1
MORELY	1	3	3
MORETHAN	1	15	15
MOUNTAINLION	1	1	1
MOVETO	1	1	1
MUCHMORE	1	1	1
MUDASHED	1	1	1
MUSCIPULA	1	1	1
MUSCOVITE	1	1	1
MUSTELIDAE	1	1	1
NAKEDEYE	1	2	2
NAMEAFTER	1	1	1
NATURALDISASTER	1	1	1
NEAPTIDE	1	2	2
NEEDLESHAPED	1	1	1
NEITHERNOR	1	1	1
NEPTUNE	1	3	3
NEWMOON	1	3	3
NEXTTO	1	1	1
NEXTYEAR	1	1	1
NITRICACID	1	1	1
NITRICOXIDE	1	1	1
NITROGENOXIDE	1	3	3
NITROUSOXIDE	1	1	1
NONFLOWERING	1	4	4
NONLIVING	1	3	3

NONMETAL	1	1	1
NORTHERNHEMISPHERE	1	1	1
NORTHERNLIGHT	1	1	1
NORTHPOLE	1	2	2
NORTHSTAR	1	1	1
NOTATUM	1	1	1
OFFSHORE	1	1	1
OLIGISTE	1	1	1
ONCEUPONATIME	1	3	3
ONEARTH	1	12	12
ONECELLED	1	1	1
ONEMILLION	1	1	1
ONLAND	1	3	3
ONTHEGROUND	1	1	1
ONTHEOTHERHAND	1	1	1
OPPOSITEDIRECTION	1	1	1
ORANGEJUICE	1	1	1
ORTHOCLASE	1	1	1
OSCULUM	1	1	1
OUTERMORE	1	1	1
OUTERPLANET	1	3	3
OVALSHAPED	1	2	2
OVERTIME	1	1	1
OZONELAYER	1	9	9
OZONELAYERHOLE	1	1	1
PAIROF	1	2	2
PAIRSOF	1	3	3
PALMATEVEINED	1	2	2
PANTHERA	1	1	1
PANTHERAPARDUS	1	1	1
PARALLELVEINED	1	1	1
PARTOF	1	13	13
PASSTHROUGH	1	1	1
PAYATTENTIONTO	1	1	1
PERIODICTABLE	1	2	2
PERIODOFTIME	1	1	1
PHASESOFTHEMOON	1	5	5
PHYLLODE	1	2	2
PHYTOPLANKTONMADE	1	1	1
PIECEOF	1	2	2
PINHEAD	1	2	2
PINNATEVEINED	1	3	3
PLANARIAN	1	2	2
PLANTCELL	1	1	1

PLASTICBAG	1	1	1
PLATYHELMINTHE	1	3	3
PLAYGROUND	1	1	1
PLUTO	1	2	2
POLARIS	1	1	1
POLICEMAN	1	1	1
PORIFERA	1	3	3
POURSDOWN	1	1	1
POWERSTATION	1	1	1
PREFERTO	1	1	1
PREYON	1	1	1
PROKARYOTIC	1	4	4
PROTOCTIST	1	3	3
PURIFIEDWATER	1	2	2
PURIFIER	1	1	1
RAINDROP	1	2	2
REABSORB	1	2	2
READINGCOMPREHENSION	1	2	2
RECYCLER	1	2	2
REDEYEDTREEFROG	1	1	1
REDHOT	1	1	1
REFERSTO	1	1	1
REFERTO	1	5	5
REFRIGERANT	1	1	1
REPTILIA	1	1	1
RERADIATE	1	1	1
RESPONDTO	1	2	2
RHIZOID	1	2	2
ROCKCLIMBING	1	1	1
RODENTIA	1	1	1
ROSEBUSH	1	1	1
RUNALONG	1	1	1
RUNOFF	1	1	1
SALTWATER	1	4	4
SANDSTONE	1	2	2
SAPROPHYTE	1	1	1
SATURN	1	3	3
SAUCEPAN	1	2	2
SCALEOF	1	1	1
SCIENTIFICNAME	1	14	14
SCOLOPENDRA	1	1	1
SEALEVEL	1	4	4
SEAURCHIN	1	2	2
SEAWATER	1	2	2

SECONDNAME	1	1	1
SEDIMENTARYROCK	1	6	6
SEEAROUND	1	1	1
SENDTO	1	1	1
SETFOOT	1	1	1
SIMILARTO	1	1	1
SINGLECELLED	1	1	1
SINGLEVEINED	1	1	1
SINKINTO	1	1	1
SIXSIDED	1	1	1
SKINCANCER	1	1	1
SLICEOFBREAD	1	1	1
SO FAR	1	2	2
SOLARECLIPSE	1	3	3
SOLARENERGY	1	1	1
SOLARRADIATION	1	2	2
SOLARSYSTEM	1	18	18
SOUTHERNHEMISPHERE	1	1	1
SOUTHPOLE	1	1	1
SPANISH	1	1	1
SPENDTIME	1	1	1
SPINAROUND	1	1	1
SPLITINTO	1	1	1
SPLITUPINTO	1	1	1
SPOROZOA	1	1	1
SPREADOUT	1	1	1
SPRINGTIDE	1	1	1
SQUEEZEOUT	1	2	2
STARFISH	1	1	1
STARSHAPED	1	2	2
STAYEDON	1	1	1
STEPOUT	1	1	1
STICKTO	1	1	1
STRATOPAUSE	1	3	3
STRATUS	1	2	2
SUBCLASSIFY	1	4	4
SUBDIVIDEINTO	1	2	2
SUBMULTIPLE	1	5	5
SUCHA	1	1	1
SUCHAS	1	7	7
SUCHER	1	1	1
SUFFERFROM	1	1	1
SULPHURDIOXIDE	1	2	2
SULPHUROXIDE	1	1	1

SUNBURN	1	1	1
SUNRAY	1	1	1
SURFTHENET	1	1	1
SURVIDE	1	2	2
SWIMBLADDER	1	2	2
TAENIA	1	1	1
TAKEBACK	1	1	1
TAKECAREOF	1	1	1
TAKEIN	1	1	1
TAKEPART	1	1	1
TALKABOUT	1	3	3
TALKOF	1	1	1
TAPEWORM	1	2	2
TEASPOON	1	1	1
TELLABOUT	1	1	1
TENDTO	1	1	1
THANKSTO	1	3	3
THEAPOLLOMISSION	1	2	2
THEEARTH	1	68	68
THEEARTHHOUR	1	1	1
THEFIRST	1	6	6
THEINTERNET	1	1	1
THELEAST	1	14	14
THEMOHSSCALEOF	1	1	1
THEMOHSSCALEOFHARDNESS	1	1	1
THEMORE	1	9	9
THEMOST	1	2	2
THENET	1	3	3
THEREBE	1	49	49
THEREBEBE	1	1	1
THERMOSPHERE	1	4	4
THESAME	1	8	8
THESECOND	1	2	2
THETHIRD	1	2	2
THINKABOUT	1	2	2
THINKOF	1	5	5
THOUSANDSOF	1	2	2
THREEQUARTER	1	1	1
TIMEAGO	1	1	1
TOOMUCH	1	2	2
TOOTHPASTE	1	1	1
TRANSFORMINTO	1	15	15
TRANSLATEDINTO	1	1	1
TROPOPAUSE	1	3	3

TRYTO	1	16	16
TURNAROUND	1	3	3
TURNIN	1	1	1
UMBRELLASHAPED	1	1	1
UNDERGROUND	1	1	1
UNDERPRESSURE	1	1	1
UNDERSIDE	1	3	3
UNITEDSTATES	1	1	1
UPTO	1	1	1
URANUS	1	5	5
URODELA	1	2	2
URODELE	1	1	1
URSIDAE	1	1	1
URSUSHORRIBILIS	1	1	1
VENNDIAGRAM	1	4	4
VENUS	1	10	10
VENUSFLYTRAP	1	1	1
VIBRIOCHOLERAE	1	1	1
VIDEOEXPLANATION	1	1	1
VOLCANICROCK	1	1	1
VOLVA	1	1	1
WANINGCRESCENT	1	1	1
WANINGGIBBOUS	1	1	1
WANINGMOON	1	1	1
WANTEDTO	1	1	1
WANTTO	1	15	15
WARMBLOODED	1	2	2
WASTEWATER	1	4	4
WATERCYCLE	1	11	11
WATERFALL	1	2	2
WATERVAPOR	1	1	1
WAVELENGTH	1	1	1
WAXINGCRESCENT	1	1	1
WAXINGGIBBOUS	1	2	2
WAXINGMOON	1	1	1
WEARAWAY	1	1	1
WENTON	1	1	1
WHITEPOPLAR	1	1	1
WILLAUX	1	17	17
WINTERBUD	1	1	1
WORKHARD	1	1	1
WORLDWIDE	1	1	1
WOULDNT	1	1	1
WRITEDOWN	1	4	4

YAXIS	1	1	1
YEARSAGO	1	2	2
YEARSOLD	1	1	1
YOURTURN	1	1	1

CLIL 2

TYPES FOUND IN BASE LIST ONE

TYPE	RANGE	FREQ	F1
A	1	583	583
ABILITY	1	8	8
ABLE	1	1	1
ABOUT	1	36	36
ABOVE	1	2	2
ABSOLUTE	1	1	1
ACCEPT	1	4	4
ACCEPTANCE	1	1	1
ACROSS	1	2	2
ACT	1	6	6
ACTED	1	1	1
ACTION	1	6	6
ACTIONS	1	2	2
ADD	1	5	5
ADDITIONAL	1	1	1
ADVERTISEMENT	1	1	1
AFTER	1	22	22
AGAIN	1	7	7
AGAINST	1	3	3
AGE	1	1	1
AIR	1	13	13
ALL	1	36	36
ALLOW	1	4	4
ALMOST	1	3	3
ALONE	1	2	2
ALONG	1	2	2
ALSO	1	15	15
ALTHOUGH	1	4	4
ALWAYS	1	7	7
AMAZING	1	4	4
AMOUNT	1	15	15
AND	1	551	551
ANIMAL	1	64	64
ANOTHER	1	18	18
ANSWER	1	20	20
ANY	1	14	14
APPEAR	1	3	3
AREA	1	26	26
ARM	1	1	1
AROUND	1	9	9
ARRIVE	1	7	7
AS	1	38	38
ASK	1	2	2
AT	1	75	75
AWAY	1	3	3
BABY	1	4	4

BACK	1	3	3
BAD	1	1	1
BAG	1	2	2
BALL	1	16	16
BANK	1	2	2
BASE	1	4	4
BASIC	1	1	1
BATH	1	2	2
BE	1	409	409
BEAUTIFUL	1	1	1
BEAUTIFULLY	1	1	1
BECAME	1	2	2
BECAUSE	1	15	15
BECOME	1	7	7
BEFORE	1	19	19
BEGIN	1	19	19
BEGINNING	1	2	2
BEHIND	1	2	2
BELIEVE	1	3	3
BELOW	1	11	11
BENEATH	1	1	1
BESIDES	1	1	1
BETWEEN	1	34	34
BIG	1	11	11
BIRD	1	14	14
BIRTH	1	7	7
BLACK	1	3	3
BLOOD	1	19	19
BLUE	1	1	1
BOAT	1	4	4
BODY	1	45	45
BONE	1	4	4
BOOK	1	2	2
BOTH	1	23	23
BOTTOM	1	1	1
BOX	1	4	4
BREAK	1	4	4
BRIGHT	1	2	2
BRING	1	1	1
BROKE	1	1	1
BUILD	1	1	1
BUILDING	1	3	3
BUS	1	3	3
BUT	1	37	37
BUY	1	2	2
BY	1	86	86
CALL	1	6	6
CALLED	1	14	14
CAN	1	106	106
CANNOT	1	7	7
CAR	1	30	30
CARE	1	1	1
CAREFULLY	1	2	2
CARRY	1	8	8
CASE	1	6	6
CAT	1	2	2
CATCH	1	6	6
CAUSE	1	14	14
CENTER	1	1	1

CENTRAL	1	4	4
CENTRE	1	7	7
CERTAIN	1	5	5
CHANGE	1	47	47
CHECK	1	1	1
CHICK	1	1	1
CHICKEN	1	1	1
CHILD	1	7	7
CITY	1	12	12
CLASS	1	3	3
CLEAN	1	2	2
CLEAR	1	3	3
CLIMB	1	1	1
CLOSE	1	5	5
CLOSED	1	3	3
CLOTHING	1	1	1
COFFEE	1	1	1
COLD	1	7	7
COLDNESS	1	1	1
COLLECT	1	5	5
COLOUR	1	20	20
COLOURING	1	1	1
COME	1	1	1
COMING	1	1	1
COMPLETE	1	22	22
COMPLETELY	1	2	2
CONSIDER	1	4	4
CONSIDERING	1	3	3
CONTINUALLY	1	2	2
CONTINUE	1	4	4
CONTINUOUS	1	1	1
CONTROL	1	3	3
COOL	1	3	3
COOLING	1	1	1
COUNTRY	1	1	1
COURSE	1	2	2
COVER	1	10	10
COVERED	1	2	2
CROSS	1	2	2
CUP	1	1	1
CUT	1	4	4
CUTTING	1	1	1
DAILY	1	1	1
DANGER	1	1	1
DANGEROUS	1	1	1
DARK	1	4	4
DAY	1	1	1
DEAD	1	3	3
DEADLY	1	2	2
DEAL	1	1	1
DECIDE	1	2	2
DEEP	1	5	5
DEEPENED	1	2	2
DEEPER	1	3	3
DEGREE	1	1	1
DEPEND	1	2	2
DEPENDENT	1	1	1
DEPTH	1	4	4
DIE	1	9	9

DIFFERENCE	1	6	6
DIFFERENT	1	61	61
DIFFICULT	1	6	6
DISCOVER	1	2	2
DO	1	50	50
DOG	1	3	3
DOOR	1	2	2
DOUBLE	1	2	2
DOWN	1	2	2
DRAW	1	5	5
DRAWING	1	18	18
DRINK	1	1	1
DRIVE	1	10	10
DRIVING	1	1	1
DROP	1	2	2
DRY	1	4	4
DURING	1	8	8
EACH	1	42	42
EAR	1	1	1
EARTH	1	32	32
EASY	1	8	8
EAT	1	12	12
EDGE	1	2	2
EGG	1	8	8
EITHER	1	1	1
EMPTY	1	1	1
END	1	1	1
ENGINE	1	4	4
ENOUGH	1	2	2
ENTER	1	4	4
EVEN	1	3	3
EVER	1	3	3
EVERY	1	10	10
EVERYONE	1	2	2
EVERYTHING	1	2	2
EXACTLY	1	2	2
EXPECT	1	1	1
EXPERIENCE	1	2	2
EXPLAIN	1	24	24
EXPLANATION	1	2	2
EXPRESS	1	3	3
EXPRESSION	1	1	1
EYE	1	2	2
FACE	1	2	2
FACT	1	2	2
FALL	1	4	4
FAMILY	1	1	1
FAST	1	17	17
FASTER	1	1	1
FAT	1	2	2
FEED	1	4	4
FEEDER	1	1	1
FEEL	1	2	2
FEET	1	2	2
FEW	1	1	1
FIELD	1	1	1
FILL	1	2	2
FINAL	1	7	7
FINALLY	1	4	4

FIND	1	26	26
FINDING	1	4	4
FINGER	1	1	1
FINISH	1	5	5
FIRE	1	3	3
FIRST	1	7	7
FISH	1	20	20
FISHING	1	1	1
FIVE	1	1	1
FIX	1	5	5
FLAT	1	3	3
FLOOR	1	3	3
FLOWER	1	9	9
FLY	1	2	2
FOLLOW	1	5	5
FOLLOWING	1	58	58
FOOD	1	30	30
FOOT	1	2	2
FOOTBALL	1	1	1
FOR	1	60	60
FORCE	1	63	63
FORCED	1	2	2
FOREST	1	10	10
FORGET	1	1	1
FORM	1	26	26
FORMED	1	1	1
FOUR	1	3	3
FREE	1	1	1
FREELY	1	1	1
FRESH	1	2	2
FRIEND	1	1	1
FROM	1	99	99
FULLY	1	1	1
FUNNY	1	2	2
FURTHER	1	5	5
GAME	1	1	1
GARDEN	1	2	2
GAS	1	7	7
GAVE	1	1	1
GENERALLY	1	1	1
GET	1	21	21
GIVE	1	9	9
GLASS	1	6	6
GO	1	8	8
GOLD	1	6	6
GOLDEN	1	3	3
GOOD	1	9	9
GRASS	1	4	4
GREAT	1	13	13
GREEN	1	1	1
GROUND	1	10	10
GROUP	1	10	10
GROW	1	11	11
GROWTH	1	8	8
GUESS	1	7	7
HAIR	1	6	6
HALF	1	1	1
HAND	1	4	4
HANDLE	1	1	1

HAPPEN	1	13	13
HAPPY	1	1	1
HARD	1	5	5
HAVE	1	91	91
HE	1	33	33
HEAD	1	1	1
HEALTHY	1	2	2
HEAR	1	8	8
HEARING	1	1	1
HEART	1	13	13
HEAT	1	45	45
HEATER	1	1	1
HEAVIER	1	1	1
HEAVY	1	2	2
HELP	1	8	8
HER	1	16	16
HERE	1	7	7
HIDE	1	1	1
HIGH	1	17	17
HIGHER	1	1	1
HILL	1	2	2
HIM	1	2	2
HIS	1	24	24
HIT	1	5	5
HOLD	1	2	2
HOLE	1	3	3
HOME	1	3	3
HOT	1	10	10
HOTNESS	1	1	1
HOUR	1	4	4
HOURS	1	3	3
HOUSE	1	4	4
HOW	1	71	71
HOWEVER	1	7	7
HUGE	1	1	1
HUMAN	1	7	7
HUNGRY	1	1	1
HUNT	1	4	4
HUNTER	1	1	1
I	1	41	41
ICE	1	9	9
IDEA	1	3	3
IF	1	70	70
IMAGINARY	1	1	1
IMAGINE	1	2	2
IMPASSABLE	1	1	1
IMPORTANT	1	8	8
IN	1	341	341
INFORMATION	1	28	28
INNER	1	2	2
INSIDE	1	11	11
INTERESTING	1	1	1
INTO	1	16	16
INVOLVE	1	5	5
INVOLVEMENT	1	1	1
INWARDS	1	1	1
ISLAND	1	3	3
IT	1	247	247
ITS	1	56	56

ITSELF	1	3	3
JOIN	1	4	4
JUST	1	4	4
KEEP	1	2	2
KICK	1	1	1
KILL	1	5	5
KING	1	8	8
KNOW	1	15	15
LAKE	1	1	1
LAND	1	4	4
LARGE	1	4	4
LAST	1	1	1
LATE	1	7	7
LATER	1	2	2
LAW	1	11	11
LEARN	1	2	2
LEAVE	1	19	19
LEAVES	1	21	21
LEFT	1	2	2
LESS	1	6	6
LET	1	2	2
LETTER	1	4	4
LEVEL	1	6	6
LIFE	1	8	8
LIFT	1	4	4
LIGHT	1	61	61
LIKE	1	22	22
LINE	1	5	5
LIST	1	1	1
LITTLE	1	3	3
LIVE	1	21	21
LIVING	1	5	5
LOAD	1	2	2
LONG	1	6	6
LOOK	1	3	3
LOSE	1	11	11
LOT	1	3	3
LOUD	1	1	1
LOVE	1	3	3
LOW	1	14	14
LUNCH	1	2	2
MADLY	1	1	1
MAIN	1	18	18
MAJOR	1	6	6
MAKE	1	36	36
MAN	1	2	2
MANY	1	12	12
MARK	1	3	3
MATTER	1	18	18
MAY	1	2	2
ME	1	7	7
MEAN	1	8	8
MEANING	1	3	3
MEANS	1	4	4
MEET	1	8	8
MENTION	1	1	1
MIDDLE	1	3	3
MIGHT	1	1	1
MILE	1	1	1

MILLION	1	2	2
MINUTE	1	1	1
MORE	1	74	74
MOST	1	11	11
MOSTLY	1	5	5
MOTHER	1	1	1
MOUNTAIN	1	3	3
MOUNTAINS	1	4	4
MOUTH	1	13	13
MOVE	1	32	32
MOVEMENT	1	24	24
MOVING	1	4	4
MUCH	1	1	1
MUST	1	4	4
MY	1	5	5
NAME	1	7	7
NAMED	1	1	1
NATURAL	1	4	4
NATURALLY	1	1	1
NATURE	1	1	1
NEAR	1	4	4
NEARBY	1	2	2
NECESSARY	1	4	4
NECK	1	1	1
NEED	1	7	7
NEIGHBORING	1	2	2
NEVER	1	2	2
NEW	1	10	10
NEXT	1	2	2
NICE	1	5	5
NO	1	17	17
NONE	1	1	1
NORMAL	1	4	4
NORMALLY	1	5	5
NOSE	1	2	2
NOT	1	54	54
NOTHING	1	5	5
NOTICED	1	1	1
NOW	1	14	14
NUMBER	1	5	5
OF	1	540	540
OFF	1	1	1
OFFER	1	1	1
OFTEN	1	6	6
OLD	1	2	2
ON	1	56	56
ONCE	1	8	8
ONE	1	50	50
ONLY	1	21	21
ONTO	1	1	1
OPEN	1	8	8
OPENING	1	7	7
OR	1	104	104
OTHER	1	20	20
OUR	1	1	1
OUT	1	1	1
OUTER	1	2	2
OUTSIDE	1	1	1
OUTSIDER	1	1	1

OUTWARD	1	1	1
OVER	1	6	6
OWN	1	14	14
PAGE	1	2	2
PAIN	1	2	2
PARENTAL	1	3	3
PARK	1	1	1
PART	1	12	12
PARTIAL	1	1	1
PARTIALLY	1	1	1
PARTICULAR	1	1	1
PARTY	1	2	2
PASS	1	4	4
PAST	1	1	1
PAY	1	1	1
PEOPLE	1	11	11
PERHAPS	1	1	1
PERSON	1	8	8
PHOTOGRAPH	1	1	1
PICTURE	1	11	11
PIECE	1	1	1
PLACE	1	24	24
PLANT	1	81	81
PLAY	1	1	1
POINT	1	11	11
POLICE	1	3	3
POOR	1	2	2
POSITION	1	12	12
POSSIBLE	1	2	2
POWERED	1	1	1
PREPARE	1	1	1
PRESENT	1	8	8
PRESENTATION	1	14	14
PROBABLY	1	3	3
PROBLEM	1	2	2
PROTECT	1	3	3
PULL	1	5	5
PUSH	1	7	7
PUT	1	4	4
QUEEN	1	6	6
QUESTION	1	19	19
QUICK	1	2	2
QUICKLY	1	2	2
QUITE	1	3	3
RABBIT	1	1	1
RAIN	1	1	1
REACH	1	11	11
READ	1	5	5
READING	1	3	3
READY	1	2	2
REAL	1	2	2
REALLY	1	3	3
REASON	1	4	4
RECORD	1	3	3
RED	1	1	1
RELATE	1	5	5
RELATION	1	3	3
RELATIONSHIP	1	18	18
REMEMBER	1	4	4

RENEWABLE	1	5	5
RESPONSIBLE	1	1	1
REST	1	12	12
RETURNED	1	1	1
RICH	1	1	1
RIDE	1	3	3
RIDING	1	1	1
RIGHT	1	5	5
RING	1	3	3
RISE	1	7	7
RIVER	1	13	13
ROAD	1	3	3
ROCK	1	31	31
ROCKY	1	1	1
ROLL	1	1	1
ROLLING	1	1	1
ROOM	1	1	1
ROUND	1	1	1
ROUNDED	1	1	1
RULE	1	1	1
RUN	1	6	6
RUNNER	1	2	2
SAY	1	18	18
SCIENCE	1	2	2
SCIENTIFIC	1	3	3
SCIENTIST	1	6	6
SEA	1	8	8
SECOND	1	19	19
SECONDARY	1	4	4
SECONDLY	1	1	1
SEE	1	4	4
SEND	1	3	3
SERVE	1	3	3
SEVEN	1	4	4
SEVERAL	1	7	7
SEXUAL	1	9	9
SEXUALLY	1	2	2
SHAPE	1	8	8
SHAPED	1	3	3
SHARE	1	2	2
SHE	1	15	15
SHOOT	1	3	3
SHORT	1	3	3
SHOULD	1	3	3
SHOW	1	25	25
SIDE	1	14	14
SIGHT	1	1	1
SIMPLE	1	8	8
SIMPLY	1	1	1
SINCE	1	1	1
SINGLE	1	1	1
SIT	1	3	3
SITUATION	1	3	3
SIX	1	1	1
SIZE	1	7	7
SKIES	1	2	2
SKIN	1	9	9
SKY	1	1	1
SLEEP	1	1	1

SLIGHT	1	1	1
SLIGHTLY	1	1	1
SLIP	1	2	2
SLOW	1	7	7
SLOWLY	1	4	4
SLOWS	1	1	1
SMALL	1	11	11
SMELL	1	2	2
SO	1	16	16
SOFT	1	3	3
SOFTEN	1	1	1
SOME	1	45	45
SOMEONE	1	2	2
SOMETHING	1	3	3
SOMETIMES	1	8	8
SONG	1	4	4
SOON	1	1	1
SOUND	1	23	23
SPACE	1	3	3
SPECIAL	1	5	5
SPECIALIZED	1	4	4
SPEND	1	1	1
SPOT	1	1	1
STAGE	1	2	2
STAND	1	2	2
STANDING	1	3	3
STAR	1	2	2
START	1	3	3
STATE	1	12	12
STATION	1	1	1
STAY	1	7	7
STEAL	1	1	1
STEP	1	3	3
STICK	1	2	2
STILL	1	1	1
STONE	1	2	2
STOP	1	21	21
STORE	1	5	5
STORY	1	1	1
STRANGE	1	1	1
STREET	1	1	1
STRIKE	1	1	1
STRONG	1	3	3
STRONGER	1	2	2
STUDENT	1	10	10
STUDY	1	11	11
SUDDENLY	1	2	2
SUN	1	3	3
SUNLIGHT	1	7	7
SUPPORT	1	5	5
SUPPOSE	1	1	1
SURE	1	1	1
SURPRISINGLY	1	1	1
SWEET	1	1	1
SWIM	1	2	2
SYSTEM	1	24	24
TABLE	1	5	5
TABLECLOTH	1	1	1
TAKE	1	16	16

TAKEN	1	3	3
TALL	1	3	3
TASTE	1	1	1
TEACHER	1	13	13
TEAM	1	6	6
TEETH	1	3	3
TELL	1	8	8
TEN	1	1	1
TENDENCY	1	3	3
TERM	1	1	1
TEST	1	1	1
THAN	1	2	2
THAT	1	126	126
THE	1	1232	1232
THEIR	1	72	72
THEM	1	30	30
THEMSELVES	1	1	1
THEN	1	40	40
THERE	1	7	7
THESE	1	21	21
THEY	1	153	153
THICK	1	8	8
THING	1	4	4
THINK	1	8	8
THINKING	1	4	4
THIRD	1	2	2
THIS	1	93	93
THOSE	1	3	3
THOUGHT	1	1	1
THOUSAND	1	1	1
THREE	1	13	13
THROAT	1	1	1
THROUGH	1	30	30
THROUGHOUT	1	1	1
THROW	1	3	3
TILL	1	2	2
TIME	1	29	29
TO	1	293	293
TODAY	1	1	1
TOGETHER	1	5	5
TOO	1	3	3
TOOTHED	1	1	1
TOP	1	5	5
TOTAL	1	4	4
TOUCH	1	4	4
TOWARDS	1	7	7
TRAIN	1	4	4
TRAINS	1	3	3
TRAVEL	1	50	50
TREAT	1	1	1
TREE	1	11	11
TRIP	1	1	1
TRUE	1	1	1
TRULY	1	1	1
TRUTH	1	1	1
TRY	1	1	1
TUESDAY	1	1	1
TURN	1	1	1
TWICE	1	2	2

TWO	1	43	43
TYPE	1	33	33
UNABLE	1	1	1
UNDER	1	7	7
UNDERSTAND	1	5	5
UNDERSTANDING	1	1	1
UNFORTUNATELY	1	1	1
UNKNOWN	1	1	1
UNLESS	1	2	2
UNLUCKY	1	1	1
UNSUPPORTED	1	1	1
UNTIL	1	3	3
UNUSUAL	1	1	1
UP	1	3	3
UPON	1	1	1
US	1	4	4
USE	1	45	45
USUAL	1	1	1
USUALLY	1	3	3
VERY	1	11	11
VIDEO	1	7	7
VISIT	1	1	1
VOICE	1	1	1
WAIT	1	1	1
WALK	1	9	9
WALL	1	4	4
WARM	1	1	1
WASTE	1	13	13
WATCH	1	2	2
WATCHING	1	1	1
WATER	1	60	60
WAVE	1	11	11
WAY	1	12	12
WE	1	62	62
WEAR	1	2	2
WEATHERED	1	1	1
WEATHERING	1	7	7
WEEK	1	2	2
WEIGHT	1	15	15
WELL	1	1	1
WET	1	4	4
WHAT	1	145	145
WHEEL	1	3	3
WHEN	1	87	87
WHENEVER	1	1	1
WHERE	1	43	43
WHETHER	1	2	2
WHICH	1	72	72
WHILE	1	7	7
WHITE	1	2	2
WHO	1	9	9
WHOLE	1	7	7
WHOM	1	1	1
WHOSE	1	1	1
WHY	1	27	27
WIDE	1	2	2
WIDENED	1	1	1
WIDTH	1	1	1
WIND	1	7	7

WINDOW	1	1	1
WINDS	1	1	1
WINTER	1	1	1
WITH	1	77	77
WITHIN	1	3	3
WITHOUT	1	5	5
WOMAN	1	2	2
WONDER	1	1	1
WOOD	1	4	4
WORD	1	18	18
WORK	1	24	24
WORKER	1	3	3
WORLD	1	2	2
WORN	1	1	1
WOULD	1	4	4
WRITE	1	11	11
YEAR	1	11	11
YES	1	2	2
YET	1	1	1
YOU	1	101	101
YOUNG	1	1	1
YOUR	1	58	58
YOURSELF	1	1	1
ZERO	1	1	1

TYPES FOUND IN BASE LIST TWO

TYPE	RANGE	FREQ	F1
ACCIDENT	1	1	1
ACTIVE	1	2	2
ACTIVITY	1	33	33
ADAPT	1	1	1
ADAPTATION	1	1	1
ADULT	1	2	2
ADULTHOOD	1	1	1
ADVANTAGE	1	9	9
ADVICE	1	2	2
AFFECT	1	2	2
AFFECTED	1	2	2
AFFECTING	1	1	1
AFFECTS	1	1	1
AGENT	1	7	7
ALIVE	1	1	1
ALTOGETHER	1	1	1
APPLE	1	3	3
APPLY	1	7	7
ARREST	1	1	1
ASSURE	1	1	1
ATMOSPHERE	1	3	3
ATTACHMENT	1	1	1
ATTACK	1	1	1
ATTEMPT	1	1	1
ATTRACT	1	4	4
ATTRACTION	1	1	1
AVAILABILITY	1	3	3
AVERAGE	1	15	15
AVOID	1	1	1
BASIS	1	2	2
BAT	1	1	1

BEAN	1	3	3
BEE	1	6	6
BELL	1	3	3
BEND	1	3	3
BENEFIT	1	4	4
BIKE	1	6	6
BITE	1	1	1
BLOCK	1	9	9
BONDING	1	1	1
BOUNCE	1	1	1
BOWL	1	1	1
BRAIN	1	8	8
BRAKE	1	3	3
BRANCHING	1	1	1
BREATHE	1	6	6
BREATHING	1	1	1
BREED	1	1	1
BROAD	1	1	1
BUCKET	1	2	2
BUNCH	1	1	1
CALCULATE	1	40	40
CALCULATION	1	1	1
CAP	1	4	4
CENT	1	1	1
CENTURY	1	1	1
CHALLENGE	1	1	1
CHANNEL	1	2	2
CHARACTERIZE	1	1	1
CHASE	1	1	1
CHEW	1	2	2
CIRCLE	1	1	1
CIRCUMSTANCE	1	1	1
CLAIM	1	1	1
CLIFF	1	4	4
CLOUD	1	2	2
CLUE	1	2	2
COAST	1	2	2
COASTAL	1	1	1
COMBINATION	1	1	1
COMBINE	1	1	1
COMMUNITY	1	5	5
COMPARE	1	4	4
COMPETITION	1	3	3
COMPLICATED	1	1	1
CONDITIONAL	1	1	1
CONFUSE	1	1	1
CONNECT	1	4	4
CONNECTED	1	1	1
CONNECTION	1	1	1
CONSCIOUS	1	1	1
CONSTANT	1	11	11
CONSTANTLY	1	1	1
CONTACT	1	3	3
CONTAIN	1	6	6
CONTAINER	1	1	1
CORRECT	1	1	1
COTTON	1	1	1
COW	1	4	4
CRACK	1	1	1

CREATE	1	8	8
CREATION	1	1	1
CROWN	1	8	8
CURL	1	1	1
CURRENT	1	5	5
DAMAGE	1	1	1
DAMAGED	1	1	1
DESCRIBE	1	14	14
DESERT	1	7	7
DESERVE	1	1	1
DESIGN	1	2	2
DESK	1	1	1
DESTROY	1	3	3
DETAILED	1	1	1
DETECT	1	3	3
DETERMINE	1	2	2
DEVELOP	1	3	3
DEVELOPMENT	1	9	9
DIET	1	1	1
DIRECTED	1	1	1
DIRECTION	1	22	22
DIRECTIONAL	1	1	1
DIRECTLY	1	5	5
DISAPPEAR	1	1	1
DISCUSSING	1	1	1
DISCUSSION	1	1	1
DISH	1	1	1
DISTANCE	1	36	36
DISTURBING	1	1	1
DIVER	1	1	1
DIVIDE	1	2	2
EFFECT	1	6	6
ENERGY	1	92	92
ENVIRONMENT	1	8	8
ENVIRONMENTAL	1	1	1
EQUAL	1	5	5
EQUALLY	1	1	1
ESCAPE	1	1	1
ESTABLISH	1	1	1
ESTABLISHING	1	1	1
EVENTUALLY	1	3	3
EVIDENCE	1	3	3
EXAMPLE	1	33	33
EXCHANGE	1	4	4
EXHAUST	1	1	1
EXIST	1	3	3
EXPOSE	1	1	1
EXTREME	1	1	1
EXTREMELY	1	1	1
FAMILIAR	1	1	1
FASCINATING	1	1	1
FAULT	1	1	1
FAVOUR	1	2	2
FEATHER	1	2	2
FEATHERED	1	1	1
FEATURE	1	2	2
FEATURES	1	1	1
FEMALE	1	16	16
FLAME	1	1	1

FLIGHT	1	1	1
FLOAT	1	8	8
FLOW	1	15	15
FOLDED	1	1	1
FROG	1	1	1
FUR	1	1	1
GAIN	1	4	4
GATHERING	1	1	1
GIANT	1	1	1
GIFT	1	1	1
GRADE	1	2	2
HARM	1	1	1
HEIGHT	1	7	7
HONEY	1	1	1
IDENTIFY	1	11	11
ILLUSTRATE	1	1	1
IMAGE	1	2	2
IMPRESSIVE	1	1	1
INCLUDE	1	19	19
INCLUDING	1	3	3
INCREASE	1	8	8
INDICATE	1	2	2
INDIVIDUAL	1	9	9
INFLUENCE	1	3	3
INSTRUMENT	1	2	2
INTENSE	1	1	1
INTENSITY	1	1	1
INTERTIDAL	1	2	2
INTRODUCTION	1	1	1
INVARIABLE	1	1	1
INVESTIGATE	1	3	3
INVESTIGATION	1	4	4
IRON	1	6	6
JOURNEY	1	3	3
JUICE	1	4	4
KILOMETER	1	6	6
LACK	1	1	1
LENGTH	1	1	1
LESSON	1	1	1
LIGHTER	1	1	1
LIGHTLY	1	1	1
LIMIT	1	2	2
LION	1	3	3
LOCATE	1	4	4
LOCATED	1	2	2
LOCATION	1	1	1
LOCATIONS	1	1	1
LOSS	1	1	1
LOWER	1	1	1
LUMP	1	4	4
MAGICIAN	1	1	1
MAIL	1	2	2
MAINTAIN	1	2	2
MALE	1	19	19
MAP	1	2	2
MASS	1	37	37
MASSIVE	1	1	1
MATE	1	4	4
MATERIAL	1	15	15

MATING	1	2	2
MAXIMUM	1	1	1
MEASURE	1	11	11
MEASURED	1	4	4
MEASUREMENT	1	2	2
MELT	1	2	2
MELTING	1	2	2
MEMORIZE	1	1	1
METAL	1	7	7
METRE	1	6	6
MINOR	1	1	1
MIRROR	1	3	3
MIX	1	1	1
MOON	1	1	1
MUSCLE	1	1	1
NARROW	1	1	1
NERVE	1	2	2
NERVOUS	1	8	8
NOVEMBER	1	1	1
OAK	1	1	1
OBJECT	1	96	96
OBSERVE	1	1	1
OCCUR	1	14	14
OPPOSITE	1	4	4
OPPOSITION	1	1	1
OPTIONAL	1	1	1
ORIGINAL	1	3	3
PAN	1	1	1
PARTNER	1	1	1
PATH	1	2	2
PER	1	1	1
PERCENTAGE	1	1	1
PERFORM	1	2	2
PHYSICAL	1	7	7
PIN	1	2	2
PINE	1	1	1
PITCH	1	1	1
PITCHER	1	4	4
PLAIN	1	2	2
PLANE	1	1	1
PLANET	1	12	12
PLASTIC	1	5	5
PLATE	1	43	43
PLATES	1	3	3
POISONOUS	1	1	1
POLLUTION	1	2	2
POOL	1	2	2
POPULATION	1	4	4
POSITIVE	1	6	6
POSSESS	1	3	3
PRESSURE	1	23	23
PREVIOUS	1	2	2
PREVIOUSLY	1	1	1
PROCESS	1	31	31
PRODUCE	1	36	36
PRODUCER	1	10	10
PRODUCT	1	1	1
PRODUCTION	1	2	2
PRODUCTIVE	1	1	1

PROJECT	1	8	8
PROPERTY	1	5	5
PROPOSE	1	3	3
PROVE	1	6	6
PROVIDE	1	5	5
PUDDING	1	1	1
PUMP	1	5	5
PURE	1	1	1
PURPOSE	1	1	1
QUALITY	1	1	1
RANGE	1	3	3
RAPIDLY	1	1	1
RAY	1	7	7
REACT	1	2	2
REACTION	1	3	3
RECEIVE	1	5	5
RECOMMEND	1	1	1
RECOMMENDATION	1	2	2
REDUCE	1	2	2
REFER	1	1	1
REFERENCE	1	1	1
REFRIGERATOR	1	1	1
REGION	1	2	2
REGULAR	1	1	1
RELEASE	1	8	8
RELIEF	1	1	1
REMAIN	1	7	7
REMAINS	1	5	5
REMOVE	1	3	3
REPEAT	1	1	1
REPRESENT	1	11	11
REQUIRE	1	12	12
RESEARCH	1	5	5
RESEARCHER	1	1	1
RESERVE	1	2	2
RESIST	1	2	2
RESISTANT	1	1	1
RESULT	1	6	6
RESULTANT	1	3	3
ROB	1	2	2
ROOF	1	1	1
ROOT	1	14	14
ROPE	1	1	1
ROYAL	1	1	1
SALT	1	2	2
SAND	1	2	2
SANDY	1	1	1
SANK	1	1	1
SCALE	1	6	6
SEASONAL	1	1	1
SECTION	1	25	25
SEED	1	16	16
SEEK	1	1	1
SELECTION	1	1	1
SELECTIVELY	1	1	1
SENTENCE	1	15	15
SEPARATE	1	5	5
SHARP	1	2	2
SHELF	1	1	1

SHELL	1	1	1
SHIFT	1	1	1
SHORE	1	1	1
SIMILAR	1	2	2
SIMILARITY	1	1	1
SINK	1	8	8
SKIER	1	2	2
SLIDE	1	3	3
SLIDING	1	1	1
SNAKE	1	2	2
SNAP	1	1	1
SOCIAL	1	1	1
SOIL	1	9	9
SOLID	1	4	4
SOLIDIFY	1	1	1
SOUP	1	2	2
SPECIES	1	11	11
SPECIFIC	1	7	7
SPEED	1	79	79
SPREAD	1	1	1
STEADY	1	1	1
STEAM	1	1	1
STOMACH	1	7	7
STORM	1	3	3
STREAM	1	2	2
STRUGGLE	1	1	1
STYLE	1	2	2
SUGAR	1	5	5
SURFACE	1	23	23
SURROUND	1	1	1
SURROUNDINGS	1	2	2
SURVIVAL	1	2	2
SURVIVE	1	1	1
SUSPECTED	1	1	1
SUSPICION	1	1	1
SWALLOW	1	3	3
SWING	1	2	2
THEREFORE	1	1	1
THIEF	1	2	2
THIN	1	5	5
TIDE	1	2	2
TINY	1	2	2
TIP	1	13	13
TOE	1	1	1
TONGUE	1	1	1
TOURIST	1	1	1
TOWER	1	4	4
TRANSFER	1	26	26
TRAP	1	4	4
TRICK	1	1	1
TYPICAL	1	2	2
UNBALANCED	1	3	3
UNCONSCIOUSLY	1	2	2
UNIT	1	36	36
UNIVERSITY	1	1	1
UPPER	1	1	1
VALLEY	1	8	8
VALUE	1	3	3
VARIABILITY	1	1	1

VARIABLE	1	2	2
VARIATION	1	2	2
VARIOUS	1	1	1
VARY	1	6	6
VICTIM	1	2	2
WEAK	1	3	3
WEIRD	1	1	1
WITNESS	1	1	1
WORM	1	1	1

TYPES FOUND IN BASE LIST THREE

TYPE	RANGE	FREQ	F1
ABANDONED	1	2	2
ABSORB	1	10	10
ABSORBED	1	2	2
ABSORPTION	1	1	1
ABUSE	1	2	2
ACCELERATE	1	5	5
ACCELERATED	1	3	3
ACCELERATES	1	3	3
ACCELERATION	1	37	37
ACCOMPANY	1	1	1
ACCUMULATED	1	1	1
ACCUMULATION	1	1	1
ACQUIRE	1	2	2
ADEQUATE	1	1	1
ANALYSE	1	2	2
ANALYZE	1	4	4
ANCIENT	1	2	2
ANGLE	1	12	12
APPROXIMATE	1	1	1
ATOM	1	4	4
AUTHOR	1	1	1
BACTERIA	1	6	6
BEAM	1	1	1
BEHAVIOUR	1	3	3
BIOLOGICAL	1	4	4
BOUNDARY	1	11	11
CAPTURE	1	3	3
CARBON	1	6	6
CATEGORY	1	3	3
CELL	1	26	26
CHAMBER	1	1	1
CHARACTERISTIC	1	16	16
CHART	1	6	6
CHEMICAL	1	7	7
CHEMICALLY	1	1	1
CIRCULATE	1	2	2
CIRCULATING	1	1	1
CIRCULATORY	1	1	1
CLARIFICATION	1	1	1
CLIMATE	1	4	4
COLLAPSE	1	2	2
COLONY	1	2	2
COMMISSIONED	1	1	1
COMPETE	1	1	1
COMPLEX	1	2	2
COMPLEXITY	1	1	1

COMPONENT	1	10	10
CONCEPT	1	2	2
CONCLUSION	1	3	3
CONDUCTION	1	3	3
CONDUCTOR	1	2	2
CONSEQUENCE	1	4	4
CONSERVATION	1	4	4
CONSERVE	1	1	1
CONSUMER	1	15	15
CONTINENT	1	10	10
CONTINENTAL	1	5	5
CONVERT	1	1	1
COORDINATED	1	1	1
COORDINATION	1	5	5
CORE	1	7	7
CORRESPOND	1	2	2
CORRESPONDING	1	1	1
CROP	1	2	2
CRYSTAL	1	3	3
CURVE	1	1	1
CYCLE	1	7	7
CYCLING	1	2	2
CYCLIST	1	7	7
DAMP	1	1	1
DATA	1	1	1
DECADE	1	1	1
DECREASE	1	2	2
DECREASING	1	1	1
DEFINE	1	3	3
DEFINITION	1	6	6
DENSE	1	4	4
DENSITY	1	7	7
DEPICT	1	2	2
DEPOSIT	1	3	3
DIGITAL	1	4	4
DIMENSIONS	1	1	1
DISTINGUISH	1	5	5
DISTRIBUTE	1	3	3
DISTRIBUTION	1	1	1
DIVISION	1	1	1
DOCUMENT	1	8	8
DOMINANT	1	3	3
DRIFT	1	2	2
ECHO	1	5	5
EFFECTIVE	1	2	2
ELABORATED	1	5	5
ELEMENT	1	3	3
ELEVATION	1	2	2
ELIMINATE	1	1	1
EMIT	1	2	2
ENSURE	1	2	2
ENTHUSIASM	1	2	2
ENTRY	1	2	2
EQUATION	1	3	3
ESTIMATE	1	1	1
EVALUATION	1	1	1
EVOLUTIONARY	1	1	1
EXCEPTION	1	1	1
EXPANSION	1	1	1

EXPERIMENT	1	5	5
EXPLORE	1	1	1
EXPLORER	1	3	3
EXTENSION	1	3	3
EXTERNAL	1	12	12
EXTRACT	1	1	1
FACTOR	1	3	3
FERTILIZATION	1	19	19
FERTILIZE	1	4	4
FERCELY	1	1	1
FILTER	1	2	2
FLAVOR	1	1	1
FLEE	1	1	1
FLESHY	1	1	1
FORMATION	1	5	5
FORMULA	1	3	3
FRAGMENT	1	5	5
FRAGMENTATION	1	1	1
FREQUENCY	1	1	1
FUNCTION	1	9	9
FUNDAMENTAL	1	5	5
GALLERY	1	1	1
GENERATE	1	1	1
GENETIC	1	5	5
GRADUAL	1	1	1
GRADUALLY	1	2	2
GRAIN	1	1	1
GRAPHICALLY	1	1	1
GRAVITATIONAL	1	2	2
GRAVITY	1	18	18
HEEL	1	1	1
HIGHWAY	1	1	1
HINT	1	1	1
HYPOTHESIS	1	2	2
IMPLY	1	1	1
INCIDENT	1	2	2
INCORPORATE	1	1	1
INDEX	1	1	1
INFECTED	1	1	1
INHABIT	1	1	1
INITIAL	1	6	6
INJECT	1	1	1
INORGANIC	1	9	9
INSPIRE	1	1	1
INTERACT	1	2	2
INTERACTION	1	11	11
INTERACTIVE	1	3	3
INTERNAL	1	12	12
ISOLATED	1	2	2
JOINT	1	4	4
LANDSCAPE	1	18	18
LAYER	1	12	12
LIQUID	1	8	8
LITERALLY	1	1	1
LOYALTY	1	1	1
MAGNET	1	1	1
MARINE	1	2	2
MATURE	1	2	2
MECHANIC	1	1	1

MECHANICAL	1	5	5
MECHANICS	1	2	2
MECHANISM	1	3	3
MEDIUM	1	10	10
MERGE	1	1	1
METHOD	1	2	2
MIGRATE	1	1	1
MINIMUM	1	3	3
MOBILITY	1	1	1
MODIFY	1	1	1
MOLECULE	1	17	17
MOTION	1	22	22
MUTUAL	1	1	1
NEGATIVE	1	4	4
NET	1	3	3
NEVERTHELESS	1	1	1
OBTAIN	1	1	1
OCEAN	1	9	9
OCEANIC	1	5	5
ORALLY	1	2	2
ORGAN	1	10	10
ORGANIC	1	14	14
OVERALL	1	2	2
PASSAGE	1	1	1
PERCEIVE	1	3	3
PERMANENTLY	1	1	1
PHENOMENA	1	1	1
PIT	1	1	1
PLATFORM	1	2	2
POTENTIAL	1	3	3
PRESENCE	1	1	1
PRIEST	1	1	1
PRIMARILY	1	1	1
PRIMARY	1	7	7
PRINCIPLE	1	1	1
PROPORTIONAL	1	1	1
PROTEIN	1	3	3
PROVOKE	1	3	3
PUBLISH	1	2	2
PUZZLED	1	1	1
QUANTITY	1	4	4
RADIATION	1	2	2
RATIO	1	2	2
RAW	1	6	6
REFLECT	1	2	2
REFLECTED	1	6	6
REFLECTION	1	8	8
REGULATE	1	1	1
REGULATORY	1	1	1
REJECT	1	1	1
RELATIVE	1	1	1
REPRODUCE	1	7	7
REPRODUCTION	1	15	15
RESOURCE	1	1	1
RESPECTIVELY	1	1	1
RESPONSE	1	22	22
RETREAT	1	1	1
RIVAL	1	1	1
ROUTE	1	4	4

RUMOUR	1	2	2
SACRIFICE	1	1	1
SACRIFICING	1	1	1
SATELLITE	1	2	2
SCATTERED	1	1	1
SEQUENCE	1	1	1
SHIELD	1	1	1
SLOPE	1	2	2
SOLUTION	1	1	1
SOLVE	1	2	2
SOURCE	1	16	16
SQUEEZE	1	2	2
STEM	1	5	5
STRUCTURE	1	5	5
SUBSEQUENTLY	1	1	1
SUBSTANCE	1	14	14
SUBSTITUTE	1	2	2
SUMMARY	1	3	3
SUMMIT	1	2	2
SUSTAIN	1	2	2
SWEAT	1	2	2
TASK	1	1	1
TEMPERATURE	1	50	50
TEMPORARY	1	1	1
TEXT	1	1	1
THEORY	1	17	17
TRANSFORM	1	6	6
TRANSFORMATION	1	1	1
TRANSMIT	1	3	3
TRANSPORT	1	6	6
TRANSPORTATION	1	6	6
TUBE	1	9	9
TUNNELS	1	1	1
ULTIMATE	1	1	1
UNDERGO	1	1	1
UNIFORM	1	4	4
UNIFORMLY	1	1	1
UNIQUE	1	2	2
UNLIKE	1	1	1
VALID	1	1	1
VARIETY	1	3	3
VERSUS	1	2	2
VESSEL	1	3	3
VIRUS	1	1	1
VISIBLE	1	4	4
VOLUME	1	6	6
WEIGH	1	13	13
ZONE	1	10	10

TYPES FOUND IN BASE LIST FOUR

TYPE	RANGE	FREQ	F1
ABUNDANT	1	1	1
ACID	1	4	4
ACTIVATE	1	1	1
ALTERNATING	1	1	1
ANIMATION	1	2	2
ARCH	1	5	5
ARROW	1	2	2

ARTIFICIAL	1	2	2
ASH	1	1	1
ASTRONOMY	1	1	1
AUTHENTIC	1	1	1
AUTHENTICITY	1	1	1
BENEFICIAL	1	1	1
BOLT	1	1	1
BULB	1	1	1
BUTTERFLY	1	1	1
CAFE	1	3	3
CANAL	1	1	1
CARRIAGE	1	2	2
CAVE	1	6	6
CLASSIFY	1	7	7
COHERENT	1	1	1
COLLAR	1	2	2
COMPACTION	1	1	1
COMPLY	1	1	1
COMPREHENSION	1	1	1
COMPRESS	1	1	1
CONTRARY	1	1	1
CONVERSION	1	1	1
CORD	1	1	1
CRUST	1	10	10
CUBE	1	1	1
DAM	1	1	1
DECAY	1	1	1
DETACH	1	1	1
DEVISE	1	1	1
DIAGRAM	1	6	6
DIAMOND	1	2	2
DIGEST	1	10	10
DIGESTED	1	2	2
DIGESTION	1	2	2
DIGESTIVE	1	4	4
DILEMMA	1	1	1
DISADVANTAGE	1	6	6
DISPERSAL	1	3	3
DISPERSED	1	1	1
DISPLACE	1	2	2
DISPLACEMENT	1	6	6
DISSOLVE	1	2	2
DROWN	1	1	1
DURATION	1	2	2
EAGLE	1	1	1
ECOLOGICAL	1	1	1
ELIGIBLE	1	1	1
ERUPTION	1	1	1
EXERT	1	6	6
EXPLODE	1	2	2
FLUID	1	10	10
FOSSIL	1	3	3
FRAGILE	1	2	2
FRAUD	1	2	2
FUSE	1	2	2
FUSION	1	2	2
GEOLOGICAL	1	2	2
GEOLOGIST	1	3	3
GEOLOGY	1	1	1

GLUE	1	1	1
GRAPH	1	12	12
GRIND	1	1	1
HABITAT	1	2	2
HATCH	1	1	1
HERD	1	1	1
HIERARCHY	1	1	1
HORMONE	1	4	4
HYDROGEN	1	3	3
INCIDENCE	1	5	5
INDIGESTIBLE	1	1	1
INDUCE	1	1	1
INFER	1	2	2
INSECT	1	18	18
INSULATOR	1	2	2
INTERDEPENDENCE	1	1	1
LAP	1	1	1
LEAF	1	5	5
LIVER	1	1	1
LOOP	1	2	2
LUNG	1	16	16
MAMMAL	1	10	10
MAMMALIAN	1	1	1
MINERAL	1	3	3
MINIMIZE	1	1	1
MIRACLE	1	2	2
MISERABLE	1	1	1
MUSHROOM	1	1	1
NUTRITION	1	22	22
NUTRITIONAL	1	1	1
OBSTACLE	1	1	1
ODOR	1	1	1
ORGANISM	1	18	18
OXYGEN	1	17	17
PARTICLE	1	8	8
PENCIL	1	2	2
PHYSICS	1	11	11
POND	1	1	1
PREDATION	1	2	2
PREDATOR	1	2	2
PREY	1	8	8
RECYCLE	1	1	1
RIDGE	1	1	1
RIGID	1	1	1
ROCKET	1	3	3
SHALLOW	1	1	1
SOCCER	1	1	1
SPINY	1	1	1
SPUR	1	5	5
SPY	1	1	1
STACK	1	5	5
STEEP	1	5	5
STIMULUS	1	31	31
STINGING	1	2	2
STRAND	1	1	1
STRAP	1	1	1
TELESCOPE	1	1	1
TEXTURE	1	1	1
THUNDER	1	3	3

TROPIC	1	2	2
TROPICAL	1	3	3
UNDIGESTED	1	2	2
UPWARD	1	1	1
VEIN	1	4	4
VERTICAL	1	1	1
VIBRATE	1	3	3
VIBRATION	1	3	3
VOLCANIC	1	5	5
VOLCANO	1	17	17
WHALE	1	4	4

TYPES FOUND IN BASE LIST FIVE

TYPE	RANGE	FREQ	F1
ABDOMEN	1	1	1
ACCESSORY	1	1	1
AIRWAY	1	1	1
ARC	1	3	3
ARTERY	1	3	3
AXIS	1	5	5
BAIT	1	1	1
BALD	1	1	1
BASKETBALL	1	1	1
BUD	1	1	1
BUDDING	1	1	1
CARBOHYDRATE	1	2	2
CEMENTATION	1	1	1
COEFFICIENT	1	1	1
COMPARTMENT	1	2	2
COMPOSITE	1	1	1
CONDENSATION	1	1	1
CONQUEROR	1	1	1
CONVERGENT	1	3	3
CORAL	1	1	1
CRAB	1	5	5
DART	1	3	3
DILUTED	1	1	1
DIVERGENT	1	3	3
DYNAMICS	1	6	6
EARTHQUAKE	1	12	12
EMBRYO	1	4	4
ENZYME	1	3	3
EQUILIBRIUM	1	3	3
ERODE	1	4	4
ERODED	1	3	3
EROSION	1	14	14
EVAPORATION	1	1	1
EXPEL	1	14	14
EXPELLED	1	5	5
EXTRACELLULAR	1	2	2
FACIAL	1	1	1
FLUCTUATION	1	1	1
FUNGUS	1	2	2
GRAMMAR	1	14	14
HINGE	1	1	1
IMMERSED	1	4	4
INTRACELLULAR	1	3	3
KIDNEY	1	8	8

LATERAL	1	2	2
LIGHTNING	1	2	2
MEMBRANOUS	1	2	2
MOIST	1	1	1
NITROGEN	1	4	4
NUCLEUS	1	2	2
NUTRIENT	1	18	18
OFFSPRING	1	3	3
PARALYSE	1	2	2
PARASITE	1	2	2
PEAS	1	1	1
PEDAL	1	2	2
PIGEONS	1	1	1
PILLAR	1	1	1
PRECIPITATION	1	1	1
PYRAMID	1	12	12
QUANTIFIED	1	1	1
RADAR	1	1	1
RAINBOW	1	1	1
RELAY	1	1	1
REPRODUCTIVE	1	3	3
SEDIMENT	1	8	8
SEDIMENTATION	1	4	4
SHARK	1	1	1
SKATING	1	1	1
SKELETON	1	1	1
SPIDER	1	2	2
SPLENDID	1	1	1
STALK	1	1	1
STICKY	1	3	3
STUMP	1	1	1
SURF	1	1	1
SWAP	1	1	1
SYMMETRICALLY	1	1	1
THERMAL	1	3	3
TRACT	1	1	1
TRANSPARENT	1	2	2
TUB	1	1	1
UNDERLINE	1	1	1
URINARY	1	6	6
URINE	1	11	11
VACUUM	1	5	5
VEGETATION	1	3	3
VELOCITY	1	2	2
VENT	1	2	2
VERB	1	12	12
VINE	1	1	1
VOCABULARY	1	13	13

TYPES FOUND IN BASE LIST SIX

TYPE	RANGE	FREQ	F1
ADJECTIVE	1	9	9
ALPINE	1	1	1
AQUATIC	1	10	10
BLADDER	1	5	5
BUOYANCY	1	8	8
CALCIUM	1	1	1
CAVITY	1	2	2

COCONUT	1	2	2
COLLIDE	1	1	1
CONTRACTION	1	1	1
CRATER	1	4	4
DEFORM	1	3	3
DEFORMED	1	1	1
DEN	1	1	1
DEPOSITION	1	4	4
DUNE	1	3	3
ECOSYSTEM	1	63	63
FERN	1	1	1
FLORA	1	1	1
FOOTING	1	1	1
FRICTION	1	11	11
GALL	1	1	1
GLACIER	1	6	6
GLAND	1	3	3
GLISTEN	1	1	1
GRAFTING	1	1	1
GRANITE	1	3	3
HONEYMOON	1	1	1
HUMIDITY	1	3	3
IMPEDE	1	1	1
INSULIN	1	1	1
JELLY	1	5	5
LAVA	1	9	9
LIZARD	1	4	4
LOBSTER	1	1	1
MAKEUP	1	2	2
MANTLE	1	13	13
MARS	1	1	1
MERCURY	1	2	2
MOLE	1	1	1
MOTH	1	1	1
NEURON	1	3	3
NOTCH	1	2	2
NOURISH	1	1	1
OXIDE	1	1	1
PEBBLE	1	1	1
PERPETUATION	1	2	2
PETAL	1	2	2
RECEPTOR	1	16	16
REFLEX	1	3	3
REGENERATE	1	2	2
RIDDLE	1	1	1
SCISSORS	1	2	2
SECRETE	1	1	1
SECRETED	1	1	1
SENSORY	1	1	1
SPERM	1	2	2
SPONGE	1	4	4
SPONGY	1	1	1
SQUIRREL	1	1	1
SYNONYM	1	1	1
TUNA	1	1	1
ULTRAVIOLET	1	1	1
VECTOR	1	4	4
WASP	1	1	1
WITHSTAND	1	1	1

TYPES FOUND IN BASE LIST SEVEN			
TYPE	RANGE	FREQ	F1
ACORN	1	2	2
AMMONIA	1	3	3
AMPHIBIAN	1	5	5
ANTENNAE	1	1	1
BRITTLE	1	1	1
BROTH	1	1	1
CAMOUFLAGE	1	1	1
CANYON	1	6	6
CATERPILLAR	1	1	1
CORK	1	1	1
DECOMPOSE	1	1	1
DECOMPOSER	1	5	5
DECOMPOSITION	1	2	2
DISSECTION	1	2	2
DRONE	1	6	6
ELECTROMAGNETIC	1	2	2
EQUATORIAL	1	1	1
EXPULSION	1	1	1
FAUNA	1	1	1
GENITAL	1	2	2
GERM	1	1	1
GLUCOSE	1	1	1
GULL	1	1	1
HIVE	1	2	2
HYDRAULIC	1	1	1
INFRARED	1	1	1
KITTEN	1	1	1
MEANDER	1	6	6
METHANE	1	1	1
NOUNS	1	12	12
OPAQUE	1	5	5
PELLET	1	2	2
PELVIC	1	1	1
PERPLEXED	1	1	1
POLLEN	1	7	7
PORE	1	2	2
PRAIRIE	1	4	4
PUDDLE	1	1	1
REPTILE	1	7	7
REVERBERATION	1	3	3
SALINITY	1	5	5
SALIVARY	1	1	1
SAP	1	11	11
SEISMIC	1	1	1
SNAIL	1	6	6
STIGMA	1	5	5
SUBTRACT	1	1	1
SUFFOCATE	1	1	1
TEMPERATE	1	2	2
TERRESTRIAL	1	12	12
TRAJECTORY	1	2	2
TRILLION	1	3	3
UNDERCUT	1	1	1
VENOM	1	1	1
VENOMOUS	1	1	1

TYPES FOUND IN BASE LIST EIGHT			
TYPE	RANGE	FREQ	F1
AMPLITUDE	1	1	1
ANTERIOR	1	1	1
APPENDAGE	1	1	1
BEAUX	1	243	243
BIOMASS	1	1	1
CACTUS	1	1	1
CAFETERIA	1	1	1
CARNIVORE	1	4	4
CARNIVOROUS	1	6	6
CONIFEROUS	1	1	1
DEHYDRATION	1	1	1
DOCTORATE	1	1	1
EMBRYONIC	1	7	7
EXCRETE	1	2	2
EXCRETION	1	2	2
EXCRETORY	1	2	2
GLACIAL	1	1	1
HERTZ	1	1	1
INERTIA	1	2	2
INTERLOCKING	1	3	3
INVERTEBRATE	1	1	1
KINETIC	1	2	2
MOLTEN	1	1	1
MUSSEL	1	4	4
NICKEL	1	3	3
OTTER	1	3	3
OVARY	1	4	4
PALEONTOLOGIST	1	1	1
POLLINATED	1	1	1
POLLINATION	1	9	9
POLLINATOR	1	1	1
POSTERIOR	1	1	1
PULMONARY	1	2	2
REFRACTED	1	5	5
REFRACTION	1	6	6
SAVANNAH	1	3	3
SPORE	1	1	1
SQUID	1	1	1
TERMITE	1	1	1
THERMOMETER	1	2	2
THYROID	1	1	1
TUNDRA	1	3	3
VERTEBRATE	1	7	7
TYPES FOUND IN BASE LIST NINE			
TYPE	RANGE	FREQ	F1
ABYSSAL	1	3	3
ATRIUM	1	4	4
BLOB	1	1	1
CAPILLARY	1	5	5
CONVECTION	1	5	5
FILAMENT	1	2	2
FISSURE	1	1	1
FLORIST	1	1	1

GERMINATE	1	4	4
GERMINATION	1	6	6
LICHEN	1	1	1
LIPID	1	2	2
MICROORGANISM	1	1	1
MITOCHONDRIA	1	1	1
NECTAR	1	1	1
ORDINATE	1	2	2
PHOTOSYNTHESIS	1	13	13
PHOTOSYNTHESIZE	1	2	2
PHOTOSYNTHESIZES	1	1	1
PHOTOSYNTHETIC	1	2	2
POLYP	1	1	1
POPLAR	1	1	1
PRAWN	1	1	1
QUARTZ	1	3	3
SAC	1	1	1
SIEVE	1	1	1
SONAR	1	1	1
TECTONIC	1	1	1
TECTONICS	1	1	1
TERTIARY	1	4	4
TESTICLE	1	3	3
TSUNAMI	1	9	9
TULIP	1	1	1
UPTAKE	1	1	1
URCHIN	1	3	3
VOLLEYBALL	1	1	1
ZEBRA	1	1	1

TYPES FOUND IN BASE LIST TEN

TYPE	RANGE	FREQ	F1
ANEMONE	1	2	2
BASALT	1	5	5
CELLULOSE	1	3	3
CHAMELEON	1	1	1
CHEETAH	1	4	4
CINDER	1	5	5
COASTER	1	1	1
CONCENTRIC	1	1	1
DANDELION	1	3	3
DECELERATE	1	1	1
DECIBEL	1	1	1
DETRITAL	1	1	1
ESOPHAGUS	1	3	3
FAHRENHEIT	1	1	1
HEADLAND	1	2	2
HIBERNATE	1	1	1
HYDROELECTRIC	1	1	1
LENTIL	1	2	2
MAGMA	1	1	1
METEOROLOGIST	1	3	3
METEOROLOGY	1	2	2
MOLLUSC	1	2	2
PANCREAS	1	2	2
RECAP	1	1	1
RESPIRATION	1	22	22
SYCAMORE	1	2	2

TADPOLE	1	1	1
TENDRIL	1	2	2
TESTOSTERONE	1	1	1
TUBER	1	1	1

TYPES FOUND IN BASE LIST 11

TYPE	RANGE	FREQ	F1
ADRENALIN	1	1	1
ANUS	1	5	5
BIOSPHERE	1	1	1
CRUSTACEAN	1	1	1
DECIDUOUS	1	3	3
DESICCATED	1	3	3
ENDOCRINE	1	2	2
EUREKA	1	1	1
GANGLIA	1	1	1
HERBIVORE	1	4	4
HIPPOPOTAMUS	1	1	1
HIPPOS	1	1	1
POLYETHYLENE	1	1	1
RECTUM	1	2	2
REGURGITATE	1	1	1
SUBCONTINENT	1	3	3
TIMBRE	1	1	1
TRACHEAL	1	5	5
URETHRA	1	4	4
VENTRAL	1	1	1

TYPES FOUND IN BASE LIST 12

TYPE	RANGE	FREQ	F1
AQUEOUS	1	1	1
ARTHROPOD	1	1	1
ASEXUAL	1	2	2
BIOTIC	1	2	2
BRONCHUS	1	1	1
CHLOROPHYLL	1	2	2
DIURNAL	1	1	1
EPICENTER	1	1	1
GAZELLE	1	4	4
GOON	1	1	1
OXYGENATED	1	2	2
PELAGIC	1	2	2
PHYTOPLANKTON	1	2	2
PREPOSITION	1	3	3
PROGENITOR	1	2	2
SUBDUCTION	1	1	1
SUBLIMATION	1	1	1
SYMBIOSIS	1	1	1
TROPHIC	1	5	5
UREA	1	3	3

TYPES FOUND IN BASE LIST 13

TYPE	RANGE	FREQ	F1
AMOEBA	1	1	1
CENTIGRADE	1	1	1
HERMAPHRODITE	1	2	2

HERMAPHRODITISM	1	1	1
KELP	1	3	3
LITHOSPHERE	1	2	2
PHARYNX	1	3	3
PROGESTERONE	1	1	1
SILICATE	1	1	1
STALACTITE	1	2	2
TESTIS	1	1	1
VENTRICLE	1	3	3

TYPES FOUND IN BASE LIST 14

TYPE	RANGE	FREQ	F1
BRANCHIAL	1	5	5
CHICKPEA	1	2	2
CORTISOL	1	1	1
ESTROGEN	1	1	1
EXOSKELETON	1	1	1
FOETUS	1	2	2
GAMETE	1	13	13
MORaine	1	2	2
ROLLERCOASTER	1	1	1
SEPTA	1	2	2
STAMEN	1	2	2
STOMATA	1	4	4
ZOOPLANKTON	1	1	1

TYPES FOUND IN BASE LIST 15

TYPE	RANGE	FREQ	F1
BOBCAT	1	1	1
CALYX	1	1	1
CUTANEOUS	1	3	3
DIMORPHISM	1	2	2
ECHINODERM	1	1	1
HYPOTHALAMUS	1	1	1
LIMPET	1	1	1
OMNIVORE	1	1	1
PARTHENOGENESIS	1	1	1
STALAGMITE	1	2	2
WHELK	1	1	1
ZYGOTE	1	5	5

TYPES FOUND IN BASE LIST 16

TYPE	RANGE	FREQ	F1
ANTHER	1	5	5
BIOME	1	6	6
CHELATION	1	1	1
CHLOROPLAST	1	1	1
CYANOBACTERIA	1	1	1
ERG	1	1	1
GIZZARD	1	1	1
PINEAL	1	1	1
RECTILINEAR	1	3	3
RETICULUM	1	3	3
SEAHORSE	1	1	1

TYPES FOUND IN BASE LIST 17

TYPE	RANGE	FREQ	F1
ARACHNID	1	1	1
HYDROPLANE	1	1	1
JOULE	1	3	3
LYSOSOME	1	1	1
MAGNETITE	1	1	1
PARATHYROID	1	1	1
SPERMATOZOON	1	1	1
TAIGA	1	3	3
TUBULE	1	2	2
URETER	1	2	2

TYPES FOUND IN BASE LIST 18

TYPE	RANGE	FREQ	F1
ALVEOLI	1	1	1
BUNT	1	1	1
CLOACA	1	1	1
FLAGELLUM	1	1	1
GNUS	1	1	1
RUMEN	1	3	3
UNICELLULAR	1	2	2

TYPES FOUND IN BASE LIST 19

TYPE	RANGE	FREQ	F1
CLOWNFISH	1	1	1
HETEROTROPHIC	1	3	3
SEPAL	1	2	2
SUPERCONTINENT	1	1	1
THYROXINE	1	1	1
VACUOLE	1	1	1
VIVIPAROUS	1	4	4

TYPES FOUND IN BASE LIST 20

TYPE	RANGE	FREQ	F1
CRATON	1	1	1
ECOSPHERE	1	2	2
NUTRIA	1	1	1
PISTIL	1	2	2
TROPISM	1	11	11

TYPES FOUND IN BASE LIST 21

TYPE	RANGE	FREQ	F1
ABSCISSA	1	2	2
CARPEL	1	2	2
OVULE	1	4	4
SUNDEW	1	1	1
XYLEM	1	6	6

TYPES FOUND IN BASE LIST 22

TYPE	RANGE	FREQ	F1
ABOMASUM	1	3	3
COROLLA	1	1	1
JUPITER	1	1	1

OVIPAROUS	1	5	5
RADULA	1	1	1
SPIRACLE	1	3	3
TYPES FOUND IN BASE LIST 23			
TYPE			
	RANGE	FREQ	F1
AUXIN	1	2	2
BIOTOPE	1	4	4
TYPES FOUND IN BASE LIST 24			
TYPE			
	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 25			
TYPE			
	RANGE	FREQ	F1
AUTOTROPHIC	1	3	3
COCOS	1	1	1
GEOTROPISM	1	2	2
HETEROTROPH	1	4	4
HYDROTROPISM	1	1	1
PHLOEM	1	6	6
PHOTOTROPISM	1	1	1
LIST OF FAMILY GROUPS			
BASE ONE FAMILIES			
	RANGE	TYFREQ	FAFREQ
A	1	583	583
ABLE	1	1	10
ABOUT	1	36	36
ABOVE	1	2	2
ABSOLUTE	1	1	1
ACCEPT	1	4	5
ACROSS	1	2	2
ACT	1	6	15
ADD	1	5	6
ADVERTISE	1	0	1
AFTER	1	22	22
AGAIN	1	7	7
AGAINST	1	3	3
AGE	1	1	1
AIR	1	13	13
ALL	1	36	36
ALLOW	1	4	4
ALMOST	1	3	3
ALONE	1	2	2
ALONG	1	2	2
ALSO	1	15	15
ALTHOUGH	1	4	4
ALWAYS	1	7	7
AMAZE	1	0	4
AMOUNT	1	15	15
AND	1	551	551
ANIMAL	1	64	64
ANOTHER	1	18	18
ANSWER	1	20	20
ANY	1	14	14

APPEAR	1	3	3
AREA	1	26	26
ARM	1	1	1
AROUND	1	9	9
ARRIVE	1	7	7
AS	1	38	38
ASK	1	2	2
AT	1	75	75
AWAY	1	3	3
BABY	1	4	4
BACK	1	3	3
BAD	1	1	1
BAG	1	2	2
BALL	1	16	16
BANK	1	2	2
BASE	1	4	4
BASIC	1	1	1
BATH	1	2	2
BE	1	409	409
BEAUTY	1	0	2
BECAUSE	1	15	15
BECOME	1	7	9
BEFORE	1	19	19
BEGIN	1	19	21
BEHIND	1	2	2
BELIEVE	1	3	3
BELOW	1	11	11
BENEATH	1	1	1
BESIDE	1	0	1
BETWEEN	1	34	34
BIG	1	11	11
BIRD	1	14	14
BIRTH	1	7	7
BLACK	1	3	3
BLOOD	1	19	19
BLUE	1	1	1
BOAT	1	4	4
BODY	1	45	45
BONE	1	4	4
BOOK	1	2	2
BOTH	1	23	23
BOTTOM	1	1	1
BOX	1	4	4
BREAK	1	4	5
BRIGHT	1	2	2
BRING	1	1	1
BUILD	1	1	4
BUS	1	3	3
BUT	1	37	37
BUY	1	2	2
BY	1	86	86
CALL	1	6	20
CAN	1	106	113
CAR	1	30	30
CARE	1	1	3
CARRY	1	8	8
CASE	1	6	6
CAT	1	2	2
CATCH	1	6	6

CAUSE	1	14	14
CENTRE	1	7	12
CERTAIN	1	5	5
CHANGE	1	47	47
CHECK	1	1	1
CHICKEN	1	1	2
CHILD	1	7	7
CITY	1	12	12
CLASS	1	3	3
CLEAN	1	2	2
CLEAR	1	3	3
CLIMB	1	1	1
CLOSE	1	5	5
CLOSED	1	3	3
CLOTHES	1	0	1
COFFEE	1	1	1
COLD	1	7	8
COLLECT	1	5	5
COLOUR	1	20	21
COME	1	1	2
COMPLETE	1	22	24
CONSIDER	1	4	7
CONTINUE	1	4	7
CONTROL	1	3	3
COOL	1	3	4
COUNTRY	1	1	1
COURSE	1	2	2
COVER	1	10	12
CROSS	1	2	2
CUP	1	1	1
CUT	1	4	5
DANGER	1	1	2
DARK	1	4	4
DAY	1	1	2
DEAD	1	3	5
DEAL	1	1	1
DECIDE	1	2	2
DEEP	1	5	14
DEGREE	1	1	1
DEPEND	1	2	3
DIE	1	9	9
DIFFERENCE	1	6	6
DIFFERENT	1	61	61
DIFFICULT	1	6	6
DISCOVER	1	2	2
DO	1	50	50
DOG	1	3	3
DOOR	1	2	2
DOUBLE	1	2	2
DOWN	1	2	2
DRAW	1	5	23
DRINK	1	1	1
DRIVE	1	10	11
DROP	1	2	2
DRY	1	4	4
DURING	1	8	8
EACH	1	42	42
EAR	1	1	1
EARTH	1	32	32

EASY	1	8	8
EAT	1	12	12
EDGE	1	2	2
EGG	1	8	8
EITHER	1	1	1
EMPTY	1	1	1
END	1	1	1
ENGINE	1	4	4
ENOUGH	1	2	2
ENTER	1	4	4
EVEN	1	3	3
EVER	1	3	3
EVERY	1	10	14
EXACT	1	0	2
EXPECT	1	1	1
EXPERIENCE	1	2	2
EXPLAIN	1	24	26
EXPRESS	1	3	4
EYE	1	2	2
FACE	1	2	2
FACT	1	2	2
FALL	1	4	4
FAMILY	1	1	1
FAST	1	17	18
FAT	1	2	2
FEED	1	4	5
FEEL	1	2	2
FEW	1	1	1
FIELD	1	1	1
FILL	1	2	2
FINAL	1	7	11
FIND	1	26	30
FINGER	1	1	1
FINISH	1	5	5
FIRE	1	3	3
FIRST	1	7	7
FISH	1	20	21
FIVE	1	1	1
FIX	1	5	5
FLAT	1	3	3
FLOOR	1	3	3
FLOWER	1	9	9
FLY	1	2	2
FOLLOW	1	5	63
FOOD	1	30	30
FOOT	1	2	4
FOOTBALL	1	1	1
FOR	1	60	60
FORCE	1	63	65
FOREST	1	10	10
FORGET	1	1	1
FORM	1	26	27
FORTUNATE	1	0	1
FOUR	1	3	3
FREE	1	1	2
FRESH	1	2	2
FRIEND	1	1	1
FROM	1	99	99
FULL	1	0	1

FUN	1	0	2
FURTHER	1	5	5
GAME	1	1	1
GARDEN	1	2	2
GAS	1	7	7
GENERAL	1	0	1
GET	1	21	21
GIVE	1	9	10
GLASS	1	6	6
GO	1	8	8
GOLD	1	6	9
GOOD	1	9	9
GRASS	1	4	4
GREAT	1	13	13
GREEN	1	1	1
GROUND	1	10	10
GROUP	1	10	10
GROW	1	11	19
GUESS	1	7	7
HAIR	1	6	6
HALF	1	1	1
HAND	1	4	4
HANDLE	1	1	1
HAPPEN	1	13	13
HAPPY	1	1	1
HARD	1	5	5
HAVE	1	91	91
HE	1	33	59
HEAD	1	1	1
HEALTH	1	0	2
HEAR	1	8	9
HEART	1	13	13
HEAT	1	45	46
HEAVY	1	2	3
HELP	1	8	8
HERE	1	7	7
HIDE	1	1	1
HIGH	1	17	18
HILL	1	2	2
HIT	1	5	5
HOLD	1	2	2
HOLE	1	3	3
HOME	1	3	3
HOT	1	10	11
HOUR	1	4	7
HOUSE	1	4	4
HOW	1	71	71
HOWEVER	1	7	7
HUGE	1	1	1
HUMAN	1	7	7
HUNGER	1	0	1
HUNT	1	4	5
I	1	41	53
ICE	1	9	9
IDEA	1	3	3
IF	1	70	70
IMAGINE	1	2	3
IMPORTANT	1	8	8
IN	1	341	344

INFORM	1	0	28
INSIDE	1	11	11
INTEREST	1	0	1
INTO	1	16	16
INVOLVE	1	5	6
ISLAND	1	3	3
IT	1	247	306
JOIN	1	4	4
JUST	1	4	4
KEEP	1	2	2
KICK	1	1	1
KILL	1	5	5
KING	1	8	8
KNOW	1	15	16
LAKE	1	1	1
LAND	1	4	4
LARGE	1	4	4
LAST	1	1	1
LATE	1	7	9
LAW	1	11	11
LEARN	1	2	2
LEAVE	1	19	40
LEFT	1	2	2
LESS	1	6	6
LET	1	2	2
LETTER	1	4	4
LEVEL	1	6	6
LIFE	1	8	8
LIFT	1	4	4
LIGHT	1	61	61
LIKE	1	22	22
LINE	1	5	5
LIST	1	1	1
LITTLE	1	3	3
LIVE	1	21	26
LOAD	1	2	2
LONG	1	6	6
LOOK	1	3	3
LOSE	1	11	11
LOT	1	3	3
LOUD	1	1	1
LOVE	1	3	3
LOW	1	14	14
LUCK	1	0	1
LUNCH	1	2	2
MAD	1	0	1
MAIN	1	18	18
MAJOR	1	6	6
MAKE	1	36	36
MAN	1	2	2
MANY	1	12	12
MARK	1	3	3
MATTER	1	18	18
MAY	1	2	2
MEAN	1	8	15
MEET	1	8	8
MENTION	1	1	1
MIDDLE	1	3	3
MIGHT	1	1	1

MILE	1	1	1
MILLION	1	2	2
MINUTE	1	1	1
MORE	1	74	74
MOST	1	11	16
MOTHER	1	1	1
MOUNTAIN	1	3	7
MOUTH	1	13	13
MOVE	1	32	60
MUCH	1	1	1
MUST	1	4	4
NAME	1	7	8
NATURE	1	1	6
NEAR	1	4	6
NECESSARY	1	4	4
NECK	1	1	1
NEED	1	7	7
NEIGHBOUR	1	0	2
NEVER	1	2	2
NEW	1	10	15
NEXT	1	2	2
NICE	1	5	5
NO	1	17	17
NONE	1	1	1
NORMAL	1	4	9
NOSE	1	2	2
NOT	1	54	54
NOTHING	1	5	5
NOTICE	1	0	1
NOW	1	14	14
NUMBER	1	5	5
OF	1	540	540
OFF	1	1	1
OFFER	1	1	1
OFTEN	1	6	6
OLD	1	2	2
ON	1	56	57
ONCE	1	8	8
ONE	1	50	50
ONLY	1	21	21
OPEN	1	8	15
OR	1	104	104
OTHER	1	20	20
OUT	1	1	6
OVER	1	6	6
OWN	1	14	14
PAGE	1	2	2
PAIN	1	2	2
PARENT	1	0	3
PARK	1	1	1
PART	1	12	14
PARTICULAR	1	1	1
PARTY	1	2	2
PASS	1	4	5
PAST	1	1	1
PAY	1	1	1
PEOPLE	1	11	11
PERHAPS	1	1	1
PERSON	1	8	8

PHOTOGRAPH	1	1	1
PICTURE	1	11	11
PIECE	1	1	1
PLACE	1	24	24
PLANT	1	81	81
PLAY	1	1	1
POINT	1	11	11
POLICE	1	3	3
POOR	1	2	2
POSITION	1	12	12
POSSIBLE	1	2	2
POWER	1	0	1
PREPARE	1	1	1
PRESENT	1	8	22
PROBABLY	1	3	3
PROBLEM	1	2	2
PROTECT	1	3	3
PULL	1	5	5
PUSH	1	7	7
PUT	1	4	4
QUEEN	1	6	6
QUESTION	1	19	19
QUICK	1	2	4
QUITE	1	3	3
RABBIT	1	1	1
RAIN	1	1	1
REACH	1	11	11
READ	1	5	8
READY	1	2	2
REAL	1	2	2
REALLY	1	3	3
REASON	1	4	4
RECORD	1	3	3
RED	1	1	1
RELATE	1	5	26
REMEMBER	1	4	4
RESPONSIBLE	1	1	1
REST	1	12	12
RETURN	1	0	1
RICH	1	1	1
RIDE	1	3	4
RIGHT	1	5	5
RING	1	3	3
RISE	1	7	7
RIVER	1	13	13
ROAD	1	3	3
ROCK	1	31	32
ROLL	1	1	2
ROOM	1	1	1
ROUND	1	1	2
RULE	1	1	1
RUN	1	6	8
SAY	1	18	18
SCIENCE	1	2	11
SEA	1	8	8
SECOND	1	19	24
SEE	1	4	4
SEND	1	3	3
SERVE	1	3	3

SEVEN	1	4	4
SEVERAL	1	7	7
SEX	1	0	11
SHAPE	1	8	11
SHARE	1	2	2
SHE	1	15	31
SHOOT	1	3	3
SHORT	1	3	3
SHOULD	1	3	3
SHOW	1	25	25
SIDE	1	14	14
SIGHT	1	1	1
SIMPLE	1	8	9
SINCE	1	1	1
SINGLE	1	1	1
SIT	1	3	3
SITUATION	1	3	3
SIX	1	1	1
SIZE	1	7	7
SKIN	1	9	9
SKY	1	1	3
SLEEP	1	1	1
SLIGHT	1	1	2
SLIP	1	2	2
SLOW	1	7	12
SMALL	1	11	11
SMELL	1	2	2
SO	1	16	16
SOFT	1	3	4
SOME	1	45	58
SONG	1	4	4
SOON	1	1	1
SOUND	1	23	23
SPACE	1	3	3
SPECIAL	1	5	9
SPEND	1	1	1
SPOT	1	1	1
STAGE	1	2	2
STAND	1	2	5
STAR	1	2	2
START	1	3	3
STATE	1	12	12
STATION	1	1	1
STAY	1	7	7
STEAL	1	1	1
STEP	1	3	3
STICK	1	2	2
STILL	1	1	1
STONE	1	2	2
STOP	1	21	21
STORE	1	5	5
STORY	1	1	1
STRANGE	1	1	1
STREET	1	1	1
STRIKE	1	1	1
STRONG	1	3	5
STUDENT	1	10	10
STUDY	1	11	11
SUDDEN	1	0	2

SUN	1	3	10
SUPPORT	1	5	6
SUPPOSE	1	1	1
SURE	1	1	1
SURPRISE	1	0	1
SWEET	1	1	1
SWIM	1	2	2
SYSTEM	1	24	24
TABLE	1	5	6
TAKE	1	16	19
TALL	1	3	3
TASTE	1	1	1
TEACH	1	0	13
TEAM	1	6	6
TELL	1	8	8
TEN	1	1	1
TEND	1	0	3
TERM	1	1	1
TEST	1	1	1
THAN	1	2	2
THAT	1	126	129
THE	1	1232	1232
THEN	1	40	40
THERE	1	7	7
THEY	1	153	256
THICK	1	8	8
THING	1	4	4
THINK	1	8	13
THIS	1	93	114
THOUSAND	1	1	1
THREE	1	13	15
THROAT	1	1	1
THROUGH	1	30	31
THROW	1	3	3
TILL	1	2	2
TIME	1	29	29
TO	1	293	293
TODAY	1	1	1
TOGETHER	1	5	5
TOO	1	3	3
TOOTH	1	0	4
TOP	1	5	5
TOTAL	1	4	4
TOUCH	1	4	4
TOWARD	1	0	7
TRAIN	1	4	7
TRAVEL	1	50	50
TREAT	1	1	1
TREE	1	11	11
TRIP	1	1	1
TRUE	1	1	2
TRUTH	1	1	1
TRY	1	1	1
TUESDAY	1	1	1
TURN	1	1	1
TWO	1	43	45
TYPE	1	33	33
UNDER	1	7	7
UNDERSTAND	1	5	6

UNLESS	1	2	2
UNTIL	1	3	3
UP	1	3	3
UPON	1	1	1
USE	1	45	45
USUAL	1	1	5
VERY	1	11	11
VIDEO	1	7	7
VISIT	1	1	1
VOICE	1	1	1
WAIT	1	1	1
WALK	1	9	9
WALL	1	4	4
WARM	1	1	1
WASTE	1	13	13
WATCH	1	2	3
WATER	1	60	60
WAVE	1	11	11
WAY	1	12	12
WE	1	62	67
WEAR	1	2	3
WEATHER	1	0	8
WEEK	1	2	2
WEIGHT	1	15	15
WELL	1	1	1
WET	1	4	4
WHAT	1	145	145
WHEEL	1	3	3
WHEN	1	87	88
WHERE	1	43	43
WHETHER	1	2	2
WHICH	1	72	72
WHILE	1	7	7
WHITE	1	2	2
WHO	1	9	11
WHOLE	1	7	7
WHY	1	27	27
WIDE	1	2	4
WIND	1	7	8
WINDOW	1	1	1
WINTER	1	1	1
WITH	1	77	77
WITHIN	1	3	3
WITHOUT	1	5	5
WOMAN	1	2	2
WONDER	1	1	1
WOOD	1	4	4
WORD	1	18	18
WORK	1	24	27
WORLD	1	2	2
WOULD	1	4	4
WRITE	1	11	11
YEAR	1	11	11
YES	1	2	2
YET	1	1	1
YOU	1	101	160
YOUNG	1	1	1
ZERO	1	1	1

BASE TWO FAMILIES	RANGE	TYFREQ	FAFREQ
ACCIDENT	1	1	1
ACTIVE	1	2	35
ADAPT	1	1	2
ADULT	1	2	3
ADVANTAGE	1	9	9
ADVICE	1	2	2
AFFECT	1	2	6
AGENT	1	7	7
ALIVE	1	1	1
ALTOGETHER	1	1	1
APPLE	1	3	3
APPLY	1	7	7
ARREST	1	1	1
ASSURE	1	1	1
ATMOSPHERE	1	3	3
ATTACH	1	0	1
ATTACK	1	1	1
ATTEMPT	1	1	1
ATTRACT	1	4	5
AVAILABLE	1	0	3
AVERAGE	1	15	15
AVOID	1	1	1
BALANCE	1	0	3
BASIS	1	2	2
BAT	1	1	1
BEAN	1	3	3
BEE	1	6	6
BELL	1	3	3
BEND	1	3	3
BENEFIT	1	4	4
BIKE	1	6	6
BITE	1	1	1
BLOCK	1	9	9
BOND	1	0	1
BOUNCE	1	1	1
BOWL	1	1	1
BRAIN	1	8	8
BRAKE	1	3	3
BRANCH	1	0	1
BREATHE	1	6	7
BREED	1	1	1
BROAD	1	1	1
BUCKET	1	2	2
BUNCH	1	1	1
CALCULATE	1	40	41
CAP	1	4	4
CENT	1	1	1
CENTURY	1	1	1
CHALLENGE	1	1	1
CHANNEL	1	2	2
CHARACTER	1	0	1
CHASE	1	1	1
CHEW	1	2	2
CIRCLE	1	1	1
CIRCUMSTANCE	1	1	1
CLAIM	1	1	1
CLIFF	1	4	4
CLOUD	1	2	2

CLUE	1	2	2
COAST	1	2	3
COMBINE	1	1	2
COMMUNITY	1	5	5
COMPARE	1	4	4
COMPETITION	1	3	3
COMPLICATE	1	0	1
CONDITION	1	0	1
CONFUSE	1	1	1
CONNECT	1	4	6
CONSCIOUS	1	1	3
CONSTANT	1	11	12
CONTACT	1	3	3
CONTAIN	1	6	7
CORRECT	1	1	1
COTTON	1	1	1
COW	1	4	4
CRACK	1	1	1
CREATE	1	8	9
CROWN	1	8	8
CURL	1	1	1
CURRENT	1	5	5
DAMAGE	1	1	2
DESCRIBE	1	14	14
DESERT	1	7	7
DESERVE	1	1	1
DESIGN	1	2	2
DESK	1	1	1
DESTROY	1	3	3
DETAIL	1	0	1
DETECT	1	3	3
DETERMINE	1	2	2
DEVELOP	1	3	12
DIET	1	1	1
DIRECT	1	0	5
DIRECTED	1	1	1
DIRECTION	1	22	23
DISAPPEAR	1	1	1
DISCUSS	1	0	2
DISH	1	1	1
DISTANCE	1	36	36
DISTURB	1	0	1
DIVE	1	0	1
DIVIDE	1	2	2
EFFECT	1	6	6
ENERGY	1	92	92
ENVIRONMENT	1	8	9
EQUAL	1	5	6
ESCAPE	1	1	1
ESTABLISH	1	1	2
EVENTUALLY	1	3	3
EVIDENCE	1	3	3
EXAMPLE	1	33	33
EXCHANGE	1	4	4
EXHAUST	1	1	1
EXIST	1	3	3
EXPOSE	1	1	1
EXTREME	1	1	2
FAMILIAR	1	1	1

FASCINATE	1	0	1
FAULT	1	1	1
FAVOUR	1	2	2
FEATHER	1	2	3
FEATURE	1	2	3
FEMALE	1	16	16
FLAME	1	1	1
FLIGHT	1	1	1
FLOAT	1	8	8
FLOW	1	15	15
FOLD	1	0	1
FROG	1	1	1
FUR	1	1	1
GAIN	1	4	4
GATHER	1	0	1
GIANT	1	1	1
GIFT	1	1	1
GRADE	1	2	2
HARM	1	1	1
HEIGHT	1	7	7
HONEY	1	1	1
IDENTIFY	1	11	11
ILLUSTRATE	1	1	1
IMAGE	1	2	2
IMPRESS	1	0	1
INCLUDE	1	19	22
INCREASE	1	8	8
INDICATE	1	2	2
INDIVIDUAL	1	9	9
INFLUENCE	1	3	3
INSTRUMENT	1	2	2
INTENSE	1	1	2
INTRODUCE	1	0	1
INVESTIGATE	1	3	7
IRON	1	6	6
JOURNEY	1	3	3
JUICE	1	4	4
KILOMETRE	1	0	6
LACK	1	1	1
LENGTH	1	1	1
LESSON	1	1	1
LIGHTLY	1	1	2
LIMIT	1	2	2
LION	1	3	3
LOCATE	1	4	8
LOSS	1	1	1
LOWER	1	1	1
LUMP	1	4	4
MAGIC	1	0	1
MAIL	1	2	2
MAINTAIN	1	2	2
MALE	1	19	19
MAP	1	2	2
MASS	1	37	37
MASSIVE	1	1	1
MATE	1	4	6
MATERIAL	1	15	15
MAXIMUM	1	1	1
MEASURE	1	11	17

MELT	1	2	4
MEMORY	1	0	1
METAL	1	7	7
METRE	1	6	6
MINOR	1	1	1
MIRROR	1	3	3
MIX	1	1	1
MOON	1	1	1
MUSCLE	1	1	1
NARROW	1	1	1
NERVE	1	2	2
NERVOUS	1	8	8
NOVEMBER	1	1	1
OAK	1	1	1
OBJECT	1	96	96
OBSERVE	1	1	1
OCCUR	1	14	14
OPPOSE	1	0	1
OPPOSITE	1	4	4
OPTION	1	0	1
ORIGINAL	1	3	3
PAN	1	1	1
PARTNER	1	1	1
PATH	1	2	2
PER	1	1	1
PERCENT	1	0	1
PERFORM	1	2	2
PHYSICAL	1	7	7
PIN	1	2	2
PINE	1	1	1
PITCH	1	1	5
PLAIN	1	2	2
PLANE	1	1	1
PLANET	1	12	12
PLASTIC	1	5	5
PLATE	1	43	46
POISON	1	0	1
POLLUTE	1	0	2
POOL	1	2	2
POPULATION	1	4	4
POSITIVE	1	6	6
POSSESS	1	3	3
PRESSURE	1	23	23
PREVIOUS	1	2	3
PROCESS	1	31	31
PRODUCE	1	36	46
PRODUCT	1	1	4
PROJECT	1	8	8
PROPERTY	1	5	5
PROPOSE	1	3	3
PROVE	1	6	6
PROVIDE	1	5	5
PUDDING	1	1	1
PUMP	1	5	5
PURE	1	1	1
PURPOSE	1	1	1
QUALITY	1	1	1
RANGE	1	3	3
RAPID	1	0	1

RAY	1	7	7
REACT	1	2	5
RECEIVE	1	5	5
RECOMMEND	1	1	3
REDUCE	1	2	2
REFER	1	1	2
REFRIGERATOR	1	1	1
REGION	1	2	2
REGULAR	1	1	1
RELEASE	1	8	8
RELIEF	1	1	1
REMAIN	1	7	12
REMOVE	1	3	3
REPEAT	1	1	1
REPRESENT	1	11	11
REQUIRE	1	12	12
RESEARCH	1	5	6
RESERVE	1	2	2
RESIST	1	2	3
RESULT	1	6	9
ROB	1	2	2
ROOF	1	1	1
ROOT	1	14	14
ROPE	1	1	1
ROYAL	1	1	1
SALT	1	2	2
SAND	1	2	3
SCALE	1	6	6
SEASON	1	0	1
SECTION	1	25	25
SEED	1	16	16
SEEK	1	1	1
SELECT	1	0	2
SENTENCE	1	15	15
SEPARATE	1	5	5
SHARP	1	2	2
SHELF	1	1	1
SHELL	1	1	1
SHIFT	1	1	1
SHORE	1	1	1
SIMILAR	1	2	3
SINK	1	8	9
SKI	1	0	2
SLIDE	1	3	4
SNAKE	1	2	2
SNAP	1	1	1
SOCIAL	1	1	1
SOIL	1	9	9
SOLID	1	4	5
SOUP	1	2	2
SPECIES	1	11	11
SPECIFIC	1	7	7
SPEED	1	79	79
SPREAD	1	1	1
STEADY	1	1	1
STEAM	1	1	1
STOMACH	1	7	7
STORM	1	3	3
STREAM	1	2	2

STRUGGLE	1	1	1
STYLE	1	2	2
SUGAR	1	5	5
SURFACE	1	23	23
SURROUND	1	1	3
SURVIVE	1	1	3
SUSPECT	1	0	1
SUSPICION	1	1	1
SWALLOW	1	3	3
SWING	1	2	2
THEREFORE	1	1	1
THIEF	1	2	2
THIN	1	5	5
TIDE	1	2	4
TINY	1	2	2
TIP	1	13	13
TOE	1	1	1
TONGUE	1	1	1
TOUR	1	0	1
TOWER	1	4	4
TRANSFER	1	26	26
TRAP	1	4	4
TRICK	1	1	1
TYPICAL	1	2	2
UNIT	1	36	36
UNIVERSITY	1	1	1
UPPER	1	1	1
VALLEY	1	8	8
VALUE	1	3	3
VARIOUS	1	1	1
VARY	1	6	12
VICTIM	1	2	2
WEAK	1	3	3
WEIRD	1	1	1
WITNESS	1	1	1
WORM	1	1	1
BASE THREE FAMILIES	RANGE	TYFREQ	FAFREQ
ABANDON	1	0	2
ABSORB	1	10	13
ABUSE	1	2	2
ACCELERATE	1	5	48
ACCOMPANY	1	1	1
ACCUMULATE	1	0	2
ACQUIRE	1	2	2
ADEQUATE	1	1	1
ANALYSE	1	2	6
ANCIENT	1	2	2
ANGLE	1	12	12
APPROXIMATE	1	1	1
ATOM	1	4	4
AUTHOR	1	1	1
BACTERIUM	1	0	6
BEAM	1	1	1
BEHAVIOUR	1	3	3
BIOLOGICAL	1	4	4
BOUNDARY	1	11	11
CAPTURE	1	3	3
CARBON	1	6	6

CATEGORY	1	3	3
CELL	1	26	26
CHAMBER	1	1	1
CHARACTERISTIC	1	16	16
CHART	1	6	6
CHEMICAL	1	7	8
CIRCULATE	1	2	4
CLARIFY	1	0	1
CLIMATE	1	4	4
COLLAPSE	1	2	2
COLONY	1	2	2
COMMISSION	1	0	1
COMPETE	1	1	1
COMPLEX	1	2	3
COMPONENT	1	10	10
CONCEPT	1	2	2
CONCLUSION	1	3	3
CONDUCT	1	0	5
CONSEQUENCE	1	4	4
CONSERVE	1	1	5
CONSUME	1	0	15
CONTINENT	1	10	15
CONVERT	1	1	1
COORDINATE	1	0	6
CORE	1	7	7
CORRESPOND	1	2	3
CROP	1	2	2
CRYSTAL	1	3	3
CURVE	1	1	1
CYCLE	1	7	16
DAMP	1	1	1
DATA	1	1	1
DECADE	1	1	1
DECREASE	1	2	3
DEFINE	1	3	9
DENSE	1	4	11
DEPICT	1	2	2
DEPOSIT	1	3	3
DIGITAL	1	4	4
DIMENSION	1	0	1
DISTINGUISH	1	5	5
DISTRIBUTE	1	3	4
DIVISION	1	1	1
DOCUMENT	1	8	8
DOMINANT	1	3	3
DRIFT	1	2	2
ECHO	1	5	5
EFFECTIVE	1	2	2
ELABORATE	1	0	5
ELEMENT	1	3	3
ELEVATE	1	0	2
ELIMINATE	1	1	1
EMIT	1	2	2
ENSURE	1	2	2
ENTHUSIASM	1	2	2
ENTRY	1	2	2
EQUATION	1	3	3
ESTIMATE	1	1	1
EVALUATE	1	0	1

EVOLUTION	1	0	1
EXCEPTION	1	1	1
EXPANSION	1	1	1
EXPERIMENT	1	5	5
EXPLORE	1	1	4
EXTENSION	1	3	3
EXTERNAL	1	12	12
EXTRACT	1	1	1
FACTOR	1	3	3
FERTILE	1	0	23
FIERCE	1	0	1
FILTER	1	2	2
FLAVOUR	1	0	1
FLEE	1	1	1
FLESH	1	0	1
FORMATION	1	5	5
FORMULA	1	3	3
FRAGMENT	1	5	6
FREQUENCY	1	1	1
FUNCTION	1	9	9
FUNDAMENTAL	1	5	5
GALLERY	1	1	1
GENERATE	1	1	1
GENETIC	1	5	5
GRADUAL	1	1	3
GRAIN	1	1	1
GRAPHIC	1	0	1
GRAVITY	1	18	20
HEEL	1	1	1
HIGHWAY	1	1	1
HINT	1	1	1
HYPOTHESIS	1	2	2
IMPLY	1	1	1
INCIDENT	1	2	2
INCORPORATE	1	1	1
INDEX	1	1	1
INFECT	1	0	1
INHABIT	1	1	1
INITIAL	1	6	6
INJECT	1	1	1
INSPIRE	1	1	1
INTERACT	1	2	16
INTERNAL	1	12	12
ISOLATE	1	0	2
JOINT	1	4	4
LANDSCAPE	1	18	18
LAYER	1	12	12
LIKENESS	1	0	1
LIQUID	1	8	8
LITERAL	1	0	1
LOYAL	1	0	1
MAGNET	1	1	1
MARINE	1	2	2
MATURE	1	2	2
MECHANIC	1	1	8
MECHANISM	1	3	3
MEDIUM	1	10	10
MERGE	1	1	1
METHOD	1	2	2

MIGRATE	1	1	1
MINIMUM	1	3	3
MOBILE	1	0	1
MODIFY	1	1	1
MOLECULE	1	17	17
MOTION	1	22	22
MUTUAL	1	1	1
NEGATIVE	1	4	4
NET	1	3	3
NEVERTHELESS	1	1	1
OBTAIN	1	1	1
OCEAN	1	9	14
ORAL	1	0	2
ORGAN	1	10	10
ORGANIC	1	14	23
OVERALL	1	2	2
PASSAGE	1	1	1
PERCEIVE	1	3	3
PERMANENT	1	0	1
PHENOMENON	1	0	1
PIT	1	1	1
PLATFORM	1	2	2
POTENTIAL	1	3	3
PRESENCE	1	1	1
PRIEST	1	1	1
PRIMARY	1	7	8
PRINCIPLE	1	1	1
PROPORTION	1	0	1
PROTEIN	1	3	3
PROVOKE	1	3	3
PUBLISH	1	2	2
PUZZLE	1	0	1
QUANTITY	1	4	4
RADIATE	1	0	2
RATIO	1	2	2
RAW	1	6	6
REFLECT	1	2	16
REGULATE	1	1	2
REJECT	1	1	1
RELATIVE	1	1	1
REPRODUCE	1	7	22
RESOURCE	1	1	1
RESPECTIVE	1	0	1
RESPONSE	1	22	22
RETREAT	1	1	1
RIVAL	1	1	1
ROUTE	1	4	4
RUMOUR	1	2	2
SACRIFICE	1	1	2
SATELLITE	1	2	2
SCATTER	1	0	1
SEQUENCE	1	1	1
SHIELD	1	1	1
SLOPE	1	2	2
SOLUTION	1	1	1
SOLVE	1	2	2
SOURCE	1	16	16
SQUEEZE	1	2	2
STEM	1	5	5

STRUCTURE	1	5	5
SUBSEQUENT	1	0	1
SUBSTANCE	1	14	14
SUBSTITUTE	1	2	2
SUMMARY	1	3	3
SUMMIT	1	2	2
SUSTAIN	1	2	2
SWEAT	1	2	2
TASK	1	1	1
TEMPERATURE	1	50	50
TEMPORARY	1	1	1
TEXT	1	1	1
THEORY	1	17	17
TRANSFORM	1	6	7
TRANSMIT	1	3	3
TRANSPORT	1	6	12
TUBE	1	9	9
TUNNEL	1	0	1
ULTIMATE	1	1	1
UNDERGO	1	1	1
UNIFORM	1	4	5
UNIQUE	1	2	2
VALID	1	1	1
VARIETY	1	3	3
VERSUS	1	2	2
VESSEL	1	3	3
VIRUS	1	1	1
VISIBLE	1	4	4
VOLUME	1	6	6
WEIGH	1	13	13
ZONE	1	10	10
BASE FOUR FAMILIES			
	RANGE	TYFREQ	FAFREQ
ABUNDANT	1	1	1
ACID	1	4	4
ACTIVATE	1	1	1
ALTERNATE	1	0	1
ANIMATE	1	0	2
ARCH	1	5	5
ARROW	1	2	2
ARTIFICIAL	1	2	2
ASH	1	1	1
ASTRONOMY	1	1	1
AUTHENTIC	1	1	2
BENEFICIAL	1	1	1
BOLT	1	1	1
BULB	1	1	1
BUTTERFLY	1	1	1
CAFE	1	3	3
CANAL	1	1	1
CARRIAGE	1	2	2
CAVE	1	6	6
CLASSIFY	1	7	7
COHERENT	1	1	1
COLLAR	1	2	2
COMPACT	1	0	1
COMPLY	1	1	1
COMPREHEND	1	0	1
COMPRESS	1	1	1

CONTRARY	1	1	1
CONVERSION	1	1	1
CORD	1	1	1
CRUST	1	10	10
CUBE	1	1	1
DAM	1	1	1
DECAY	1	1	1
DEPENDENCE	1	0	1
DETACH	1	1	1
DEVISE	1	1	1
DIAGRAM	1	6	6
DIAMOND	1	2	2
DIGEST	1	10	21
DILEMMA	1	1	1
DISADVANTAGE	1	6	6
DISPERSE	1	0	4
DISPLACE	1	2	8
DISSOLVE	1	2	2
DROWN	1	1	1
DURATION	1	2	2
EAGLE	1	1	1
ECOLOGICAL	1	1	1
ELIGIBLE	1	1	1
ERUPT	1	0	1
EXERT	1	6	6
EXPLODE	1	2	2
FLUID	1	10	10
FOSSIL	1	3	3
FRAGILE	1	2	2
FRAUD	1	2	2
FUSE	1	2	4
GEOLOGY	1	1	6
GLUE	1	1	1
GRAPH	1	12	12
GRIND	1	1	1
HABITAT	1	2	2
HATCH	1	1	1
HERD	1	1	1
HIERARCHY	1	1	1
HORMONE	1	4	4
HYDROGEN	1	3	3
INCIDENCE	1	5	5
INDUCE	1	1	1
INFER	1	2	2
INSECT	1	18	18
INSULATE	1	0	2
LAP	1	1	1
LEAF	1	5	5
LIVER	1	1	1
LOOP	1	2	2
LUNG	1	16	16
MAMMAL	1	10	11
MINERAL	1	3	3
MINIMISE	1	0	1
MIRACLE	1	2	2
MISERABLE	1	1	1
MUSHROOM	1	1	1
NUTRITION	1	22	23
OBSTACLE	1	1	1

ODOUR	1	0	1
ORGANISM	1	18	18
OXYGEN	1	17	17
PARTICLE	1	8	8
PENCIL	1	2	2
PHYSICS	1	11	11
POND	1	1	1
PREDATOR	1	2	4
PREY	1	8	8
RECYCLE	1	1	1
RIDGE	1	1	1
RIGID	1	1	1
ROCKET	1	3	3
SHALLOW	1	1	1
SOCCER	1	1	1
SPINE	1	0	1
SPUR	1	5	5
SPY	1	1	1
STACK	1	5	5
STEEP	1	5	5
STIMULUS	1	31	31
STING	1	0	2
STRAND	1	1	1
STRAP	1	1	1
TELESCOPE	1	1	1
TEXTURE	1	1	1
THUNDER	1	3	3
TROPICS	1	0	5
UPWARDS	1	0	1
VEIN	1	4	4
VERTICAL	1	1	1
VIBRATE	1	3	6
VOLCANO	1	17	22
WHALE	1	4	4
BASE FIVE FAMILIES	RANGE	TYFREQ	FAFREQ
ABDOMEN	1	1	1
ACCESSORY	1	1	1
AIRWAYS	1	0	1
ARC	1	3	3
ARTERY	1	3	3
AXIS	1	5	5
BAIT	1	1	1
BALD	1	1	1
BASKETBALL	1	1	1
BUD	1	1	2
CARBOHYDRATE	1	2	2
CELLULAR	1	0	5
CEMENT	1	0	1
COEFFICIENT	1	1	1
COMPARTMENT	1	2	2
COMPOSITE	1	1	1
CONDENSE	1	0	1
CONQUER	1	0	1
CONVERGE	1	0	3
CORAL	1	1	1
CRAB	1	5	5
DART	1	3	3
DILUTE	1	0	1

DIVERGE	1	0	3
DYNAMICS	1	6	6
EARTHQUAKE	1	12	12
EMBRYO	1	4	4
ENZYME	1	3	3
EQUILIBRIUM	1	3	3
ERODE	1	4	7
EROSION	1	14	14
EVAPORATE	1	0	1
EXPEL	1	14	19
FACIAL	1	1	1
FLUCTUATE	1	0	1
FUNGUS	1	2	2
GRAMMAR	1	14	14
HINGE	1	1	1
IMMERSE	1	0	4
KIDNEY	1	8	8
LATERAL	1	2	2
LIGHTNING	1	2	2
MEMBRANE	1	0	2
MOIST	1	1	1
NITROGEN	1	4	4
NUCLEUS	1	2	2
NUTRIENT	1	18	18
OFFSPRING	1	3	3
PARALYSE	1	2	2
PARASITE	1	2	2
PEA	1	0	1
PEDAL	1	2	2
PIGEON	1	0	1
PILLAR	1	1	1
PRECIPITATE	1	0	1
PYRAMID	1	12	12
QUANTIFY	1	0	1
RADAR	1	1	1
RAINBOW	1	1	1
RELAY	1	1	1
REPRODUCTIVE	1	3	3
SEDIMENT	1	8	12
SHARK	1	1	1
SKATE	1	0	1
SKELETON	1	1	1
SPIDER	1	2	2
SPLENDID	1	1	1
STALK	1	1	1
STICKY	1	3	3
STUMP	1	1	1
SURF	1	1	1
SWAP	1	1	1
SYMMETRY	1	0	1
THERMAL	1	3	3
TRACT	1	1	1
TRANSPARENT	1	2	2
TUB	1	1	1
UNDERLINE	1	1	1
URINE	1	11	17
VACUUM	1	5	5
VEGETATION	1	3	3
VELOCITY	1	2	2

VENT	1	2	2
VERB	1	12	12
VINE	1	1	1
VOCABULARY	1	13	13
BASE SIX FAMILIES	RANGE	TYFREQ	FAFREQ
ADJECTIVE	1	9	9
ALPS	1	0	1
AQUATIC	1	10	10
BLADDER	1	5	5
BUOY	1	0	8
CALCIUM	1	1	1
CAVITY	1	2	2
COCONUT	1	2	2
COLLIDE	1	1	1
CONTRACTION	1	1	1
CRATER	1	4	4
DEFORM	1	3	4
DEN	1	1	1
DEPOSITION	1	4	4
DUNE	1	3	3
ECOSYSTEM	1	63	63
FERN	1	1	1
FLORA	1	1	1
FOOTING	1	1	1
FRICTION	1	11	11
GALL	1	1	1
GLACIER	1	6	6
GLAND	1	3	3
GLISTEN	1	1	1
GRAFT	1	0	1
GRANITE	1	3	3
HONEYMOON	1	1	1
HUMID	1	0	3
IMPEDE	1	1	1
INSULIN	1	1	1
JELLY	1	5	5
LAVA	1	9	9
LIZARD	1	4	4
LOBSTER	1	1	1
MAKEUP	1	2	2
MANTLE	1	13	13
MAR	1	0	1
MERCURY	1	2	2
MOLE	1	1	1
MOTH	1	1	1
NEURON	1	3	3
NOTCH	1	2	2
NOURISH	1	1	1
OXIDE	1	1	1
PEBBLE	1	1	1
PERPETUATE	1	0	2
PETAL	1	2	2
RECEPTOR	1	16	16
REFLEX	1	3	3
REGENERATE	1	2	2
RIDDLE	1	1	1
SCISSORS	1	2	2
SECRETE	1	1	2

SENSORY	1	1	1
SPERM	1	2	2
SPONGE	1	4	5
SQUIRREL	1	1	1
SYNONYM	1	1	1
TUNA	1	1	1
ULTRAVIOLET	1	1	1
VECTOR	1	4	4
WASP	1	1	1
WITHSTAND	1	1	1
BASE SEVEN FAMILIES			
	RANGE	TYFREQ	FAFREQ
ACORN	1	2	2
AMMONIA	1	3	3
AMPHIBIAN	1	5	5
ANTENNA	1	0	1
BRITTLE	1	1	1
BROTH	1	1	1
CAMOUFLAGE	1	1	1
CANYON	1	6	6
CATERPILLAR	1	1	1
CORK	1	1	1
DECOMPOSE	1	1	8
DISSECT	1	0	2
DRONE	1	6	6
ELECTROMAGNETIC	1	2	2
EQUATOR	1	0	1
EXPULSION	1	1	1
FAUNA	1	1	1
GENITAL	1	2	2
GERM	1	1	1
GLUCOSE	1	1	1
GULL	1	1	1
HIVE	1	2	2
HYDRAULIC	1	1	1
INFRARED	1	1	1
KITTEN	1	1	1
MEANDER	1	6	6
METHANE	1	1	1
NOUN	1	0	12
OPAQUE	1	5	5
PELLET	1	2	2
PELVIS	1	0	1
PERPLEX	1	0	1
POLLEN	1	7	7
PORE	1	2	2
PRAIRIE	1	4	4
PUDDLE	1	1	1
REPTILE	1	7	7
REVERBERATE	1	0	3
SALINE	1	0	5
SALIVA	1	0	1
SAP	1	11	11
SEISMIC	1	1	1
SNAIL	1	6	6
STIGMA	1	5	5
SUBTRACT	1	1	1
SUFFOCATE	1	1	1
TEMPERATE	1	2	2

TERRESTRIAL		1	12	12
TRAJECTORY		1	2	2
TRILLION		1	3	3
UNDERCUT		1	1	1
VENOM		1	1	2
BASE EIGHT FAMILIES				
	RANGE	TYFREQ	FAFREQ	
AMPLITUDE		1	1	1
ANTERIOR		1	1	1
APPEND		1	0	1
BEAU		1	0	243
BIOMASS		1	1	1
CACTUS		1	1	1
CAFETERIA		1	1	1
CARNIVORE		1	4	10
CONIFER		1	0	1
DEHYDRATE		1	0	1
DOCTORATE		1	1	1
EMBRYONIC		1	7	7
EXCRETE		1	2	6
GLACIAL		1	1	1
HERTZ		1	1	1
INERTIA		1	2	2
INTERLOCK		1	0	3
INVERTEBRATE		1	1	1
KINETIC		1	2	2
MOLTEN		1	1	1
MUSSEL		1	4	4
NICKEL		1	3	3
OTTER		1	3	3
OVARY		1	4	4
PALAEONTOLOGY		1	0	1
POLLINATE		1	0	11
POSTERIOR		1	1	1
PULMONARY		1	2	2
REFRACT		1	0	11
SAVANNAH		1	3	3
SPORE		1	1	1
SQUID		1	1	1
TERMITE		1	1	1
THERMOMETER		1	2	2
THYROID		1	1	1
TUNDRA		1	3	3
VERTEBRATE		1	7	7
BASE NINE FAMILIES				
	RANGE	TYFREQ	FAFREQ	
ABYSS		1	0	3
ATRIUM		1	4	4
BLOB		1	1	1
CAPILLARY		1	5	5
CONVECTION		1	5	5
FILAMENT		1	2	2
FISSURE		1	1	1
FLORIST		1	1	1
GERMINATE		1	4	10
INORDINATE		1	0	2
LICHEN		1	1	1
LIPID		1	2	2
MICROORGANISM		1	1	1

MITOCHONDRIA	1	1	1
NECTAR	1	1	1
PHOTOSYNTHESIS	1	13	18
POLYP	1	1	1
POPLAR	1	1	1
PRAWN	1	1	1
QUARTZ	1	3	3
SAC	1	1	1
SIEVE	1	1	1
SONAR	1	1	1
TECTONIC	1	1	2
TERTIARY	1	4	4
TESTICLE	1	3	3
TSUNAMI	1	9	9
TULIP	1	1	1
UPTAKE	1	1	1
URCHIN	1	3	3
VOLLEYBALL	1	1	1
ZEBRA	1	1	1
BASE TEN FAMILIES	RANGE	TYFREQ	FAFREQ
ANEMONE	1	2	2
BASALT	1	5	5
CELLULOSE	1	3	3
CHAMELEON	1	1	1
CHEETAH	1	4	4
CINDER	1	5	5
COASTER	1	1	1
CONCENTRIC	1	1	1
DANDELION	1	3	3
DECELERATE	1	1	1
DECIBEL	1	1	1
DETRITUS	1	0	1
FAHRENHEIT	1	1	1
HEADLAND	1	2	2
HIBERNATE	1	1	1
HYDROELECTRIC	1	1	1
LENTIL	1	2	2
MAGMA	1	1	1
METEOROLOGY	1	2	5
MOLLUSC	1	2	2
OESOPHAGUS	1	0	3
PANCREAS	1	2	2
RECAP	1	1	1
RESPIRATION	1	22	22
SYCAMORE	1	2	2
TADPOLE	1	1	1
TENDRIL	1	2	2
TESTOSTERONE	1	1	1
TUBER	1	1	1
BASE 11FAMILIES	RANGE	TYFREQ	FAFREQ
ADRENALIN	1	1	1
ANUS	1	5	5
BIOSPHERE	1	1	1
CRUSTACEAN	1	1	1
DECIDUOUS	1	3	3
DESICCATED	1	3	3
ENDOCRINE	1	2	2

EUREKA	1	1	1
GANGLION	1	0	1
HERBIVORE	1	4	4
HIPPO	1	0	2
POLYETHYLENE	1	1	1
RECTUM	1	2	2
REGURGITATE	1	1	1
SUBCONTINENT	1	3	3
TIMBRE	1	1	1
TRACHEA	1	0	5
URETHRA	1	4	4
VENTRAL	1	1	1
BASE 12FAMILIES			
	RANGE	TYFREQ	FAFREQ
AQUEOUS	1	1	1
ARTHROPOD	1	1	1
ASEXUAL	1	2	2
BIOTIC	1	2	2
BRONCHUS	1	1	1
CHLOROPHYLL	1	2	2
DIURNAL	1	1	1
EPICENTRE	1	0	1
GAZELLE	1	4	4
GOON	1	1	1
OXYGENATE	1	0	2
PELAGIC	1	2	2
PHYTOPLANKTON	1	2	2
PREPOSITION	1	3	3
PROGENITOR	1	2	2
SUBDUCT	1	0	1
SUBLIMATE	1	0	1
SYMBIOSIS	1	1	1
TROPHIC	1	5	5
UREA	1	3	3
BASE 13FAMILIES			
	RANGE	TYFREQ	FAFREQ
AMOEBA	1	1	1
CENTIGRADE	1	1	1
HERMAPHRODITE	1	2	3
KELP	1	3	3
LITHOSPHERE	1	2	2
PHARYNX	1	3	3
PROGESTERONE	1	1	1
SILICATE	1	1	1
STALACTITE	1	2	2
TESTES	1	0	1
VENTRICLE	1	3	3
BASE 14FAMILIES			
	RANGE	TYFREQ	FAFREQ
BRANCHIAL	1	5	5
CHICKPEA	1	2	2
CORTISOL	1	1	1
ESTROGEN	1	1	1
EXOSKELETON	1	1	1
FOETUS	1	2	2
GAMETE	1	13	13
MORaine	1	2	2
ROLLERCOASTER	1	1	1
SEPTUM	1	0	2

STAMEN	1	2	2
STOMA	1	0	4
ZOOPLANKTON	1	1	1
BASE 15FAMILIES			
	RANGE	TYFREQ	FAFREQ
BOBCAT	1	1	1
CALYX	1	1	1
CUTANEOUS	1	3	3
DIMORPHISM	1	2	2
ECHINODERM	1	1	1
HYPOTHALAMUS	1	1	1
LIMPET	1	1	1
OMNIVORE	1	1	1
PARTHENOGENESIS	1	1	1
STALAGMITE	1	2	2
WHELK	1	1	1
ZYGOTE	1	5	5
BASE 16FAMILIES			
	RANGE	TYFREQ	FAFREQ
ANTHER	1	5	5
BIOME	1	6	6
CHELATE	1	0	1
CHLOROPLAST	1	1	1
CYANOBACTERIA	1	1	1
ERG	1	1	1
GIZZARD	1	1	1
PINEAL	1	1	1
RECTILINEAR	1	3	3
RETICULUM	1	3	3
SEAHORSE	1	1	1
BASE 17FAMILIES			
	RANGE	TYFREQ	FAFREQ
ARACHNID	1	1	1
HYDROPLANE	1	1	1
JOULE	1	3	3
LYSOSOME	1	1	1
MAGNETITE	1	1	1
PARATHYROID	1	1	1
SPERMATOZOON	1	1	1
TAIGA	1	3	3
TUBULE	1	2	2
URETER	1	2	2
BASE 18FAMILIES			
	RANGE	TYFREQ	FAFREQ
ALVEOLI	1	1	1
BUNT	1	1	1
CLOACA	1	1	1
FLAGELLUM	1	1	1
GNU	1	0	1
RUMEN	1	3	3
UNICELLULAR	1	2	2
BASE 19FAMILIES			
	RANGE	TYFREQ	FAFREQ
CLOWNFISH	1	1	1
HETEROTROPHIC	1	3	3
SEPAL	1	2	2
SUPERCONTINENT	1	1	1
THYROXINE	1	1	1
VACUOLE	1	1	1

VIVIPAROUS		1	4	4
BASE 20FAMILIES	RANGE	TYFREQ	FAFREQ	
CRATON		1	1	1
ECOSPHERE		1	2	2
NUTRIA		1	1	1
PISTIL		1	2	2
TROPISM		1	11	11
BASE 21FAMILIES	RANGE	TYFREQ	FAFREQ	
ABSCISSA		1	2	2
CARPEL		1	2	2
OVULE		1	4	4
SUNDEW		1	1	1
XYLEM		1	6	6
BASE 22FAMILIES	RANGE	TYFREQ	FAFREQ	
ABOMASUM		1	3	3
COROLLA		1	1	1
JUPITER		1	1	1
OVIPAROUS		1	5	5
RADULA		1	1	1
SPIRACLE		1	3	3
BASE 23FAMILIES	RANGE	TYFREQ	FAFREQ	
AUXIN		1	2	2
BIOTOPE		1	4	4
BASE 24FAMILIES	RANGE	TYFREQ	FAFREQ	
BASE 25FAMILIES	RANGE	TYFREQ	FAFREQ	
AUTOTROPH		1	0	3
COCOS		1	1	1
GEOTROPISM		1	2	2
HETEROTROPH		1	4	4
HYDROTROPISM		1	1	1
PHLOEM		1	6	6
PHOTOTROPISM		1	1	1
TYPES NOT FOUND IN ANY LIST				
TYPE	RANGE	FREQ	F1	
ACCORDINGTO		1	7	7
ACCOUNTFOR		1	1	1
ACTLIKE		1	1	1
ACTON		1	6	6
ADAPPTO		1	1	1
ADDTO		1	1	1
ADDUP		1	1	1
ADOZEN		1	1	1
ADRENALGLAND		1	1	1
AFEW		1	3	3
AFFECTEDBY		1	2	2
AFRICA		1	3	3
AFRICAN		1	2	2
AFTERALL		1	2	2
AIRSAC		1	4	4
ALGA		1	2	2

ALLTHE	1	13	13
ALMOSTALWAYS	1	1	1
AMERICA	1	1	1
AMERICAN	1	2	2
AMPHIBIANSMEMBRANOUS	1	1	1
ANDAHALF	1	1	1
ANDESMOUNTAINS	1	1	1
ANGLERFISH	1	7	7
ANTARCTIC	1	2	2
ANTARCTICA	1	1	1
ANYTHINGLIKE	1	1	1
APHOTIC	1	1	1
ARABIAN	1	2	2
ARIZONA	1	1	1
AROUNDTHEWORLD	1	1	1
ARRIVEAT	1	1	1
ARTIC	1	1	1
AS-AS	1	4	4
ASACONSEQUENCE	1	1	1
ASARESULT	1	2	2
ASBIGAS	1	1	1
ASEXUALREPRODUCTION	1	7	7
ASFOLLOWS	1	1	1
ASIA	1	3	3
ASIN	1	1	1
ASMUCH	1	1	1
ASTENOSPHERE	1	1	1
ASWELL	1	1	1
ATADISTANCE	1	1	1
ATALL	1	2	2
ATALLTHEM	1	1	1
ATFIRST	1	1	1
ATHOME	1	1	1
ATLEAST	1	4	4
ATNIGHT	1	1	1
ATTACHTO	1	1	1
ATTHEBEGINNING	1	2	2
ATTHEBOTTOM	1	1	1
ATTHEEND	1	1	1
ATTHESAMETIME	1	5	5
ATTHETIME	1	2	2
ATTHETOP	1	4	4
ATTHISMOMENT	1	1	1
AUSTRALIA	1	1	1
AUSTRALIAN	1	1	1
AUTOTROPHS	1	1	1
AWAYFROM	1	10	10
BABYCARRIAGE	1	1	1
BACKBONE	1	1	1
BADLAND	1	1	1
BADNEWS	1	1	1
BASEBALLGAME	1	1	1
BASEDON	1	3	3
BATHWATER	1	1	1
BEABLE	1	1	1
BEACHE	1	1	1
BEADAPTFROM	1	2	2
BEAMOFLIGHT	1	1	1
BEARINMIND	1	2	2

BEBACK	1	1	1
BEBORN	1	4	4
BECALLED	1	19	19
BECAUSEOF	1	8	8
BEDROOM	1	1	1
BEINLOVE	1	1	1
BELIKE	1	2	2
BENDTO	1	1	1
BENEFITFROM	1	1	1
BEPLEASED	1	1	1
BEREADY	1	2	2
BERIGHT	1	1	1
BERLIN	1	1	1
BIOCENOSIS	1	4	4
BIRTHDAYPARTY	1	2	2
BLACKBOX	1	1	1
BLACKCOFFEE	1	1	1
BLOODCELL	1	1	1
BLOODVESSEL	1	6	6
BLOWINTO	1	1	1
BLUEBERRY	1	2	2
BODYCAVITY	1	1	1
BODYHEAT	1	1	1
BOILINGPOINT	1	5	5
BOTTLESHAPED	1	1	1
BOUNCEOFF	1	4	4
BOWLINGBALL	1	1	1
BOWLSHAPED	1	1	1
BOXOFCHOCOLATE	1	1	1
BRAZIL	1	3	3
BREAKAWAY	1	1	1
BREAKDOWN	1	5	5
BREAKINTO	1	2	2
BRINGBACK	1	1	1
BUOYANTFORCE	1	6	6
BUTTERWORT	1	3	3
BYMEANSOF	1	4	4
CALIFORNIA	1	1	1
CARBONCYCLE	1	2	2
CARBONDIOXIDE	1	10	10
CAREABOUT	1	1	1
CARIBBEAN	1	1	1
CARRYOUT	1	3	3
CELLDIVISION	1	1	1
CELLULARRESPIRATION	1	5	5
CELLWALL	1	2	2
CHANGEINTO	1	1	1
CHEMICALREACTION	1	1	1
CHEMOAUTOTROPH	1	1	1
CHEMOTROPISM	1	1	1
CHIMNEYPIPE	1	1	1
CHOANOCYTE	1	1	1
CINDERCONE	1	1	1
CIRCULATORYSYSTEM	1	13	13
CLASSMATE	1	6	6
CLAYSTONE	1	1	1
CLOSEATTENTION	1	1	1
CLOSETO	1	1	1
COASTLINE	1	1	1

COLORADO	1	1	1
COLOURCHEME	1	1	1
COMEFROM	1	5	5
COMEINTO	1	1	1
COMMENSALISM	1	1	1
COMPARETO	1	1	1
COMPOSEDOF	1	6	6
CONGO	1	1	1
CONSISTOF	1	8	8
CONTACTWITH	1	2	2
CONTINENTALCRUST	1	3	3
CONTINENTALDRIFT	1	4	4
COOLDOWN	1	1	1
COPYPASTE	1	2	2
CORRESPONDTO	1	1	1
COVEREDBY	1	5	5
COVEREDWITH	1	4	4
CROCODILIAN	1	2	2
CROSSPOLLINATED	1	1	1
CROSSPOLLINATION	1	1	1
CUTINTO	1	1	1
DEALWITH	1	1	1
DEEPSEA	1	1	1
DEGREESCELSIUS	1	3	3
DEGREESFAHRENHEIT	1	3	3
DELIVERTO	1	1	1
DEPARTFROM	1	2	2
DEPENDON	1	2	2
DEPENDON	1	11	11
DESUBLIMATION	1	1	1
DIEOUT	1	1	1
DIFFERENTFROM	1	1	1
DIGESTIVEGLAND	1	1	1
DIGESTIVESYSTEM	1	9	9
DIGESTIVETRACT	1	3	3
DISSOLVEIN	1	1	1
DISSOLVEINTO	1	1	1
DIVIDEINTO	1	6	6
DOAUX	1	102	102
DOESAUX	1	19	19
DORSET	1	1	1
DOUBLELOOP	1	1	1
DRAWFROM	1	1	1
DRIFTAPART	1	1	1
DRINKINGGLASS	1	1	1
DRIVINGFORCE	1	3	3
DRYOUT	1	2	2
DUETO	1	4	4
DURDLE	1	1	1
DURINGTHEMIDDAY	1	1	1
EACHONE	1	4	4
EACHOTHER	1	5	5
EARTHCRUST	1	1	1
EARTHWORM	1	3	3
ECOLOGICALNICHE	1	3	3
EFFECTOR	1	9	9
EITHEROR	1	2	2
ENDANGEREDSPECIES	1	1	1
ENDOCRINEGLAND	1	1	1

ENDOCRINE	1	2	2
ENGLISH SPEAKING	1	1	1
EQUAL TO	1	2	2
EURASIAN	1	2	2
EUROPE	1	2	2
EUROPEAN	1	2	2
EVEN THOUGH	1	1	1
EXCRETORY SYSTEM	1	4	4
EXOCYTOSIS	1	1	1
EYESPOT	1	1	1
FALL DOWN	1	2	2
FALL INTO	1	2	2
FAR AND WIDE	1	1	1
FEED OFF	1	3	3
FEED ON	1	6	6
FILL IN THE BLANKS	1	1	1
FILL WITH	1	1	1
FINISH WITH	1	1	1
FIRST OF ALL	1	1	1
FISHERMAN	1	1	1
FLAME CELL	1	2	2
FLAT WORM	1	2	2
FLY TRAP	1	3	3
FOCUS ON	1	1	1
FOLD UP	1	1	1
FOOD CHAIN	1	10	10
FOOD FOR THOUGHT	1	3	3
FOOD WEB	1	8	8
FOREVER	1	1	1
FOR EXAMPLE	1	4	4
FORKED TONGUE	1	1	1
FORM BY	1	2	2
FOSSIL FUEL	1	1	1
FREEZE THAW	1	1	1
FREEZING POINT	1	4	4
FRESH WATER	1	2	2
FROM A DISTANCE	1	1	1
FRYING PAN	1	1	1
GASTROVASCULAR	1	1	1
GERMAN	1	1	1
GERMANY	1	2	2
GET AWAY	1	1	1
GET BIGGER	1	1	1
GET FROM	1	1	1
GET HOME	1	1	1
GET MARRIED	1	1	1
GET OUT	1	1	1
GILL	1	6	6
GIVE ADVICE	1	1	1
GO BACK	1	4	4
GO FROM	1	1	1
GOLD SMITH	1	6	6
GONDWANALAND	1	1	1
GO OFF	1	1	1
GO OUT	1	1	1
GOT THROUGH	1	1	1
GOTO	1	4	4
GO UP	1	1	1
GRAND CANYON	1	6	6

GRASSLAND	1	3	3
GRAVITATIONALFORCE	1	1	1
GREEK	1	1	1
GREENLAND	1	2	2
GROUNDWATER	1	2	2
GROWINTO	1	2	2
GROWON	1	1	1
GROWUP	1	1	1
HALFAN HOUR	1	1	1
HALFMARATHON	1	1	1
HALFMOON	1	1	1
HALFTHE	1	2	2
HALFWAY	1	2	2
HAMMERKOP	1	1	1
HANDBAG	1	1	1
HANGON	1	1	1
HAVEADRINK	1	1	1
HAVEALOOK	1	1	1
HAVEALOOKAT	1	7	7
HAVEAUX	1	46	46
HAVELUNCH	1	1	1
HAVETO	1	11	11
HEATUP	1	1	1
HEAVYMETAL	1	1	1
HELPHYOURSELF	1	1	1
HEPATOPANCREAS	1	1	1
HERMITCRAB	1	1	1
HIGHPRESSURE	1	1	1
HIGHSCHOOL	1	1	1
HIGHTIDE	1	2	2
HIMALAYAN	1	1	1
HOLDBACK	1	1	1
HOWBIG	1	1	1
HOWFAR	1	9	9
HOWLONG	1	10	10
HOWMANY	1	6	6
HOWMUCH	1	4	4
HOWOLD	1	1	1
ICELAND	1	1	1
INDIA	1	1	1
INDIAN	1	1	1
INDOAUSTRALIAN	1	1	1
INERACTION	1	1	1
INFLOW	1	1	1
INMOTION	1	6	6
INORDER	1	1	1
INORDERTO	1	13	13
INORGANICMATTER	1	1	1
INOTHERWORDS	1	2	2
INQUILINISM	1	1	1
INRESPONSE	1	6	6
INSTEADOF	1	2	2
INTERACTWITH	1	2	2
INTERESPECIFIC	1	1	1
INTERNALORGAN	1	1	1
INTERSPECIFIC	1	3	3
INTHEABSENCEOF	1	1	1
INTHEMIDDLE	1	2	2
INTHEMIDDLEOF	1	1	1

INTHEPAST	1	2	2
INTHEPRESENCE	1	1	1
INTHESAME	1	1	1
INTHEWORLD	1	1	1
INTIME	1	1	1
INTOTAL	1	1	1
INTRAESPECIFIC	1	2	2
INTRASPECIFIC	1	2	2
INTURN	1	1	1
INVOLVEIN	1	5	5
JAPAN	1	1	1
JELLYFISH	1	1	1
JETPROPULSION	1	1	1
JOINTOGETHER	1	3	3
KARST	1	1	1
KEEPON	1	1	1
KELPFOREST	1	1	1
KELVINCELSIUSSCALE	1	1	1
KELVINSCALE	1	1	1
KILIMANJAROVOLCANO	1	1	1
KINDOF	1	4	4
KINETICENERGY	1	13	13
KNOWABOUT	1	12	12
LANDFORM	1	3	3
LANDMASS	1	4	4
LONDON	1	2	2
LARGEINTESTINE	1	3	3
LARGELAYER	1	1	1
LAUNCHINTO	1	1	1
LAURASIA	1	1	1
LAWOFMOTION	1	4	4
LAYEGGS	1	1	1
LAYINTO	1	1	1
LEADTO	1	2	2
LEARNABOUT	1	13	13
LEAVEHOME	1	2	2
LEAVEOVER	1	1	1
LENTIC	1	1	1
LESSTHAN	1	3	3
LETUS	1	4	4
LIGHTBULB	1	1	1
LIGHTNINGSTRIKE	1	1	1
LIGHTYEAR	1	7	7
LIMESTONE	1	3	3
LIMITINGFACTOR	1	3	3
LIONESSE	1	1	1
LISTENTO	1	6	6
LITTLEBYLITTLE	1	1	1
LIVETOGETHER	1	1	1
LIVINGBEING	1	1	1
LIVINGORGANISM	1	4	4
LIVINGTHING	1	34	34
LONDON	1	1	1
LOOKAT	1	1	1
LOOKFOR	1	5	5
LOOKLIKE	1	2	2
LOOKTHROUGH	1	1	1
LOSEWEIGHT	1	1	1
LOWPITCH	1	1	1

LOWTEMPERATURE	1	1	1
MADEOF	1	7	7
MADEUPOF	1	7	7
MAGNI	1	1	1
MAINLAND	1	1	1
MAKEADISTINCTION	1	1	1
MAKEROOM	1	1	1
MAKESURE	1	2	2
MALPIGHIAN	1	2	2
MARIANATRENCH	1	1	1
MAXIMUN	1	1	1
MEATEATER	1	1	1
MEDITERRANEAN	1	2	2
MELTINTO	1	1	1
METRICSYSTEM	1	1	1
MIDATLANTICRIDGE	1	1	1
MILLIONSOFF	1	3	3
MINERALSALT	1	6	6
MORETHAN	1	13	13
MOSTTIMES	1	2	2
MOTORBIKE	1	1	1
MOTORBOAT	1	2	2
MOTORNEURON	1	1	1
MOTORWAY	1	1	1
MOUNTAINSYSTEM	1	1	1
MOVEALONG	1	1	1
MOVEMEN	1	1	1
MOVETHROUGH	1	2	2
MOVETO	1	2	2
MOVETOWARDS	1	1	1
MUCHMORE	1	1	1
MULTIPLYBY	1	2	2
MUSCLEFIBRE	1	1	1
MUTUALISM	1	1	1
NASTIC	1	2	2
NASTICMOVEMENT	1	3	3
NATIONALPARK	1	1	1
NATIVEAMERICANS	1	1	1
NATURALSOURCE	1	1	1
NAZCA	1	2	2
NEPTUNE	1	1	1
NERITIC	1	2	2
NERVOUSSYSTEM	1	3	3
NEWTON	1	2	2
NEWYORK	1	1	1
NEXTTIME	1	1	1
NEXTTO	1	1	1
NOMATTER	1	1	1
NONCONTACT	1	2	2
NONLIVING	1	6	6
NONRENEWABLE	1	7	7
NORTHAMERICA	1	2	2
NORTHAMERICAN	1	2	2
OCEANICCRUST	1	4	4
OKHOTSK	1	1	1
OLYMPICGAME	1	1	1
OMASUM	1	3	3
ONEANOTHER	1	1	1
ONEARTH	1	17	17

ONEDAY	1	1	1
ONEWAY	1	2	2
ONFIRE	1	1	1
ONHISMIND	1	1	1
ONTHEOTHERHAND	1	1	1
ONTIME	1	1	1
OPENUP	1	1	1
OPPOSITEDIRECTION	1	3	3
OPPOSITEDIRECTIONS	1	1	1
OPTICNERVE	1	1	1
ORGANICMATTER	1	1	1
OROGENIA	1	1	1
OSCULUM	1	2	2
OUTERSPACE	1	1	1
OUTFLOW	1	1	1
OUTOF	1	3	3
OVERANDOVER	1	1	1
OVERTIME	1	2	2
OVOVIVIPAROUS	1	1	1
OW	1	1	1
PACIFIC	1	2	2
PANGAEA	1	2	2
PANTHALASSA	1	1	1
PARALLELTO	1	1	1
PARASITISM	1	1	1
PARATHORMONE	1	1	1
PARIS	1	1	1
PARTOF	1	26	26
PASSFROMTO	1	4	4
PASSIVEVOICE	1	4	4
PASSON	1	1	1
PASSTHROUGH	1	3	3
PAYATTENTION	1	2	2
PERHOUR	1	1	1
PERSECOND	1	3	3
PHILIPPINES	1	2	2
PHONECALL	1	1	1
PHOTIC	1	1	1
PHOTOAUTOTROPH	1	1	1
PHOTOSYNTHESIZER	1	1	1
PHYLOPLANKTON	1	1	1
PHYSICALCONTACT	1	2	2
PICKSUP	1	1	1
PIECEOF	1	4	4
PITUITARYGLAND	1	1	1
PLACETOPLACE	1	1	1
PLANARIANSINGLE	1	1	1
POMPEII	1	1	1
POTENTIALENERGY	1	10	10
PRESENTDAY	1	2	2
PROBLEMSOLVING	1	1	1
PROJECTRESEARCHING	1	2	2
PROMPTTO	1	1	1
PUBLICLIBRARY	1	1	1
PULLOUT	1	1	1
PULMONAR	1	1	1
PUSHBACK	1	2	2
PUSHON	1	3	3
RAILWAY	1	2	2

RAINFALL	1	1	1
RAINFOREST	1	2	2
RAINWATER	1	6	6
RATTLESNAKE	1	1	1
READINGCOMPREHENSION	1	2	2
REATTACHTO	1	1	1
REDCANYON	1	1	1
REFERREDTO	1	1	1
REFERTO	1	4	4
REG	1	1	1
REGARDEDAS	1	1	1
REOCCUPY	1	1	1
REPRODUCTIVEORGAN	1	3	3
RESPIRATORYSYSTEM	1	6	6
RESULTIN	1	3	3
RETURNTO	1	3	3
RINGOFFIRE	1	1	1
RIVERBANK	1	1	1
RIVERBED	1	2	2
ROSEBUSH	1	1	1
RUNNINGWATER	1	1	1
SALTWATER	1	2	2
SANANDREASFAULT	1	2	2
SANDBUR	1	2	2
SATURN	1	1	1
SAYABOUT	1	2	2
SCHOOLBAG	1	2	2
SCIENTIFICMETHOD	1	1	1
SCOTIA	1	1	1
SEACAVE	1	1	1
SEAFLOOR	1	1	1
SEATBELT	1	1	1
SEAWEED	1	2	2
SEDIMENTARYROCK	1	3	3
SELF FERTILIZE	1	1	1
SELF POLLINATION	1	1	1
SENSE ORGAN	1	3	3
SENSITIVE TO	1	2	2
SERENGETI MARRA	1	1	1
SERVETO	1	1	1
SEXUAL REPRODUCTION	1	10	10
SIMILAR TO	1	2	2
SINGLE LOOP	1	1	1
SINKHOLE	1	2	2
SLAMON	1	1	1
SMALL INTESTINE	1	6	6
SOCCER PLAYER	1	1	1
SOLAR SYSTEM	1	1	1
SOLVE PROBLEM	1	3	3
SOMANY	1	1	1
SOMUCH	1	1	1
SOUND SPEED	1	1	1
SOUND WAVE	1	1	1
SOUTH AFRICA	1	1	1
SOUTH AMERICA	1	2	2
SOUTH AMERICAN	1	2	2
SOY BEAN	1	1	1
SPACE SHIP	1	2	2
SPANISH	1	2	2

SPINALCORD	1	5	5
SPLITINTO	1	1	1
SPOLON	1	1	1
SPONGEGASTRIC	1	1	1
STANDUP	1	1	1
STARNOSE	1	1	1
STARTINGPOINT	1	2	2
STEPBYSTEP	1	2	2
STEPINTO	1	1	1
STILLWATER	1	1	1
STOPSIGN	1	1	1
STRAIGHTLINE	1	7	7
SUCHAS	1	5	5
SUMUP	1	1	1
SUPERCARNIVORE	1	2	2
SUPPORTINGEVIDENCE	1	1	1
SURROUNDEDBY	1	3	3
TAKEAWAY	1	1	1
TAKECARE	1	1	1
TAKEIN	1	1	1
TAKELONG	1	1	1
TAKEOUT	1	1	1
TAKEPART	1	1	1
TAKEPLACE	1	7	7
TAKETIME	1	1	1
TAKETO	1	2	2
TALKOF	1	1	1
TAPEWORM	1	1	1
TEASPOON	1	3	3
TECTONICPLATE	1	3	3
TENDTO	1	1	1
TEXTBOOK	1	1	1
THANKSTO	1	3	3
THATISTOSAY	1	1	1
THATISWHY	1	1	1
THECASEOF	1	1	1
THEFIRST	1	5	5
THELEAST	1	13	13
THEMORE	1	11	11
THEMOST	1	16	16
THENET	1	4	4
THENORTH	1	1	1
THEREBE	1	33	33
THESAME	1	28	28
THESAMEAS	1	4	4
THESECOND	1	3	3
THESECONDARY	1	1	1
THESOUTH	1	1	1
THEUPPER	1	3	3
THIGMOTROPISM	1	2	2
THINKABOUT	1	1	1
THINKOF	1	7	7
THYMUSGLAND	1	1	1
TOOFAST	1	1	1
TOOMUCH	1	2	2
TOTALAMOUNT	1	1	1
TRACHEOLE	1	1	1
TRAINCARRIAGE	1	1	1
TRANSFORMINTO	1	7	7

TRANSLATETO	1	1	1
TRYTO	1	14	14
TUBAL	1	1	1
TURNINTO	1	1	1
TWOOPENINGS	1	1	1
UNDERGROUND	1	4	4
UNITEDSTATES	1	1	1
UNUSEFUL	1	1	1
UPANDDOWN	1	1	1
UPTHRUST	1	4	4
UPTO	1	2	2
URANUS	1	1	1
USEDTO	1	1	1
USEDTOTHINK	1	1	1
USHAPED	1	1	1
VENUS	1	4	4
VERYMUCH	1	1	1
VICEVERSA	1	1	1
VITALFUNCTION	1	10	10
VOLCANICASH	1	1	1
VSHAPED	1	3	3
VULCANISM	1	1	1
WAITFOR	1	1	1
WALKDOWN	1	1	1
WANTTO	1	15	15
WARMINGUP	1	1	1
WASTEPRODUCT	1	4	4
WATERFALL	1	1	1
WAVELENGTH	1	1	1
WAVELENGTHS	1	1	1
WEARAWAY	1	1	1
WETLAND	1	1	1
WHATTIME	1	2	2
WILLAUX	1	74	74
WITHRESPECTTO	1	1	1
WONDERABOUT	1	1	1
WORKON	1	2	2
WRAPAROUND	1	1	1
WRITEDOWN	1	4	4
WRITEOUT	1	1	1
XAXIS	1	2	2
YAXIS	1	2	2

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TYPES FOUND IN BASE LIST ONE

TYPE	RANGE	FREQ	F1
A	1	1101	1101

ABILITY	1	3	3
ABOUT	1	197	197
ABOVE	1	33	33
ACCEPT	1	1	1
ACTION	1	16	16
ACTOR	1	4	4
ACTRESS	1	3	3
ACTUALLY	1	3	3
ADD	1	9	9
ADDRESS	1	6	6
ADVERT	1	12	12
AFRAID	1	1	1
AFTER	1	42	42
AFTERNOON	1	11	11
AGAIN	1	31	31
AGAINST	1	2	2
AGE	1	26	26
AGED	1	1	1
AGO	1	10	10
AGREE	1	3	3
AGREEMENT	1	2	2
ALL	1	37	37
ALLOW	1	1	1
ALMOST	1	7	7
ALONE	1	4	4
ALREADY	1	4	4
ALSO	1	47	47
ALWAYS	1	28	28
AMAZING	1	24	24
AND	1	913	913
ANGRILY	1	1	1
ANGRY	1	7	7
ANIMAL	1	96	96
ANOTHER	1	14	14
ANSWER	1	213	213
ANY	1	69	69
ANYMORE	1	1	1
ANYONE	1	2	2
ANYTHING	1	5	5
ANYWHERE	1	2	2
APPEAR	1	6	6
APPEARANCE	1	7	7
AREA	1	6	6
ARM	1	5	5
AROUND	1	17	17
ARRIVE	1	5	5

ART	1	4	4
ARTIST	1	5	5
AS	1	7	7
ASK	1	28	28
AT	1	172	172
AUNT	1	1	1
AUTUMN	1	2	2
AWAY	1	1	1
BABY	1	7	7
BACK	1	3	3
BAD	1	19	19
BADLY	1	1	1
BAG	1	3	3
BALL	1	23	23
BANK	1	4	4
BASE	1	1	1
BATH	1	1	1
BE	1	1193	1193
BEACH	1	27	27
BEAR	1	3	3
BEAT	1	3	3
BEAUTIFUL	1	15	15
BECAUSE	1	61	61
BECOME	1	22	22
BED	1	17	17
BEFORE	1	50	50
BEGIN	1	22	22
BEGINNER	1	2	2
BEHIND	1	3	3
BELIEVE	1	6	6
BELOW	1	135	135
BET	1	3	3
BETWEEN	1	16	16
BIG	1	42	42
BILLION	1	1	1
BIRD	1	14	14
BLACK	1	13	13
BLOOD	1	5	5
BLOW	1	3	3
BLUE	1	42	42
BOAT	1	9	9
BODY	1	31	31
BONE	1	1	1
BOOK	1	59	59
BORING	1	10	10
BORN	1	6	6

BOTH	1	5	5
BOTTLE	1	2	2
BOTTOM	1	3	3
BOX	1	4	4
BOY	1	11	11
BREAD	1	11	11
BREAK	1	10	10
BREAKFAST	1	5	5
BRIGHT	1	1	1
BRING	1	11	11
BROTHER	1	17	17
BROWN	1	8	8
BUILD	1	15	15
BUILDER	1	37	37
BUILDING	1	16	16
BURN	1	10	10
BUS	1	8	8
BUSINESS	1	1	1
BUSY	1	2	2
BUT	1	129	129
BUY	1	54	54
BY	1	22	22
BYE	1	2	2
CAKE	1	24	24
CALL	1	16	16
CALLED	1	7	7
CAMP	1	3	3
CAMPER	1	1	1
CAMPING	1	3	3
CAN	1	251	251
CANNOT	1	50	50
CAR	1	17	17
CARD	1	5	5
CAREFUL	1	1	1
CAREFULLY	1	10	10
CAT	1	23	23
CATCH	1	12	12
CAUSE	1	2	2
CENTRAL	1	1	1
CENTRE	1	3	3
CERTAINLY	1	3	3
CHAIR	1	8	8
CHANCE	1	1	1
CHANGE	1	21	21
CHECK	1	40	40
CHICKEN	1	14	14

CHILD	1	3	3
CHILDREN	1	54	54
CHIPS	1	3	3
CHOICE	1	3	3
CHOOSE	1	102	102
CHRISTMAS	1	6	6
CHURCH	1	3	3
CITY	1	32	32
CLASS	1	11	11
CLEAN	1	27	27
CLIMB	1	16	16
CLIMBER	1	1	1
CLOCK	1	5	5
CLOSE	1	3	3
CLOSED	1	2	2
CLOSING	1	2	2
CLOTHES	1	26	26
CLOTHING	1	3	3
CLUB	1	4	4
COAT	1	1	1
COFFEE	1	12	12
COLD	1	8	8
COLLECT	1	6	6
COLLECTION	1	1	1
COLOUR	1	36	36
COLOURFUL	1	1	1
COLOURING	1	3	3
COME	1	28	28
COMFORTABLY	1	1	1
COMPLETE	1	136	136
COMPUTER	1	59	59
CONTINUE	1	1	1
CONTINUOUSLY	1	1	1
CONTROL	1	4	4
CONVERSATION	1	21	21
COOK	1	12	12
COOKER	1	1	1
CORNER	1	4	4
COST	1	8	8
COUNT	1	2	2
COUNTABLE	1	5	5
COUNTRY	1	69	69
COVER	1	1	1
CRAZY	1	3	3
CRIME	1	3	3
CRY	1	1	1

CUP	1	4	4
CUT	1	5	5
DAD	1	8	8
DANCE	1	18	18
DANCING	1	1	1
DANGEROUS	1	19	19
DARK	1	13	13
DATE	1	6	6
DAUGHTER	1	1	1
DAY	1	59	59
DEAR	1	4	4
DEATH	1	1	1
DECIDE	1	12	12
DEFINITELY	1	7	7
DEGREE	1	6	6
DELICIOUS	1	9	9
DIE	1	11	11
DIFFERENCE	1	5	5
DIFFERENT	1	41	41
DIFFERENTLY	1	1	1
DIFFICULT	1	14	14
DIG	1	3	3
DINNER	1	18	18
DIRTY	1	2	2
DISCOVER	1	3	3
DISCOVERY	1	1	1
DISLIKE	1	1	1
DO	1	269	269
DOCTOR	1	12	12
DOG	1	26	26
DOOR	1	5	5
DOWN	1	3	3
DRANK	1	1	1
DRAW	1	5	5
DRAWING	1	1	1
DREAM	1	16	16
DREAMER	1	1	1
DRESS	1	8	8
DRESSED	1	1	1
DRINK	1	22	22
DRIVE	1	19	19
DRIVER	1	19	19
DURING	1	9	9
EACH	1	104	104
EAR	1	5	5
EARLY	1	2	2

EARTH	1	2	2
EASILY	1	1	1
EAST	1	3	3
EASY	1	7	7
EAT	1	103	103
EDUCATION	1	1	1
EDUCATIONAL	1	7	7
EGG	1	11	11
EIGHT	1	2	2
EIGHTY	1	3	3
ELSE	1	2	2
EMPLOY	1	1	1
EMPLOYEE	1	1	1
EMPLOYER	1	4	4
EMPLOYMENT	1	1	1
END	1	4	4
ENDING	1	14	14
ENJOY	1	8	8
ENJOYABLE	1	4	4
ENOUGH	1	6	6
ENTER	1	1	1
ESPECIALLY	1	2	2
EVEN	1	13	13
EVENING	1	11	11
EVERY	1	19	19
EVERYDAY	1	25	25
EVERYONE	1	18	18
EVERYTHING	1	8	8
EVERYWHERE	1	8	8
EXACTLY	1	2	2
EXCITED	1	6	6
EXCITEDLY	1	1	1
EXCITING	1	17	17
EXPENSIVE	1	4	4
EXPERIENCE	1	2	2
EXPERIENCED	1	1	1
EXPLAIN	1	8	8
EXPRESS	1	3	3
EXPRESSION	1	8	8
EXTRA	1	23	23
EYE	1	20	20
EYED	1	1	1
FACE	1	2	2
FACT	1	18	18
FAIR	1	7	7
FALL	1	7	7

FAMILY	1	40	40
FAR	1	2	2
FARM	1	1	1
FAST	1	18	18
FAT	1	6	6
FATHER	1	30	30
FAVOURITE	1	43	43
FEED	1	8	8
FEEL	1	6	6
FEELING	1	2	2
FEET	1	17	17
FELL	1	1	1
FIELD	1	3	3
FIFTEEN	1	3	3
FIFTY	1	1	1
FIGHT	1	6	6
FIGHTER	1	1	1
FIGHTING	1	1	1
FILL	1	1	1
FILM	1	109	109
FINAL	1	1	1
FINALLY	1	5	5
FIND	1	81	81
FINE	1	2	2
FINGER	1	2	2
FINISH	1	17	17
FIRE	1	6	6
FIRST	1	33	33
FISH	1	17	17
FIT	1	1	1
FIVE	1	29	29
FLAT	1	3	3
FLOOR	1	14	14
FLOWER	1	1	1
FLY	1	26	26
FOLLOW	1	3	3
FOLLOWING	1	45	45
FOOD	1	108	108
FOOT	1	3	3
FOOTBALL	1	24	24
FOOTBALLER	1	2	2
FOR	1	275	275
FOREST	1	5	5
FORGET	1	11	11
FORM	1	64	64
FORTUNATELY	1	1	1

FOUR	1	13	13
FOURTH	1	1	1
FREE	1	4	4
FREEZE	1	3	3
FRIDAY	1	5	5
FRIEND	1	71	71
FRIENDLY	1	2	2
FRIGHTEN	1	3	3
FRIGHTENED	1	1	1
FRIGHTENING	1	15	15
FROM	1	134	134
FRONT	1	5	5
FUN	1	18	18
FUNNY	1	8	8
GAME	1	35	35
GARDEN	1	4	4
GAS	1	1	1
GENERAL	1	2	2
GENTLE	1	2	2
GET	1	41	41
GIRL	1	11	11
GIVE	1	43	43
GLASS	1	2	2
GLASSES	1	5	5
GO	1	60	60
GOLD	1	2	2
GOLDEN	1	1	1
GOOD	1	62	62
GOVERNMENT	1	2	2
GRANDMOTHER	1	4	4
GRANDPARENT	1	5	5
GRASS	1	2	2
GREAT	1	33	33
GREEN	1	18	18
GREY	1	2	2
GROUND	1	6	6
GROUP	1	16	16
GROW	1	3	3
GROWN	1	1	1
GUESS	1	13	13
GUN	1	1	1
GUY	1	1	1
HAIR	1	29	29
HAired	1	1	1
HAIRY	1	1	1
HALF	1	1	1

HALL	1	1	1
HAND	1	5	5
HANG	1	7	7
HAPPEN	1	10	10
HAPPY	1	9	9
HARD	1	9	9
HAT	1	3	3
HATE	1	11	11
HATS	1	1	1
HAVE	1	94	94
HE	1	191	191
HEAD	1	9	9
HEALTH	1	2	2
HEALTHY	1	4	4
HEAR	1	14	14
HEARING	1	1	1
HEART	1	5	5
HEAVY	1	7	7
HELL	1	1	1
HELLO	1	4	4
HELP	1	60	60
HER	1	91	91
HERE	1	24	24
HERS	1	3	3
HERSELF	1	1	1
HEY	1	3	3
HI	1	13	13
HIDE	1	7	7
HIGH	1	11	11
HILL	1	1	1
HIM	1	25	25
HIS	1	89	89
HISTORICAL	1	1	1
HISTORY	1	23	23
HIT	1	12	12
HOLD	1	4	4
HOLIDAY	1	48	48
HOME	1	46	46
HOPE	1	2	2
HORSE	1	12	12
HOSPITAL	1	3	3
HOT	1	15	15
HOUR	1	29	29
HOUSE	1	62	62
HOW	1	43	43
HOWEVER	1	4	4

HUMAN	1	15	15
HUNDRED	1	5	5
HUNT	1	8	8
HUNTER	1	2	2
HUNTERS	1	1	1
HURT	1	3	3
HUSBAND	1	2	2
I	1	346	346
IDEA	1	19	19
IF	1	54	54
IMAGINARY	1	2	2
IMAGINATION	1	1	1
IMAGINE	1	4	4
IMPORTANT	1	14	14
IN	1	944	944
INDOORS	1	2	2
INFORMATION	1	35	35
INSIDE	1	11	11
INSTEAD	1	4	4
INTERESTED	1	1	1
INTERESTING	1	25	25
INTERNET	1	2	2
INTO	1	12	12
ISLAND	1	5	5
IT	1	399	399
ITS	1	19	19
JOB	1	34	34
JOIN	1	6	6
JOKE	1	2	2
JUMP	1	9	9
JUST	1	11	11
KEEP	1	9	9
KEY	1	1	1
KICK	1	11	11
KID	1	1	1
KILL	1	19	19
KIND	1	1	1
KING	1	7	7
KISS	1	1	1
KITCHEN	1	8	8
KNEW	1	1	1
KNOW	1	57	57
LAKE	1	1	1
LAND	1	3	3
LARGE	1	19	19
LAST	1	4	4

LATE	1	2	2
LATER	1	6	6
LAUGH	1	2	2
LAW	1	3	3
LAY	1	5	5
LAZY	1	2	2
LEAD	1	3	3
LEARN	1	28	28
LEAVE	1	23	23
LEFT	1	2	2
LEG	1	8	8
LET	1	7	7
LETTER	1	7	7
LEVEL	1	2	2
LIE	1	6	6
LIFE	1	17	17
LIFT	1	7	7
LIGHT	1	21	21
LIKE	1	125	125
LINE	1	83	83
LIP	1	1	1
LIST	1	21	21
LISTEN	1	74	74
LISTENING	1	11	11
LITTLE	1	1	1
LIVE	1	82	82
LOCAL	1	1	1
LONG	1	33	33
LOOK	1	21	21
LOSE	1	14	14
LOUD	1	2	2
LOUDLY	1	1	1
LOVE	1	40	40
LOVELY	1	1	1
LUCK	1	2	2
LUCKILY	1	1	1
LUCKY	1	5	5
LUNCH	1	13	13
MACHINE	1	3	3
MAD	1	1	1
MAIN	1	14	14
MAKE	1	55	55
MAN	1	13	13
MANY	1	84	84
MARK	1	10	10
MARKER	1	1	1

MARKET	1	4	4
MARRY	1	1	1
MAY	1	6	6
MAYBE	1	8	8
ME	1	41	41
MEAL	1	35	35
MEAN	1	7	7
MEANING	1	13	13
MEET	1	26	26
MEMBER	1	1	1
MEN	1	4	4
MENTION	1	22	22
MESS	1	2	2
MESSY	1	1	1
MIDDLE	1	2	2
MILK	1	9	9
MILLION	1	4	4
MIND	1	3	3
MINE	1	4	4
MINUTE	1	14	14
MISS	1	2	2
MISSING	1	2	2
MISTAKE	1	4	4
MOMENT	1	2	2
MONDAY	1	21	21
MONEY	1	15	15
MONTH	1	12	12
MORE	1	19	19
MORNING	1	16	16
MOST	1	19	19
MOTHER	1	23	23
MOUNTAIN	1	13	13
MOUTH	1	5	5
MOVE	1	10	10
MOVEMENT	1	2	2
MOVIE	1	1	1
MUCH	1	8	8
MUM	1	9	9
MUMMY	1	1	1
MUSIC	1	21	21
MUSICAL	1	9	9
MUSICIAN	1	1	1
MUST	1	86	86
MY	1	186	186
NAME	1	62	62
NATIONAL	1	8	8

NATURAL	1	5	5
NATURE	1	2	2
NEAR	1	16	16
NECESSARY	1	1	1
NECK	1	2	2
NEED	1	19	19
NEIGHBOURHOOD	1	3	3
NEVER	1	22	22
NEW	1	61	61
NEXT	1	20	20
NICE	1	8	8
NIGHT	1	10	10
NINE	1	2	2
NO	1	33	33
NOISE	1	5	5
NONE	1	1	1
NORMAL	1	2	2
NORTH	1	1	1
NOSE	1	6	6
NOT	1	421	421
NOTE	1	6	6
NOTICE	1	6	6
NOW	1	63	63
NUMBER	1	28	28
OCLOCK	1	8	8
OF	1	527	527
OFFICE	1	3	3
OFTEN	1	48	48
OIL	1	1	1
OLD	1	28	28
ON	1	229	229
ONCE	1	7	7
ONE	1	89	89
ONLY	1	37	37
ONTO	1	4	4
OPEN	1	17	17
OPENING	1	3	3
OR	1	189	189
ORANGE	1	11	11
ORDER	1	9	9
OTHER	1	55	55
OUR	1	39	39
OUT	1	1	1
OUTDOOR	1	10	10
OUTSIDE	1	6	6
OVER	1	18	18

OWN	1	9	9
PACK	1	11	11
PAGE	1	276	276
PAINT	1	11	11
PAINTING	1	20	20
PAIR	1	5	5
PAPER	1	32	32
PARENT	1	28	28
PARK	1	7	7
PART	1	37	37
PARTY	1	20	20
PASS	1	2	2
PAST	1	11	11
PAY	1	7	7
PEOPLE	1	211	211
PERFECT	1	6	6
PERSON	1	30	30
PERSONAL	1	2	2
PHONE	1	10	10
PHOTO	1	9	9
PHOTOGRAPH	1	1	1
PHOTOGRAPHER	1	1	1
PHOTOGRAPHERS	1	1	1
PICK	1	2	2
PICKING	1	2	2
PICTURE	1	68	68
PLACE	1	67	67
PLAN	1	49	49
PLANT	1	10	10
PLAY	1	68	68
PLAYER	1	11	11
PLEASE	1	15	15
POINT	1	3	3
POLICE	1	4	4
POOR	1	5	5
POP	1	2	2
POSSIBILITY	1	1	1
POSSIBLY	1	2	2
POUND	1	2	2
POWER	1	4	4
PREPARE	1	15	15
PRESENT	1	9	9
PRESS	1	1	1
PRICE	1	6	6
PRINCESS	1	2	2
PRISON	1	1	1

PROBABLY	1	14	14
PROBLEM	1	20	20
PROGRAMME	1	16	16
PROGRAMMER	1	1	1
PROMISE	1	1	1
PROTECT	1	4	4
PROTECTING	1	1	1
PUBLIC	1	1	1
PUSH	1	3	3
PUT	1	33	33
QUEEN	1	18	18
QUESTION	1	141	141
QUICK	1	2	2
QUICKLY	1	13	13
QUIET	1	3	3
QUIETLY	1	1	1
QUITE	1	8	8
RABBIT	1	7	7
RACE	1	12	12
RADIO	1	1	1
RAIN	1	5	5
RAINING	1	1	1
RAINY	1	1	1
RATE	1	3	3
REACH	1	1	1
READ	1	126	126
READER	1	11	11
READING	1	21	21
READY	1	1	1
REAL	1	21	21
REALISTIC	1	5	5
REALLY	1	31	31
REASON	1	8	8
REBUILD	1	1	1
RECORD	1	5	5
RED	1	24	24
RELATIONSHIP	1	1	1
REMEMBER	1	21	21
REPLY	1	1	1
REPORT	1	14	14
REPORTER	1	5	5
REPORTING	1	3	3
RETURN	1	1	1
REWRITE	1	2	2
RICH	1	7	7
RIDE	1	10	10

RIGHT	1	43	43
RING	1	3	3
RISE	1	2	2
RIVER	1	13	13
ROAD	1	1	1
ROCK	1	5	5
RODE	1	1	1
ROOM	1	47	47
RULE	1	33	33
RULER	1	2	2
RUN	1	28	28
RUNNING	1	3	3
SAD	1	1	1
SAFE	1	2	2
SAIL	1	12	12
SAME	1	10	10
SATURDAY	1	21	21
SAVE	1	5	5
SAVING	1	1	1
SAY	1	68	68
SCHOOL	1	59	59
SCIENCE	1	10	10
SCIENTIFIC	1	4	4
SCIENTIST	1	9	9
SEA	1	10	10
SEAT	1	5	5
SECOND	1	10	10
SEE	1	79	79
SEEM	1	2	2
SELL	1	8	8
SEND	1	18	18
SERIOUS	1	2	2
SET	1	3	3
SEVEN	1	7	7
SHAKE	1	3	3
SHAPE	1	1	1
SHE	1	77	77
SHIP	1	2	2
SHIRT	1	1	1
SHOE	1	7	7
SHOOT	1	3	3
SHOP	1	25	25
SHOPPING	1	3	3
SHORT	1	19	19
SHOULD	1	38	38
SHOUT	1	6	6

SHOW	1	34	34
SHUT	1	3	3
SHY	1	1	1
SIDE	1	5	5
SIGN	1	1	1
SILLY	1	9	9
SIMPLE	1	2	2
SINCE	1	2	2
SING	1	12	12
SINGER	1	10	10
SINGING	1	3	3
SINGLE	1	1	1
SIR	1	2	2
SISTER	1	12	12
SIT	1	10	10
SITTING	1	1	1
SITUATION	1	3	3
SIX	1	9	9
SIXTEEN	1	1	1
SIZE	1	7	7
SKIN	1	3	3
SKY	1	2	2
SLEEP	1	51	51
SLEEPING	1	1	1
SLOW	1	2	2
SLOWLY	1	3	3
SMALL	1	32	32
SMELL	1	16	16
SMILE	1	1	1
SNOW	1	1	1
SO	1	72	72
SOLD	1	1	1
SOME	1	102	102
SOMEHOW	1	1	1
SOMEONE	1	8	8
SOMETHING	1	10	10
SOMETIMES	1	31	31
SOMEWHERE	1	1	1
SONG	1	20	20
SOON	1	6	6
SORRY	1	4	4
SOUND	1	35	35
SOUTH	1	1	1
SPACE	1	27	27
SPEAK	1	19	19
SPEAKER	1	7	7

SPEAKING	1	21	21
SPECIAL	1	37	37
SPEND	1	7	7
SPORT	1	77	77
SPOT	1	1	1
SPRING	1	2	2
SQUARE	1	2	2
STAND	1	5	5
STAR	1	6	6
START	1	15	15
STATE	1	1	1
STAY	1	17	17
STEAL	1	3	3
STEP	1	1	1
STICK	1	3	3
STICKER	1	2	2
STILL	1	6	6
STOP	1	13	13
STORE	1	1	1
STORY	1	21	21
STRAIGHT	1	8	8
STRANGE	1	2	2
STREET	1	17	17
STRONG	1	21	21
STUDENT	1	49	49
STUDY	1	31	31
STUPID	1	1	1
SUBJECT	1	14	14
SUDDENLY	1	7	7
SUGGEST	1	2	2
SUGGESTION	1	11	11
SUIT	1	2	2
SUMMER	1	32	32
SUN	1	5	5
SUNDAY	1	14	14
SUPPORT	1	2	2
SURE	1	9	9
SURPRISING	1	3	3
SURPRISINGLY	1	1	1
SWEET	1	4	4
SWIM	1	29	29
SWIMMER	1	2	2
SWIMMING	1	7	7
SYSTEM	1	2	2
TABLE	1	5	5
TAIL	1	6	6

TAKE	1	29	29
TALK	1	19	19
TALKING	1	2	2
TALL	1	32	32
TASTE	1	4	4
TASTY	1	1	1
TEA	1	10	10
TEACH	1	12	12
TEACHER	1	9	9
TEACHING	1	1	1
TEAM	1	9	9
TEAR	1	3	3
TEETH	1	4	4
TELEPHONE	1	2	2
TELEVISION	1	14	14
TELL	1	20	20
TEN	1	7	7
TENTH	1	1	1
TERRIBLE	1	9	9
TEST	1	5	5
THANKS	1	6	6
THANKYOU	1	2	2
THAT	1	64	64
THE	1	2520	2520
THEIR	1	104	104
THEIRS	1	2	2
THEM	1	66	66
THEMSELVES	1	1	1
THEN	1	106	106
THERE	1	44	44
THESE	1	67	67
THEY	1	208	208
THICK	1	6	6
THING	1	90	90
THINK	1	6	6
THIRD	1	2	2
THIRTEENTH	1	1	1
THIS	1	146	146
THOSE	1	9	9
THOUGHT	1	2	2
THOUSAND	1	2	2
THREE	1	34	34
THROUGH	1	6	6
THROW	1	17	17
THROWING	1	1	1
THURSDAY	1	5	5

TIE	1	1	1
TILL	1	2	2
TIME	1	69	69
TIRED	1	6	6
TO	1	566	566
TODAY	1	29	29
TOGETHER	1	7	7
TOMORROW	1	9	9
TONIGHT	1	1	1
TOO	1	31	31
TOP	1	7	7
TOTAL	1	1	1
TOUCH	1	3	3
TOWARDS	1	2	2
TOWN	1	17	17
TRACK	1	1	1
TRAINER	1	6	6
TRAVEL	1	19	19
TRAVELLER	1	1	1
TRAVELLING	1	2	2
TREE	1	23	23
TRIP	1	12	12
TROUBLE	1	4	4
TRUE	1	25	25
TRY	1	7	7
TUESDAY	1	7	7
TURN	1	3	3
TWELVE	1	1	1
TWENTY	1	1	1
TWICE	1	10	10
TWO	1	70	70
TYPE	1	61	61
UGLY	1	5	5
UNBELIEVABLE	1	1	1
UNCLE	1	2	2
UNCOUNTABLE	1	2	2
UNDER	1	13	13
UNDERSTAND	1	7	7
UNEMPLOYED	1	1	1
UNFRIENDLY	1	1	1
UNTIL	1	3	3
UNUSUAL	1	19	19
UP	1	4	4
US	1	16	16
USE	1	204	204
USUALLY	1	66	66

VERY	1	107	107
VISIT	1	60	60
VISITOR	1	8	8
VOICE	1	2	2
WAIT	1	13	13
WALK	1	28	28
WALKER	1	2	2
WALKING	1	3	3
WALL	1	9	9
WANT	1	21	21
WAR	1	1	1
WARM	1	5	5
WASH	1	13	13
WATCH	1	41	41
WATER	1	38	38
WAVE	1	1	1
WAY	1	22	22
WE	1	199	199
WEAR	1	34	34
WEATHER	1	11	11
WEB	1	18	18
WEDNESDAY	1	4	4
WEEK	1	30	30
WEEKLY	1	5	5
WEIGHT	1	9	9
WELL	1	19	19
WEST	1	2	2
WET	1	2	2
WHAT	1	244	244
WHATEVER	1	1	1
WHEEL	1	2	2
WHEN	1	76	76
WHENEVER	1	1	1
WHERE	1	80	80
WHICH	1	165	165
WHILE	1	6	6
WHITE	1	15	15
WHO	1	53	53
WHOLE	1	1	1
WHY	1	63	63
WIDE	1	3	3
WIFE	1	7	7
WILD	1	5	5
WIN	1	24	24
WINDOW	1	10	10
WINE	1	1	1

WINNER	1	3	3
WINTER	1	11	11
WISH	1	1	1
WITH	1	303	303
WITHOUT	1	7	7
WIVES	1	1	1
WOMAN	1	3	3
WOMEN	1	6	6
WONDER	1	1	1
WONDERFUL	1	1	1
WOOD	1	1	1
WORD	1	140	140
WORK	1	46	46
WORKER	1	6	6
WORKING	1	1	1
WORLD	1	34	34
WORRIED	1	2	2
WOULD	1	15	15
WRITE	1	139	139
WRITER	1	17	17
WRITING	1	67	67
WRONG	1	28	28
YEAR	1	42	42
YELLOW	1	14	14
YES	1	36	36
YESTERDAY	1	21	21
YOU	1	604	604
YOUNG	1	16	16
YOUR	1	360	360
YOURS	1	3	3
YOURSELF	1	3	3
ZERO	1	1	1

TYPES FOUND IN BASE LIST TWO			
TYPE	RANGE	FREQ	F1
ACTIVE	1	1	1
ACTIVIST	1	2	2
ACTIVITY	1	38	38
ADULT	1	7	7
ADVANCE	1	43	43
ADVANCED	1	1	1
ADVENTURE	1	4	4
ADVICE	1	1	1
AEROPLANE	1	7	7
ALIVE	1	2	2

APARTMENT	1	1	1
APPLE	1	18	18
APRIL	1	2	2
ARTICLE	1	40	40
ASSOCIATION	1	3	3
ATTACK	1	6	6
ATTRACT	1	1	1
ATTRACTION	1	3	3
ATTRACTIVE	1	1	1
AUGUST	1	10	10
AVERAGE	1	7	7
AWAKE	1	1	1
BACON	1	1	1
BAKE	1	4	4
BAKER	1	2	2
BAKERY	1	8	8
BANANA	1	7	7
BAND	1	3	3
BASKET	1	1	1
BAT	1	7	7
BATTERY	1	1	1
BEAN	1	10	10
BELONG	1	3	3
BEND	1	3	3
BIKE	1	3	3
BISCUIT	1	1	1
BITE	1	4	4
BLANKET	1	2	2
BLEED	1	3	3
BLIND	1	2	2
BOMBING	1	1	1
BOOT	1	3	3
BOWL	1	1	1
BOWLING	1	3	3
BRAKE	1	2	2
BREATHE	1	1	1
BUTTER	1	8	8
BUTTON	1	3	3
CAGE	1	3	3
CALM	1	1	1
CAMERA	1	6	6
CAP	1	1	1
CAPITAL	1	4	4
CAREER	1	2	2
CARPET	1	9	9
CARROT	1	1	1

CART	1	1	1
CASTLE	1	2	2
CENTIMETRE	1	4	4
CENTURY	1	9	9
CHALLENGE	1	8	8
CHAMPION	1	1	1
CHAMPIONSHIP	1	2	2
CHANNEL	1	4	4
CHARACTER	1	27	27
CHARM	1	1	1
CHAT	1	2	2
CHEESE	1	17	17
CHOCOLATE	1	12	12
CLEVER	1	8	8
CLOUDY	1	1	1
COACH	1	1	1
COAL	1	2	2
COAST	1	2	2
COMBINATION	1	2	2
COMBINE	1	1	1
COMMENT	1	5	5
COMMON	1	5	5
COMPARE	1	5	5
COMPARISON	1	7	7
COMPETITION	1	13	13
CONDITION	1	4	4
CONDITIONAL	1	8	8
CONFUSE	1	1	1
CONFUSED	1	1	1
CONNECT	1	5	5
CONNECTED	1	1	1
CONNECTOR	1	10	10
COPY	1	74	74
CORRECT	1	109	109
CORRECTLY	1	2	2
COW	1	8	8
CREATE	1	5	5
CREATURE	1	27	27
CRUEL	1	1	1
CULTURE	1	11	11
CURE	1	1	1
CURLY	1	5	5
CURRENT	1	1	1
DECEMBER	1	5	5
DECISION	1	3	3
DECORATE	1	3	3

DECORATION	1	1	1
DESCRIBE	1	33	33
DESERT	1	4	4
DESIGN	1	3	3
DESK	1	9	9
DESTROY	1	5	5
DETAIL	1	15	15
DEVELOP	1	4	4
DIET	1	2	2
DIRECTION	1	11	11
DISAPPEAR	1	1	1
DISCUSS	1	4	4
DISCUSSION	1	2	2
DISEASE	1	1	1
DISGUSTING	1	14	14
DISH	1	8	8
DIVER	1	1	1
DIVING	1	1	1
DOLL	1	9	9
DOLLAR	1	2	2
DRAGON	1	2	2
DRAMA	1	2	2
DUCK	1	1	1
ED	1	2	2
ELECTION	1	2	2
ELECTRICIAN	1	3	3
ELECTRICITY	1	2	2
ELEPHANT	1	4	4
EMAIL	1	49	49
EMOTION	1	2	2
ENERGY	1	2	2
ENORMOUS	1	5	5
EQUAL	1	2	2
EQUIPMENT	1	6	6
EVENT	1	14	14
EVIL	1	4	4
EXAM	1	16	16
EXAMPLE	1	18	18
EXCELLENT	1	2	2
EXCHANGE	1	1	1
EXERCISE	1	148	148
EXIST	1	1	1
EXTREMELY	1	1	1
FAIL	1	1	1
FAMOUS	1	63	63
FAN	1	3	3

FANTASTIC	1	5	5
FASHION	1	1	1
FEATURE	1	7	7
FEBRUARY	1	4	4
FEMALE	1	4	4
FILE	1	3	3
FLAG	1	4	4
FLAME	1	1	1
FLASH	1	2	2
FLOATING	1	1	1
FLOW	1	2	2
FOOL	1	2	2
FORGIVE	1	3	3
FOX	1	5	5
FRAME	1	2	2
FRIDGE	1	5	5
FROG	1	6	6
FRUIT	1	11	11
FURNITURE	1	11	11
FUTURE	1	14	14
GATE	1	1	1
GENERATION	1	1	1
GHOST	1	3	3
GIANT	1	4	4
GIFT	1	4	4
GOAL	1	4	4
GUARD	1	1	1
GUEST	1	6	6
GUIDE	1	24	24
GUIDED	1	9	9
HABIT	1	14	14
HARM	1	2	2
HEIGHT	1	1	1
HERO	1	8	8
HOTEL	1	7	7
IGNORED	1	1	1
ILL	1	2	2
ILLEGAL	1	1	1
ILLNESS	1	1	1
IMAGERY	1	1	1
IMMEDIATELY	1	2	2
IMPROVE	1	2	2
INCLUDE	1	5	5
INCLUDING	1	3	3
INDIVIDUAL	1	1	1
INDUSTRY	1	3	3

INSISTED	1	1	1
INSTRUCTOR	1	1	1
INTERRUPT	1	1	1
INTERVIEW	1	3	3
INTRODUCE	1	2	2
INTRODUCTION	1	5	5
INVITATION	1	1	1
INVITE	1	7	7
IRREGULAR	1	5	5
ITEM	1	33	33
JANUARY	1	2	2
JEANS	1	7	7
JOURNEY	1	2	2
JUICE	1	1	1
JULY	1	10	10
JUNE	1	4	4
KILOMETRE	1	9	9
KNIFE	1	1	1
LAMB	1	1	1
LAMP	1	8	8
LANGUAGE	1	82	82
LAWYER	1	3	3
LEND	1	3	3
LENGTH	1	3	3
LESSON	1	21	21
LIBRARY	1	11	11
LIGHTWEIGHT	1	1	1
LION	1	14	14
LONELY	1	1	1
MAGAZINE	1	20	20
MALE	1	4	4
MANNER	1	8	8
MAP	1	20	20
MARCH	1	6	6
MASK	1	1	1
MATCH	1	51	51
MATCHING	1	7	7
MATHS	1	3	3
MEASURE	1	2	2
MEASUREMENT	1	1	1
MEAT	1	22	22
MEDICAL	1	1	1
MEDICINE	1	4	4
MELTED	1	1	1
MEMORY	1	1	1
MESSAGE	1	5	5

METRE	1	14	14
MICE	1	7	7
MICROWAVE	1	1	1
MODEL	1	16	16
MODELLING	1	1	1
MODERN	1	11	11
MONKEY	1	4	4
MOON	1	2	2
MOUNT	1	3	3
MOUSE	1	10	10
MUSCLE	1	13	13
NARROW	1	3	3
NERVOUS	1	2	2
NEWSPAPER	1	1	1
NOVEMBER	1	7	7
NUT	1	1	1
OAK	1	2	2
OBJECT	1	11	11
OCCASION	1	1	1
OCTOBER	1	7	7
OFFICIAL	1	2	2
ONION	1	12	12
OPINION	1	15	15
OPPOSITE	1	5	5
OPTION	1	1	1
ORDINARY	1	8	8
ORGANISATION	1	1	1
ORGANIZE	1	10	10
ORIGINALLY	1	2	2
OVEN	1	5	5
PARTNER	1	69	69
PATIENT	1	3	3
PEACE	1	2	2
PEACEFUL	1	1	1
PEN	1	5	5
PER	1	2	2
PERIOD	1	8	8
PET	1	11	11
PHYSICAL	1	1	1
PIG	1	4	4
PIN	1	4	4
PINK	1	6	6
PLASTIC	1	1	1
PLATE	1	3	3
PLEASANT	1	1	1
POEM	1	3	3

POOL	1	1	1
POPULAR	1	29	29
POSITIVE	1	2	2
POSSESSION	1	1	1
POSSESSIVE	1	4	4
POTATO	1	11	11
PRACTICE	1	28	28
PRACTISE	1	12	12
PRAY	1	3	3
PREFER	1	1	1
PREFERENCE	1	1	1
PRESIDENT	1	12	12
PRETEND	1	1	1
PRINT	1	1	1
PRINTER	1	5	5
PRIVATE	1	3	3
PRODUCE	1	2	2
PROFESSIONAL	1	7	7
PROFESSIONALLY	1	1	1
PROGRESS	1	9	9
PROJECT	1	14	14
PRONUNCIATION	1	5	5
PROVE	1	1	1
PROVIDE	1	1	1
PUNISH	1	1	1
PURE	1	1	1
PURPLE	1	8	8
RARELY	1	10	10
REACTION	1	1	1
RECEIVE	1	8	8
RECIPE	1	2	2
RECOMMEND	1	8	8
REFUSE	1	1	1
REGION	1	2	2
REGULAR	1	6	6
RELAX	1	1	1
REPAIR	1	2	2
REPEAT	1	31	31
REPEATED	1	1	1
REPLACE	1	3	3
REPRESENT	1	1	1
RESERVATION	1	3	3
RESERVE	1	1	1
RESTAURANT	1	42	42
RESULT	1	8	8
RICE	1	13	13

ROLE	1	2	2
ROYAL	1	3	3
SAINT	1	1	1
SALAD	1	8	8
SALE	1	3	3
SANDWICH	1	8	8
SAUCE	1	3	3
SAUSAGE	1	10	10
SCENE	1	2	2
SCORE	1	3	3
SCREAM	1	4	4
SCREEN	1	14	14
SEAL	1	1	1
SEASON	1	4	4
SECRET	1	1	1
SECTION	1	1	1
SEED	1	1	1
SELECTION	1	1	1
SENTENCE	1	168	168
SEPARATE	1	1	1
SEPTEMBER	1	11	11
SERIES	1	6	6
SHEEP	1	6	6
SHELF	1	3	3
SHELTER	1	5	5
SHELVES	1	4	4
SHINE	1	4	4
SHOWER	1	3	3
SIMILAR	1	7	7
SIMILARITY	1	3	3
SINK	1	6	6
SITE	1	2	2
SKI	1	12	12
SKIER	1	1	1
SKIING	1	5	5
SKILL	1	13	13
SKIRT	1	2	2
SLIDE	1	1	1
SNAKE	1	9	9
SOCIAL	1	1	1
SOCK	1	2	2
SOLDIER	1	8	8
SOUL	1	1	1
SOUP	1	10	10
SPECIFIC	1	1	1
SPELL	1	7	7

SPELLING	1	1	1
STEAK	1	3	3
STOMACH	1	5	5
STRAWBERRY	1	11	11
STRESS	1	4	4
STRIP	1	1	1
STYLE	1	1	1
SUGAR	1	8	8
SURVIVE	1	3	3
SURVIVOR	1	1	1
SWEEP	1	3	3
SWING	1	1	1
TECHNOLOGY	1	3	3
TEENAGER	1	11	11
THIEVES	1	1	1
THIN	1	13	13
TICKET	1	15	15
TIP	1	6	6
TITLE	1	4	4
TOILET	1	6	6
TOMATO	1	5	5
TOPIC	1	5	5
TOUR	1	9	9
TOURIST	1	2	2
TOWER	1	6	6
TOY	1	4	4
TRADITION	1	3	3
TRADITIONAL	1	15	15
TRANSFER	1	3	3
TRICK	1	1	1
TYPICAL	1	2	2
UNIT	1	4	4
UNIVERSITY	1	2	2
VALLEY	1	1	1
VEGETABLE	1	18	18
VILLAGE	1	1	1
VIOLENT	1	2	2
WARNING	1	1	1
WEAK	1	3	3
WESTERN	1	4	4
WHISTLER	1	1	1
WING	1	8	8
WOLF	1	4	4
WOLVES	1	41	41
WORM	1	7	7

TYPES FOUND IN BASE LIST THREE

TYPE	RANGE	FREQ	F1
ACADEMIC	1	1	1
ADOPT	1	2	2
AFFIRMATIVE	1	25	25
AGGRESSIVE	1	1	1
ALBUM	1	6	6
ANCIENT	1	7	7
ANNUAL	1	2	2
ARCHITECT	1	2	2
ARCHITECTURE	1	1	1
ATHLETE	1	17	17
ATHLETIC	1	3	3
AUDIENCE	1	1	1
AUTHOR	1	1	1
BACTERIA	1	1	1
CAPTURE	1	1	1
CATALOGUE	1	2	2
CATEGORY	1	1	1
CELEBRATE	1	7	7
CELEBRATION	1	3	3
CEREMONY	1	3	3
CHARACTERISTIC	1	1	1
CHART	1	20	20
CLIMATE	1	1	1
CLINIC	1	4	4
COLUMN	1	7	7
COMEDY	1	6	6
COMMUNICATE	1	6	6
COMMUNICATION	1	2	2
COMPETE	1	2	2
COMPOUND	1	3	3
CONCERT	1	4	4
CONFIDENT	1	1	1
CONTENT	1	1	1
CONTEST	1	4	4
CONTINENT	1	3	3
CONTRAST	1	2	2
COORDINATION	1	1	1
CURRENCY	1	3	3
CURTAIN	1	7	7
CYCLING	1	3	3
DEFINITION	1	9	9
DESCRIPTION	1	35	35
DIALOGUE	1	30	30

DICTATION	1	8	8
DISAGREE	1	1	1
DISAGREEMENT	1	2	2
DISASTER	1	5	5
DISC	1	2	2
DISTANT	1	1	1
EMPHASIS	1	1	1
ENTRY	1	10	10
ERA	1	1	1
ESSAY	1	6	6
EXHIBIT	1	7	7
EXHIBITION	1	18	18
EXPERIMENT	1	2	2
EXPERT	1	2	2
EXPLORE	1	2	2
FACTORY	1	8	8
FALSE	1	14	14
FESTIVAL	1	12	12
FORMATION	1	1	1
FORMULA	1	1	1
FREQUENCY	1	7	7
FREQUENTLY	1	3	3
FUNCTION	1	1	1
GAP	1	3	3
GENE	1	1	1
GEOGRAPHICAL	1	7	7
GEOGRAPHY	1	2	2
GREETING	1	6	6
GROSS	1	2	2
GUITAR	1	5	5
HORROR	1	2	2
HOUSEHOLD	1	5	5
INGREDIENT	1	3	3
INSERT	1	1	1
INSTITUTE	1	1	1
INTERNATIONAL	1	3	3
INVENT	1	7	7
INVENTION	1	4	4
INVENTOR	1	1	1
LECTURE	1	5	5
LEGEND	1	3	3
LINK	1	1	1
MANUFACTURER	1	2	2
MENU	1	11	11
MONITOR	1	3	3
MONSTER	1	15	15

MOTION	1	2	2
MULTIPLE	1	1	1
MUSEUM	1	38	38
MYTH	1	1	1
NEGATIVE	1	19	19
NOMINATION	1	2	2
NOVEL	1	1	1
OBLIGATION	1	1	1
OCEAN	1	14	14
OPPONENT	1	5	5
PALACE	1	4	4
PARAGRAPH	1	5	5
PERCEPTION	1	1	1
PERMISSION	1	1	1
PERSONALITY	1	5	5
PHRASE	1	11	11
PREDICT	1	2	2
PREDICTION	1	8	8
PRIZE	1	4	4
PROFILE	1	4	4
PROHIBITION	1	1	1
PROMPT	1	3	3
PUBLISH	1	1	1
PUBLISHED	1	1	1
REFLECTION	1	5	5
RELEVANT	1	3	3
RELIGIOUS	1	3	3
RESCUE	1	5	5
RESORT	1	2	2
RESPONSE	1	3	3
REVERSE	1	2	2
REVIEW	1	13	13
REWARD	1	1	1
RHYTHM	1	2	2
ROUTINE	1	11	11
SCANNER	1	2	2
SCULPTURE	1	1	1
SECRETARY	1	4	4
SEQUENCE	1	12	12
SLICE	1	1	1
SOLUTION	1	5	5
SOLVE	1	2	2
SOPHISTICATED	1	1	1
SUCCEED	1	5	5
SURVEY	1	2	2
SYMBOL	1	2	2

TALENTED	1	1	1
TASK	1	17	17
TEMPERATURE	1	8	8
TENNIS	1	15	15
TEXT	1	52	52
THEME	1	1	1
UNIFORM	1	4	4
UNOCCUPIED	1	1	1
VARIETY	1	1	1
VIOLENCE	1	1	1
VIRTUAL	1	1	1
WEALTH	1	1	1
WEIGH	1	7	7
ZONE	1	1	1

TYPES FOUND IN BASE LIST FOUR

TYPE	RANGE	FREQ	F1
ANIMATED	1	5	5
ANIMATION	1	2	2
ANTIQUE	1	1	1
ARCHIVE	1	1	1
ARROW	1	1	1
AUDIO	1	1	1
AVENUE	1	2	2
BALLET	1	1	1
BALLOON	1	3	3
BASEBALL	1	3	3
BICYCLE	1	2	2
BIOLOGY	1	1	1
BOLD	1	3	3
CAFE	1	16	16
CALORY	1	1	1
CANDLE	1	1	1
CARTOON	1	2	2
CATHEDRAL	1	1	1
CAVE	1	4	4
CELEBRITY	1	1	1
CHEF	1	13	13
CINEMA	1	23	23
COMIC	1	5	5
COMPARATIVE	1	7	7
CORN	1	10	10
COSTUME	1	1	1
DEER	1	1	1
DESTINATION	1	3	3

DIAGRAM	1	3	3
DIARY	1	5	5
DOCUMENTARY	1	1	1
DOLPHIN	1	7	7
DRIP	1	1	1
EMPEROR	1	2	2
EXOTIC	1	1	1
EYEBROW	1	2	2
FAME	1	2	2
FORK	1	1	1
GARLIC	1	2	2
GENIUS	1	1	1
HELMET	1	5	5
HERB	1	1	1
HORMONE	1	1	1
HORN	1	5	5
INFORMAL	1	4	4
INSECT	1	6	6
INTELLIGENT	1	5	5
INVADE	1	1	1
IRRITATING	1	1	1
JUNGLE	1	4	4
KEYBOARD	1	7	7
LAUNDRY	1	3	3
LEMON	1	1	1
MAMMAL	1	3	3
MAT	1	7	7
MEDAL	1	1	1
MEDALLIST	1	1	1
METROPOLITAN	1	1	1
MONARCH	1	1	1
NEEDLE	1	1	1
NIGHTMARE	1	1	1
NOON	1	1	1
OVERHEAD	1	1	1
OVERNIGHT	1	1	1
PARADE	1	2	2
PATRON	1	1	1
PILLOW	1	4	4
PLURAL	1	6	6
POSTER	1	9	9
PREY	1	2	2
RECYCLING	1	2	2
ROBOT	1	3	3
ROMANCE	1	1	1
SACRED	1	3	3

SALMON	1	2	2
SENSATION	1	1	1
SOCCER	1	1	1
SPONTANEOUS	1	3	3
SPOON	1	1	1
STADIUM	1	4	4
STREAK	1	1	1
STRIPE	1	2	2
THREAD	1	1	1
TICK	1	3	3
TICKED	1	1	1
TIGER	1	9	9
TROPHY	1	1	1
TROUSERS	1	2	2
VOCAL	1	1	1
VOLCANO	1	4	4
WAITER	1	1	1
WHALE	1	9	9

TYPES FOUND IN BASE LIST FIVE

TYPE	RANGE	FREQ	F1
ALLERGY	1	1	1
ANATOMY	1	1	1
ANT	1	2	2
APPENDIX	1	16	16
AQUARIUM	1	2	2
BASKETBALL	1	17	17
BELOVED	1	1	1
BRACKET	1	24	24
BROCHURE	1	16	16
BUD	1	1	1
BURGLAR	1	1	1
BURGLARY	1	8	8
BUTCHER	1	4	4
CHANT	1	1	1
CHIMNEY	1	5	5
CHORUS	1	4	4
CRICKET	1	7	7
CUPBOARD	1	4	4
CUSHION	1	6	6
DELETE	1	1	1
DENTIST	1	3	3
DESSERT	1	10	10
DINOSAUR	1	2	2
EXQUISITE	1	1	1

FACTUAL	1	3	3
FEAST	1	2	2
FESTIVE	1	3	3
FESTIVITY	1	1	1
GRAM	1	1	1
GRAMMAR	1	62	62
HAM	1	1	1
HAMBURGER	1	3	3
HIKE	1	4	4
HIKING	1	5	5
HOCKEY	1	1	1
HOWL	1	2	2
HURLING	1	3	3
IMPERATIVE	1	4	4
INTESTINE	1	2	2
MALL	1	1	1
MINIATURE	1	1	1
MODEM	1	1	1
MOSQUITO	1	5	5
NATIONALITY	1	9	9
PANTS	1	1	1
PARADISE	1	1	1
PARASITE	1	2	2
PASTE	1	1	1
PICKUP	1	1	1
PICNIC	1	2	2
PIZZA	1	19	19
PLUMBER	1	2	2
RADIOACTIVE	1	1	1
RECTANGLE	1	1	1
REEF	1	3	3
REVENGE	1	1	1
SANCTUARY	1	6	6
SHARK	1	12	12
SHORTS	1	1	1
SINGULAR	1	5	5
SNACK	1	1	1
SOFA	1	11	11
SPECTATOR	1	3	3
SPIDER	1	2	2
STINK	1	1	1
SURF	1	4	4
SURFING	1	6	6
SWEATER	1	2	2
TEEN	1	19	19
TIDY	1	2	2

UNDERLINE	1	1	1
VEGETARIAN	1	6	6
VERB	1	75	75
VINEGAR	1	1	1
VIOLIN	1	2	2
VOCABULARY	1	55	55
WRESTLER	1	7	7
WRESTLING	1	6	6
ZOO	1	21	21

TYPES FOUND IN BASE LIST SIX

TYPE	RANGE	FREQ	F1
ADJECTIVE	1	41	41
ALPHABET	1	2	2
ARMCHAIR	1	2	2
BERRY	1	2	2
BROWSE	1	2	2
CHILLI	1	3	3
CHIMPANZEE	1	6	6
COCONUT	1	6	6
CONTRACTION	1	2	2
CURRY	1	3	3
EURO	1	2	2
FIREFIGHTER	1	1	1
FIREWORKS	1	1	1
GIGANTIC	1	2	2
GLACIER	1	5	5
HOSE	1	1	1
JUGGLE	1	5	5
KITE	1	1	1
LITRE	1	1	1
MARS	1	1	1
MASH	1	2	2
MINI	1	4	4
MOSQUE	1	3	3
OSCAR	1	1	1
PUNCTUATION	1	14	14
QUIZ	1	6	6
RUGBY	1	2	2
SIREN	1	3	3
STEW	1	2	2
SYLLABLE	1	2	2
SYNONYM	1	5	5
THORN	1	1	1
VILLAIN	1	10	10

YEN	1	1	1
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TYPES FOUND IN BASE LIST SEVEN

TYPE	RANGE	FREQ	F1
ABORIGINAL	1	2	2
AMPHIBIAN	1	1	1
ASTRONAUT	1	6	6
CANYON	1	1	1
DECOR	1	1	1
EXCERPT	1	7	7
GADGET	1	3	3
GERM	1	2	2
INTONATION	1	5	5
MELON	1	1	1
NOUN	1	22	22
RAVEN	1	3	3
REPTILE	1	2	2
SANDAL	1	6	6
SPAGHETTI	1	10	10
TENTACLE	1	2	2
VAMPIRE	1	22	22
VANILLA	1	2	2
VENETIAN	1	1	1
VOWEL	1	3	3

TYPES FOUND IN BASE LIST EIGHT

TYPE	RANGE	FREQ	F1
BEAUX	1	157	157
CONSONANT	1	1	1
GORILLA	1	6	6
GYMNASTICS	1	3	3
KARATE	1	1	1
PRONOUN	1	5	5
SNEEZE	1	2	2
SQUID	1	1	1
YOGA	1	1	1

TYPES FOUND IN BASE LIST NINE

TYPE	RANGE	FREQ	F1
COMMA	1	1	1
DIGNITARY	1	1	1
KILO	1	11	11
KIWI	1	5	5

MOOSE	1	1	1
NOCTURNAL	1	3	3
OCTOPUS	1	6	6
PENICILLIN	1	1	1
PHONETIC	1	1	1
PORRIDGE	1	1	1
PRODIGY	1	2	2
SCIENCEFICTION	1	3	3
TORTILLA	1	7	7
TSUNAMI	1	1	1
ZEBRA	1	1	1

TYPES FOUND IN BASE LIST TEN

TYPE	RANGE	FREQ	F1
ADVERB	1	19	19
CHEETAH	1	2	2
DUNGEON	1	3	3
GIRAFFE	1	6	6
HAMSTER	1	8	8
KETCHUP	1	1	1
MAUSOLEUM	1	2	2
MODAL	1	5	5
RUPEE	1	1	1
SCUBA	1	1	1
SYCAMORE	1	2	2
TESTOSTERONE	1	2	2

TYPES FOUND IN BASE LIST 11

TYPE	RANGE	FREQ	F1
BURP	1	6	6
GONDOLA	1	3	3
HIPPO	1	3	3
HIPPOPOTAMUS	1	2	2
HYPHEN	1	1	1
INDY	1	1	1
JUDO	1	14	14
KARAOKE	1	1	1
KILT	1	1	1
NEPAL	1	2	2
RABIES	1	5	5
SLOTH	1	15	15
SUPERLATIVE	1	5	5

TYPES FOUND IN BASE LIST 12

TYPE	RANGE	FREQ	F1
ALBATROSS	1	1	1
BARNACLE	1	7	7
GOON	1	1	1
KEBAB	1	1	1
PREPOSITION	1	12	12
RACCOON	1	4	4

TYPES FOUND IN BASE LIST 13

TYPE	RANGE	FREQ	F1
BANGER	1	2	2
BANGLADESH	1	1	1
COGNATE	1	4	4
IGUANA	1	1	1
NOVELLA	1	1	1
STALACTITE	1	1	1
SUPERHERO	1	4	4
TECHNICOLOUR	1	1	1
WEREWOLVES	1	2	2

TYPES FOUND IN BASE LIST 14

TYPE	RANGE	FREQ	F1
AVATAR	1	32	32
BLOG	1	13	13
COLLOCATION	1	8	8
HAGGIS	1	13	13
HOMOPHONE	1	1	1
INTERROGATIVE	1	5	5
LASAGNE	1	3	3
PARTHENON	1	3	3
SUMO	1	6	6
YOGHURT	1	2	2

TYPES FOUND IN BASE LIST 15

TYPE	RANGE	FREQ	F1
BECALM	1	2	2
CYBORG	1	1	1
KOALA	1	1	1
PIZZERIA	1	1	1
STALAGMITE	1	2	2

TYPES FOUND IN BASE LIST 16

TYPE	RANGE	FREQ	F1
DETERMINER	1	2	2
SAUERKRAUT	1	1	1
TYPES FOUND IN BASE LIST 17			
TYPE	RANGE	FREQ	F1
ANACONDA	1	2	2
ANTONYM	1	8	8
TYPES FOUND IN BASE LIST 18			
TYPE	RANGE	FREQ	F1
HOTDOG	1	4	4
TYPES FOUND IN BASE LIST 19			
TYPE	RANGE	FREQ	F1
GENITIVE	1	2	2
TYPES FOUND IN BASE LIST 20			
TYPE	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 21			
TYPE	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 22			
TYPE	RANGE	FREQ	F1
GERUND	1	5	5
TYPES FOUND IN BASE LIST 23			
TYPE	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 24			
TYPE	RANGE	FREQ	F1
GODOWN	1	4	4
TYPES FOUND IN BASE LIST 25			
TYPE	RANGE	FREQ	F1

LIST OF FAMILY GROUPS

BASE ONE FAMILIES	RANGE	TYFREQ	FAFREQ
A	1	1101	1101
ABLE	1	0	3
ABOUT	1	197	197
ABOVE	1	33	33
ACCEPT	1	1	1
ACT	1	0	23
ACTUAL	1	0	3
ADD	1	9	9
ADDRESS	1	6	6
ADVERTISE	1	0	12
AFRAID	1	1	1
AFTER	1	42	42
AFTERNOON	1	11	11
AGAIN	1	31	31
AGAINST	1	2	2
AGE	1	26	27
AGO	1	10	10
AGREE	1	3	5
ALL	1	37	37
ALLOW	1	1	1
ALMOST	1	7	7
ALONE	1	4	4
ALREADY	1	4	4
ALSO	1	47	47
ALWAYS	1	28	28
AMAZE	1	0	24
AND	1	913	913
ANGRY	1	7	8
ANIMAL	1	96	96
ANOTHER	1	14	14
ANSWER	1	213	213
ANY	1	69	79
APPEAR	1	6	13
AREA	1	6	6
ARM	1	5	5
AROUND	1	17	17
ARRIVE	1	5	5
ART	1	4	9
AS	1	7	7
ASK	1	28	28
AT	1	172	172

AUNT	1	1	1
AUTUMN	1	2	2
AWAY	1	1	1
BABY	1	7	7
BACK	1	3	3
BAD	1	19	20
BAG	1	3	3
BALL	1	23	23
BANK	1	4	4
BASE	1	1	1
BATH	1	1	1
BE	1	1193	1193
BEACH	1	27	27
BEAR	1	3	3
BEAT	1	3	3
BEAUTY	1	0	15
BECAUSE	1	61	61
BECOME	1	22	22
BED	1	17	17
BEFORE	1	50	50
BEGIN	1	22	24
BEHIND	1	3	3
BELIEVE	1	6	7
BELOW	1	135	135
BET	1	3	3
BETWEEN	1	16	16
BIG	1	42	42
BILLION	1	1	1
BIRD	1	14	14
BLACK	1	13	13
BLOOD	1	5	5
BLOW	1	3	3
BLUE	1	42	42
BOAT	1	9	9
BODY	1	31	31
BONE	1	1	1
BOOK	1	59	59
BORING	1	10	10
BORN	1	6	6
BOTH	1	5	5
BOTTLE	1	2	2
BOTTOM	1	3	3
BOX	1	4	4
BOY	1	11	11
BREAD	1	11	11
BREAK	1	10	10

BREAKFAST	1	5	5
BRIGHT	1	1	1
BRING	1	11	11
BROTHER	1	17	17
BROWN	1	8	8
BUILD	1	15	69
BURN	1	10	10
BUS	1	8	8
BUSINESS	1	1	1
BUSY	1	2	2
BUT	1	129	129
BUY	1	54	54
BY	1	22	22
CAKE	1	24	24
CALL	1	16	23
CAMP	1	3	7
CAN	1	251	301
CAR	1	17	17
CARD	1	5	5
CARE	1	0	11
CAT	1	23	23
CATCH	1	12	12
CAUSE	1	2	2
CENTRE	1	3	4
CERTAIN	1	0	3
CHAIR	1	8	8
CHANGE	1	1	1
CHANGE	1	21	21
CHECK	1	40	40
CHICKEN	1	14	14
CHILD	1	3	57
CHIP	1	0	3
CHOICE	1	3	3
CHOOSE	1	102	102
CHRISTMAS	1	6	6
CHURCH	1	3	3
CITY	1	32	32
CLASS	1	11	11
CLEAN	1	27	27
CLIMB	1	16	17
CLOCK	1	5	13
CLOSE	1	3	3
CLOSED	1	2	4
CLOTHES	1	26	29
CLUB	1	4	4
COAT	1	1	1

COFFEE	1	12	12
COLD	1	8	8
COLLECT	1	6	7
COLOUR	1	36	40
COME	1	28	28
COMFORT	1	0	1
COMPLETE	1	136	136
COMPUTER	1	59	59
CONTINUE	1	1	2
CONTROL	1	4	4
CONVERSATION	1	21	21
COOK	1	12	13
CORNER	1	4	4
COST	1	8	8
COUNT	1	2	9
COUNTRY	1	69	69
COVER	1	1	1
CRAZY	1	3	3
CRIME	1	3	3
CRY	1	1	1
CUP	1	4	4
CUT	1	5	5
DAD	1	8	8
DANCE	1	18	19
DANGER	1	0	19
DARK	1	13	13
DATE	1	6	6
DAUGHTER	1	1	1
DAY	1	59	59
DEAR	1	4	4
DEATH	1	1	1
DECIDE	1	12	12
DEFINITE	1	0	7
DEGREE	1	6	6
DELICIOUS	1	9	9
DIE	1	11	11
DIFFERENCE	1	5	5
DIFFERENT	1	41	42
DIFFICULT	1	14	14
DIG	1	3	3
DINNER	1	18	18
DIRTY	1	2	2
DISCOVER	1	3	4
DO	1	269	269
DOCTOR	1	12	12
DOG	1	26	26

DOOR	1	5	17
DOWN	1	3	3
DRAW	1	5	6
DREAM	1	16	17
DRESS	1	8	9
DRINK	1	22	23
DRIVE	1	19	38
DURING	1	9	9
EACH	1	104	104
EAR	1	5	5
EARLY	1	2	2
EARTH	1	2	2
EAST	1	3	3
EASY	1	7	8
EAT	1	103	103
EDUCATE	1	0	8
EGG	1	11	11
EIGHT	1	2	5
ELSE	1	2	2
EMPLOY	1	1	8
END	1	4	18
ENJOY	1	8	12
ENOUGH	1	6	6
ENTER	1	1	1
ESPECIALLY	1	2	2
EVEN	1	13	13
EVENING	1	11	11
EVERY	1	19	78
EXACT	1	0	2
EXCITE	1	0	24
EXPENSIVE	1	4	4
EXPERIENCE	1	2	3
EXPLAIN	1	8	8
EXPRESS	1	3	11
EXTRA	1	23	23
EYE	1	20	21
FACE	1	2	2
FACT	1	18	18
FAIR	1	7	7
FALL	1	7	8
FAMILY	1	40	40
FAR	1	2	2
FARM	1	1	1
FAST	1	18	18
FAT	1	6	6
FATHER	1	30	30

FAVOURITE	1	43	43
FEED	1	8	8
FEEL	1	6	8
FIELD	1	3	3
FIGHT	1	6	8
FILL	1	1	1
FILM	1	109	109
FINAL	1	1	6
FIND	1	81	81
FINE	1	2	2
FINGER	1	2	2
FINISH	1	17	17
FIRE	1	6	6
FIRST	1	33	33
FISH	1	17	17
FIT	1	1	1
FIVE	1	29	33
FLAT	1	3	3
FLOOR	1	14	14
FLOWER	1	1	1
FLY	1	26	26
FOLLOW	1	3	48
FOOD	1	108	108
FOOT	1	3	20
FOOTBALL	1	24	26
FOR	1	275	275
FOREST	1	5	5
FORGET	1	11	11
FORM	1	64	64
FORTUNATE	1	0	1
FOUR	1	13	14
FREE	1	4	4
FREEZE	1	3	3
FRIDAY	1	5	5
FRIEND	1	71	74
FRIGHT	1	0	19
FROM	1	134	134
FRONT	1	5	5
FUN	1	18	26
GAME	1	35	35
GARDEN	1	4	4
GAS	1	1	1
GENERAL	1	2	2
GENTLE	1	2	2
GET	1	41	41
GIRL	1	11	11

GIVE	1	43	43
GLASS	1	2	7
GO	1	60	60
GOLD	1	2	3
GOOD	1	62	62
GOODBYE	1	0	2
GOVERN	1	0	2
GRANDFATHER	1	0	9
GRASS	1	2	2
GREAT	1	33	33
GREEN	1	18	18
GREY	1	2	2
GROUND	1	6	6
GROUP	1	16	16
GROW	1	3	4
GUESS	1	13	13
GUN	1	1	1
GUY	1	1	1
HAIR	1	29	31
HALF	1	1	1
HALL	1	1	1
HAND	1	5	5
HANG	1	7	7
HAPPEN	1	10	10
HAPPY	1	9	9
HARD	1	9	9
HAT	1	3	4
HATE	1	11	11
HAVE	1	94	94
HE	1	191	305
HEAD	1	9	9
HEALTH	1	2	6
HEAR	1	14	15
HEART	1	5	5
HEAVY	1	7	7
HELL	1	1	1
HELLO	1	4	20
HELP	1	60	60
HERE	1	24	24
HIDE	1	7	7
HIGH	1	11	11
HILL	1	1	1
HISTORY	1	23	24
HIT	1	12	12
HOLD	1	4	4
HOLIDAY	1	48	48

HOME	1	46	46
HOPE	1	2	2
HORSE	1	12	12
HOSPITAL	1	3	3
HOT	1	15	15
HOUR	1	29	29
HOUSE	1	62	62
HOW	1	43	43
HOWEVER	1	4	4
HUMAN	1	15	15
HUNDRED	1	5	5
HUNT	1	8	11
HURT	1	3	3
HUSBAND	1	2	2
I	1	346	577
IDEA	1	19	19
IF	1	54	54
IMAGINE	1	4	7
IMPORTANT	1	14	14
IN	1	944	944
INFORM	1	0	35
INSIDE	1	11	11
INSTEAD	1	4	4
INTEREST	1	0	26
INTERNET	1	2	2
INTO	1	12	12
ISLAND	1	5	5
IT	1	399	418
JOB	1	34	34
JOIN	1	6	6
JOKE	1	2	2
JUMP	1	9	9
JUST	1	11	11
KEEP	1	9	9
KEY	1	1	1
KICK	1	11	11
KID	1	1	1
KILL	1	19	19
KIND	1	1	1
KING	1	7	7
KISS	1	1	1
KITCHEN	1	8	8
KNOW	1	57	58
LAKE	1	1	1
LAND	1	3	3
LARGE	1	19	19

LAST	1	4	4
LATE	1	2	8
LAUGH	1	2	2
LAW	1	3	3
LAY	1	5	5
LAZY	1	2	2
LEAD	1	3	3
LEARN	1	28	28
LEAVE	1	23	23
LEFT	1	2	2
LEG	1	8	8
LET	1	7	7
LETTER	1	7	7
LEVEL	1	2	2
LIE	1	6	6
LIFE	1	17	17
LIFT	1	7	7
LIGHT	1	21	21
LIKE	1	125	126
LINE	1	83	83
LIP	1	1	1
LIST	1	21	21
LISTEN	1	74	85
LITTLE	1	1	1
LIVE	1	82	82
LOCAL	1	1	1
LONG	1	33	33
LOOK	1	21	21
LOSE	1	14	14
LOUD	1	2	3
LOVE	1	40	40
LOVELY	1	1	1
LUCK	1	2	8
LUNCH	1	13	13
MACHINE	1	3	3
MAD	1	1	1
MAIN	1	14	14
MAKE	1	55	55
MAN	1	13	17
MANY	1	84	84
MARK	1	10	11
MARKET	1	4	4
MARRY	1	1	1
MAY	1	6	6
MAYBE	1	8	8
MEAL	1	35	35

MEAN	1	7	20
MEET	1	26	26
MEMBER	1	1	1
MENTION	1	22	22
MESS	1	2	3
MIDDLE	1	2	2
MILK	1	9	9
MILLION	1	4	4
MIND	1	3	3
MINUTE	1	14	14
MISS	1	2	4
MISTAKE	1	4	4
MOMENT	1	2	2
MONDAY	1	21	21
MONEY	1	15	15
MONTH	1	12	12
MORE	1	19	19
MORNING	1	16	16
MOST	1	19	19
MOTHER	1	23	23
MOUNTAIN	1	13	13
MOUTH	1	5	5
MOVE	1	10	12
MOVIE	1	1	1
MUCH	1	8	8
MUM	1	9	10
MUSIC	1	21	31
MUST	1	86	86
NAME	1	62	62
NATION	1	0	8
NATURE	1	2	7
NEAR	1	16	16
NECESSARY	1	1	1
NECK	1	2	2
NEED	1	19	19
NEIGHBOUR	1	0	3
NEVER	1	22	22
NEW	1	61	61
NEXT	1	20	20
NICE	1	8	8
NIGHT	1	10	10
NINE	1	2	2
NO	1	33	33
NOISE	1	5	5
NONE	1	1	1
NORMAL	1	2	2

NORTH	1	1	1
NOSE	1	6	6
NOT	1	421	421
NOTE	1	6	6
NOTICE	1	6	6
NOW	1	63	63
NUMBER	1	28	28
OF	1	527	527
OFFICE	1	3	3
OFTEN	1	48	48
OIL	1	1	1
OLD	1	28	28
ON	1	229	233
ONCE	1	7	7
ONE	1	89	89
ONLY	1	37	37
OPEN	1	17	20
OR	1	189	189
ORANGE	1	11	11
ORDER	1	9	9
OTHER	1	55	55
OUT	1	1	7
OVER	1	18	18
OWN	1	9	9
PACK	1	11	11
PAGE	1	276	276
PAINT	1	11	31
PAIR	1	5	5
PAPER	1	32	32
PARENT	1	28	28
PARK	1	7	7
PART	1	37	37
PARTY	1	20	20
PASS	1	2	2
PAST	1	11	11
PAY	1	7	7
PEOPLE	1	211	211
PERFECT	1	6	6
PERSON	1	30	32
PHOTOGRAPH	1	1	12
PICK	1	2	4
PICTURE	1	68	68
PLACE	1	67	67
PLAN	1	49	49
PLANT	1	10	10
PLAY	1	68	79

PLEASE	1	15	15
POINT	1	3	3
POLICE	1	4	4
POOR	1	5	5
POP	1	2	2
POSSIBLE	1	0	3
POUND	1	2	2
POWER	1	4	4
PREPARE	1	15	15
PRESENT	1	9	9
PRESS	1	1	1
PRICE	1	6	6
PRINCE	1	0	2
PRISON	1	1	1
PROBABLY	1	14	14
PROBLEM	1	20	20
PROGRAMME	1	16	17
PROMISE	1	1	1
PROTECT	1	4	5
PUBLIC	1	1	1
PUSH	1	3	3
PUT	1	33	33
QUEEN	1	18	18
QUESTION	1	141	141
QUICK	1	2	15
QUIET	1	3	4
QUITE	1	8	8
RABBIT	1	7	7
RACE	1	12	12
RADIO	1	1	1
RAIN	1	5	7
RATE	1	3	3
REACH	1	1	1
READ	1	126	158
READY	1	1	1
REAL	1	21	26
REALLY	1	31	31
REASON	1	8	8
RECORD	1	5	5
RED	1	24	24
RELATE	1	0	1
REMEMBER	1	21	21
REPLY	1	1	1
REPORT	1	14	22
RETURN	1	1	1
RICH	1	7	7

RIDE	1	10	11
RIGHT	1	43	43
RING	1	3	3
RISE	1	2	2
RIVER	1	13	13
ROAD	1	1	1
ROCK	1	5	5
ROOM	1	47	47
RULE	1	33	35
RUN	1	28	31
SAD	1	1	1
SAFE	1	2	2
SAIL	1	12	12
SAME	1	10	10
SATURDAY	1	21	21
SAVE	1	5	6
SAY	1	68	68
SCHOOL	1	59	59
SCIENCE	1	10	23
SEA	1	10	10
SEAT	1	5	5
SECOND	1	10	10
SEE	1	79	79
SEEM	1	2	2
SELL	1	8	9
SEND	1	18	18
SERIOUS	1	2	2
SET	1	3	3
SEVEN	1	7	7
SHAKE	1	3	3
SHAPE	1	1	1
SHE	1	77	172
SHIP	1	2	2
SHIRT	1	1	1
SHOE	1	7	7
SHOOT	1	3	3
SHOP	1	25	28
SHORT	1	19	19
SHOULD	1	38	38
SHOUT	1	6	6
SHOW	1	34	34
SHUT	1	3	3
SHY	1	1	1
SIDE	1	5	5
SIGN	1	1	1
SILLY	1	9	9

SIMPLE	1	2	2
SINCE	1	2	2
SING	1	12	25
SINGLE	1	1	1
SIR	1	2	2
SISTER	1	12	12
SIT	1	10	11
SITUATION	1	3	3
SIX	1	9	10
SIZE	1	7	7
SKIN	1	3	3
SKY	1	2	2
SLEEP	1	51	52
SLOW	1	2	5
SMALL	1	32	32
SMELL	1	16	16
SMILE	1	1	1
SNOW	1	1	1
SO	1	72	72
SOME	1	102	153
SONG	1	20	20
SOON	1	6	6
SORRY	1	4	4
SOUND	1	35	35
SOUTH	1	1	1
SPACE	1	27	27
SPEAK	1	19	47
SPECIAL	1	37	37
SPEND	1	7	7
SPORT	1	77	77
SPOT	1	1	1
SPRING	1	2	2
SQUARE	1	2	2
STAND	1	5	5
STAR	1	6	6
START	1	15	15
STATE	1	1	1
STAY	1	17	17
STEAL	1	3	3
STEP	1	1	1
STICK	1	3	5
STILL	1	6	6
STOP	1	13	13
STORE	1	1	1
STORY	1	21	21
STRAIGHT	1	8	8

STRANGE	1	2	2
STREET	1	17	17
STRONG	1	21	21
STUDENT	1	49	49
STUDY	1	31	31
STUPID	1	1	1
SUBJECT	1	14	14
SUDDEN	1	0	7
SUGGEST	1	2	13
SUIT	1	2	2
SUMMER	1	32	32
SUN	1	5	5
SUNDAY	1	14	14
SUPPORT	1	2	2
SURE	1	9	9
SURPRISE	1	0	4
SWEET	1	4	4
SWIM	1	29	38
SYSTEM	1	2	2
TABLE	1	5	5
TAIL	1	6	6
TAKE	1	29	29
TALK	1	19	21
TALL	1	32	32
TASTE	1	4	5
TEA	1	10	10
TEACH	1	12	22
TEAM	1	9	9
TEAR	1	3	3
TELEPHONE	1	2	12
TELEVISION	1	14	14
TELL	1	20	20
TEN	1	7	8
TERRIBLE	1	9	9
TEST	1	5	5
THANK	1	0	8
THAT	1	64	73
THE	1	2520	2520
THEN	1	106	106
THERE	1	44	44
THEY	1	208	381
THICK	1	6	6
THING	1	90	90
THINK	1	6	8
THIRTEEN	1	0	1
THIS	1	146	213

THOUSAND	1	2	2
THREE	1	34	36
THROUGH	1	6	6
THROW	1	17	18
THURSDAY	1	5	5
TIE	1	1	1
TILL	1	2	2
TIME	1	69	69
TIRE	1	0	6
TO	1	566	566
TODAY	1	29	29
TOGETHER	1	7	7
TOMORROW	1	9	9
TONIGHT	1	1	1
TOO	1	31	31
TOOTH	1	0	4
TOP	1	7	7
TOTAL	1	1	1
TOUCH	1	3	3
TOWARD	1	0	2
TOWN	1	17	17
TRACK	1	1	1
TRAIN	1	0	6
TRAVEL	1	19	22
TREE	1	23	23
TRIP	1	12	12
TROUBLE	1	4	4
TRUE	1	25	25
TRY	1	7	7
TUESDAY	1	7	7
TURN	1	3	3
TWELVE	1	1	1
TWENTY	1	1	1
TWO	1	70	80
TYPE	1	61	61
UGLY	1	5	5
UNCLE	1	2	2
UNDER	1	13	13
UNDERSTAND	1	7	7
UNTIL	1	3	3
UP	1	4	4
USE	1	204	204
USUAL	1	0	85
VERY	1	107	107
VISIT	1	60	68
VOICE	1	2	2

WAIT	1	13	13
WALK	1	28	33
WALL	1	9	9
WANT	1	21	21
WAR	1	1	1
WARM	1	5	5
WASH	1	13	13
WATCH	1	41	41
WATER	1	38	38
WAVE	1	1	1
WAY	1	22	22
WE	1	199	254
WEAR	1	34	34
WEATHER	1	11	11
WEB	1	18	18
WEDNESDAY	1	4	4
WEEK	1	30	35
WEIGHT	1	9	9
WELL	1	19	19
WEST	1	2	2
WET	1	2	2
WHAT	1	244	245
WHEEL	1	2	2
WHEN	1	76	77
WHERE	1	80	80
WHICH	1	165	165
WHILE	1	6	6
WHITE	1	15	15
WHO	1	53	53
WHOLE	1	1	1
WHY	1	63	63
WIDE	1	3	3
WIFE	1	7	8
WILD	1	5	5
WIN	1	24	27
WINDOW	1	10	10
WINE	1	1	1
WINTER	1	11	11
WISH	1	1	1
WITH	1	303	303
WITHOUT	1	7	7
WOMAN	1	3	9
WONDER	1	1	2
WOOD	1	1	1
WORD	1	140	140
WORK	1	46	53

WORLD	1	34	34
WORRY	1	0	2
WOULD	1	15	15
WRITE	1	139	225
WRONG	1	28	28
YEAR	1	42	42
YELLOW	1	14	14
YES	1	36	36
YESTERDAY	1	21	21
YOU	1	604	970
YOUNG	1	16	16
ZERO	1	1	1

BASE TWO FAMILIES	RANGE	TYFREQ	FAFREQ
ACTIVE	1	1	41
ADULT	1	7	7
ADVANCE	1	43	44
ADVENTURE	1	4	4
ADVICE	1	1	1
ALIVE	1	2	2
APARTMENT	1	1	1
APPLE	1	18	18
APRIL	1	2	2
ARTICLE	1	40	40
ASSOCIATE	1	0	3
ATTACK	1	6	6
ATTRACT	1	1	5
AUGUST	1	10	10
AVERAGE	1	7	7
AWAKE	1	1	1
BACON	1	1	1
BAKE	1	4	14
BANANA	1	7	7
BAND	1	3	3
BASKET	1	1	1
BAT	1	7	7
BATTERY	1	1	1
BEAN	1	10	10
BELONG	1	3	3
BEND	1	3	3
BIKE	1	3	3
BISCUIT	1	1	1
BITE	1	4	4
BLANKET	1	2	2
BLEED	1	3	3
BLIND	1	2	2

BOMB	1	0	1
BOOT	1	3	3
BOWL	1	1	4
BRAKE	1	2	2
BREATHE	1	1	1
BUTTER	1	8	8
BUTTON	1	3	3
CAGE	1	3	3
CALM	1	1	1
CAMERA	1	6	6
CAP	1	1	1
CAPITAL	1	4	4
CAREER	1	2	2
CARPET	1	9	9
CARROT	1	1	1
CART	1	1	1
CASTLE	1	2	2
CENTIMETRE	1	4	4
CENTURY	1	9	9
CHALLENGE	1	8	8
CHAMPION	1	1	3
CHANNEL	1	4	4
CHARACTER	1	27	27
CHARM	1	1	1
CHAT	1	2	2
CHEESE	1	17	17
CHOCOLATE	1	12	12
CLEVER	1	8	8
CLOUD	1	0	1
COACH	1	1	1
COAL	1	2	2
COAST	1	2	2
COMBINE	1	1	3
COMMENT	1	5	5
COMMON	1	5	5
COMPARE	1	5	12
COMPETITION	1	13	13
CONDITION	1	4	12
CONFUSE	1	1	2
CONNECT	1	5	16
COPY	1	74	74
CORRECT	1	109	111
COW	1	8	8
CREATE	1	5	5
CREATURE	1	27	27
CRUEL	1	1	1

CULTURE	1	11	11
CURE	1	1	1
CURL	1	0	5
CURRENT	1	1	1
DECEMBER	1	5	5
DECISION	1	3	3
DECORATE	1	3	4
DESCRIBE	1	33	33
DESERT	1	4	4
DESIGN	1	3	3
DESK	1	9	9
DESTROY	1	5	5
DETAIL	1	15	15
DEVELOP	1	4	4
DIET	1	2	2
DIRECTION	1	11	11
DISAPPEAR	1	1	1
DISCUSS	1	4	6
DISEASE	1	1	1
DISGUST	1	0	14
DISH	1	8	8
DIVE	1	0	2
DOLL	1	9	9
DOLLAR	1	2	2
DRAGON	1	2	2
DRAMA	1	2	2
DUCK	1	1	1
EDIT	1	0	2
ELECT	1	0	2
ELECTRIC	1	0	5
ELEPHANT	1	4	4
EMAIL	1	49	49
EMOTION	1	2	2
ENERGY	1	2	2
ENORMOUS	1	5	5
EQUAL	1	2	2
EQUIPMENT	1	6	6
EVENT	1	14	14
EVIL	1	4	4
EXAM	1	16	16
EXAMPLE	1	18	18
EXCELLENT	1	2	2
EXCHANGE	1	1	1
EXERCISE	1	148	148
EXIST	1	1	1
EXTREME	1	0	1

FAIL	1	1	1
FAMOUS	1	63	63
FAN	1	3	3
FANTASTIC	1	5	5
FASHION	1	1	1
FEATURE	1	7	7
FEBRUARY	1	4	4
FEMALE	1	4	4
FILE	1	3	3
FLAG	1	4	4
FLAME	1	1	1
FLASH	1	2	2
FLOAT	1	0	1
FLOW	1	2	2
FOOL	1	2	2
FORGIVE	1	3	3
FOX	1	5	5
FRAME	1	2	2
FROG	1	6	6
FRUIT	1	11	11
FURNITURE	1	11	11
FUTURE	1	14	14
GATE	1	1	1
GENERATION	1	1	1
GHOST	1	3	3
GIANT	1	4	4
GIFT	1	4	4
GOAL	1	4	4
GUARD	1	1	1
GUEST	1	6	6
GUIDE	1	24	33
HABIT	1	14	14
HARM	1	2	2
HEIGHT	1	1	1
HERO	1	8	8
HOTEL	1	7	7
IGNORE	1	0	1
ILL	1	2	3
IMAGE	1	0	1
IMMEDIATE	1	0	2
IMPROVE	1	2	2
INCLUDE	1	5	8
INDIVIDUAL	1	1	1
INDUSTRY	1	3	3
INSIST	1	0	1
INSTRUCT	1	0	1

INTERRUPT	1	1	1
INTERVIEW	1	3	3
INTRODUCE	1	2	7
INVITE	1	7	8
ITEM	1	33	33
JANUARY	1	2	2
JEANS	1	7	7
JOURNEY	1	2	2
JUICE	1	1	1
JULY	1	10	10
JUNE	1	4	4
KILOMETRE	1	9	9
KNIFE	1	1	1
LAMB	1	1	1
LAMP	1	8	8
LANGUAGE	1	82	82
LAWYER	1	3	3
LEGAL	1	0	1
LEND	1	3	3
LENGTH	1	3	3
LESSON	1	21	21
LIBRARY	1	11	11
LIGHTLY	1	0	1
LION	1	14	14
LONE	1	0	1
MAGAZINE	1	20	20
MALE	1	4	4
MANNER	1	8	8
MAP	1	20	20
MARCH	1	6	6
MASK	1	1	1
MATCH	1	51	58
MATHEMATICS	1	0	3
MEASURE	1	2	3
MEAT	1	22	22
MEDICAL	1	1	1
MEDICINE	1	4	4
MELT	1	0	1
MEMORY	1	1	1
MESSAGE	1	5	5
METRE	1	14	14
MICROWAVE	1	1	1
MODEL	1	16	17
MODERN	1	11	11
MONKEY	1	4	4
MOON	1	2	2

MOUNT	1	3	3
MOUSE	1	10	17
MUSCLE	1	13	13
NARROW	1	3	3
NERVOUS	1	2	2
NEWSPAPER	1	1	1
NOVEMBER	1	7	7
NUT	1	1	1
OAK	1	2	2
OBJECT	1	11	11
OCCASION	1	1	1
OCTOBER	1	7	7
OFFICIAL	1	2	2
ONION	1	12	12
OPINION	1	15	15
OPPOSITE	1	5	5
OPTION	1	1	1
ORDINARY	1	8	8
ORGANIZE	1	10	11
ORIGINAL	1	0	2
OVEN	1	5	5
PARTNER	1	69	69
PATIENT	1	3	3
PEACE	1	2	3
PEN	1	5	5
PER	1	2	2
PERIOD	1	8	8
PET	1	11	11
PHYSICAL	1	1	1
PIG	1	4	4
PIN	1	4	4
PINK	1	6	6
PLANE	1	0	7
PLASTIC	1	1	1
PLATE	1	3	3
PLEASANT	1	1	1
POEM	1	3	3
POOL	1	1	1
POPULAR	1	29	29
POSITIVE	1	2	2
POSSESS	1	0	5
POTATO	1	11	11
PRACTISE	1	12	40
PRAY	1	3	3
PREFER	1	1	2
PRESIDENT	1	12	12

PRETEND	1	1	1
PRINT	1	1	6
PRIVATE	1	3	3
PRODUCE	1	2	2
PROFESSION	1	0	8
PROGRESS	1	9	9
PROJECT	1	14	14
PRONOUNCE	1	0	5
PROVE	1	1	1
PROVIDE	1	1	1
PUNISH	1	1	1
PURE	1	1	1
PURPLE	1	8	8
RARE	1	0	10
REACT	1	0	1
RECEIVE	1	8	8
RECIPE	1	2	2
RECOMMEND	1	8	8
REFRIGERATOR	1	0	5
REFUSE	1	1	1
REGION	1	2	2
REGULAR	1	6	11
RELAX	1	1	1
REPAIR	1	2	2
REPEAT	1	31	32
REPLACE	1	3	3
REPRESENT	1	1	1
RESERVE	1	1	4
RESTAURANT	1	42	42
RESULT	1	8	8
RICE	1	13	13
ROLE	1	2	2
ROYAL	1	3	3
SAINT	1	1	1
SALAD	1	8	8
SALE	1	3	3
SANDWICH	1	8	8
SAUCE	1	3	3
SAUSAGE	1	10	10
SCENE	1	2	2
SCORE	1	3	3
SCREAM	1	4	4
SCREEN	1	14	14
SEAL	1	1	1
SEASON	1	4	4
SECRET	1	1	1

SECTION	1	1	1
SEED	1	1	1
SELECT	1	0	1
SENTENCE	1	168	168
SEPARATE	1	1	1
SEPTEMBER	1	11	11
SERIES	1	6	6
SHEEP	1	6	6
SHELF	1	3	7
SHELTER	1	5	5
SHINE	1	4	4
SHOWER	1	3	3
SIMILAR	1	7	10
SINK	1	6	6
SITE	1	2	2
SKI	1	12	18
SKILL	1	13	13
SKIRT	1	2	2
SLIDE	1	1	1
SNAKE	1	9	9
SOCIAL	1	1	1
SOCK	1	2	2
SOLDIER	1	8	8
SOUL	1	1	1
SOUP	1	10	10
SPECIFIC	1	1	1
SPELL	1	7	8
STEAK	1	3	3
STOMACH	1	5	5
STRAWBERRY	1	11	11
STRESS	1	4	4
STRIP	1	1	1
STYLE	1	1	1
SUGAR	1	8	8
SURVIVE	1	3	4
SWEEP	1	3	3
SWING	1	1	1
TECHNOLOGY	1	3	3
TEENAGE	1	0	11
THIEF	1	0	1
THIN	1	13	13
TICKET	1	15	15
TIP	1	6	6
TITLE	1	4	4
TOILET	1	6	6
TOMATO	1	5	5

TOPIC	1	5	5
TOUR	1	9	11
TOWER	1	6	6
TOY	1	4	4
TRADITION	1	3	18
TRANSFER	1	3	3
TRICK	1	1	1
TYPICAL	1	2	2
UNIT	1	4	4
UNIVERSITY	1	2	2
VALLEY	1	1	1
VEGETABLE	1	18	18
VILLAGE	1	1	1
VIOLENT	1	2	2
WARN	1	0	1
WEAK	1	3	3
WESTERN	1	4	4
WHISTLE	1	0	1
WING	1	8	8
WOLF	1	4	45
WORM	1	7	7
BASE THREE FAMILIES			
	RANGE	TYFREQ	FAFREQ
ACADEMY	1	0	1
ADOPT	1	2	2
AFFIRM	1	0	25
AGGRESSIVE	1	1	1
ALBUM	1	6	6
ANCIENT	1	7	7
ANNUAL	1	2	2
ARCHITECT	1	2	2
ARCHITECTURE	1	1	1
ATHLETE	1	17	20
AUDIENCE	1	1	1
AUTHOR	1	1	1
BACTERIUM	1	0	1
CAPTURE	1	1	1
CATALOGUE	1	2	2
CATEGORY	1	1	1
CELEBRATE	1	7	10
CEREMONY	1	3	3
CHARACTERISTIC	1	1	1
CHART	1	20	20
CLIMATE	1	1	1
CLINIC	1	4	4
COLUMN	1	7	7

COMEDY	1	6	6
COMMUNICATE	1	6	8
COMPETE	1	2	2
COMPOUND	1	3	3
CONCERT	1	4	4
CONFIDENT	1	1	1
CONTENT	1	1	1
CONTEST	1	4	4
CONTINENT	1	3	3
CONTRAST	1	2	2
COORDINATE	1	0	1
CURRENCY	1	3	3
CURTAIN	1	7	7
CYCLE	1	0	3
DEFINE	1	0	9
DESCRIPTION	1	35	35
DIALOGUE	1	30	30
DICTATE	1	0	8
DISAGREE	1	1	3
DISASTER	1	5	5
DISC	1	2	2
DISTANT	1	1	1
EMPHASIS	1	1	1
ENTRY	1	10	10
ERA	1	1	1
ESSAY	1	6	6
EXHIBIT	1	7	25
EXPERIMENT	1	2	2
EXPERT	1	2	2
EXPLORE	1	2	2
FACTORY	1	8	8
FALSE	1	14	14
FESTIVAL	1	12	12
FORMATION	1	1	1
FORMULA	1	1	1
FREQUENCY	1	7	7
FREQUENT	1	0	3
FUNCTION	1	1	1
GAP	1	3	3
GENE	1	1	1
GEOGRAPHY	1	2	9
GREET	1	0	6
GROSS	1	2	2
GUITAR	1	5	5
HORROR	1	2	2
HOUSEHOLD	1	5	5

INGREDIENT	1	3	3
INSERT	1	1	1
INSTITUTE	1	1	1
INTERNATIONAL	1	3	3
INVENT	1	7	12
LECTURE	1	5	5
LEGEND	1	3	3
LINK	1	1	1
MANUFACTURE	1	0	2
MENU	1	11	11
MONITOR	1	3	3
MONSTER	1	15	15
MOTION	1	2	2
MULTIPLE	1	1	1
MUSEUM	1	38	38
MYTH	1	1	1
NEGATIVE	1	19	19
NOMINATE	1	0	2
NOVEL	1	1	1
OBLIGE	1	0	1
OCCUPY	1	0	1
OCEAN	1	14	14
OPPONENT	1	5	5
PALACE	1	4	4
PARAGRAPH	1	5	5
PERCEPTION	1	1	1
PERMISSION	1	1	1
PERSONALITY	1	5	5
PHRASE	1	11	11
PREDICT	1	2	10
PRIZE	1	4	4
PROFILE	1	4	4
PROHIBIT	1	0	1
PROMPT	1	3	3
PUBLISH	1	1	2
REFLECT	1	0	5
RELEVANT	1	3	3
RELIGIOUS	1	3	3
RESCUE	1	5	5
RESORT	1	2	2
RESPONSE	1	3	3
REVERSE	1	2	2
REVIEW	1	13	13
REWARD	1	1	1
RHYTHM	1	2	2
ROUTINE	1	11	11

SCAN	1	0	2
SCULPT	1	0	1
SECRETARY	1	4	4
SEQUENCE	1	12	12
SLICE	1	1	1
SOLUTION	1	5	5
SOLVE	1	2	2
SOPHISTICATED	1	1	1
SUCCEED	1	5	5
SURVEY	1	2	2
SYMBOL	1	2	2
TALENT	1	0	1
TASK	1	17	17
TEMPERATURE	1	8	8
TENNIS	1	15	15
TEXT	1	52	52
THEME	1	1	1
UNIFORM	1	4	4
VARIETY	1	1	1
VIOLENCE	1	1	1
VIRTUAL	1	1	1
WEALTH	1	1	1
WEIGH	1	7	7
ZONE	1	1	1
BASE FOUR FAMILIES	RANGE	TYFREQ	FAFREQ
ANIMATE	1	0	7
ANTIQU	1	1	1
ARCHIVE	1	1	1
ARROW	1	1	1
AUDIO	1	1	1
AVENUE	1	2	2
BALLET	1	1	1
BALLOON	1	3	3
BASEBALL	1	3	3
BICYCLE	1	2	2
BIOLOGY	1	1	1
BOLD	1	3	3
CAFE	1	16	16
CALORIE	1	0	1
CANDLE	1	1	1
CARTOON	1	2	2
CATHEDRAL	1	1	1
CAVE	1	4	4
CELEBRITY	1	1	1
CHEF	1	13	13

CINEMA	1	23	23
COMIC	1	5	5
COMPARATIVE	1	7	7
CORN	1	10	10
COSTUME	1	1	1
DEER	1	1	1
DESTINATION	1	3	3
DIAGRAM	1	3	3
DIARY	1	5	5
DOCUMENTARY	1	1	1
DOLPHIN	1	7	7
DRIP	1	1	1
EMPEROR	1	2	2
EXOTIC	1	1	1
EYEBROW	1	2	2
FAME	1	2	2
FORK	1	1	1
GARLIC	1	2	2
GENIUS	1	1	1
HELMET	1	5	5
HERB	1	1	1
HORMONE	1	1	1
HORN	1	5	5
INFORMAL	1	4	4
INSECT	1	6	6
INTELLIGENT	1	5	5
INVADE	1	1	1
IRRITATE	1	0	1
JUNGLE	1	4	4
KEYBOARD	1	7	7
LAUNDRY	1	3	3
LEMON	1	1	1
MAMMAL	1	3	3
MAT	1	7	7
MEDAL	1	1	2
METROPOLITAN	1	1	1
MONARCH	1	1	1
NEEDLE	1	1	1
NIGHTMARE	1	1	1
NOON	1	1	1
OVERHEAD	1	1	1
OVERNIGHT	1	1	1
PARADE	1	2	2
PATRON	1	1	1
PILLOW	1	4	4
PLURAL	1	6	6

POSTER	1	9	9
PREY	1	2	2
RECYCLE	1	0	2
ROBOT	1	3	3
ROMANCE	1	1	1
SACRED	1	3	3
SALMON	1	2	2
SENSATION	1	1	1
SOCCER	1	1	1
SPONTANEOUS	1	3	3
SPOON	1	1	1
STADIUM	1	4	4
STREAK	1	1	1
STRIPE	1	2	2
THREAD	1	1	1
TICK	1	3	4
TIGER	1	9	9
TROPHY	1	1	1
TROUSERS	1	2	2
VOCAL	1	1	1
VOLCANO	1	4	4
WAITER	1	1	1
WHALE	1	9	9
BASE FIVE FAMILIES			
	RANGE	TYFREQ	FAFREQ
ALLERGY	1	1	1
ANATOMY	1	1	1
ANT	1	2	2
APPENDIX	1	16	16
AQUARIUM	1	2	2
BASKETBALL	1	17	17
BELOVED	1	1	1
BRACKET	1	24	24
BROCHURE	1	16	16
BUD	1	1	1
BURGLE	1	0	9
BUTCHER	1	4	4
CHANT	1	1	1
CHIMNEY	1	5	5
CHORUS	1	4	4
CRICKET	1	7	7
CUPBOARD	1	4	4
CUSHION	1	6	6
DELETE	1	1	1
DENTIST	1	3	3
DESSERT	1	10	10

DINOSAUR	1	2	2
EXQUISITE	1	1	1
FACTUAL	1	3	3
FEAST	1	2	2
FESTIVE	1	3	4
GRAM	1	1	1
GRAMMAR	1	62	62
HAM	1	1	1
HAMBURGER	1	3	3
HIKE	1	4	9
HOCKEY	1	1	1
HOWL	1	2	2
HURL	1	0	3
IMPERATIVE	1	4	4
INTESTINE	1	2	2
MALL	1	1	1
MINIATURE	1	1	1
MODEM	1	1	1
MOSQUITO	1	5	5
NATIONALITY	1	9	9
PANTS	1	1	1
PARADISE	1	1	1
PARASITE	1	2	2
PASTE	1	1	1
PICKUP	1	1	1
PICNIC	1	2	2
PIZZA	1	19	19
PLUMBING	1	0	2
RADIOACTIVE	1	1	1
RECTANGLE	1	1	1
REEF	1	3	3
REVENGE	1	1	1
SANCTUARY	1	6	6
SHARK	1	12	12
SHORTS	1	1	1
SINGULAR	1	5	5
SNACK	1	1	1
SOFA	1	11	11
SPECTATOR	1	3	3
SPIDER	1	2	2
STINK	1	1	1
SURF	1	4	10
SWEATER	1	2	2
TEEN	1	19	19
TIDY	1	2	2
UNDERLINE	1	1	1

VEGETARIAN	1	6	6
VERB	1	75	75
VINEGAR	1	1	1
VIOLIN	1	2	2
VOCABULARY	1	55	55
WRESTLE	1	0	13
ZOO	1	21	21
BASE SIX FAMILIES			
	RANGE	TYFREQ	FAFREQ
ADJECTIVE	1	41	41
ALPHABET	1	2	2
ARMCHAIR	1	2	2
BERRY	1	2	2
BROWSE	1	2	2
CHILLI	1	3	3
CHIMPANZEE	1	6	6
COCONUT	1	6	6
CONTRACTION	1	2	2
CURRY	1	3	3
EURO	1	2	2
FIREFIGHT	1	0	1
FIREWORK	1	0	1
GIGANTIC	1	2	2
GLACIER	1	5	5
HOSE	1	1	1
JUGGLE	1	5	5
KITE	1	1	1
LITRE	1	1	1
MAR	1	0	1
MASH	1	2	2
MINI	1	4	4
MOSQUE	1	3	3
OSCAR	1	1	1
PUNCTUATE	1	0	14
QUIZ	1	6	6
RUGBY	1	2	2
SIREN	1	3	3
STEW	1	2	2
SYLLABLE	1	2	2
SYNONYM	1	5	5
THORN	1	1	1
VILLAIN	1	10	10
YEN	1	1	1
BASE SEVEN FAMILIES			
	RANGE	TYFREQ	FAFREQ
ABORIGINE	1	0	2

AMPHIBIAN	1	1	1
ASTRONAUT	1	6	6
CANYON	1	1	1
DECOR	1	1	1
EXCERPT	1	7	7
GADGET	1	3	3
GERM	1	2	2
INTONE	1	0	5
MELON	1	1	1
NOUN	1	22	22
RAVEN	1	3	3
REPTILE	1	2	2
SANDAL	1	6	6
SPAGHETTI	1	10	10
TENTACLE	1	2	2
VAMPIRE	1	22	22
VANILLA	1	2	2
VENETIAN	1	1	1
VOWEL	1	3	3
BASE EIGHT FAMILIES			
	RANGE	TYFREQ	FAFREQ
BEAU	1	0	157
CONSONANT	1	1	1
GORILLA	1	6	6
GYMNASTICS	1	3	3
KARATE	1	1	1
PRONOUN	1	5	5
SNEEZE	1	2	2
SQUID	1	1	1
YOGA	1	1	1
BASE NINE FAMILIES			
	RANGE	TYFREQ	FAFREQ
COMMA	1	1	1
DIGNITARY	1	1	1
KILO	1	11	11
KIWI	1	5	5
MOOSE	1	1	1
NOCTURNAL	1	3	3
OCTOPUS	1	6	6
PENICILLIN	1	1	1
PHONETIC	1	1	1
PORRIDGE	1	1	1
PRODIGY	1	2	2
SCIENCEFICTION	1	3	3
TORTILLA	1	7	7
TSUNAMI	1	1	1

ZEBRA	1	1	1
BASE TEN FAMILIES			
	RANGE	TYFREQ	FAFREQ
ADVERB	1	19	19
CHEETAH	1	2	2
DUNGEON	1	3	3
GIRAFFE	1	6	6
HAMSTER	1	8	8
KETCHUP	1	1	1
MAUSOLEUM	1	2	2
MODAL	1	5	5
RUPEE	1	1	1
SCUBA	1	1	1
SYCAMORE	1	2	2
TESTOSTERONE	1	2	2
BASE 11 FAMILIES			
	RANGE	TYFREQ	FAFREQ
BURP	1	6	6
GONDOLA	1	3	3
HIPPO	1	3	5
HYPHEN	1	1	1
INDY	1	1	1
JUDO	1	14	14
KARAOKE	1	1	1
KILT	1	1	1
NEPAL	1	2	2
RABIES	1	5	5
SLOTH	1	15	15
SUPERLATIVE	1	5	5
BASE 12 FAMILIES			
	RANGE	TYFREQ	FAFREQ
ALBATROSS	1	1	1
BARNACLE	1	7	7
GOON	1	1	1
KEBAB	1	1	1
PREPOSITION	1	12	12
RACCOON	1	4	4
BASE 13 FAMILIES			
	RANGE	TYFREQ	FAFREQ
BANGERS	1	0	2
BANGLADESH	1	1	1
COGNATE	1	4	4
IGUANA	1	1	1
NOVELLA	1	1	1
STALACTITE	1	1	1
SUPERHERO	1	4	4

TECHNICOLOR	1	0	1
WEREWOLF	1	0	2
BASE 14FAMILIES	RANGE	TYFREQ	FAFREQ
AVATAR	1	32	32
BLOG	1	13	13
COLLOCATE	1	0	8
HAGGIS	1	13	13
HOMOPHONE	1	1	1
INTERROGATIVE	1	5	5
LASAGNE	1	3	3
PARTHENON	1	3	3
SUMO	1	6	6
YOGHURT	1	2	2
BASE 15FAMILIES	RANGE	TYFREQ	FAFREQ
BECALM	1	2	2
CYBORG	1	1	1
KOALA	1	1	1
PIZZERIA	1	1	1
STALAGMITE	1	2	2
BASE 16FAMILIES	RANGE	TYFREQ	FAFREQ
DETERMINER	1	2	2
SAUERKRAUT	1	1	1
BASE 17FAMILIES	RANGE	TYFREQ	FAFREQ
ANACONDA	1	2	2
ANTONYM	1	8	8
BASE 18FAMILIES	RANGE	TYFREQ	FAFREQ
HOTDOG	1	4	4
BASE 19FAMILIES	RANGE	TYFREQ	FAFREQ
GENITIVE	1	2	2
BASE 20FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 21FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 22FAMILIES	RANGE	TYFREQ	FAFREQ
GERUND	1	5	5
BASE 23FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 24FAMILIES	RANGE	TYFREQ	FAFREQ

GODOWN	1	4	4
BASE 25FAMILIES	RANGE	TYFREQ	FAFREQ
TYPES NOT FOUND IN ANY LIST			
TYPE	RANGE	FREQ	F1
ACCORDINGTO	1	19	19
ACROSSTHESTREET	1	1	1
ACROSSTHEWORLD	1	1	1
ADDTO	1	4	4
AFEW	1	1	1
AFRAIDOF	1	4	4
AFRICA	1	7	7
AIRCONDITIONING	1	1	1
ALASKA	1	8	8
ALASKAN	1	2	2
ALLAROUND	1	1	1
ALLDAY	1	10	10
ALLOVER	1	3	3
ALLOVERAGAIN	1	1	1
ALLOVERTHEWORLD	1	8	8
ALLTHEWAY	1	1	1
ALLYEARROUND	1	1	1
ALOTOF	1	2	2
AMAZON	1	1	1
AMERICA	1	1	1
AMERICAN	1	6	6
AMERICANFOOTBALL	1	1	1
ANCIENTROMAN	1	1	1
ANCIENTROME	1	2	2
ANDALUSIA	1	2	2
ANIMALACTIVIST	1	1	1
ANUMBEROF	1	1	1
ANYNUMBEROF	1	1	1
ANYOTHER	1	6	6
ARGENTINA	1	1	1
ARIZONA	1	1	1
AROUNDTHEWORLD	1	13	13
ARTMUSEUM	1	1	1
AS-AS	1	22	22
ASARESULT	1	1	1
ASIA	1	4	4
ASIAN	1	1	1
ASIF	1	1	1

ASKFOR	1	2	2
ASKTO	1	1	1
ASLONGAS	1	1	1
ATALL	1	5	5
ATFIRST	1	2	2
ATHENS	1	1	1
ATHOME	1	19	19
ATLANTICOCEAN	1	2	2
ATLEAST	1	13	13
ATMOST	1	1	1
ATNIGHT	1	19	19
ATSCHOOL	1	13	13
ATTACHTO	1	1	1
ATTHEBEGINNING	1	4	4
ATTHEEND	1	9	9
ATTHEENDOF	1	1	1
ATTHELAST	1	1	1
ATTHEMOMENT	1	16	16
ATTHETIME	1	2	2
ATTHEWEEKEND	1	13	13
AUSTRALIA	1	21	21
AUSTRALIAN	1	3	3
AUSTRALIANDOLLAR	1	1	1
BABYSIT	1	1	1
BACKTOTHEFUTURE	1	2	2
BAKEACAKE	1	3	3
BANGUP	1	1	1
BARBEQUE	1	1	1
BARCELONA	1	1	1
BASEBALLGAME	1	1	1
BASEBALLTEAM	1	1	1
BASEFORM	1	3	3
BASKETBALLCOURT	1	1	1
BASKETBALLPLAYER	1	4	4
BASKETBALLTEAM	1	2	2
BATHROOM	1	5	5
BEAFRAIDOF	1	1	1
BEBORED	1	1	1
BEBORN	1	1	1
BECAREFUL	1	4	4
BECAUSEOF	1	3	3
BEDROOM	1	16	16
BEGOINGTO	1	89	89
BEGOODAT	1	4	4
BEHUNGRY	1	1	1
BEINLOVEWITH	1	1	1

BELATE	1	8	8
BELIKE	1	7	7
BELONGTO	1	5	5
BELUCKY	1	1	1
BENGALTIGER	1	6	6
BEPLEASED	1	1	1
BEREADY	1	2	2
BERIGHT	1	5	5
BESTFRIEND	1	1	1
BEWRONG	1	1	1
BIGBADWOLF	1	1	1
BIGBEN	1	1	1
BIKERIDE	1	2	2
BIRTHDAY	1	15	15
BIRTHDAYCAKE	1	1	1
BIRTHDAYPARTY	1	3	3
BOARDINGSCHOOL	1	1	1
BOATRACE	1	1	1
BOATRIDE	1	2	2
BOLLYWOOD	1	4	4
BOMBAY	1	1	1
BOWLINGALLEY	1	2	2
BRAXTON	1	1	1
BRAZIL	1	1	1
BRISBANE	1	5	5
BRITAIN	1	1	1
BRITISH	1	11	11
BRITISHENGLISH	1	2	2
BRITISHMUSEUM	1	1	1
BROWNRICE	1	1	1
BUCKINGHAMPALACE	1	7	7
BUSSTATION	1	2	2
BUSSTOP	1	2	2
BUTALSO	1	1	1
BYMISTAKE	1	1	1
CAMDEN	1	1	1
CANADA	1	21	21
CANADIAN	1	1	1
CANADIANDOLLAR	1	1	1
CANARYISLANDS	1	2	2
CAPITALLETTER	1	14	14
CARDINALNUMBER	1	1	1
CAVEHOUSE	1	1	1
CENTRALAMERICA	1	1	1
CHECKLIST	1	9	9
CHEESESANDWICH	1	2	2

CHELSEA	1	1	1
CHICAGO	1	5	5
CHILDPRODIGY	1	4	4
CHILE	1	3	3
CHILEAN	1	1	1
CHINA	1	6	6
CHINESE	1	4	4
CHRISTMASDAY	1	1	1
CHRISTMASEVE	1	1	1
CHRISTMASTREE	1	1	1
CLASSROOM	1	4	4
CLIMBINGWALL	1	2	2
CLIMBUP	1	1	1
COALMINE	1	4	4
CODEBOOK	1	2	2
COMEAFTER	1	2	2
COMEBEFORE	1	6	6
COMEDOWN	1	1	1
COMEFROM	1	5	5
COMEHOME	1	1	1
COMEOUTOF	1	4	4
COMESFROM	1	3	3
COMETO	1	15	15
COMETOGETHER	1	1	1
COMICSTRIP	1	5	5
COMPARETO	1	2	2
COMPAREWITH	1	1	1
COMPOUNDADJECTIVE	1	3	3
COMPOUNDNOUN	1	2	2
COMPUTERGAME	1	17	17
COMPUTERGENERATED	1	1	1
COMPUTERPROGRAM	1	2	2
COMPUTERPROGRAMMER	1	2	2
CONEYISLAND	1	2	2
CORDOBA	1	1	1
COUNTABLENOUN	1	5	5
CRIMEREPORT	1	2	2
DAILYLIFE	1	1	1
DANCEMAT	1	1	1
DANCEOMATIC	1	1	1
DARTMOOR	1	1	1
DAYDREAM	1	1	1
DAYSCHOOL	1	1	1
DETROIT	1	1	1
DIFFERENTFROM	1	1	1
DININGROOM	1	3	3

DISHWASHER	1	3	3
DISNEYLAND	1	1	1
DISNEYSTUDIOS	1	1	1
DOAUX	1	352	352
DOHOMEWORK	1	4	4
DONOTWORRY	1	3	3
DOTHEHOMEWORK	1	2	2
DOWNINGSTREET	1	1	1
DOWNLOAD	1	5	5
DOWNLOADED	1	1	1
DRACULA	1	1	1
DREAMABOUT	1	3	3
DREAMOF	1	2	2
DUBLIN	1	1	1
DURINGTHEDAY	1	6	6
DVDBURNER	1	1	1
EACHOTHER	1	2	2
EARPHONE	1	1	1
EASTERISLAND	1	2	2
EGREETING	1	1	1
EGYPT	1	1	1
ELECTRICGUITAR	1	2	2
EMAILADDRESS	1	2	2
EMPIRESTATEBUILDING	1	1	1
ENDANGEREDANIMAL	1	1	1
ENGLAND	1	39	39
ENGLISH	1	28	28
ENGLISHMAN	1	2	2
ENGLISHSPEAKING	1	2	2
EUROPE	1	8	8
EVEREST	1	1	1
EVERYMORNING	1	1	1
EVERYWEEK	1	3	3
EVERYYEAR	1	9	9
EXCEPTFOR	1	1	1
EXCLAMATIONMARK	1	1	1
EXCUSEME	1	2	2
EXHIBITIONCENTRE	1	1	1
EXPLAINABOUT	1	1	1
EYESIGHT	1	3	3
FALSEFRIEND	1	9	9
FAMILYNAME	1	6	6
FASTFOOD	1	7	7
FASTLY	1	1	1
FEEDTHEM	1	1	1
FEELLIKE	1	1	1

FILLIN	1	5	5
FILMMAKER	1	1	1
FILMMAKING	1	1	1
FILMREVIEW	1	3	3
FILMSTUDIO	1	4	4
FINDOUT	1	20	20
FINGERPRINT	1	1	1
FIREPLACE	1	1	1
FIREPROOF	1	2	2
FIREWALKING	1	1	1
FISHANDCHIPS	1	10	10
FISHER	1	1	1
FIZZYDRINK	1	3	3
FLASHDRIVE	1	2	2
FLYINGFOX	1	4	4
FLYOVER	1	1	1
FOODFAIR	1	1	1
FOOTBALLCLUB	1	1	1
FOOTBALLGAME	1	1	1
FOOTBALLMATCH	1	3	3
FOOTBALLPLAYER	1	1	1
FOOTBALLTEAM	1	3	3
FOREVER	1	2	2
FOREXAMPLE	1	5	5
FORFUN	1	4	4
FORGETABOUT	1	2	2
FORGETTO	1	1	1
FRANCE	1	14	14
FREETIME	1	6	6
FRENCH	1	10	10
FRENCHONIONSOUF	1	2	2
FRONTDOOR	1	1	1
FRUITSALAD	1	2	2
FULLLENGTH	1	3	3
FULLSTOP	1	1	1
GAPFILL	1	4	4
GERMAN	1	8	8
GERMANY	1	4	4
GETANGRY	1	1	1
GETFROM	1	4	4
GETINTO	1	4	4
GETINTOTROUBLE	1	1	1
GETMARRIED	1	1	1
GETOLD	1	1	1
GETOUTOFBED	1	1	1
GETREADY	1	1	1

GETSTARTED	1	9	9
GETTHERE	1	3	3
GETTIRED	1	1	1
GETTOGETHERWITH	1	1	1
GETUP	1	10	10
GINGERSPICE	1	1	1
GIVEADVICE	1	1	1
GLASTONBURYFESTIVAL	1	1	1
GOAROUND	1	1	1
GOCAMPING	1	4	4
GOFROM	1	1	1
GOHOME	1	3	3
GOINTO	1	3	3
GOLDMEDAL	1	1	1
GOODIDEA	1	9	9
GOODLOOKING	1	5	5
GOODLUCK	1	1	1
GOODNEWS	1	1	1
GOONATRIIP	1	1	1
GOONHOLIDAY	1	7	7
GOONTHEINTERNET	1	1	1
GOOUT	1	1	1
GOOVER	1	1	1
GOSHOPPING	1	2	2
GOSTRAIGHT	1	1	1
GOTROUGH	1	2	2
GOTO	1	61	61
GOTOBED	1	5	5
GOTOSLEEP	1	1	1
GOUP	1	2	2
GRAMPIANMOUNTAINS	1	1	1
GRANADA	1	1	1
GRANDCANYON	1	3	3
GREATAT	1	2	2
GREATFIRE	1	1	1
GREATLAKES	1	1	1
GREATPYRAMIDOFGIZA	1	1	1
GREATWALL	1	2	2
GREECE	1	9	9
GREENVILLE	1	3	3
GREENWICH	1	3	3
GREENWICHMEANTIME	1	1	1
GREYWOLVES	1	1	1
GROSSOLOGY	1	7	7
GROWON	1	2	2
GROWSON	1	1	1

GUESTSPEAKER	1	3	3
GUIDEDOG	1	3	3
GUIDEDTOUR	1	2	2
GUINNESS	1	3	3
GUINNESSBOOKOFWORLDRECORDS	1	1	1
GUINNESSWORLDRECORDS	1	1	1
HAMPTONCOURTPALACE	1	1	1
HANGFROM	1	1	1
HANGOUT	1	1	1
HANGUP	1	1	1
HARDWORKING	1	2	2
HAVEAGOODTIME	1	1	1
HAVEALOOK	1	1	1
HAVEALOOKAT	1	2	2
HAVEASHOWER	1	8	8
HAVEBREAKFAST	1	5	5
HAVEDINNER	1	4	4
HAVEFUN	1	5	5
HAVEGOT	1	198	198
HAVELUNCH	1	3	3
HAVETIME	1	3	3
HAVETO	1	1	1
HAVETROUBLE	1	1	1
HAWAII	1	7	7
HAWAIIAN	1	2	2
HEADMASTER	1	1	1
HEALTHPROBLEM	1	2	2
HEALTHYFOOD	1	2	2
HEAVYWEIGHT	1	2	2
HEREARE	1	3	3
HERETOSTAY	1	1	1
HIKINGBOOTS	1	1	1
HIMALAYANMOUNTAINS	1	1	1
HINDI	1	1	1
HINDU	1	6	6
HOLDUP	1	1	1
HOLLYWOOD	1	2	2
HOMEWORK	1	19	19
HORRORFILM	1	10	10
HOUSTON	1	1	1
HOWABOUT	1	4	4
HOWAREYOU	1	2	2
HOWBIG	1	1	1
HOWFAR	1	1	1
HOWLONG	1	8	8
HOWMANY	1	44	44

HOWMUCH	1	19	19
HOWOFTEN	1	7	7
HOWOLD	1	6	6
HUMBOLDSQUID	1	2	2
HUNGARIAN	1	1	1
HUNTFOR	1	2	2
HYDEPARK	1	1	1
IAMSORRY	1	4	4
ICECREAM	1	7	7
ICEHOCKEY	1	4	4
ICESKATING	1	1	1
ILLINOIS	1	1	1
INCOLOUR	1	10	10
INCOMMON	1	1	1
INDIA	1	25	25
INDIAN	1	5	5
INDIANA	1	1	1
INDIANOCEAN	1	1	1
INFACT	1	7	7
INFRONTOF	1	1	1
INSTEADOF	1	3	3
INTERNATIONALFOODFAIR	1	3	3
INTHEAFTERNOON	1	3	3
INTHEBEGINNING	1	2	2
INTHEEND	1	2	2
INTHEEVENING	1	6	6
INTHEMIDDLEOF	1	2	2
INTHEMORNING	1	10	10
INTHEWORLD	1	27	27
INTROUBLE	1	1	1
INTURN	1	2	2
IRAN	1	1	1
IRAQ	1	1	1
IRELAND	1	11	11
IRISH	1	11	11
IRISHSEA	1	1	1
IRREGULARVERB	1	3	3
ITALIAN	1	3	3
ITALY	1	7	7
ITHASGOT	1	1	1
JAPAN	1	13	13
JAPANESE	1	11	11
JUMPOUT	1	1	1
JUSTINTIME	1	2	2
JUSTLIKE	1	3	3
KALAHARI	1	1	1

KINDOF	1	1	1
KINETOSCOPE	1	2	2
KINGCRAB	1	2	2
KINGSROAD	1	1	1
KITESURF	1	1	1
KNOWABOUT	1	10	10
KNOWHOW	1	2	2
KOREA	1	3	3
KOREAN	1	1	1
LAKER	1	1	1
LANGADA	1	2	2
LANGUEDOC	1	1	1
LAPTOP	1	6	6
LARGEAMOUNT	1	1	1
LARGENUMBER	1	1	1
LASTNAME	1	1	1
LASTNIGHT	1	5	5
LASTSUMMER	1	2	2
LASTWEEK	1	9	9
LASTYEAR	1	6	6
LATIN	1	2	2
LEARNABOUT	1	2	2
LEARNFROM	1	1	1
LEARNFROMMISTAKES	1	1	1
LEAVEHOME	1	1	1
LEEDS	1	1	1
LEGGUARD	1	1	1
LETUS	1	9	9
LIFTWEIGHT	1	3	3
LIMA	1	2	2
LINKINGWORD	1	8	8
LISTENTO	1	49	49
LIVERPOOL	1	1	1
LIVINGROOM	1	7	7
LNDIANOCEAN	1	1	1
LOCHNESSMONSTER	1	1	1
LONDON	1	38	38
LOOKAFTER	1	2	2
LOOKAT	1	74	74
LOOKFOR	1	6	6
LOOKFORWARDTO	1	1	1
LOOKFORWORD	1	1	1
LOOKLIKE	1	14	14
LOOKOUT	1	4	4
LOOKUP	1	1	1
LUXEMBOURG	1	1	1

MADRID	1	2	2
MAINSTREET	1	2	2
MAJORCA	1	1	1
MAKEAMISTAKE	1	3	3
MAKEAMOVE	1	1	1
MAKEIN	1	1	1
MAKEOVER	1	9	9
MAKEPLAN	1	1	1
MAKETROUBLE	1	1	1
MANCHESTER	1	2	2
MANCHESTERUNITED	1	1	1
MANYOF	1	2	2
MARTIALART	1	1	1
MEATBALL	1	12	12
MEXICAN	1	2	2
MEXICO	1	8	8
MIDNIGHT	1	4	4
MILLIONSOFT	1	5	5
MISSISSIPPI	1	1	1
MOBILEPHONE	1	7	7
MODERNARTMUSEUM	1	1	1
MONACO	1	1	1
MORETHAN	1	54	54
MOROCCAN	1	1	1
MOROCCO	1	2	2
MOUNTEVEREST	1	4	4
MOUSEPAD	1	1	1
MOVEAROUND	1	1	1
MOVEAWAY	1	1	1
MOVEHOUSE	1	1	1
MOVEINTO	1	2	2
MOVETO	1	3	3
MULTICOLOUR	1	2	2
MULTIPLECHOICE	1	6	6
MUMBAI	1	3	3
NATIONALCURRENCY	1	1	1
NATURALHISTORY	1	1	1
NATURALSOURCE	1	1	1
NETBALL	1	1	1
NETBOOK	1	1	1
NEWCASTLE	1	1	1
NEWYEAR	1	1	1
NEWYORK	1	7	7
NEWYORKCITY	1	1	1
NEWZEALAND	1	4	4
NEXTMONTH	1	7	7

NEXTTO	1	5	5
NEXTWEEK	1	8	8
NEXTWEEKEND	1	1	1
NEXTYEAR	1	1	1
NIAGARA	1	1	1
NIAGARAFALLS	1	9	9
NICETOMEETYOU	1	2	2
NOBELPEACEPRIZE	1	1	1
NOPROBLEM	1	3	3
NORTHAMERICA	1	1	1
NORTHERNIRELAND	1	2	2
NOTEBOOK	1	31	31
NOTMUCH	1	1	1
NOTONLY	1	1	1
NOTYET	1	2	2
NOWAY	1	1	1
OFCOURSE	1	6	6
OFFICIALLANGUAGE	1	2	2
OLDFASHIONED	1	8	8
OLYMPIC	1	4	4
ONEARTH	1	5	5
ONHOLIDAY	1	11	11
ONLAND	1	1	1
ONLINE	1	3	3
ONTARIO	1	2	2
ONTELEVISION	1	12	12
ONTHEGROUND	1	2	2
ONTHEMOVE	1	1	1
ONTHERIGHT	1	1	1
ONTIME	1	1	1
OPPOSITEOF	1	9	9
ORDINALNUMBER	1	1	1
ORKNEYISLANDS	1	1	1
OUTDOORSPOUT	1	1	1
OVALOFFICE	1	1	1
OXFORD	1	1	1
OXWICH	1	1	1
PACIFICOCEAN	1	1	1
PAIROF	1	2	2
PAIRWORK	1	1	1
PALMA	1	1	1
PANCAKE	1	11	11
PARIS	1	3	3
PARLIAMENTBUILDING	1	1	1
PARTOF	1	37	37
PARTOFSPEECH	1	1	1

PASTCONTINUOUS	1	12	12
PASTPARTICIPLE	1	2	2
PASTSIMPLE	1	16	16
PAYATTENTION	1	1	1
PAYATTENTIONTO	1	7	7
PEANUTBUTTER	1	1	1
PENNSYLVANIA	1	1	1
PERU	1	3	3
PERUVIAN	1	2	2
PETSHOP	1	1	1
PHILADELPHIA	1	6	6
PHILLIES	1	1	1
PHONENUMBER	1	2	2
PHONETICALPHABET	1	1	1
PHYSICALACTIVITY	1	2	2
PIECEOF	1	1	1
PITTABREAD	1	3	3
PIZZAMARGHERITA	1	1	1
PLAYGAME	1	1	1
PLAYMUSIC	1	1	1
PLYMOUTH	1	1	1
POLICEMAN	1	1	1
POPCORN	1	1	1
PORTOBELLOROADMARKET	1	2	2
POSTMAN	1	1	1
POSTOFFICE	1	4	4
POTTERVILLE	1	1	1
POUNDSTERLING	1	3	3
PREPAREFOR	1	2	2
PRESENTCONTINUOUS	1	20	20
PRESENTSIMPLE	1	18	18
PRIMEMINISTER	1	1	1
PUBLICHOLIDAY	1	1	1
PUTIN	1	1	1
PUTITSARMSAROUND	1	1	1
PUTON	1	4	4
PUTONCLOTHES	1	1	1
QUANTIFIER	1	3	3
QUEENELIZABETHII	1	1	1
QUEENMARY	1	1	1
QUESTIONMARK	1	1	1
RACETRACK	1	4	4
RACEWALKING	1	2	2
RACINGBIKE	1	1	1
RACINGCAR	1	17	17
RAGANDBONEMEN	1	1	1

RAINFOREST	1	1	1
RANTHAMBORE	1	1	1
READABOUT	1	8	8
REALLIFE	1	6	6
REALWORLD	1	9	9
RECYCLER	1	2	2
REDBEAN	1	1	1
REFERRINGTO	1	1	1
REFERTO	1	5	5
RIDEABIKE	1	4	4
RIDEON	1	4	4
RIGHTAWAY	1	3	3
RIGHTNOW	1	16	16
RIGHTWAY	1	1	1
RIVERGANGES	1	4	4
RIVERNILE	1	1	1
ROCKSTAR	1	1	1
ROLEPLAY	1	4	4
ROMANIA	1	1	1
ROME	1	2	2
ROUSSILLON	1	1	1
RUNAFTER	1	1	1
RUNNINGSHOES	1	1	1
RUNTO	1	3	3
RUSSIAN	1	1	1
SAMOA	1	5	5
SANDLEWOOD	1	1	1
SANMARINO	1	1	1
SANTIAGO	1	2	2
SAXON	1	2	2
SCAVENGERHUNT	1	6	6
SCHOOLBAG	1	4	4
SCHOOLCHILDREN	1	1	1
SCHOOLUNIFORM	1	2	2
SCHOOLYEAR	1	2	2
SCOTLAND	1	5	5
SCOTTISH	1	3	3
SCUBADIVE	1	1	1
SEACREATURE	1	1	1
SEAFOOD	1	2	2
SEAOFCORTEZ	1	2	2
SECRETSERVICE	1	2	2
SEEYOULATER	1	1	1
SEEYOUsoon	1	2	2
SENDTO	1	1	1
SEOUL	1	1	1

SHEFFIELD	1	1	1
SHOPPINGCENTRE	1	16	16
SHORTSTORY	1	3	3
SHOWAROUND	1	1	1
SIGNUP	1	3	3
SILENTFILM	1	2	2
SIMILARTO	1	2	2
SKIRESORT	1	2	2
SLEEPINGBAG	1	1	1
SNOWBOARDER	1	1	1
SNOWBOARDING	1	2	2
SOMEONEELSE	1	2	2
SONGWRITER	1	3	3
SOUTHAFRICA	1	10	10
SOUTHAFRICAN	1	2	2
SOUTHAMERICA	1	4	4
SOUTHEASTERN	1	1	1
SPACESHIP	1	3	3
SPAIN	1	12	12
SPANISH	1	6	6
SPARTA	1	1	1
SPARTAN	1	4	4
SPEECHBUBBLE	1	1	1
SPELLINGMISTAKE	1	1	1
SPENDTIME	1	1	1
SPIDERMAN	1	2	2
SPORTSCENTRE	1	12	12
SPOTLIGHT	1	1	1
STANDUP	1	1	1
STAREAT	1	2	2
STATIVE	1	2	2
STATUEOFLIBERTY	1	1	1
STAYAWAYFROM	1	1	1
STAYHOME	1	1	1
STREETFOOD	1	12	12
SUBJECTPRONOUN	1	1	1
SUMMERHOLIDAY	1	1	1
SUMOWRESTLER	1	6	6
SUMUP	1	1	1
SUNRISE	1	1	1
SUNSET	1	1	1
SUPERMARKET	1	4	4
SURFBOARD	1	1	1
SWEDEN	1	1	1
SWEDISH	1	2	2
SWIMMINGPOOL	1	6	6

SWIMSUIT	1	4	4
SWISS	1	1	1
SWISSALPS	1	1	1
SYRIAN	1	3	3
TAJMAHAL	1	1	1
TAKEABREAK	1	1	1
TAKEALOOK	1	1	1
TAKECARE	1	1	1
TAKECAREOF	1	1	1
TAKEFROM	1	1	1
TAKELESSONS	1	2	2
TAKEOFF	1	1	1
TAKEOVER	1	1	1
TAKEPART	1	1	1
TAKEPHOTOGRAPH	1	1	1
TAKEPLACE	1	4	4
TAKETO	1	1	1
TAKETURN	1	1	1
TALKABOUT	1	37	37
TAWNYOWL	1	4	4
TEAMSPORT	1	2	2
TELEVISIONPROGRAMME	1	14	14
TELEVISIONSHOW	1	1	1
TELLABOUT	1	1	1
TELLJOKES	1	1	1
TELLTHETRUTH	1	2	2
TENNISCOURT	1	1	1
TENNISLIKE	1	1	1
TEXAS	1	1	1
TEXTBOOK	1	2	2
THAI	1	3	3
THAILAND	1	5	5
THAMES	1	1	1
THANKSTO	1	3	3
THATISWHY	1	3	3
THEBEGINNINGOF	1	3	3
THECHILLOFNIGHT	1	1	1
THEDAYAFTERTOMORROW	1	1	1
THEDAYBEFORE	1	1	1
THEENDOF	1	5	5
THEFIRST	1	34	34
THEFIRSTLADY	1	1	1
THEINTERNET	1	4	4
THEMORE	1	1	1
THEMOST	1	43	43
THENEXTDAY	1	2	2

THEREBE	1	169	169
THESECOND	1	1	1
THETHAMES	1	3	3
THEUNITEDSTATES	1	2	2
THEUNITEDSTATESOFAMERICA	1	16	16
THINKABOUT	1	5	5
THINKOF	1	9	9
THISYEAR	1	10	10
THOUSANDSOF	1	7	7
TIMELINE	1	1	1
TIMETABLE	1	4	4
TIMEZONE	1	2	2
TOGETHERWITH	1	5	5
TOKYO	1	1	1
TOMATOSAUCE	1	7	7
TOOLATE	1	1	1
TOPHIT	1	1	1
TOWEROFLONDON	1	5	5
TRADITIONALBREAKFAST	1	1	1
TRADITIONALMEAL	1	1	1
TRAINSTATION	1	2	2
TRANSLATEINTO	1	1	1
TRAVELAGENCY	1	4	4
TRAVELTO	1	1	1
TRENTON	1	1	1
TRENTONSCHOOL	1	1	1
TRYTO	1	7	7
TSHIRT	1	3	3
TURKEY	1	1	1
TURNAROUND	1	2	2
TURNINTO	1	1	1
TURNLEFT	1	2	2
TURNOFF	1	4	4
TURNON	1	4	4
TURNRIGHT	1	1	1
TURNTO	1	12	12
ULURU	1	3	3
UNCOUNTABLENOUN	1	6	6
UNDERGROUND	1	2	2
UNITEDKINGDOM	1	18	18
UNITEDSTATES	1	8	8
UPSIDEDOWN	1	1	1
UPHERE	1	1	1
UPTO	1	6	6
USEGLISH	1	4	4
VAMPIREBAT	1	3	3

VANCOUVER	1	5	5
VANILLABAKERY	1	1	1
VENICE	1	1	1
VERYGOOD	1	7	7
VERYMUCH	1	1	1
VERYOFTEN	1	1	1
VICTORIAN	1	9	9
VIENNA	1	1	1
VIKING	1	1	1
WAITFOR	1	2	2
WAKEUP	1	3	3
WALES	1	7	7
WALKAROUND	1	4	4
WALKINTO	1	2	2
WALKPAST	1	2	2
WALKTHEDOG	1	4	4
WANTTO	1	43	43
WASHINGMACHINE	1	3	3
WASHINGTON	1	1	1
WASHINGTONDC	1	3	3
WATCHOUT	1	3	3
WATCHTELEVISION	1	7	7
WATERFALL	1	3	3
WATERMILL	1	2	2
WATERPROOF	1	1	1
WATERSPORT	1	2	2
WATERTHEPLANTS	1	2	2
WEAKFORM	1	5	5
WEBCAM	1	5	5
WEBPAGE	1	4	4
WEBSITE	1	4	4
WEEKEND	1	16	16
WEIGHTLIFTER	1	2	2
WEIGHTLIFTING	1	1	1
WESTLONDON	1	1	1
WHATABOUT	1	2	2
WHATELSE	1	3	3
WHATSCHOOL	1	1	1
WHITEHOUSE	1	20	20
WILDANIMAL	1	4	4
WILLAUX	1	94	94
WINDMILL	1	2	2
WINDSOR	1	1	1
WINDSORCASTLE	1	5	5
WINDSURF	1	1	1
WOLFMAN	1	1	1

WORDORDER	1	12	12
WORKBOOK	1	98	98
WORKFOR	1	2	2
WORKHARD	1	2	2
WORKON	1	2	2
WORKSHEET	1	3	3
WORKSHOP	1	1	1
WORLDCHAMPIONSHIP	1	1	1
WORLD CUP	1	3	3
WORLD FAMOUS	1	2	2
WORLD RECORDS	1	1	1
WORLD WARI	1	1	1
WORLD WAR II	1	2	2
WRITE ABOUT	1	14	14
XRAY	1	1	1
YEAR OLD	1	2	2
YEARS AGO	1	10	10
YEARS SOLD	1	15	15
YORKSHIRE	1	1	1

EFL 2

TYPES FOUND IN BASE LIST ONE

TYPE	RANGE	FREQ	F1
A	1	1286	1286
ABILITY	1	7	7
ABLE	1	1	1
ABOUT	1	203	203
ABOVE	1	31	31
ACCEPT	1	2	2
ACROSS	1	5	5
ACT	1	1	1
ACTING	1	1	1
ACTION	1	17	17
ACTOR	1	11	11
ACTRESS	1	4	4
ACTUALLY	1	7	7
ADD	1	8	8

ADDING	1	1	1
ADDITION	1	3	3
ADDRESS	1	2	2
ADVERT	1	8	8
AFTER	1	50	50
AFTERNOON	1	19	19
AGAIN	1	39	39
AGAINST	1	4	4
AGE	1	18	18
AGED	1	2	2
AGO	1	8	8
AGREE	1	9	9
AIR	1	16	16
ALL	1	48	48
ALLOW	1	1	1
ALMOST	1	4	4
ALONE	1	23	23
ALONG	1	2	2
ALREADY	1	9	9
ALSO	1	67	67
ALWAYS	1	27	27
AMAZING	1	25	25
AMONG	1	1	1
AMOUNT	1	1	1
AND	1	1019	1019
ANGRY	1	8	8
ANIMAL	1	75	75
ANOTHER	1	36	36
ANSWER	1	227	227
ANY	1	57	57
ANYONE	1	8	8
ANYTHING	1	5	5
APPEAR	1	5	5
APPEARANCE	1	5	5
AREA	1	12	12
AROUND	1	29	29
ARRANGE	1	2	2
ARRANGEMENT	1	1	1
ARRIVE	1	9	9
ARRIVED	1	6	6
ART	1	8	8
ARTIST	1	9	9
ARTS	1	2	2
AS	1	24	24
ASK	1	44	44
AT	1	216	216

ATE	1	8	8
AUNT	1	5	5
AWAY	1	8	8
BABY	1	11	11
BACK	1	3	3
BAD	1	24	24
BADLY	1	1	1
BAG	1	7	7
BALL	1	12	12
BANK	1	3	3
BAR	1	2	2
BASE	1	4	4
BATH	1	8	8
BE	1	1396	1396
BEACH	1	27	27
BEAR	1	6	6
BEAT	1	3	3
BEAUTIFUL	1	21	21
BEAUTIFULLY	1	4	4
BEAUTY	1	2	2
BECAUSE	1	85	85
BECOME	1	42	42
BED	1	16	16
BEFORE	1	56	56
BEGIN	1	19	19
BEGINNING	1	3	3
BEHIND	1	4	4
BELIEVE	1	26	26
BELOW	1	126	126
BET	1	3	3
BETWEEN	1	14	14
BIG	1	31	31
BILL	1	2	2
BIRD	1	19	19
BIRTH	1	6	6
BIT	1	1	1
BLACK	1	13	13
BLOW	1	3	3
BLUE	1	16	16
BOAT	1	20	20
BODY	1	20	20
BOOK	1	48	48
BORED	1	5	5
BORING	1	3	3
BORN	1	5	5
BOTH	1	5	5

BOTHER	1	1	1
BOX	1	2	2
BOY	1	11	11
BREAD	1	7	7
BREAK	1	27	27
BREAKFAST	1	15	15
BRIGHT	1	6	6
BRIGHTLY	1	1	1
BRING	1	17	17
BROTHER	1	13	13
BROWN	1	6	6
BUILD	1	20	20
BUILDER	1	36	36
BUILDING	1	19	19
BURN	1	7	7
BUS	1	11	11
BUSH	1	1	1
BUSINESS	1	1	1
BUSY	1	13	13
BUT	1	156	156
BUY	1	63	63
BY	1	75	75
BYE	1	1	1
CAKE	1	6	6
CALL	1	13	13
CALLED	1	5	5
CAMP	1	3	3
CAMPING	1	5	5
CAN	1	219	219
CANNOT	1	48	48
CAR	1	16	16
CARD	1	3	3
CARE	1	2	2
CAREFUL	1	2	2
CAREFULLY	1	9	9
CARRY	1	8	8
CAT	1	13	13
CATCH	1	8	8
CAUSE	1	13	13
CENTER	1	1	1
CENTRAL	1	2	2
CENTRE	1	10	10
CERTAINLY	1	1	1
CHAIR	1	6	6
CHANCE	1	5	5
CHANGE	1	21	21

CHARGE	1	1	1
CHEAP	1	7	7
CHECK	1	45	45
CHICKEN	1	2	2
CHILD	1	5	5
CHILDHOOD	1	1	1
CHILDREN	1	45	45
CHIPS	1	2	2
CHOICE	1	9	9
CHOOSE	1	102	102
CHRISTMAS	1	3	3
CHURCH	1	2	2
CITIES	1	1	1
CITY	1	32	32
CLASS	1	19	19
CLEAN	1	11	11
CLEANER	1	2	2
CLEARLY	1	3	3
CLIMB	1	8	8
CLOCK	1	5	5
CLOSE	1	6	6
CLOSING	1	1	1
CLOTHES	1	22	22
CLOTHING	1	1	1
CLUB	1	6	6
COAT	1	6	6
COFFEE	1	3	3
COLD	1	13	13
COLLECT	1	8	8
COLLECTION	1	2	2
COLOUR	1	7	7
COLOURED	1	1	1
COLOURFUL	1	5	5
COME	1	49	49
COMFORTABLE	1	1	1
COMPANY	1	5	5
COMPLETE	1	164	164
COMPLETELY	1	1	1
COMPUTER	1	13	13
CONSIDERED	1	1	1
CONTINUE	1	7	7
CONTROL	1	1	1
CONVERSATION	1	19	19
COOK	1	12	12
COOL	1	7	7
CORNER	1	3	3

COST	1	15	15
COUNTABLE	1	2	2
COUNTRY	1	42	42
COUPLE	1	2	2
COURSE	1	1	1
CRAZY	1	1	1
CROSS	1	1	1
CRY	1	7	7
CUP	1	2	2
CUT	1	7	7
DAD	1	8	8
DAILY	1	1	1
DANCE	1	28	28
DANCER	1	1	1
DANGER	1	1	1
DANGEROUS	1	13	13
DARK	1	9	9
DATE	1	6	6
DAUGHTER	1	7	7
DAY	1	80	80
DEAD	1	2	2
DEADLY	1	1	1
DEAR	1	2	2
DEATH	1	7	7
DECIDE	1	20	20
DEFINITELY	1	5	5
DEGREE	1	2	2
DELICIOUS	1	4	4
DIE	1	23	23
DIFFERENT	1	40	40
DIFFERENTLY	1	3	3
DIFFICULT	1	22	22
DIFFICULTY	1	1	1
DIG	1	6	6
DINNER	1	21	21
DIRT	1	2	2
DIRTY	1	3	3
DISCOVER	1	18	18
DISCOVERY	1	3	3
DISLIKE	1	3	3
DO	1	204	204
DOCTOR	1	5	5
DOG	1	12	12
DOOR	1	2	2
DOWN	1	3	3
DRANK	1	1	1

DRAW	1	2	2
DRAWING	1	1	1
DRAWN	1	1	1
DREAM	1	20	20
DRESS	1	6	6
DRINK	1	21	21
DRIVE	1	25	25
DRIVER	1	2	2
DROP	1	5	5
DRY	1	8	8
DURING	1	23	23
EACH	1	86	86
EAR	1	6	6
EARLY	1	7	7
EASILY	1	2	2
EASY	1	9	9
EAT	1	43	43
EDUCATION	1	1	1
EDUCATIONAL	1	1	1
EGG	1	8	8
EIGHT	1	8	8
EIGHTH	1	1	1
ELEVEN	1	1	1
ELSE	1	2	2
END	1	5	5
ENDANGERED	1	2	2
ENDING	1	6	6
ENJOY	1	24	24
ENJOYABLE	1	1	1
ENOUGH	1	14	14
ENTER	1	1	1
ESPECIALLY	1	2	2
EVEN	1	10	10
EVENING	1	16	16
EVER	1	26	26
EVERY	1	17	17
EVERYBODY	1	2	2
EVERYDAY	1	10	10
EVERYONE	1	22	22
EVERYTHING	1	8	8
EVERYWHERE	1	2	2
EXACTLY	1	1	1
EXCITED	1	6	6
EXCITING	1	16	16
EXPECT	1	4	4
EXPENSIVE	1	13	13

EXPERIENCE	1	46	46
EXPERIENCED	1	1	1
EXPLAIN	1	5	5
EXPLANATION	1	2	2
EXPRESS	1	8	8
EXPRESSION	1	4	4
EXTRA	1	21	21
EYE	1	7	7
FACE	1	2	2
FACES	1	1	1
FACT	1	24	24
FAIR	1	2	2
FAIRLY	1	1	1
FALL	1	11	11
FAMILY	1	74	74
FAR	1	4	4
FARM	1	2	2
FARMER	1	4	4
FAST	1	15	15
FAT	1	2	2
FATHER	1	30	30
FAVOURITE	1	35	35
FEED	1	10	10
FEEL	1	36	36
FEELING	1	3	3
FEET	1	3	3
FELL	1	4	4
FEW	1	2	2
FIELD	1	5	5
FIFTH	1	1	1
FIFTY	1	1	1
FIGHT	1	15	15
FILL	1	2	2
FILM	1	47	47
FINALLY	1	4	4
FIND	1	105	105
FINE	1	3	3
FINISH	1	16	16
FIRE	1	8	8
FIRST	1	23	23
FISH	1	10	10
FIT	1	2	2
FIVE	1	22	22
FLAT	1	5	5
FLOOR	1	11	11
FLOWER	1	6	6

FLY	1	16	16
FOLLOW	1	8	8
FOLLOWING	1	52	52
FOOD	1	47	47
FOOT	1	1	1
FOOTBALL	1	46	46
FOR	1	369	369
FOREST	1	12	12
FORGET	1	16	16
FORM	1	44	44
FORTUNATELY	1	4	4
FOUR	1	20	20
FREE	1	13	13
FREEDOM	1	2	2
FREEZE	1	3	3
FRESH	1	1	1
FRIDAY	1	14	14
FRIEND	1	87	87
FRIENDLY	1	3	3
FRIGHTENED	1	7	7
FRIGHTENING	1	10	10
FROM	1	149	149
FUN	1	23	23
FUNNY	1	7	7
GAME	1	64	64
GARDEN	1	9	9
GAS	1	1	1
GET	1	37	37
GIRL	1	26	26
GIVE	1	57	57
GLAD	1	1	1
GLASS	1	6	6
GO	1	85	85
GOD	1	9	9
GODDESS	1	1	1
GOES	1	3	3
GOLD	1	76	76
GOLDEN	1	3	3
GONNA	1	1	1
GOOD	1	99	99
GOODBYE	1	3	3
GOT	1	14	14
GOVERNMENT	1	1	1
GOVERNOR	1	3	3
GRANDCHILDREN	1	1	1
GRANDDAUGHTER	1	1	1

GRANDFATHER	1	5	5
GRANDMOTHER	1	9	9
GRANDPARENT	1	4	4
GRANDSON	1	2	2
GRASS	1	6	6
GRASSY	1	1	1
GREAT	1	34	34
GREEN	1	8	8
GREW	1	1	1
GREY	1	4	4
GROUND	1	11	11
GROUP	1	16	16
GROW	1	9	9
GUESS	1	4	4
HAIR	1	18	18
HALF	1	6	6
HALL	1	5	5
HAND	1	8	8
HANG	1	7	7
HAPPEN	1	26	26
HAPPY	1	16	16
HARD	1	18	18
HARDLY	1	2	2
HAT	1	10	10
HATE	1	10	10
HATH	1	1	1
HATS	1	1	1
HAVE	1	127	127
HE	1	180	180
HEAD	1	6	6
HEADING	1	2	2
HEALTH	1	1	1
HEALTHY	1	5	5
HEAR	1	30	30
HEART	1	5	5
HEAT	1	1	1
HEAVILY	1	2	2
HEAVY	1	8	8
HELLO	1	2	2
HELP	1	59	59
HELPFUL	1	4	4
HER	1	83	83
HERE	1	21	21
HEY	1	1	1
HI	1	8	8
HIDE	1	3	3

HIGH	1	16	16
HILL	1	2	2
HIM	1	27	27
HIS	1	98	98
HISTORICAL	1	3	3
HISTORY	1	34	34
HIT	1	9	9
HOLD	1	7	7
HOLE	1	4	4
HOLIDAY	1	34	34
HOME	1	35	35
HOPE	1	10	10
HOPEFULLY	1	1	1
HORSE	1	4	4
HOSPITAL	1	11	11
HOT	1	19	19
HOURLY	1	22	22
HOUSE	1	53	53
HOW	1	47	47
HOWEVER	1	1	1
HUGE	1	3	3
HUMAN	1	8	8
HUNDRED	1	13	13
HUNGRY	1	7	7
HUNT	1	1	1
HUNTER	1	1	1
HUNTING	1	1	1
HURRY	1	2	2
HURT	1	6	6
HUSBAND	1	14	14
I	1	470	470
ICE	1	9	9
IDEA	1	21	21
IF	1	103	103
IMAGINARY	1	1	1
IMAGINE	1	4	4
IMPORTANT	1	25	25
IN	1	1061	1061
INDOOR	1	6	6
INFORM	1	1	1
INFORMATION	1	27	27
INSIDE	1	8	8
INSTEAD	1	3	3
INTERESTING	1	19	19
INTERNET	1	8	8
INTO	1	14	14

INVOLVE	1	3	3
ISLAND	1	8	8
IT	1	438	438
ITS	1	28	28
JOB	1	34	34
JOBLESS	1	1	1
JOIN	1	9	9
JOKE	1	3	3
JUMP	1	4	4
JUST	1	31	31
KEEP	1	13	13
KEY	1	1	1
KICK	1	1	1
KILL	1	16	16
KIND	1	1	1
KING	1	8	8
KINGS	1	2	2
KISS	1	6	6
KITCHEN	1	5	5
KNOW	1	59	59
LADY	1	1	1
LAKE	1	11	11
LAND	1	14	14
LARGE	1	22	22
LAST	1	12	12
LATE	1	36	36
LAUGH	1	2	2
LAW	1	4	4
LAY	1	4	4
LAZY	1	2	2
LEAD	1	3	3
LEARN	1	29	29
LEARNING	1	1	1
LEAST	1	1	1
LEAVE	1	30	30
LEAVES	1	2	2
LEG	1	12	12
LESS	1	1	1
LET	1	4	4
LETTER	1	8	8
LEVEL	1	7	7
LIE	1	7	7
LIFE	1	45	45
LIFT	1	5	5
LIGHT	1	9	9
LIKE	1	155	155

LINE	1	60	60
LIST	1	20	20
LISTEN	1	76	76
LISTENING	1	11	11
LITTLE	1	7	7
LIVE	1	82	82
LOCAL	1	5	5
LONG	1	21	21
LOOK	1	34	34
LOSE	1	14	14
LOUD	1	10	10
LOUDLY	1	2	2
LOVE	1	37	37
LOVELY	1	1	1
LOW	1	3	3
LUCK	1	2	2
LUCKILY	1	4	4
LUCKY	1	4	4
LUNCH	1	2	2
MACHINE	1	5	5
MACHINERY	1	1	1
MAIN	1	2	2
MAJOR	1	1	1
MAKE	1	94	94
MAN	1	4	4
MANAGE	1	1	1
MANY	1	133	133
MARK	1	11	11
MARKET	1	11	11
MARRIAGE	1	6	6
MARRIED	1	1	1
MARRY	1	3	3
MAY	1	9	9
MAYBE	1	17	17
ME	1	50	50
MEAL	1	15	15
MEAN	1	17	17
MEANING	1	7	7
MEANINGFUL	1	1	1
MEANINGS	1	1	1
MEET	1	19	19
MEETING	1	6	6
MEMBER	1	11	11
MEN	1	10	10
MENTION	1	23	23
MILE	1	1	1

MILK	1	6	6
MILLION	1	16	16
MIND	1	7	7
MINE	1	1	1
MINUTE	1	13	13
MISS	1	8	8
MISSING	1	2	2
MISTAKE	1	9	9
MOMENT	1	2	2
MONDAY	1	4	4
MONEY	1	30	30
MONTH	1	14	14
MORE	1	77	77
MORNING	1	11	11
MOST	1	20	20
MOTHER	1	26	26
MOUNTAIN	1	12	12
MOUTH	1	4	4
MOVE	1	20	20
MUCH	1	30	30
MUM	1	9	9
MUMMY	1	2	2
MUSIC	1	95	95
MUSICAL	1	16	16
MUSICIAN	1	37	37
MUST	1	67	67
MY	1	163	163
NAME	1	60	60
NATION	1	1	1
NATIONAL	1	6	6
NATURAL	1	3	3
NATURALIST	1	1	1
NATURE	1	6	6
NEAR	1	23	23
NEARBY	1	1	1
NECESSARY	1	2	2
NECK	1	1	1
NEED	1	25	25
NEIGHBOUR	1	2	2
NEIGHBOURHOOD	1	7	7
NEVER	1	17	17
NEW	1	35	35
NEWS	1	26	26
NEXT	1	16	16
NICE	1	4	4
NICELY	1	1	1

NIGHT	1	6	6
NINE	1	6	6
NO	1	38	38
NOISE	1	40	40
NOISY	1	12	12
NONE	1	2	2
NORMAL	1	2	2
NORTH	1	3	3
NOSE	1	5	5
NOT	1	498	498
NOTE	1	8	8
NOTICE	1	8	8
NOW	1	52	52
NUMBER	1	24	24
NURSE	1	1	1
OCLOCK	1	10	10
ODD	1	1	1
OF	1	624	624
OFFER	1	3	3
OFFICE	1	1	1
OFTEN	1	30	30
OIL	1	3	3
OLD	1	21	21
ON	1	214	214
ONCE	1	12	12
ONE	1	93	93
ONLY	1	45	45
ONTO	1	1	1
OPEN	1	21	21
OPENING	1	4	4
OR	1	217	217
ORANGE	1	1	1
ORDER	1	18	18
OTHER	1	69	69
OUR	1	24	24
OUT	1	12	12
OUTDOOR	1	9	9
OUTSIDE	1	6	6
OVER	1	18	18
OWN	1	9	9
OWNER	1	2	2
PACK	1	4	4
PAGE	1	274	274
PAID	1	2	2
PAINT	1	13	13
PAINTER	1	4	4

PAINTING	1	8	8
PAIR	1	7	7
PAPER	1	26	26
PARENTS	1	30	30
PARK	1	28	28
PARKING	1	2	2
PART	1	40	40
PARTICULAR	1	1	1
PARTY	1	26	26
PASS	1	3	3
PAST	1	9	9
PAY	1	19	19
PEOPLE	1	246	246
PERFECT	1	2	2
PERFECTLY	1	1	1
PERHAPS	1	2	2
PERSON	1	59	59
PERSONAL	1	1	1
PHONE	1	7	7
PHOTO	1	27	27
PICK	1	3	3
PICTURE	1	31	31
PIECE	1	1	1
PLACE	1	122	122
PLAN	1	40	40
PLANT	1	7	7
PLAY	1	115	115
PLAYER	1	30	30
PLEASE	1	13	13
POINT	1	5	5
POOR	1	3	3
POP	1	4	4
POSITION	1	1	1
POSSIBILITIES	1	1	1
POSSIBILITY	1	4	4
POSSIBLE	1	4	4
POSSIBLY	1	1	1
POST	1	1	1
POUND	1	1	1
POWER	1	3	3
PREHISTORY	1	1	1
PREPARE	1	10	10
PRESENT	1	12	12
PRESENTATION	1	1	1
PRESENTATIONS	1	2	2
PRESENTER	1	1	1

PRESSES	1	1	1
PRETTY	1	7	7
PRICE	1	11	11
PRINCE	1	1	1
PRINCESS	1	3	3
PRISON	1	2	2
PRISONER	1	3	3
PROBABLY	1	27	27
PROBLEM	1	19	19
PROGRAM	1	1	1
PROGRAMME	1	20	20
PROGRAMMER	1	1	1
PROMISE	1	8	8
PROTECT	1	5	5
PUBLIC	1	5	5
PULL	1	7	7
PUSH	1	6	6
PUT	1	23	23
QUARTER	1	2	2
QUEEN	1	12	12
QUESTION	1	136	136
QUICK	1	1	1
QUICKLY	1	5	5
QUIET	1	6	6
QUIETLY	1	1	1
QUITE	1	11	11
RABBIT	1	3	3
RACE	1	9	9
RADIO	1	8	8
RAIN	1	20	20
RAINY	1	5	5
RAISE	1	1	1
REACH	1	5	5
READ	1	133	133
READER	1	5	5
READING	1	13	13
REAL	1	23	23
REALITY	1	1	1
REALLY	1	27	27
REASON	1	12	12
RECENTLY	1	3	3
RECORD	1	11	11
RED	1	8	8
RELATE	1	4	4
RELATED	1	1	1
RELATIONSHIP	1	1	1

REARRIED	1	1	1
REMEMBER	1	29	29
RENT	1	1	1
REPORT	1	8	8
REPORTER	1	3	3
RESPONSIBLE	1	1	1
REST	1	2	2
RETURN	1	4	4
REWRITE	1	2	2
RICH	1	4	4
RIDE	1	48	48
RIGHT	1	50	50
RING	1	16	16
RISE	1	4	4
RIVER	1	11	11
ROAD	1	3	3
ROCK	1	8	8
ROCKY	1	5	5
ROOM	1	12	12
ROSE	1	1	1
ROUND	1	2	2
RULE	1	19	19
RUN	1	19	19
RUNNER	1	3	3
RUNNING	1	1	1
SAD	1	6	6
SADLY	1	2	2
SAFE	1	3	3
SAFELY	1	1	1
SAFETY	1	1	1
SAIL	1	20	20
SAILOR	1	4	4
SAME	1	1	1
SATURDAY	1	4	4
SAVE	1	6	6
SAY	1	77	77
SCHOOL	1	127	127
SCIENCE	1	4	4
SCIENTIFIC	1	5	5
SCIENTIST	1	27	27
SEA	1	7	7
SEAT	1	4	4
SECOND	1	9	9
SEE	1	75	75
SEEM	1	6	6
SELL	1	13	13

SELLS	1	3	3
SEND	1	21	21
SERIOUS	1	4	4
SERIOUSLY	1	2	2
SERVE	1	1	1
SERVICE	1	1	1
SERVING	1	1	1
SET	1	5	5
SEVEN	1	5	5
SEVENTY	1	1	1
SEVERAL	1	1	1
SHAKE	1	3	3
SHARE	1	2	2
SHE	1	122	122
SHIP	1	13	13
SHIRT	1	5	5
SHOE	1	19	19
SHOOT	1	4	4
SHOP	1	67	67
SHOPPER	1	1	1
SHOPPING	1	6	6
SHORT	1	19	19
SHOULD	1	44	44
SHOULDER	1	1	1
SHOUT	1	6	6
SHOW	1	41	41
SHUT	1	3	3
SHY	1	1	1
SIDE	1	3	3
SIMPLE	1	3	3
SIMPLY	1	2	2
SINCE	1	23	23
SING	1	21	21
SINGER	1	6	6
SINGLE	1	1	1
SISTER	1	19	19
SIT	1	11	11
SITUATION	1	4	4
SIX	1	11	11
SIXTIETH	1	1	1
SIZE	1	7	7
SKIN	1	8	8
SKY	1	14	14
SLEEP	1	34	34
SLEEPING	1	1	1
SLOW	1	1	1

SLOWLY	1	2	2
SMALL	1	18	18
SMELL	1	5	5
SMILE	1	4	4
SNOW	1	18	18
SNOWY	1	3	3
SO	1	89	89
SOFT	1	8	8
SOFTLY	1	1	1
SOME	1	97	97
SOMEONE	1	15	15
SOMETHING	1	15	15
SOMETIMES	1	21	21
SON	1	16	16
SONG	1	42	42
SOON	1	13	13
SORRY	1	5	5
SOUND	1	47	47
SOUTH	1	6	6
SPACE	1	33	33
SPEAK	1	12	12
SPEAKER	1	4	4
SPEAKING	1	14	14
SPECIAL	1	31	31
SPEND	1	12	12
SPORT	1	59	59
SPORTING	1	6	6
SPRING	1	2	2
STAND	1	8	8
STAR	1	5	5
START	1	36	36
STATE	1	7	7
STATEMENT	1	1	1
STATION	1	1	1
STAY	1	20	20
STEAL	1	7	7
STEP	1	2	2
STICK	1	3	3
STILL	1	10	10
STONE	1	4	4
STOP	1	20	20
STORE	1	5	5
STORY	1	69	69
STRAIGHT	1	2	2
STRANGE	1	11	11
STREET	1	15	15

STRONG	1	19	19
STUDENT	1	79	79
STUDENTS	1	1	1
STUDY	1	56	56
SUBJECT	1	19	19
SUDDEN	1	1	1
SUDDENLY	1	9	9
SUGGEST	1	4	4
SUIT	1	1	1
SUITABLE	1	2	2
SUMMER	1	13	13
SUN	1	4	4
SUNDAY	1	9	9
SUNNY	1	6	6
SUPPORT	1	1	1
SURE	1	14	14
SURPRISE	1	2	2
SURPRISED	1	6	6
SURPRISING	1	2	2
SWEET	1	4	4
SWIM	1	24	24
SWIMMER	1	2	2
SWIMMING	1	2	2
SYSTEM	1	3	3
TABLE	1	7	7
TAIL	1	3	3
TAKE	1	76	76
TALK	1	15	15
TALL	1	17	17
TASTE	1	1	1
TEA	1	3	3
TEACH	1	26	26
TEACHER	1	25	25
TEAM	1	20	20
TEAR	1	5	5
TEETH	1	5	5
TELEPHONE	1	4	4
TELEVISION	1	7	7
TELL	1	34	34
TEN	1	10	10
TERRIBLE	1	6	6
TERRIBLY	1	1	1
TEST	1	17	17
THANKS	1	7	7
THANKYOU	1	1	1
THAT	1	117	117

THE	1	2821	2821
THEIR	1	113	113
THEIRS	1	1	1
THEM	1	70	70
THEMSELVES	1	2	2
THEN	1	123	123
THERE	1	70	70
THESE	1	55	55
THEY	1	237	237
THICK	1	2	2
THING	1	53	53
THINK	1	81	81
THIRTEEN	1	4	4
THIRTEENTH	1	1	1
THIS	1	185	185
THOSE	1	7	7
THOUSANDS	1	11	11
THREE	1	33	33
THROUGH	1	4	4
THROW	1	13	13
THURSDAY	1	2	2
TILL	1	1	1
TIME	1	78	78
TIRED	1	13	13
TO	1	789	789
TODAY	1	66	66
TOGETHER	1	21	21
TOMORROW	1	16	16
TONIGHT	1	7	7
TOO	1	52	52
TOP	1	9	9
TOTAL	1	2	2
TOUCH	1	3	3
TOWN	1	15	15
TRAIN	1	30	30
TRAINERS	1	5	5
TRAVEL	1	52	52
TRAVELLER	1	2	2
TREATMENT	1	1	1
TREE	1	19	19
TRIP	1	15	15
TROUBLED	1	1	1
TRUE	1	32	32
TRUTH	1	3	3
TRY	1	6	6
TUESDAY	1	3	3

TURN	1	3	3
TWELVE	1	3	3
TWICE	1	5	5
TWO	1	73	73
TYPE	1	69	69
UGLY	1	3	3
UNCLE	1	10	10
UNCOUNTABLE	1	1	1
UNDER	1	9	9
UNDERAGE	1	1	1
UNDERSTAND	1	11	11
UNFORTUNATELY	1	3	3
UNKNOWN	1	1	1
UNLESS	1	10	10
UNLUCKY	1	7	7
UNTIL	1	15	15
UNUSUAL	1	26	26
UP	1	3	3
US	1	18	18
USE	1	224	224
USUALLY	1	50	50
VAN	1	7	7
VERY	1	95	95
VIDEO	1	10	10
VIEW	1	4	4
VISIT	1	52	52
VISITOR	1	13	13
VOICE	1	2	2
WAIT	1	21	21
WALK	1	29	29
WALKING	1	3	3
WALL	1	6	6
WANT	1	44	44
WAR	1	10	10
WARM	1	8	8
WASH	1	7	7
WATCH	1	43	43
WATER	1	35	35
WAY	1	28	28
WE	1	223	223
WEAR	1	30	30
WEATHER	1	28	28
WEB	1	1	1
WEDDING	1	2	2
WEDNESDAY	1	3	3
WEEK	1	27	27

WEIGHT	1	2	2
WELL	1	32	32
WET	1	2	2
WHAT	1	201	201
WHEN	1	152	152
WHERE	1	86	86
WHETHER	1	1	1
WHICH	1	186	186
WHILE	1	51	51
WHITE	1	4	4
WHO	1	78	78
WHOLE	1	2	2
WHOSE	1	15	15
WHY	1	79	79
WIDE	1	1	1
WIFE	1	8	8
WILD	1	1	1
WILL	1	27	27
WIN	1	40	40
WIND	1	3	3
WINDOW	1	6	6
WINDY	1	6	6
WINNER	1	1	1
WINNING	1	2	2
WINTER	1	17	17
WISH	1	4	4
WITH	1	306	306
WITHOUT	1	11	11
WOMAN	1	8	8
WOMEN	1	21	21
WONDER	1	7	7
WONDERFUL	1	7	7
WOOD	1	1	1
WOODEN	1	2	2
WORD	1	166	166
WORK	1	64	64
WORKER	1	2	2
WORLD	1	30	30
WORN	1	2	2
WORRIED	1	3	3
WORRY	1	8	8
WORTH	1	1	1
WOULD	1	62	62
WRITE	1	194	194
WRITER	1	18	18
WRITING	1	1	1

WRONG	1	34	34
YEAH	1	2	2
YEAR	1	60	60
YELLOW	1	1	1
YES	1	39	39
YESTERDAY	1	15	15
YET	1	16	16
YOU	1	620	620
YOUNG	1	23	23
YOUR	1	344	344
YOURS	1	3	3
YOURSELF	1	1	1
ZERO	1	1	1

TYPES FOUND IN BASE LIST TWO

TYPE	RANGE	FREQ	F1
ACCIDENT	1	4	4
ACTIVE	1	3	3
ACTIVITY	1	36	36
ADAPTATION	1	1	1
ADULT	1	7	7
ADVANCE	1	12	12
ADVENTURE	1	6	6
ADVENTURER	1	2	2
ADVICE	1	7	7
AEROPLANE	1	20	20
AFFECT	1	9	9
ALARM	1	4	4
ALIVE	1	7	7
ANNOUNCE	1	1	1
ANNOYING	1	3	3
APARTMENT	1	1	1
APPLE	1	3	3
APPLICATION	1	1	1
APPLY	1	1	1
APPRECIATE	1	1	1
APRIL	1	5	5
ARMY	1	3	3
ARTICLE	1	55	55
ASLEEP	1	2	2
ASSISTANT	1	2	2
ATMOSPHERE	1	1	1
ATTACK	1	2	2
ATTENTION	1	1	1
ATTRACT	1	1	1

ATTRACTION	1	4	4
ATTRACTIVE	1	8	8
AUGUST	1	5	5
AVERAGE	1	1	1
AVOID	1	2	2
AWAKE	1	3	3
BAKE	1	2	2
BAKER	1	1	1
BAKERY	1	4	4
BAND	1	20	20
BANG	1	1	1
BASKET	1	1	1
BATTLE	1	1	1
BAY	1	1	1
BELONG	1	1	1
BEND	1	1	1
BENT	1	2	2
BIKE	1	14	14
BISCUIT	1	3	3
BITE	1	4	4
BLANKET	1	1	1
BLEED	1	3	3
BLESSED	1	1	1
BLIND	1	3	3
BORROW	1	1	1
BOUNCE	1	3	3
BOW	1	3	3
BOWL	1	5	5
BOWLING	1	12	12
BRAIN	1	4	4
BRANCH	1	1	1
BREATHE	1	1	1
BRILLIANT	1	1	1
BUTTER	1	5	5
CALCULATOR	1	6	6
CALM	1	6	6
CAMERA	1	5	5
CANOE	1	3	3
CANOEING	1	1	1
CAPE	1	1	1
CAPITAL	1	1	1
CAPTAIN	1	1	1
CAREER	1	6	6
CASTLE	1	1	1
CEILING	1	1	1
CENTURY	1	9	9

CHAMPION	1	6	6
CHAMPIONSHIP	1	5	5
CHANNEL	1	8	8
CHAPTER	1	1	1
CHARACTER	1	8	8
CHAT	1	8	8
CHEESE	1	4	4
CHEW	1	1	1
CHIEF	1	2	2
CHOCOLATE	1	6	6
CITIZEN	1	1	1
CLAIM	1	1	1
CLASSIC	1	1	1
CLASSICAL	1	1	1
CLEVER	1	5	5
CLOTH	1	1	1
CLOUD	1	1	1
CLOUDY	1	2	2
COACH	1	5	5
COMBINE	1	1	1
COMMENT	1	6	6
COMMON	1	8	8
COMMONLY	1	1	1
COMMUNITY	1	2	2
COMPARE	1	10	10
COMPARISON	1	3	3
COMPETITION	1	31	31
COMPLAIN	1	2	2
CONCENTRATE	1	8	8
CONCENTRATION	1	1	1
CONDITION	1	5	5
CONDITIONAL	1	16	16
CONDITIONER	1	2	2
CONFUSED	1	4	4
CONNECT	1	6	6
CONNECTION	1	2	2
CONNECTOR	1	19	19
CONTAIN	1	4	4
COPY	1	81	81
CORRECT	1	115	115
COUNCIL	1	1	1
COUSIN	1	5	5
COW	1	7	7
CRACK	1	2	2
CRASH	1	8	8
CREAM	1	2	2

CREATE	1	2	2
CREATION	1	2	2
CREATURE	1	4	4
CRIMINAL	1	1	1
CROWD	1	1	1
CROWDED	1	5	5
CROWN	1	6	6
CULTURAL	1	3	3
CULTURE	1	14	14
CURE	1	1	1
CURIOUS	1	1	1
CURL	1	1	1
CURLY	1	3	3
CUSTOMER	1	9	9
DAMAGE	1	2	2
DECEMBER	1	3	3
DECISION	1	3	3
DECORATION	1	2	2
DEPARTMENT	1	5	5
DESCRIBE	1	39	39
DESERT	1	11	11
DESIGN	1	7	7
DESIGNER	1	2	2
DESK	1	2	2
DESTROY	1	5	5
DETAIL	1	21	21
DEVELOP	1	1	1
DIET	1	1	1
DISAPPEAR	1	8	8
DISCUSS	1	10	10
DISH	1	5	5
DISTANCE	1	3	3
DIVE	1	4	4
DIVER	1	3	3
DIVING	1	3	3
DIVORCED	1	1	1
DRAGON	1	8	8
DRAMA	1	4	4
DRUM	1	6	6
DRUMMING	1	1	1
DUCK	1	1	1
ECONOMICS	1	2	2
EFFECT	1	4	4
ELECTRIC	1	1	1
ELECTRICITY	1	4	4
ELEPHANT	1	11	11

EMAIL	1	25	25
EMBARRASSED	1	6	6
EMBARRASSING	1	1	1
EMOTION	1	4	4
ENEMY	1	3	3
ENERGY	1	3	3
ENORMOUS	1	1	1
ENTERTAINMENT	1	4	4
ENTIRE	1	1	1
ENVIRONMENT	1	2	2
EQUAL	1	2	2
ESCAPE	1	2	2
ESTABLISHED	1	3	3
EVENT	1	36	36
EVIL	1	4	4
EXAM	1	15	15
EXAMPLE	1	18	18
EXCELLENT	1	5	5
EXERCISE	1	152	152
EXHAUSTED	1	3	3
EXHAUSTING	1	1	1
EXIST	1	1	1
EXTREMELY	1	1	1
FAIL	1	2	2
FAMOUS	1	58	58
FAN	1	4	4
FANCY	1	2	2
FANTASTIC	1	10	10
FASHION	1	3	3
FEATHERS	1	1	1
FEATURES	1	2	2
FEBRUARY	1	1	1
FEMALE	1	6	6
FILE	1	13	13
FLAG	1	2	2
FLOAT	1	1	1
FLOATING	1	2	2
FOREIGN	1	2	2
FORGAVE	1	1	1
FORGIVE	1	2	2
FOX	1	1	1
FRIDGE	1	1	1
FROG	1	2	2
FRUIT	1	12	12
FURNITURE	1	2	2
FUTURE	1	22	22

GARAGE	1	1	1
GATHER	1	1	1
GENERATION	1	1	1
GHOSTS	1	2	2
GIANT	1	3	3
GIFT	1	4	4
GOAL	1	8	8
GOLF	1	1	1
GRAND	1	2	2
GUEST	1	6	6
GUIDE	1	25	25
HERO	1	7	7
HEROIC	1	1	1
HIRE	1	2	2
HOBBY	1	1	1
HOTEL	1	15	15
IDENTITY	1	1	1
ILL	1	7	7
ILLEGAL	1	1	1
ILLEGALLY	1	2	2
IMAGE	1	1	1
IMMEDIATELY	1	1	1
IMPROVE	1	10	10
INCLUDE	1	10	10
INCLUDING	1	4	4
INCREASE	1	1	1
INCREDIBLE	1	2	2
INDUSTRY	1	1	1
INSTRUCTION	1	1	1
INSTRUMENT	1	34	34
INTENSITY	1	1	1
INTENTION	1	1	1
INTERRUPT	1	1	1
INTERVIEW	1	2	2
INTRODUCE	1	6	6
INTRODUCTION	1	4	4
INVITE	1	10	10
IRON	1	2	2
IRREGULAR	1	3	3
ITEM	1	6	6
ITEMS	1	22	22
JANUARY	1	4	4
JEANS	1	6	6
JOURNEY	1	9	9
JOY	1	1	1
JULY	1	4	4

JUNE	1	2	2
KILOMETRE	1	6	6
KNIFE	1	1	1
KNIT	1	2	2
KNOWLEDGE	1	1	1
LANGUAGE	1	50	50
LAWN	1	1	1
LAWYER	1	1	1
LEAGUE	1	1	1
LEND	1	3	3
LESSON	1	27	27
LIBRARY	1	4	4
LION	1	3	3
LONELY	1	1	1
LOWER	1	1	1
MAGAZINE	1	20	20
MAGIC	1	6	6
MAGICIAN	1	2	2
MALE	1	4	4
MAP	1	17	17
MARCH	1	6	6
MASK	1	2	2
MATCH	1	65	65
MATCHING	1	5	5
MATERIAL	1	3	3
MATHS	1	27	27
MEASURE	1	6	6
MEAT	1	8	8
MEDICAL	1	4	4
MEDICINE	1	2	2
MELT	1	3	3
MESSAGE	1	1	1
METAL	1	11	11
METRE	1	8	8
MICE	1	1	1
MIRROR	1	23	23
MIX	1	2	2
MIXED	1	1	1
MODEL	1	5	5
MODERN	1	6	6
MONKEY	1	1	1
MOON	1	7	7
MOTOR	1	3	3
MOUNT	1	2	2
MOUSE	1	5	5
MUSCLE	1	3	3

MYSTERIOUS	1	1	1
MYSTERY	1	1	1
NARROW	1	1	1
NAVY	1	2	2
NERVOUS	1	3	3
NEWSPAPER	1	7	7
NORTHERN	1	1	1
NOVEMBER	1	4	4
NUT	1	1	1
OBJECT	1	2	2
OBJECTS	1	2	2
OBSERVATION	1	3	3
OBSERVATORY	1	1	1
OCCUR	1	3	3
ONION	1	4	4
OPERATION	1	1	1
OPINION	1	6	6
OPINIONS	1	1	1
OPPOSITE	1	1	1
OPTION	1	2	2
ORDINARY	1	6	6
ORGANISE	1	10	10
ORGANIZATION	1	1	1
ORIGINAL	1	2	2
OVEN	1	1	1
PARTNER	1	69	69
PEACE	1	1	1
PEACEFUL	1	5	5
PEACEFULLY	1	1	1
PER	1	1	1
PERCENT	1	1	1
PERCENTAGE	1	1	1
PERFORM	1	6	6
PERIOD	1	2	2
PET	1	2	2
PETS	1	2	2
PHYSICAL	1	2	2
PIANO	1	5	5
PIE	1	1	1
PIG	1	2	2
PINK	1	1	1
PIPE	1	2	2
PLAIN	1	5	5
PLANE	1	14	14
PLASTIC	1	1	1
PLATE	1	2	2

PLEASANT	1	7	7
POCKET	1	3	3
POEM	1	1	1
POISONOUS	1	1	1
POLE	1	1	1
POLITIC	1	2	2
POLLUTED	1	1	1
POLLUTION	1	1	1
POOL	1	4	4
POPULAR	1	20	20
POPULATION	1	10	10
POSITIVE	1	2	2
POSSESSION	1	3	3
POSSESSIVE	1	3	3
POTATO	1	3	3
PRACTICE	1	29	29
PRACTISE	1	11	11
PRAY	1	2	2
PRAYER	1	1	1
PREFER	1	4	4
PRESIDENT	1	1	1
PRETEND	1	1	1
PRIVATE	1	2	2
PROCESS	1	1	1
PRODUCT	1	4	4
PRODUCTION	1	1	1
PROFESSION	1	2	2
PROFESSIONAL	1	5	5
PROFESSIONALLY	1	1	1
PROGRESS	1	10	10
PROJECT	1	10	10
PRONUNCIATION	1	2	2
PROUD	1	3	3
PUB	1	2	2
PUNISH	1	1	1
PUNISHMENT	1	1	1
PUPPY	1	1	1
PURE	1	1	1
QUALIFIED	1	1	1
QUALITY	1	1	1
RARE	1	1	1
RARELY	1	2	2
RAT	1	1	1
RECEIVE	1	6	6
RECOGNISE	1	1	1
RECOMMEND	1	1	1

RECOMMENDATION	1	2	2
RECOVER	1	1	1
RECREATE	1	3	3
REFER	1	13	13
REFERENCING	1	7	7
REFUSE	1	1	1
REGULAR	1	2	2
REGULARLY	1	3	3
REMIND	1	1	1
REMOVE	1	2	2
REPAIR	1	3	3
REPEAT	1	30	30
REPETITION	1	1	1
REPLACE	1	3	3
REPRESENT	1	1	1
REPRESENTATIVE	1	1	1
RESEARCH	1	2	2
RESERVATION	1	2	2
RESERVE	1	1	1
RESTAURANT	1	28	28
RESULT	1	19	19
RICE	1	3	3
ROLE	1	3	3
ROOF	1	6	6
ROOT	1	1	1
ROPE	1	2	2
ROW	1	7	7
ROYALTY	1	1	1
SAINT	1	10	10
SALARY	1	2	2
SALE	1	2	2
SALT	1	2	2
SAND	1	3	3
SANDWICH	1	1	1
SANDY	1	5	5
SAUSAGE	1	1	1
SCENE	1	2	2
SCORE	1	4	4
SCRATCH	1	2	2
SCREAM	1	2	2
SCREEN	1	1	1
SEAL	1	2	2
SEARCH	1	4	4
SEASON	1	3	3
SECTION	1	3	3
SEED	1	2	2

SELECTION	1	2	2
SENTENCE	1	183	183
SEPTEMBER	1	3	3
SERIES	1	1	1
SHADY	1	7	7
SHAVER	1	1	1
SHEEP	1	2	2
SHELF	1	1	1
SHELTER	1	5	5
SHINE	1	6	6
SIGNAL	1	1	1
SILENCE	1	1	1
SILVER	1	1	1
SIMILAR	1	10	10
SINK	1	7	7
SITE	1	3	3
SKI	1	9	9
SKIING	1	4	4
SKILL	1	9	9
SKIRT	1	3	3
SNAKE	1	4	4
SOCIETY	1	2	2
SOCK	1	5	5
SOLDIER	1	10	10
SOLID	1	2	2
SOUP	1	4	4
SPECIES	1	2	2
SPECIFIC	1	5	5
SPEECH	1	4	4
SPEED	1	2	2
SPELL	1	8	8
SPELLING	1	5	5
SPIRIT	1	2	2
STATES	1	1	1
STEAK	1	3	3
STOMACH	1	1	1
STORM	1	5	5
STORMY	1	6	6
STRAWBERRIES	1	1	1
STRAWBERRY	1	2	2
STRENGTH	1	1	1
STRESS	1	4	4
STRING	1	1	1
STYLE	1	3	3
SUCCESS	1	1	1
SUCCESSFUL	1	1	1

SUFFER	1	1	1
SUGAR	1	1	1
SUPER	1	3	3
SURVIVAL	1	1	1
SURVIVE	1	6	6
SURVIVING	1	2	2
SWEEP	1	7	7
TALE	1	1	1
TANK	1	2	2
TAXI	1	6	6
TECHNOLOGY	1	3	3
TEENAGE	1	1	1
TEENAGER	1	18	18
TENSE	1	3	3
THEATRE	1	7	7
THIEF	1	7	7
THIN	1	2	2
TICKET	1	27	27
TIP	1	13	13
TITLE	1	3	3
TOE	1	1	1
TOILET	1	5	5
TOMATO	1	1	1
TOOL	1	1	1
TOPIC	1	7	7
TOUR	1	8	8
TOURIST	1	4	4
TOWEL	1	1	1
TOWER	1	5	5
TOY	1	3	3
TRADITION	1	3	3
TRADITIONAL	1	7	7
TRANSFER	1	3	3
TRICK	1	2	2
TRUNK	1	2	2
TUNE	1	1	1
TWIST	1	1	1
TYPICAL	1	1	1
UNATTRACTIVE	1	1	1
UNIT	1	6	6
UNITED	1	4	4
UNIVERSITY	1	5	5
UNPLEASANT	1	1	1
UPSET	1	5	5
VALLEY	1	2	2
VALUABLE	1	1	1

VARIED	1	1	1
VARY	1	1	1
VEGETABLE	1	6	6
VEHICLE	1	1	1
VILLAGE	1	7	7
WARNING	1	1	1
WEAK	1	5	5
WEIRD	1	1	1
WESTERN	1	2	2
WIPE	1	1	1
WOLF	1	1	1
WOLVES	1	1	1
WRAP	1	1	1
YELL	1	1	1

TYPES FOUND IN BASE LIST THREE

TYPE	RANGE	FREQ	F1
ACADEMY	1	1	1
ACRE	1	1	1
ADOPT	1	3	3
AFFIRMATIVE	1	13	13
AGGRESSIVE	1	1	1
AIM	1	1	1
ALBUM	1	5	5
ANCIENT	1	46	46
ANNUAL	1	1	1
APPROPRIATE	1	2	2
ARCHEOLOGIST	1	1	1
ARCHITECT	1	4	4
ARCHITECTURE	1	1	1
ATHLETE	1	11	11
AUDIENCE	1	4	4
AUTHOR	1	2	2
AWARD	1	1	1
BACTERIA	1	1	1
BEHAVIOUR	1	2	2
BELIEF	1	2	2
BIOLOGICAL	1	1	1
BLENDER	1	4	4
CAPTURE	1	4	4
CARVING	1	1	1
CATEGORY	1	3	3
CELEBRATE	1	5	5
CELEBRATION	1	3	3
CEREMONY	1	2	2

CHART	1	12	12
CIVIL	1	2	2
CIVILISATION	1	2	2
COIN	1	2	2
COLONY	1	2	2
COLUMN	1	6	6
COMMUNICATE	1	1	1
COMMUNICATION	1	1	1
COMPETE	1	9	9
COMPETITOR	1	2	2
COMPOSE	1	2	2
COMPOSER	1	2	2
CONCERT	1	16	16
CONDUCTOR	1	1	1
CONSEQUENCE	1	1	1
CONTEST	1	7	7
CONTINENT	1	1	1
CONTRAST	1	1	1
COORDINATION	1	1	1
CRUISE	1	1	1
CUSTOMS	1	2	2
CYCLING	1	1	1
DEFEND	1	1	1
DEFINITION	1	20	20
DEMOCRACY	1	1	1
DESCRIPTION	1	32	32
DESTRUCTION	1	1	1
DEVICE	1	1	1
DIALOGUE	1	29	29
DICTATION	1	9	9
DIGITAL	1	1	1
DOCUMENT	1	1	1
DRILL	1	5	5
EASTERN	1	1	1
ELABORATE	1	7	7
ELECTRONIC	1	2	2
ELECTRONICS	1	2	2
ELEMENT	1	1	1
ENTERPRISE	1	2	2
ENTRANCE	1	1	1
ENTRY	1	1	1
EPISODE	1	1	1
ERROR	1	1	1
ESSAY	1	11	11
ESSENTIAL	1	1	1
EXCESSIVE	1	1	1

EXHIBITION	1	2	2
EXPERT	1	8	8
EXPLOIT	1	1	1
EXPLORE	1	5	5
EXPLORER	1	3	3
EXTRACT	1	1	1
EXTRAORDINARY	1	5	5
FACTORY	1	1	1
FALSE	1	25	25
FANTASY	1	1	1
FESTIVAL	1	5	5
FICTION	1	1	1
FOCUS	1	3	3
FORMER	1	1	1
FREQUENT	1	2	2
FREQUENTLY	1	4	4
FUNERAL	1	1	1
GALLERY	1	1	1
GAP	1	1	1
GEOGRAPHICAL	1	2	2
GEOGRAPHY	1	7	7
GLOBAL	1	1	1
GUITAR	1	16	16
HERITAGE	1	2	2
HIGHLIGHTS	1	1	1
HORROR	1	1	1
HOST	1	2	2
HOUSEHOLD	1	3	3
IDEAL	1	1	1
IMMIGRANT	1	3	3
INDEPENDENT	1	1	1
INSTITUTE	1	1	1
INSUFFICIENT	1	1	1
INTELLIGENCE	1	1	1
INTERACTIVE	1	6	6
INTERNATIONAL	1	5	5
INVENTED	1	2	2
LEGEND	1	12	12
LIQUID	1	5	5
LITERATURE	1	6	6
MANUFACTURER	1	1	1
MARINE	1	1	1
MENU	1	1	1
METHOD	1	2	2
MINER	1	4	4
MONSTER	1	1	1

MORAL	1	1	1
MULTIPLE	1	1	1
MUSEUM	1	15	15
MYTH	1	17	17
MYTHICAL	1	2	2
NARRATIVE	1	6	6
NEGATIVE	1	14	14
NOVEL	1	1	1
OBJECTIVE	1	1	1
OBLIGATION	1	3	3
OCEAN	1	9	9
OPERA	1	10	10
ORIGIN	1	1	1
PANEL	1	1	1
PARAGRAPH	1	38	38
PARTICIPANT	1	2	2
PARTICIPATE	1	2	2
PERMISSION	1	5	5
PERMIT	1	1	1
PERSONALITY	1	2	2
PHILOSOPHY	1	1	1
PHRASE	1	17	17
PILOT	1	1	1
PLOT	1	1	1
PREDICT	1	3	3
PREDICTION	1	23	23
PRESERVATION	1	1	1
PRESERVE	1	1	1
PRESERVED	1	1	1
PRIEST	1	2	2
PRIZE	1	2	2
PROFESSOR	1	1	1
PROHIBITION	1	1	1
PROMPT	1	3	3
PUBLISH	1	3	3
PUZZLE	1	1	1
RADIATION	1	1	1
REFLECT	1	1	1
RELATIVE	1	10	10
RELEVANT	1	4	4
RELIGIOUS	1	4	4
REPUBLIC	1	2	2
REQUEST	1	1	1
RESCUE	1	2	2
RESIDENT	1	2	2
RESORT	1	2	2

RESPONSE	1	5	5
RESPONSIVE	1	2	2
REVERSE	1	1	1
REVIEW	1	7	7
REVIEWER	1	1	1
RHYTHM	1	3	3
ROUTINE	1	8	8
SAMPLE	1	1	1
SATELLITE	1	1	1
SCULPTOR	1	2	2
SEQUENCE	1	12	12
SOLUTION	1	2	2
SOLVE	1	2	2
STRUCTURE	1	8	8
STUDIO	1	3	3
SUCCEED	1	2	2
SUFFICIENT	1	1	1
SURVEY	1	6	6
SWEAT	1	2	2
SYMBOL	1	5	5
SYMBOLISE	1	1	1
TASK	1	17	17
TEMPERATURE	1	10	10
TENNIS	1	11	11
TEXT	1	63	63
THRILLED	1	3	3
TOURNAMENT	1	2	2
TRANSPORT	1	22	22
TREASURE	1	3	3
TRIBE	1	1	1
TUNNEL	1	1	1
UNIFORM	1	3	3
UNIVERSE	1	2	2
VIRTUAL	1	2	2
VOLUNTEER	1	7	7
WEIGH	1	3	3

TYPES FOUND IN BASE LIST FOUR

TYPE	RANGE	FREQ	F1
ALLEY	1	6	6
AMBULANCE	1	2	2
ANCESTOR	1	1	1
ARMOUR	1	3	3
ARROW	1	4	4
AUDIO	1	2	2

AVENUE	1	2	2
BALLOON	1	4	4
BATHED	1	1	1
BICYCLE	1	1	1
BIOGRAPHY	1	12	12
BIOLOGY	1	3	3
BOLD	1	5	5
BRONZE	1	2	2
BULLET	1	2	2
CAFE	1	10	10
CALORY	1	1	1
CANAL	1	1	1
CANDLE	1	2	2
CARRIAGE	1	1	1
CATHEDRAL	1	2	2
CAVE	1	12	12
CELEBRITY	1	8	8
CERTIFICATE	1	1	1
CHAMPAGNE	1	1	1
CHEF	1	3	3
CHEMISTRY	1	3	3
CINEMA	1	21	21
CLAY	1	1	1
CLERK	1	1	1
CLICK	1	1	1
COMPARATIVE	1	6	6
CORN	1	4	4
COSTUME	1	3	3
DEAF	1	1	1
DEER	1	1	1
DELICATE	1	1	1
DEVIL	1	1	1
DIAGRAM	1	1	1
DIAMOND	1	10	10
DIARY	1	2	2
DICTIONARY	1	6	6
DILEMMA	1	1	1
DIP	1	1	1
DOCUMENTARY	1	1	1
DOLPHIN	1	4	4
DULL	1	2	2
DWELL	1	1	1
EAGLE	1	1	1
EMPEROR	1	1	1
ERUPTION	1	1	1
EXOTIC	1	2	2

EYEBROW	1	1	1
FAME	1	1	1
FERRY	1	3	3
FLOUR	1	1	1
FORK	1	1	1
GENRE	1	1	1
GOAT	1	4	4
HABITAT	1	1	1
HAMMER	1	1	1
HELICOPTER	1	6	6
HELMET	1	2	2
HOLLOW	1	1	1
HORNS	1	2	2
HUG	1	3	3
HURRICANE	1	1	1
INSECT	1	11	11
JAZZ	1	6	6
JEWELLERY	1	13	13
JEWELRY	1	1	1
JUNGLE	1	3	3
KEYBOARD	1	2	2
KIDNAP	1	2	2
LADDER	1	1	1
LAP	1	1	1
LAUNDRY	1	1	1
LEAF	1	1	1
LIVELY	1	3	3
LUNG	1	3	3
MAGNIFICENT	1	1	1
MAMMAL	1	3	3
MARBLE	1	1	1
MAT	1	3	3
MEDAL	1	5	5
MONUMENT	1	6	6
NECESSITY	1	1	1
NOUGHT	1	1	1
NUTRITION	1	1	1
OLIVE	1	1	1
ORCHESTRA	1	2	2
OWL	1	3	3
PARADE	1	1	1
PARTICLE	1	1	1
PASSIVE	1	17	17
PATRON	1	1	1
PECULIAR	1	1	1
PENCIL	1	4	4

PHYSICS	1	5	5
PILLOW	1	1	1
PIONEER	1	1	1
PLURAL	1	4	4
POLAR	1	3	3
POSTER	1	1	1
PREACHER	1	1	1
PREMIER	1	1	1
QUESTIONNAIRE	1	1	1
RAP	1	2	2
RECYCLE	1	2	2
RECYCLING	1	1	1
ROBOT	1	19	19
RUBBER	1	3	3
SHERIFF	1	1	1
SOLAR	1	1	1
SPONTANEOUS	1	2	2
SPY	1	1	1
STADIUM	1	1	1
STATUE	1	5	5
SURGEON	1	1	1
TEMPLE	1	7	7
TERRIFYING	1	1	1
THUMB	1	1	1
THUNDER	1	1	1
TIGER	1	4	4
TIGERS	1	1	1
TRAGIC	1	1	1
TROPHY	1	1	1
TROUSERS	1	5	5
UNSCRAMBLE	1	1	1
VENUE	1	2	2
VET	1	2	2
VILLA	1	1	1
VOLCANO	1	2	2
WAITER	1	10	10
WARRIOR	1	10	10
WEEP	1	1	1
WHALE	1	6	6
WIDOW	1	1	1
WIDOWER	1	1	1
TYPES FOUND IN BASE LIST FIVE			
TYPE	RANGE	FREQ	F1
ALLERGIC	1	1	1

AMMUNITION	1	1	1
APPENDIX	1	15	15
APPLIANCE	1	5	5
AQUARIUM	1	6	6
ARCTIC	1	6	6
AUTOBIOGRAPHICAL	1	1	1
BALCONY	1	1	1
BASKETBALL	1	11	11
BOTANIC	1	3	3
BRACKET	1	37	37
BROCHURE	1	4	4
CARBOHYDRATE	1	3	3
CHEMIST	1	5	5
CONQUER	1	1	1
COSMETICS	1	3	3
CRICKET	1	1	1
CUPBOARD	1	2	2
DENTIST	1	4	4
DESSERT	1	2	2
DINOSAUR	1	2	2
EARTHQUAKE	1	6	6
ECCENTRIC	1	1	1
ERASER	1	1	1
EXTINCT	1	22	22
FACTUAL	1	4	4
GRAM	1	3	3
GRAMMAR	1	56	56
GUM	1	1	1
GYM	1	1	1
HIGHLAND	1	5	5
HIKE	1	2	2
HOCKEY	1	2	2
HOWL	1	1	1
JOCKEYS	1	1	1
JOGGING	1	1	1
KNIGHT	1	1	1
LIGHTNING	1	6	6
MALL	1	9	9
MARATHON	1	2	2
MARTYR	1	1	1
MASSAGE	1	1	1
MOAN	1	1	1
MONK	1	4	4
MOSQUITO	1	7	7
NATIONALITY	1	1	1
NEPHEW	1	2	2

ORNAMENT	1	1	1
PASSPORT	1	4	4
PASTA	1	4	4
PICKUP	1	1	1
PICNIC	1	5	5
PIRATE	1	2	2
PIZZA	1	8	8
PLUMBER	1	2	2
PYRAMID	1	1	1
RADIOACTIVE	1	1	1
REFEREE	1	2	2
SANCTUARY	1	2	2
SENSOR	1	1	1
SHARK	1	13	13
SIBLING	1	1	1
SINGULAR	1	2	2
SKATE	1	2	2
SKATING	1	1	1
SKELETON	1	1	1
SNACK	1	1	1
SPECTATOR	1	1	1
SPIDER	1	2	2
STEPFATHER	1	1	1
STEPMOTHER	1	1	1
STEPSON	1	1	1
STOCKING	1	1	1
SUBMARINE	1	2	2
SURFING	1	4	4
SYMPHONY	1	2	2
TEEN	1	5	5
TORCH	1	2	2
TRACTOR	1	1	1
TRUMPET	1	1	1
TURTLE	1	1	1
UMBRELLA	1	8	8
UNDERLINE	1	1	1
VACATION	1	1	1
VACUUM	1	1	1
VEGETARIAN	1	2	2
VERB	1	73	73
VIOLIN	1	5	5
VOCABULARY	1	56	56
WALLET	1	6	6
WITCH	1	25	25
WIZARD	1	2	2
YACHT	1	2	2

ZOO	1	21	21
TYPES FOUND IN BASE LIST SIX			
TYPE	RANGE	FREQ	F1
ADJECTIVE	1	56	56
ALPHABET	1	2	2
ALPS	1	2	2
AQUATIC	1	1	1
BROWSE	1	8	8
CAMEL	1	2	2
CHIMPANZEE	1	2	2
CONTRACTION	1	2	2
CURRY	1	1	1
DENTAL	1	1	1
DISCO	1	2	2
FIREFIGHTER	1	4	4
GLACIER	1	2	2
GYPSY	1	1	1
HUMANE	1	1	1
HYPOTHETICAL	1	1	1
JEEP	1	3	3
JERSEY	1	2	2
KITE	1	4	4
LIMOUSINE	1	3	3
LITRE	1	2	2
LIZARD	1	3	3
LOTTERY	1	4	4
MARS	1	1	1
MERCURY	1	2	2
METEOR	1	8	8
MOSQUE	1	1	1
MYTHOLOGY	1	4	4
NECKLACE	1	5	5
NIECE	1	1	1
OSCAR	1	2	2
PANT	1	1	1
PARACHUTE	1	6	6
PARACHUTING	1	2	2
PARROT	1	1	1
PUNCTUATION	1	2	2
QUEUE	1	5	5
QUIZ	1	24	24
RACKET	1	1	1
RIDDLE	1	3	3
SHRIEK	1	1	1

SIREN	1	2	2
SLAY	1	1	1
SOUVENIR	1	5	5
SQUIRREL	1	1	1
SYLLABLE	1	3	3
SYNONYM	1	2	2
TREK	1	6	6
ZOOM	1	1	1

TYPES FOUND IN BASE LIST SEVEN

TYPE	RANGE	FREQ	F1
ABBREVIATION	1	1	1
ABORIGINAL	1	2	2
ABORIGINE	1	4	4
ARITHMETIC	1	1	1
ASTRONAUT	1	11	11
ATLAS	1	3	3
AUTOGRAPH	1	1	1
BAMBOO	1	1	1
BARBARIAN	1	1	1
EMERALD	1	1	1
EXCERPT	1	1	1
GRAFFITI	1	2	2
INTONATION	1	7	7
KITTEN	1	1	1
NOMAD	1	1	1
NOUN	1	23	23
PREHISTORIC	1	5	5
REPTILE	1	4	4
SANDAL	1	2	2
SAXOPHONE	1	6	6
SHAMPOO	1	2	2
SPAGHETTI	1	1	1
SUBWAY	1	1	1
TRAM	1	4	4
VINYL	1	1	1
VOWEL	1	4	4

TYPES FOUND IN BASE LIST EIGHT

TYPE	RANGE	FREQ	F1
BAGGY	1	1	1
BEAUX	1	93	93
BEEP	1	2	2
CHARIOT	1	1	1

CLOVER	1	2	2
CONSONANT	1	1	1
GORILLA	1	2	2
HALLOWEEN	1	3	3
ITINERARY	1	2	2
LEOPARD	1	1	1
MANGO	1	1	1
PENGUIN	1	2	2
PRONOUN	1	4	4
PRONOUNS	1	4	4
PUMPKIN	1	1	1
QUID	1	1	1
RHINO	1	2	2
RINK	1	1	1
SAFARI	1	1	1
SCOOTER	1	7	7
SCREENPLAY	1	1	1
SNEEZE	1	1	1
SUPERSTITION	1	27	27
SURNAME	1	1	1
TELEGRAM	1	1	1

TYPES FOUND IN BASE LIST NINE

TYPE	RANGE	FREQ	F1
COCKROACH	1	3	3
COMMA	1	1	1
DYSLEXIA	1	2	2
DYSLEXIC	1	1	1
FLASHLIGHT	1	1	1
GRAPEFRUIT	1	2	2
KANGAROO	1	4	4
KILO	1	3	3
PARAMEDIC	1	1	1
PENICILLIN	1	1	1
PHONETIC	1	2	2
REGGAE	1	4	4
RUBY	1	1	1
SAPPHIRE	1	2	2
SCIENCEFICTION	1	1	1
SOCIABLE	1	1	1
VOLLEYBALL	1	8	8
ZEBRA	1	3	3

TYPES FOUND IN BASE LIST TEN

TYPE	RANGE	FREQ	F1
ADVERB	1	9	9
BILLIONAIRE	1	1	1
BRAINSTORMING	1	11	11
CHEETAH	1	4	4
COLISEUM	1	2	2
DECIBEL	1	5	5
ELK	1	3	3
EMU	1	2	2
HAMSTER	1	2	2
INFINITIVE	1	1	1
MODAL	1	4	4
TRIVIA	1	1	1
VISOR	1	1	1

TYPES FOUND IN BASE LIST 11

TYPE	RANGE	FREQ	F1
CARAT	1	7	7
JUDO	1	7	7
KARAOKE	1	1	1
KILT	1	1	1
MINIBUS	1	1	1
NEPAL	1	3	3
PREFIX	1	5	5
SUFFIX	1	6	6
SUPERLATIVE	1	3	3

TYPES FOUND IN BASE LIST 12

TYPE	RANGE	FREQ	F1
CHEDDAR	1	1	1
GAZELLE	1	1	1
GOON	1	4	4
GOURD	1	1	1
NEUROSURGEON	1	1	1
PREPOSITION	1	7	7
SALSA	1	1	1
SORBET	1	1	1

TYPES FOUND IN BASE LIST 13

TYPE	RANGE	FREQ	F1
NEUROSCIENCE	1	1	1
UNDERWEIGHT	1	1	1

TYPES FOUND IN BASE LIST 14

TYPE	RANGE	FREQ	F1
BLOG	1	2	2
COLLOCATION	1	6	6
INTERROGATIVE	1	2	2
PARTHENON	1	2	2

TYPES FOUND IN BASE LIST 15

TYPE	RANGE	FREQ	F1
BOOKWORM	1	1	1
CONQUISTADOR	1	2	2
RADIUM	1	1	1

TYPES FOUND IN BASE LIST 16

TYPE	RANGE	FREQ	F1
CHAPATTIS	1	2	2
DETERMINER	1	3	3
MADONNA	1	1	1
SEQUOIA	1	3	3
SITAR	1	7	7
STINGRAY	1	1	1

TYPES FOUND IN BASE LIST 17

TYPE	RANGE	FREQ	F1
ANTONYM	1	4	4

TYPES FOUND IN BASE LIST 18

TYPE	RANGE	FREQ	F1
CAROB	1	2	2
GRANOLA	1	1	1
SUPERBOWL	1	6	6

TYPES FOUND IN BASE LIST 19

TYPE	RANGE	FREQ	F1
DIDGERIDOO	1	9	9
GENITIVE	1	2	2

TYPES FOUND IN BASE LIST 20

TYPE	RANGE	FREQ	F1
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TYPES FOUND IN BASE LIST 21			
TYPE	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 22			
TYPE	RANGE	FREQ	F1
GERUND	1	1	1
QUAGGA	1	5	5
TYPES FOUND IN BASE LIST 23			
TYPE	RANGE	FREQ	F1
TYPES FOUND IN BASE LIST 24			
TYPE	RANGE	FREQ	F1
GODOWN	1	4	4
TYPES FOUND IN BASE LIST 25			
TYPE	RANGE	FREQ	F1
LIST OF FAMILY GROUPS			
BASE ONE FAMILIES	RANGE	TYFREQ	FAFREQ
A	1	1286	1286
ABLE	1	1	8
ABOUT	1	203	203
ABOVE	1	31	31
ACCEPT	1	2	2
ACROSS	1	5	5
ACT	1	1	34
ACTUAL	1	0	7
ADD	1	8	12
ADDRESS	1	2	2
ADVERTISE	1	0	8
AFTER	1	50	50
AFTERNOON	1	19	19
AGAIN	1	39	39
AGAINST	1	4	4
AGE	1	18	21
AGO	1	8	8
AGREE	1	9	9

AIR	1	16	16
ALL	1	48	48
ALLOW	1	1	1
ALMOST	1	4	4
ALONE	1	23	23
ALONG	1	2	2
ALREADY	1	9	9
ALSO	1	67	67
ALWAYS	1	27	27
AMAZE	1	0	25
AMONG	1	1	1
AMOUNT	1	1	1
AND	1	1019	1019
ANGRY	1	8	8
ANIMAL	1	75	75
ANOTHER	1	36	36
ANSWER	1	227	227
ANY	1	57	70
APPEAR	1	5	10
AREA	1	12	12
AROUND	1	29	29
ARRANGE	1	2	3
ARRIVE	1	9	15
ART	1	8	19
AS	1	24	24
ASK	1	44	44
AT	1	216	216
AUNT	1	5	5
AWAY	1	8	8
BABY	1	11	11
BACK	1	3	3
BAD	1	24	25
BAG	1	7	7
BALL	1	12	12
BANK	1	3	3
BAR	1	2	2
BASE	1	4	4
BATH	1	8	8
BE	1	1396	1396
BEACH	1	27	27
BEAR	1	6	6
BEAT	1	3	3
BEAUTY	1	2	27
BECAUSE	1	85	85
BECOME	1	42	42
BED	1	16	16

BEFORE	1	56	56
BEGIN	1	19	22
BEHIND	1	4	4
BELIEVE	1	26	26
BELOW	1	126	126
BET	1	3	3
BETWEEN	1	14	14
BIG	1	31	31
BILL	1	2	2
BIRD	1	19	19
BIRTH	1	6	6
BIT	1	1	1
BLACK	1	13	13
BLOW	1	3	3
BLUE	1	16	16
BOAT	1	20	20
BODY	1	20	20
BOOK	1	48	48
BORING	1	3	8
BORN	1	5	5
BOTH	1	5	5
BOTHER	1	1	1
BOX	1	2	2
BOY	1	11	11
BREAD	1	7	7
BREAK	1	27	27
BREAKFAST	1	15	15
BRIGHT	1	6	7
BRING	1	17	17
BROTHER	1	13	13
BROWN	1	6	6
BUILD	1	20	75
BURN	1	7	7
BUS	1	11	11
BUSH	1	1	1
BUSINESS	1	1	1
BUSY	1	13	13
BUT	1	156	156
BUY	1	63	63
BY	1	75	75
CAKE	1	6	6
CALL	1	13	18
CAMP	1	3	8
CAN	1	219	267
CAR	1	16	16
CARD	1	3	3

CARE	1	2	13
CARRY	1	8	8
CAT	1	13	13
CATCH	1	8	8
CAUSE	1	13	13
CENTRE	1	10	13
CERTAIN	1	0	1
CHAIR	1	6	6
CHANCE	1	5	5
CHANGE	1	21	21
CHARGE	1	1	1
CHEAP	1	7	7
CHECK	1	45	45
CHICKEN	1	2	2
CHILD	1	5	51
CHIP	1	0	2
CHOICE	1	9	9
CHOOSE	1	102	102
CHRISTMAS	1	3	3
CHURCH	1	2	2
CITY	1	32	33
CLASS	1	19	19
CLEAN	1	11	13
CLEAR	1	0	3
CLIMB	1	8	8
CLOCK	1	5	15
CLOSE	1	6	6
CLOSED	1	0	1
CLOTHES	1	22	23
CLUB	1	6	6
COAT	1	6	6
COFFEE	1	3	3
COLD	1	13	13
COLLECT	1	8	10
COLOUR	1	7	13
COME	1	49	49
COMFORT	1	0	1
COMPANY	1	5	5
COMPLETE	1	164	165
COMPUTER	1	13	13
CONSIDER	1	0	1
CONTINUE	1	7	7
CONTROL	1	1	1
CONVERSATION	1	19	19
COOK	1	12	12
COOL	1	7	7

CORNER	1	3	3
COST	1	15	15
COUNT	1	0	3
COUNTRY	1	42	42
COUPLE	1	2	2
COURSE	1	1	1
CRAZY	1	1	1
CROSS	1	1	1
CRY	1	7	7
CUP	1	2	2
CUT	1	7	7
DAD	1	8	8
DANCE	1	28	29
DANGER	1	1	16
DARK	1	9	9
DATE	1	6	6
DAUGHTER	1	7	7
DAY	1	80	81
DEAD	1	2	3
DEAR	1	2	2
DEATH	1	7	7
DECIDE	1	20	20
DEFINITE	1	0	5
DEGREE	1	2	2
DELICIOUS	1	4	4
DIE	1	23	23
DIFFERENT	1	40	43
DIFFICULT	1	22	23
DIG	1	6	6
DINNER	1	21	21
DIRTY	1	3	5
DISCOVER	1	18	21
DO	1	204	204
DOCTOR	1	5	5
DOG	1	12	12
DOOR	1	2	17
DOWN	1	3	3
DRAW	1	2	4
DREAM	1	20	20
DRESS	1	6	6
DRINK	1	21	22
DRIVE	1	25	27
DROP	1	5	5
DRY	1	8	8
DURING	1	23	23
EACH	1	86	86

EAR	1	6	6
EARLY	1	7	7
EASY	1	9	11
EAT	1	43	51
EDUCATE	1	0	2
EGG	1	8	8
EIGHT	1	8	9
ELEVEN	1	1	1
ELSE	1	2	2
END	1	5	11
ENJOY	1	24	25
ENOUGH	1	14	14
ENTER	1	1	1
ESPECIALLY	1	2	2
EVEN	1	10	10
EVENING	1	16	16
EVER	1	26	26
EVERY	1	17	61
EXACT	1	0	1
EXCITE	1	0	22
EXPECT	1	4	4
EXPENSIVE	1	13	13
EXPERIENCE	1	46	47
EXPLAIN	1	5	7
EXPRESS	1	8	12
EXTRA	1	21	21
EYE	1	7	7
FACE	1	2	3
FACT	1	24	24
FAIR	1	2	3
FALL	1	11	15
FAMILY	1	74	74
FAR	1	4	4
FARM	1	2	6
FAST	1	15	15
FAT	1	2	2
FATHER	1	30	30
FAVOURITE	1	35	35
FEED	1	10	10
FEEL	1	36	39
FEW	1	2	2
FIELD	1	5	5
FIGHT	1	15	15
FILL	1	2	2
FILM	1	47	47
FINAL	1	0	4

FIND	1	105	105
FINE	1	3	3
FINISH	1	16	16
FIRE	1	8	8
FIRST	1	23	23
FISH	1	10	10
FIT	1	2	2
FIVE	1	22	24
FLAT	1	5	5
FLOOR	1	11	11
FLOWER	1	6	6
FLY	1	16	16
FOLLOW	1	8	60
FOOD	1	47	47
FOOT	1	1	4
FOOTBALL	1	46	46
FOR	1	369	369
FOREST	1	12	12
FORGET	1	16	16
FORM	1	44	44
FORTUNATE	1	0	7
FOUR	1	20	20
FREE	1	13	15
FREEZE	1	3	3
FRESH	1	1	1
FRIDAY	1	14	14
FRIEND	1	87	90
FRIGHT	1	0	17
FROM	1	149	149
FUN	1	23	30
GAME	1	64	64
GARDEN	1	9	9
GAS	1	1	1
GET	1	37	51
GIRL	1	26	26
GIVE	1	57	57
GLAD	1	1	1
GLASS	1	6	6
GO	1	85	89
GOD	1	9	10
GOLD	1	76	79
GOOD	1	99	99
GOODBYE	1	3	4
GOVERN	1	0	4
GRANDFATHER	1	5	22
GRASS	1	6	7

GREAT	1	34	34
GREEN	1	8	8
GREY	1	4	4
GROUND	1	11	11
GROUP	1	16	16
GROW	1	9	10
GUESS	1	4	4
HAIR	1	18	18
HALF	1	6	6
HALL	1	5	5
HAND	1	8	8
HANG	1	7	7
HAPPEN	1	26	26
HAPPY	1	16	16
HARD	1	18	18
HARDLY	1	2	2
HAT	1	10	11
HATE	1	10	10
HAVE	1	127	128
HE	1	180	305
HEAD	1	6	8
HEALTH	1	1	6
HEAR	1	30	30
HEART	1	5	5
HEAT	1	1	1
HEAVY	1	8	10
HELLO	1	2	11
HELP	1	59	63
HERE	1	21	21
HIDE	1	3	3
HIGH	1	16	16
HILL	1	2	2
HISTORY	1	34	38
HIT	1	9	9
HOLD	1	7	7
HOLE	1	4	4
HOLIDAY	1	34	34
HOME	1	35	35
HOPE	1	10	11
HORSE	1	4	4
HOSPITAL	1	11	11
HOT	1	19	19
HOUR	1	22	22
HOUSE	1	53	53
HOW	1	47	47
HOWEVER	1	1	1

HUGE	1	3	3
HUMAN	1	8	8
HUNDRED	1	13	13
HUNGER	1	0	7
HUNT	1	1	3
HURRY	1	2	2
HURT	1	6	6
HUSBAND	1	14	14
I	1	470	684
ICE	1	9	9
IDEA	1	21	21
IF	1	103	103
IMAGINE	1	4	5
IMPORTANT	1	25	25
IN	1	1061	1061
INFORM	1	1	28
INSIDE	1	8	8
INSTEAD	1	3	3
INTEREST	1	0	19
INTERNET	1	8	8
INTO	1	14	14
INVOLVE	1	3	3
ISLAND	1	8	8
IT	1	438	466
JOB	1	34	35
JOIN	1	9	9
JOKE	1	3	3
JUMP	1	4	4
JUST	1	31	31
KEEP	1	13	13
KEY	1	1	1
KICK	1	1	1
KILL	1	16	16
KIND	1	1	1
KING	1	8	10
KISS	1	6	6
KITCHEN	1	5	5
KNOW	1	59	60
LADY	1	1	1
LAKE	1	11	11
LAND	1	14	14
LARGE	1	22	22
LAST	1	12	12
LATE	1	36	36
LAUGH	1	2	2
LAW	1	4	4

LAY	1	4	4
LAZY	1	2	2
LEAD	1	3	3
LEARN	1	29	30
LEAST	1	1	1
LEAVE	1	30	32
LEG	1	12	12
LESS	1	1	1
LET	1	4	4
LETTER	1	8	8
LEVEL	1	7	7
LIE	1	7	7
LIFE	1	45	45
LIFT	1	5	5
LIGHT	1	9	9
LIKE	1	155	158
LINE	1	60	60
LIST	1	20	20
LISTEN	1	76	87
LITTLE	1	7	7
LIVE	1	82	82
LOCAL	1	5	5
LONG	1	21	21
LOOK	1	34	34
LOSE	1	14	14
LOUD	1	10	12
LOVE	1	37	37
LOVELY	1	1	1
LOW	1	3	3
LUCK	1	2	17
LUNCH	1	2	2
MACHINE	1	5	6
MAIN	1	2	2
MAJOR	1	1	1
MAKE	1	94	94
MAN	1	4	14
MANAGE	1	1	1
MANY	1	133	133
MARK	1	11	11
MARKET	1	11	11
MARRY	1	3	11
MAY	1	9	9
MAYBE	1	17	17
MEAL	1	15	15
MEAN	1	17	26
MEET	1	19	25

MEMBER	1	11	11
MENTION	1	23	23
MILE	1	1	1
MILK	1	6	6
MILLION	1	16	16
MIND	1	7	7
MINUTE	1	13	13
MISS	1	8	10
MISTAKE	1	9	9
MOMENT	1	2	2
MONDAY	1	4	4
MONEY	1	30	30
MONTH	1	14	14
MORE	1	77	77
MORNING	1	11	11
MOST	1	20	20
MOTHER	1	26	26
MOUNTAIN	1	12	12
MOUTH	1	4	4
MOVE	1	20	20
MUCH	1	30	30
MUM	1	9	11
MUSIC	1	95	148
MUST	1	67	67
NAME	1	60	60
NATION	1	1	7
NATURE	1	6	10
NEAR	1	23	24
NECESSARY	1	2	2
NECK	1	1	1
NEED	1	25	25
NEIGHBOUR	1	2	9
NEVER	1	17	17
NEW	1	35	35
NEWS	1	26	26
NEXT	1	16	16
NICE	1	4	5
NIGHT	1	6	6
NINE	1	6	6
NO	1	38	38
NOISE	1	40	52
NONE	1	2	2
NORMAL	1	2	2
NORTH	1	3	3
NOSE	1	5	5
NOT	1	498	498

NOTE	1	8	8
NOTICE	1	8	8
NOW	1	52	52
NUMBER	1	24	24
NURSE	1	1	1
ODD	1	1	1
OF	1	624	624
OFFER	1	3	3
OFFICE	1	1	1
OFTEN	1	30	30
OIL	1	3	3
OLD	1	21	21
ON	1	214	215
ONCE	1	12	12
ONE	1	93	93
ONLY	1	45	45
OPEN	1	21	25
OR	1	217	217
ORANGE	1	1	1
ORDER	1	18	18
OTHER	1	69	69
OUT	1	12	18
OVER	1	18	18
OWN	1	9	9
OWNED	1	0	2
PACK	1	4	4
PAGE	1	274	274
PAINT	1	13	25
PAIR	1	7	7
PAPER	1	26	26
PARENT	1	0	30
PARK	1	28	30
PART	1	40	40
PARTICULAR	1	1	1
PARTY	1	26	26
PASS	1	3	3
PAST	1	9	9
PAY	1	19	21
PEOPLE	1	246	246
PERFECT	1	2	3
PERHAPS	1	2	2
PERSON	1	59	60
PHOTOGRAPH	1	0	27
PICK	1	3	3
PICTURE	1	31	31
PIECE	1	1	1

PLACE	1	122	122
PLAN	1	40	40
PLANT	1	7	7
PLAY	1	115	145
PLEASE	1	13	13
POINT	1	5	5
POOR	1	3	3
POP	1	4	4
POSITION	1	1	1
POSSIBLE	1	4	10
POST	1	1	1
POUND	1	1	1
POWER	1	3	3
PREPARE	1	10	10
PRESENT	1	12	16
PRESS	1	0	1
PRETTY	1	7	7
PRICE	1	11	11
PRINCE	1	1	4
PRISON	1	2	5
PROBABLY	1	27	27
PROBLEM	1	19	19
PROGRAMME	1	20	22
PROMISE	1	8	8
PROTECT	1	5	5
PUBLIC	1	5	5
PULL	1	7	7
PUSH	1	6	6
PUT	1	23	23
QUARTER	1	2	2
QUEEN	1	12	12
QUESTION	1	136	136
QUICK	1	1	6
QUIET	1	6	7
QUITE	1	11	11
RABBIT	1	3	3
RACE	1	9	9
RADIO	1	8	8
RAIN	1	20	25
RAISE	1	1	1
REACH	1	5	5
READ	1	133	151
REAL	1	23	24
REALLY	1	27	27
REASON	1	12	12
RECENT	1	0	3

RECORD	1	11	11
RED	1	8	8
RELATE	1	4	6
REMEMBER	1	29	29
RENT	1	1	1
REPORT	1	8	11
RESPONSIBLE	1	1	1
REST	1	2	2
RETURN	1	4	4
RICH	1	4	4
RIDE	1	48	48
RIGHT	1	50	50
RING	1	16	16
RISE	1	4	5
RIVER	1	11	11
ROAD	1	3	3
ROCK	1	8	13
ROOM	1	12	12
ROUND	1	2	2
RULE	1	19	19
RUN	1	19	23
SAD	1	6	8
SAFE	1	3	5
SAIL	1	20	24
SAME	1	1	1
SATURDAY	1	4	4
SAVE	1	6	6
SAY	1	77	77
SCHOOL	1	127	127
SCIENCE	1	4	36
SEA	1	7	7
SEAT	1	4	4
SECOND	1	9	9
SEE	1	75	75
SEEM	1	6	6
SELL	1	13	16
SEND	1	21	21
SERIOUS	1	4	6
SERVE	1	1	2
SERVICE	1	1	1
SET	1	5	5
SEVEN	1	5	6
SEVERAL	1	1	1
SHAKE	1	3	3
SHARE	1	2	2
SHE	1	122	205

SHIP	1	13	13
SHIRT	1	5	5
SHOE	1	19	19
SHOOT	1	4	4
SHOP	1	67	74
SHORT	1	19	19
SHOULD	1	44	44
SHOULDER	1	1	1
SHOUT	1	6	6
SHOW	1	41	41
SHUT	1	3	3
SHY	1	1	1
SIDE	1	3	3
SIMPLE	1	3	5
SINCE	1	23	23
SING	1	21	27
SINGLE	1	1	1
SISTER	1	19	19
SIT	1	11	11
SITUATION	1	4	4
SIX	1	11	12
SIZE	1	7	7
SKIN	1	8	8
SKY	1	14	14
SLEEP	1	34	35
SLOW	1	1	3
SMALL	1	18	18
SMELL	1	5	5
SMILE	1	4	4
SNOW	1	18	21
SO	1	89	89
SOFT	1	8	9
SOME	1	97	148
SON	1	16	16
SONG	1	42	42
SOON	1	13	13
SORRY	1	5	5
SOUND	1	47	47
SOUTH	1	6	6
SPACE	1	33	33
SPEAK	1	12	30
SPECIAL	1	31	31
SPEND	1	12	12
SPORT	1	59	65
SPRING	1	2	2
STAND	1	8	8

STAR	1	5	5
START	1	36	36
STATE	1	7	8
STATION	1	1	1
STAY	1	20	20
STEAL	1	7	7
STEP	1	2	2
STICK	1	3	3
STILL	1	10	10
STONE	1	4	4
STOP	1	20	20
STORE	1	5	5
STORY	1	69	69
STRAIGHT	1	2	2
STRANGE	1	11	11
STREET	1	15	15
STRONG	1	19	19
STUDENT	1	79	80
STUDY	1	56	56
SUBJECT	1	19	19
SUDDEN	1	1	10
SUGGEST	1	4	4
SUIT	1	1	3
SUMMER	1	13	13
SUN	1	4	10
SUNDAY	1	9	9
SUPPORT	1	1	1
SURE	1	14	14
SURPRISE	1	2	10
SWEET	1	4	4
SWIM	1	24	28
SYSTEM	1	3	3
TABLE	1	7	7
TAIL	1	3	3
TAKE	1	76	76
TALK	1	15	15
TALL	1	17	17
TASTE	1	1	1
TEA	1	3	3
TEACH	1	26	51
TEAM	1	20	20
TEAR	1	5	5
TELEPHONE	1	4	11
TELEVISION	1	7	7
TELL	1	34	34
TEN	1	10	10

TERRIBLE	1	6	7
TEST	1	17	17
THANK	1	0	8
THAT	1	117	124
THE	1	2821	2821
THEN	1	123	123
THERE	1	70	70
THEY	1	237	423
THICK	1	2	2
THING	1	53	53
THINK	1	81	81
THIRTEEN	1	4	5
THIS	1	185	240
THOUSAND	1	0	11
THREE	1	33	33
THROUGH	1	4	4
THROW	1	13	13
THURSDAY	1	2	2
TILL	1	1	1
TIME	1	78	78
TIRE	1	0	13
TO	1	789	789
TODAY	1	66	66
TOGETHER	1	21	21
TOMORROW	1	16	16
TONIGHT	1	7	7
TOO	1	52	52
TOOTH	1	0	5
TOP	1	9	9
TOTAL	1	2	2
TOUCH	1	3	3
TOWN	1	15	15
TRAIN	1	30	35
TRAVEL	1	52	54
TREAT	1	0	1
TREE	1	19	19
TRIP	1	15	15
TROUBLE	1	0	1
TRUE	1	32	32
TRUTH	1	3	3
TRY	1	6	6
TUESDAY	1	3	3
TURN	1	3	3
TWELVE	1	3	3
TWO	1	73	78
TYPE	1	69	69

UGLY	1	3	3
UNCLE	1	10	10
UNDER	1	9	9
UNDERSTAND	1	11	11
UNLESS	1	10	10
UNTIL	1	15	15
UP	1	3	3
USE	1	224	224
USUAL	1	0	76
VAN	1	7	7
VERY	1	95	95
VIDEO	1	10	10
VIEW	1	4	4
VISIT	1	52	65
VOICE	1	2	2
WAIT	1	21	21
WALK	1	29	32
WALL	1	6	6
WANT	1	44	44
WAR	1	10	10
WARM	1	8	8
WASH	1	7	7
WATCH	1	43	43
WATER	1	35	35
WAY	1	28	28
WE	1	223	265
WEAR	1	30	32
WEATHER	1	28	28
WEB	1	1	1
WED	1	0	2
WEDNESDAY	1	3	3
WEEK	1	27	27
WEIGHT	1	2	2
WELL	1	32	32
WET	1	2	2
WHAT	1	201	201
WHEN	1	152	152
WHERE	1	86	86
WHETHER	1	1	1
WHICH	1	186	186
WHILE	1	51	51
WHITE	1	4	4
WHO	1	78	93
WHOLE	1	2	2
WHY	1	79	79
WIDE	1	1	1

WIFE	1	8	8
WILD	1	1	1
WILL	1	27	27
WIN	1	40	43
WIND	1	3	9
WINDOW	1	6	6
WINTER	1	17	17
WISH	1	4	4
WITH	1	306	306
WITHOUT	1	11	11
WOMAN	1	8	29
WONDER	1	7	14
WOOD	1	1	3
WORD	1	166	166
WORK	1	64	66
WORLD	1	30	30
WORRY	1	8	11
WORTH	1	1	1
WOULD	1	62	62
WRITE	1	194	215
WRONG	1	34	34
YEAR	1	60	60
YELLOW	1	1	1
YES	1	39	41
YESTERDAY	1	15	15
YET	1	16	16
YOU	1	620	968
YOUNG	1	23	23
ZERO	1	1	1
BASE TWO FAMILIES	RANGE	TYFREQ	FAFREQ
ACCIDENT	1	4	4
ACTIVE	1	3	39
ADAPT	1	0	1
ADULT	1	7	7
ADVANCE	1	12	12
ADVENTURE	1	6	8
ADVICE	1	7	7
AFFECT	1	9	9
ALARM	1	4	4
ALIVE	1	7	7
ANNOUNCE	1	1	1
ANNOY	1	0	3
APARTMENT	1	1	1
APPLE	1	3	3
APPLY	1	1	2

APPRECIATE	1	1	1
APRIL	1	5	5
ARMY	1	3	3
ARTICLE	1	55	55
ASLEEP	1	2	2
ASSIST	1	0	2
ATMOSPHERE	1	1	1
ATTACK	1	2	2
ATTENTION	1	1	1
ATTRACT	1	1	14
AUGUST	1	5	5
AVERAGE	1	1	1
AVOID	1	2	2
AWAKE	1	3	3
BAKE	1	2	7
BAND	1	20	20
BANG	1	1	1
BASKET	1	1	1
BATTLE	1	1	1
BAY	1	1	1
BELONG	1	1	1
BEND	1	1	3
BIKE	1	14	14
BISCUIT	1	3	3
BITE	1	4	4
BLANKET	1	1	1
BLEED	1	3	3
BLESS	1	0	1
BLIND	1	3	3
BORROW	1	1	1
BOUNCE	1	3	3
BOW	1	3	3
BOWL	1	5	17
BRAIN	1	4	4
BRANCH	1	1	1
BREATHE	1	1	1
BRILLIANT	1	1	1
BUTTER	1	5	5
CALCULATE	1	0	6
CALM	1	6	6
CAMERA	1	5	5
CANOE	1	3	4
CAPE	1	1	1
CAPITAL	1	1	1
CAPTAIN	1	1	1
CAREER	1	6	6

CASTLE	1	1	1
CEILING	1	1	1
CENTURY	1	9	9
CHAMPION	1	6	11
CHANNEL	1	8	8
CHAPTER	1	1	1
CHARACTER	1	8	8
CHAT	1	8	8
CHEESE	1	4	4
CHEW	1	1	1
CHIEF	1	2	2
CHOCOLATE	1	6	6
CITIZEN	1	1	1
CLAIM	1	1	1
CLASSIC	1	1	2
CLEVER	1	5	5
CLOTH	1	1	1
CLOUD	1	1	3
COACH	1	5	5
COMBINE	1	1	1
COMMENT	1	6	6
COMMON	1	8	9
COMMUNITY	1	2	2
COMPARE	1	10	13
COMPETITION	1	31	31
COMPLAIN	1	2	2
CONCENTRATE	1	8	9
CONDITION	1	5	23
CONFUSE	1	0	4
CONNECT	1	6	27
CONTAIN	1	4	4
COPY	1	81	81
CORRECT	1	115	115
COUNCIL	1	1	1
COUSIN	1	5	5
COW	1	7	7
CRACK	1	2	2
CRASH	1	8	8
CREAM	1	2	2
CREATE	1	2	7
CREATURE	1	4	4
CRIMINAL	1	1	1
CROWD	1	1	6
CROWN	1	6	6
CULTURE	1	14	17
CURE	1	1	1

CURIOUS	1	1	1
CURL	1	1	4
CUSTOMER	1	9	9
DAMAGE	1	2	2
DECEMBER	1	3	3
DECISION	1	3	3
DECORATE	1	0	2
DEPARTMENT	1	5	5
DESCRIBE	1	39	39
DESERT	1	11	11
DESIGN	1	7	9
DESK	1	2	2
DESTROY	1	5	5
DETAIL	1	21	21
DEVELOP	1	1	1
DIET	1	1	1
DISAPPEAR	1	8	8
DISCUSS	1	10	10
DISH	1	5	5
DISTANCE	1	3	3
DIVE	1	4	10
DIVORCE	1	0	1
DRAGON	1	8	8
DRAMA	1	4	4
DRUM	1	6	7
DUCK	1	1	1
ECONOMY	1	0	2
EFFECT	1	4	4
ELECTRIC	1	1	5
ELEPHANT	1	11	11
EMAIL	1	25	25
EMBARRASS	1	0	7
EMOTION	1	4	4
ENEMY	1	3	3
ENERGY	1	3	3
ENORMOUS	1	1	1
ENTERTAIN	1	0	4
ENTIRE	1	1	1
ENVIRONMENT	1	2	2
EQUAL	1	2	2
ESCAPE	1	2	2
ESTABLISH	1	0	3
EVENT	1	36	36
EVIL	1	4	4
EXAM	1	15	15
EXAMPLE	1	18	18

EXCELLENT	1	5	5
EXERCISE	1	152	152
EXHAUST	1	0	4
EXIST	1	1	1
EXTREME	1	0	1
FAIL	1	2	2
FAMOUS	1	58	58
FAN	1	4	4
FANCY	1	2	2
FANTASTIC	1	10	10
FASHION	1	3	3
FEATHER	1	0	1
FEATURE	1	0	2
FEBRUARY	1	1	1
FEMALE	1	6	6
FILE	1	13	13
FLAG	1	2	2
FLOAT	1	1	3
FOREIGN	1	2	2
FORGIVE	1	2	3
FOX	1	1	1
FROG	1	2	2
FRUIT	1	12	12
FURNITURE	1	2	2
FUTURE	1	22	22
GARAGE	1	1	1
GATHER	1	1	1
GENERATION	1	1	1
GHOST	1	0	2
GIANT	1	3	3
GIFT	1	4	4
GOAL	1	8	8
GOLF	1	1	1
GRAND	1	2	2
GUEST	1	6	6
GUIDE	1	25	25
HERO	1	7	8
HIRE	1	2	2
HOBBY	1	1	1
HOTEL	1	15	15
IDENTIFY	1	0	1
ILL	1	7	7
IMAGE	1	1	1
IMMEDIATE	1	0	1
IMPROVE	1	10	10
INCLUDE	1	10	14

INCREASE	1	1	1
INCREDIBLE	1	2	2
INDUSTRY	1	1	1
INSTRUCT	1	0	1
INSTRUMENT	1	34	34
INTENSE	1	0	1
INTENT	1	0	1
INTERRUPT	1	1	1
INTERVIEW	1	2	2
INTRODUCE	1	6	10
INVITE	1	10	10
IRON	1	2	2
ITEM	1	6	28
JANUARY	1	4	4
JEANS	1	6	6
JOURNEY	1	9	9
JOY	1	1	1
JULY	1	4	4
JUNE	1	2	2
KILOMETRE	1	6	6
KNIFE	1	1	1
KNIT	1	2	2
KNOWLEDGE	1	1	1
LANGUAGE	1	50	50
LAWN	1	1	1
LAWYER	1	1	1
LEAGUE	1	1	1
LEGAL	1	0	3
LEND	1	3	3
LESSON	1	27	27
LIBRARY	1	4	4
LION	1	3	3
LONE	1	0	1
LOWER	1	1	1
MAGAZINE	1	20	20
MAGIC	1	6	8
MALE	1	4	4
MAP	1	17	17
MARCH	1	6	6
MASK	1	2	2
MATCH	1	65	70
MATERIAL	1	3	3
MATHEMATICS	1	0	27
MEASURE	1	6	6
MEAT	1	8	8
MEDICAL	1	4	4

MEDICINE	1	2	2
MELT	1	3	3
MESSAGE	1	1	1
METAL	1	11	11
METRE	1	8	8
MIRROR	1	23	23
MIX	1	2	3
MODEL	1	5	5
MODERN	1	6	6
MONKEY	1	1	1
MOON	1	7	7
MOTOR	1	3	3
MOUNT	1	2	2
MOUSE	1	5	6
MUSCLE	1	3	3
MYSTERY	1	1	2
NARROW	1	1	1
NAVY	1	2	2
NERVOUS	1	3	3
NEWSPAPER	1	7	7
NORTHERN	1	1	1
NOVEMBER	1	4	4
NUT	1	1	1
OBJECT	1	2	4
OBSERVE	1	0	4
OCCUR	1	3	3
ONION	1	4	4
OPERATE	1	0	1
OPINION	1	6	7
OPPOSITE	1	1	1
OPTION	1	2	2
ORDINARY	1	6	6
ORGANIZE	1	0	11
ORIGINAL	1	2	2
OVEN	1	1	1
PARTNER	1	69	69
PEACE	1	1	7
PER	1	1	1
PERCENT	1	1	2
PERFORM	1	6	6
PERIOD	1	2	2
PET	1	2	4
PHYSICAL	1	2	2
PIANO	1	5	5
PIE	1	1	1
PIG	1	2	2

PINK	1	1	1
PIPE	1	2	2
PLAIN	1	5	5
PLANE	1	14	34
PLASTIC	1	1	1
PLATE	1	2	2
PLEASANT	1	7	8
POCKET	1	3	3
POEM	1	1	1
POISON	1	0	1
POLE	1	1	1
POLITICS	1	0	2
POLLUTE	1	0	2
POOL	1	4	4
POPULAR	1	20	20
POPULATION	1	10	10
POSITIVE	1	2	2
POSSESS	1	0	6
POTATO	1	3	3
PRACTISE	1	11	40
PRAY	1	2	3
PREFER	1	4	4
PRESIDENT	1	1	1
PRETEND	1	1	1
PRIVATE	1	2	2
PROCESS	1	1	1
PRODUCT	1	4	5
PROFESSION	1	2	8
PROGRESS	1	10	10
PROJECT	1	10	10
PRONOUNCE	1	0	2
PROUD	1	3	3
PUB	1	2	2
PUNISH	1	1	2
PUP	1	0	1
PURE	1	1	1
QUALIFY	1	0	1
QUALITY	1	1	1
RARE	1	1	3
RAT	1	1	1
RECEIVE	1	6	6
RECOGNIZE	1	0	1
RECOMMEND	1	1	3
RECOVER	1	1	1
REFER	1	13	20
REFRIGERATOR	1	0	1

REFUSE	1	1	1
REGULAR	1	2	8
REMIND	1	1	1
REMOVE	1	2	2
REPAIR	1	3	3
REPEAT	1	30	31
REPLACE	1	3	3
REPRESENT	1	1	2
RESEARCH	1	2	2
RESERVE	1	1	3
RESTAURANT	1	28	28
RESULT	1	19	19
RICE	1	3	3
ROLE	1	3	3
ROOF	1	6	6
ROOT	1	1	1
ROPE	1	2	2
ROW	1	7	7
ROYAL	1	0	1
SAINT	1	10	10
SALARY	1	2	2
SALE	1	2	2
SALT	1	2	2
SAND	1	3	8
SANDWICH	1	1	1
SAUSAGE	1	1	1
SCENE	1	2	2
SCORE	1	4	4
SCRATCH	1	2	2
SCREAM	1	2	2
SCREEN	1	1	1
SEAL	1	2	2
SEARCH	1	4	4
SEASON	1	3	3
SECTION	1	3	3
SEED	1	2	2
SELECT	1	0	2
SENTENCE	1	183	183
SEPTEMBER	1	3	3
SERIES	1	1	1
SHADE	1	0	7
SHAVE	1	0	1
SHEEP	1	2	2
SHELF	1	1	1
SHELTER	1	5	5
SHINE	1	6	6

SIGNAL	1	1	1
SILENCE	1	1	1
SILVER	1	1	1
SIMILAR	1	10	10
SINK	1	7	7
SITE	1	3	3
SKI	1	9	13
SKILL	1	9	9
SKIRT	1	3	3
SNAKE	1	4	4
SOCIETY	1	2	2
SOCK	1	5	5
SOLDIER	1	10	10
SOLID	1	2	2
SOUP	1	4	4
SPECIES	1	2	2
SPECIFIC	1	5	5
SPEECH	1	4	4
SPEED	1	2	2
SPELL	1	8	13
SPIRIT	1	2	2
STATES	1	1	1
STEAK	1	3	3
STOMACH	1	1	1
STORM	1	5	11
STRAWBERRY	1	2	3
STRENGTH	1	1	1
STRESS	1	4	4
STRING	1	1	1
STYLE	1	3	3
SUCCESS	1	1	2
SUFFER	1	1	1
SUGAR	1	1	1
SUPER	1	3	3
SURVIVE	1	6	9
SWEEP	1	7	7
TALE	1	1	1
TANK	1	2	2
TAXI	1	6	6
TECHNOLOGY	1	3	3
TEENAGE	1	1	19
TENSE	1	3	3
THEATRE	1	7	7
THIEF	1	7	7
THIN	1	2	2
TICKET	1	27	27

TIP	1	13	13
TITLE	1	3	3
TOE	1	1	1
TOILET	1	5	5
TOMATO	1	1	1
TOOL	1	1	1
TOPIC	1	7	7
TOUR	1	8	12
TOWEL	1	1	1
TOWER	1	5	5
TOY	1	3	3
TRADITION	1	3	10
TRANSFER	1	3	3
TRICK	1	2	2
TRUNK	1	2	2
TUNE	1	1	1
TWIST	1	1	1
TYPICAL	1	1	1
UNIT	1	6	6
UNITE	1	0	4
UNIVERSITY	1	5	5
UPSET	1	5	5
VALLEY	1	2	2
VALUE	1	0	1
VARY	1	1	2
VEGETABLE	1	6	6
VEHICLE	1	1	1
VILLAGE	1	7	7
WARN	1	0	1
WEAK	1	5	5
WEIRD	1	1	1
WESTERN	1	2	2
WIPE	1	1	1
WOLF	1	1	2
WRAP	1	1	1
YELL	1	1	1
BASE THREE FAMILIES			
	RANGE	TYFREQ	FAFREQ
ACADEMY	1	1	1
ACRE	1	1	1
ADOPT	1	3	3
AFFIRM	1	0	13
AGGRESSIVE	1	1	1
AIM	1	1	1
ALBUM	1	5	5
ANCIENT	1	46	46

ANNUAL	1	1	1
APPROPRIATE	1	2	2
ARCHAEOLOGY	1	0	1
ARCHITECT	1	4	4
ARCHITECTURE	1	1	1
ATHLETE	1	11	11
AUDIENCE	1	4	4
AUTHOR	1	2	2
AWARD	1	1	1
BACTERIUM	1	0	1
BEHAVIOUR	1	2	2
BELIEF	1	2	2
BIOLOGICAL	1	1	1
BLEND	1	0	4
CAPTURE	1	4	4
CARVE	1	0	1
CATEGORY	1	3	3
CELEBRATE	1	5	8
CEREMONY	1	2	2
CHART	1	12	12
CIVIL	1	2	2
CIVILISE	1	0	2
COIN	1	2	2
COLONY	1	2	2
COLUMN	1	6	6
COMMUNICATE	1	1	2
COMPETE	1	9	11
COMPOSE	1	2	4
CONCERT	1	16	16
CONDUCT	1	0	1
CONSEQUENCE	1	1	1
CONTEST	1	7	7
CONTINENT	1	1	1
CONTRAST	1	1	1
COORDINATE	1	0	1
CRUISE	1	1	1
CUSTOM	1	0	2
CYCLE	1	0	1
DEFEND	1	1	1
DEFINE	1	0	20
DEMOCRACY	1	1	1
DESCRIPTION	1	32	32
DESTRUCTION	1	1	1
DEVICE	1	1	1
DIALOGUE	1	29	29
DICTATE	1	0	9

DIGITAL	1	1	1
DOCUMENT	1	1	1
DRILL	1	5	5
EASTERN	1	1	1
ELABORATE	1	7	7
ELECTRONIC	1	2	4
ELEMENT	1	1	1
ENTERPRISE	1	2	2
ENTRANCE	1	1	1
ENTRY	1	1	1
EPISODE	1	1	1
ERROR	1	1	1
ESSAY	1	11	11
ESSENTIAL	1	1	1
EXCESS	1	0	1
EXHIBIT	1	0	2
EXPERT	1	8	8
EXPLOIT	1	1	1
EXPLORE	1	5	8
EXTRACT	1	1	1
EXTRAORDINARY	1	5	5
FACTORY	1	1	1
FALSE	1	25	25
FANTASY	1	1	1
FESTIVAL	1	5	5
FICTION	1	1	1
FOCUS	1	3	3
FORMER	1	1	1
FREQUENT	1	2	6
FUNERAL	1	1	1
GALLERY	1	1	1
GAP	1	1	1
GEOGRAPHY	1	7	9
GLOBAL	1	1	1
GUITAR	1	16	16
HERITAGE	1	2	2
HIGHLIGHT	1	0	1
HORROR	1	1	1
HOST	1	2	2
HOUSEHOLD	1	3	3
IDEAL	1	1	1
IMMIGRANT	1	3	3
INDEPENDENT	1	1	1
INSTITUTE	1	1	1
INTELLIGENCE	1	1	1
INTERACT	1	0	6

INTERNATIONAL	1	5	5
INVENT	1	0	2
LEGEND	1	12	12
LIQUID	1	5	5
LITERATURE	1	6	6
MANUFACTURE	1	0	1
MARINE	1	1	1
MENU	1	1	1
METHOD	1	2	2
MINER	1	4	4
MONSTER	1	1	1
MORAL	1	1	1
MULTIPLE	1	1	1
MUSEUM	1	15	15
MYTH	1	17	19
NARRATE	1	0	6
NEGATIVE	1	14	14
NOVEL	1	1	1
OBJECTIVE	1	1	1
OBLIGE	1	0	3
OCEAN	1	9	9
OPERA	1	10	10
ORIGIN	1	1	1
PANEL	1	1	1
PARAGRAPH	1	38	38
PARTICIPANT	1	2	2
PARTICIPATE	1	2	2
PERMISSION	1	5	5
PERMIT	1	1	1
PERSONALITY	1	2	2
PHILOSOPHY	1	1	1
PHRASE	1	17	17
PILOT	1	1	1
PLOT	1	1	1
PREDICT	1	3	26
PRESERVE	1	1	3
PRIEST	1	2	2
PRIZE	1	2	2
PROFESSOR	1	1	1
PROHIBIT	1	0	1
PROMPT	1	3	3
PUBLISH	1	3	3
PUZZLE	1	1	1
RADIATE	1	0	1
REFLECT	1	1	1
RELATIVE	1	10	10

RELEVANT	1	4	4
RELIGIOUS	1	4	4
REPUBLIC	1	2	2
REQUEST	1	1	1
RESCUE	1	2	2
RESIDE	1	0	2
RESORT	1	2	2
RESPONSE	1	5	7
REVERSE	1	1	1
REVIEW	1	7	8
RHYTHM	1	3	3
ROUTINE	1	8	8
SAMPLE	1	1	1
SATELLITE	1	1	1
SCULPT	1	0	2
SEQUENCE	1	12	12
SOLUTION	1	2	2
SOLVE	1	2	2
STRUCTURE	1	8	8
STUDIO	1	3	3
SUCCEED	1	2	2
SUFFICIENT	1	1	2
SURVEY	1	6	6
SWEAT	1	2	2
SYMBOL	1	5	6
TASK	1	17	17
TEMPERATURE	1	10	10
TENNIS	1	11	11
TEXT	1	63	63
THRILL	1	0	3
TOURNAMENT	1	2	2
TRANSPORT	1	22	22
TREASURE	1	3	3
TRIBE	1	1	1
TUNNEL	1	1	1
UNIFORM	1	3	3
UNIVERSE	1	2	2
VIRTUAL	1	2	2
VOLUNTEER	1	7	7
WEIGH	1	3	3
BASE FOUR FAMILIES			
	RANGE	TYFREQ	FAFREQ
ALLEY	1	6	6
AMBULANCE	1	2	2
ANCESTOR	1	1	1
ARMOUR	1	3	3

ARROW	1	4	4
AUDIO	1	2	2
AVENUE	1	2	2
BALLOON	1	4	4
BATHE	1	0	1
BICYCLE	1	1	1
BIOGRAPHY	1	12	12
BIOLOGY	1	3	3
BOLD	1	5	5
BRONZE	1	2	2
BULLET	1	2	2
CAFE	1	10	10
CALORIE	1	0	1
CANAL	1	1	1
CANDLE	1	2	2
CARRIAGE	1	1	1
CATHEDRAL	1	2	2
CAVE	1	12	12
CELEBRITY	1	8	8
CERTIFICATE	1	1	1
CHAMPAGNE	1	1	1
CHEF	1	3	3
CHEMISTRY	1	3	3
CINEMA	1	21	21
CLAY	1	1	1
CLERK	1	1	1
CLICK	1	1	1
COMPARATIVE	1	6	6
CORN	1	4	4
COSTUME	1	3	3
DEAF	1	1	1
DEER	1	1	1
DELICATE	1	1	1
DEVIL	1	1	1
DIAGRAM	1	1	1
DIAMOND	1	10	10
DIARY	1	2	2
DICTIONARY	1	6	6
DILEMMA	1	1	1
DIP	1	1	1
DOCUMENTARY	1	1	1
DOLPHIN	1	4	4
DULL	1	2	2
DWELL	1	1	1
EAGLE	1	1	1
EMPEROR	1	1	1

ERUPT	1	0	1
EXOTIC	1	2	2
EYEBROW	1	1	1
FAME	1	1	1
FERRY	1	3	3
FLOUR	1	1	1
FORK	1	1	1
GENRE	1	1	1
GOAT	1	4	4
HABITAT	1	1	1
HAMMER	1	1	1
HELICOPTER	1	6	6
HELMET	1	2	2
HOLLOW	1	1	1
HORN	1	0	2
HUG	1	3	3
HURRICANE	1	1	1
INSECT	1	11	11
JAZZ	1	6	6
JEWELLERY	1	13	14
JUNGLE	1	3	3
KEYBOARD	1	2	2
KIDNAP	1	2	2
LADDER	1	1	1
LAP	1	1	1
LAUNDRY	1	1	1
LEAF	1	1	1
LIVELY	1	3	3
LUNG	1	3	3
MAGNIFICENT	1	1	1
MAMMAL	1	3	3
MARBLE	1	1	1
MAT	1	3	3
MEDAL	1	5	5
MONUMENT	1	6	6
NECESSITY	1	1	1
NOUGHT	1	1	1
NUTRITION	1	1	1
OLIVE	1	1	1
ORCHESTRA	1	2	2
OWL	1	3	3
PARADE	1	1	1
PARTICLE	1	1	1
PASSIVE	1	17	17
PATRON	1	1	1
PECULIAR	1	1	1

PENCIL	1	4	4
PHYSICS	1	5	5
PILLOW	1	1	1
PIONEER	1	1	1
PLURAL	1	4	4
POLAR	1	3	3
POSTER	1	1	1
PREACH	1	0	1
PREMIER	1	1	1
QUESTIONNAIRE	1	1	1
RAP	1	2	2
RECYCLE	1	2	3
ROBOT	1	19	19
RUBBER	1	3	3
SCRAMBLE	1	0	1
SHERIFF	1	1	1
SOLAR	1	1	1
SPONTANEOUS	1	2	2
SPY	1	1	1
STADIUM	1	1	1
STATUE	1	5	5
SURGEON	1	1	1
TEMPLE	1	7	7
TERRIFY	1	0	1
THUMB	1	1	1
THUNDER	1	1	1
TIGER	1	4	5
TRAGIC	1	1	1
TROPHY	1	1	1
TROUSERS	1	5	5
VENUE	1	2	2
VETERINARIAN	1	0	2
VILLA	1	1	1
VOLCANO	1	2	2
WAITER	1	10	10
WARRIOR	1	10	10
WEEP	1	1	1
WHALE	1	6	6
WIDOW	1	1	2
BASE FIVE FAMILIES	RANGE	TYFREQ	FAFREQ
ALLERGY	1	0	1
AMMUNITION	1	1	1
APPENDIX	1	15	15
APPLIANCE	1	5	5
AQUARIUM	1	6	6

ARCTIC	1	6	6
AUTOBIOGRAPHY	1	0	1
BALCONY	1	1	1
BASKETBALL	1	11	11
BOTANY	1	0	3
BRACKET	1	37	37
BROCHURE	1	4	4
CARBOHYDRATE	1	3	3
CHEMIST	1	5	5
CONQUER	1	1	1
COSMETIC	1	0	3
CRICKET	1	1	1
CUPBOARD	1	2	2
DENTIST	1	4	4
DESSERT	1	2	2
DINOSAUR	1	2	2
EARTHQUAKE	1	6	6
ECCENTRIC	1	1	1
ERASE	1	0	1
EXTINCT	1	22	22
FACTUAL	1	4	4
GRAM	1	3	3
GRAMMAR	1	56	56
GUM	1	1	1
GYMNASIUM	1	0	1
HIGHLAND	1	5	5
HIKE	1	2	2
HOCKEY	1	2	2
HOWL	1	1	1
JOCKEY	1	0	1
JOG	1	0	1
KNIGHT	1	1	1
LIGHTNING	1	6	6
MALL	1	9	9
MARATHON	1	2	2
MARTYR	1	1	1
MASSAGE	1	1	1
MOAN	1	1	1
MONK	1	4	4
MOSQUITO	1	7	7
NATIONALITY	1	1	1
NEPHEW	1	2	2
ORNAMENT	1	1	1
PASSPORT	1	4	4
PASTA	1	4	4
PICKUP	1	1	1

PICNIC	1	5	5
PIRATE	1	2	2
PIZZA	1	8	8
PLUMBING	1	0	2
PYRAMID	1	1	1
RADIOACTIVE	1	1	1
REFEREE	1	2	2
SANCTUARY	1	2	2
SENSOR	1	1	1
SHARK	1	13	13
SIBLING	1	1	1
SINGULAR	1	2	2
SKATE	1	2	3
SKELETON	1	1	1
SNACK	1	1	1
SPECTATOR	1	1	1
SPIDER	1	2	2
STEPMOTHER	1	1	3
STOCKING	1	1	1
SUBMARINE	1	2	2
SURF	1	0	4
SYMPHONY	1	2	2
TEEN	1	5	5
TORCH	1	2	2
TRACTOR	1	1	1
TRUMPET	1	1	1
TURTLE	1	1	1
UMBRELLA	1	8	8
UNDERLINE	1	1	1
VACATION	1	1	1
VACUUM	1	1	1
VEGETARIAN	1	2	2
VERB	1	73	73
VIOLIN	1	5	5
VOCABULARY	1	56	56
WALLET	1	6	6
WITCH	1	25	25
WIZARD	1	2	2
YACHT	1	2	2
ZOO	1	21	21
BASE SIX FAMILIES	RANGE	TYFREQ	FAFREQ
ADJECTIVE	1	56	56
ALPHABET	1	2	2
ALPS	1	2	2
AQUATIC	1	1	1

BROWSE	1	8	8
CAMEL	1	2	2
CHIMPANZEE	1	2	2
CONTRACTION	1	2	2
CURRY	1	1	1
DENTAL	1	1	1
DISCO	1	2	2
FIREFIGHT	1	0	4
GLACIER	1	2	2
GYPSY	1	1	1
HUMANE	1	1	1
HYPOTHETICAL	1	1	1
JEEP	1	3	3
JERSEY	1	2	2
KITE	1	4	4
LIMOUSINE	1	3	3
LITRE	1	2	2
LIZARD	1	3	3
LOTTERY	1	4	4
MAR	1	0	1
MERCURY	1	2	2
METEOR	1	8	8
MOSQUE	1	1	1
MYTHOLOGY	1	4	4
NECKLACE	1	5	5
NIECE	1	1	1
OSCAR	1	2	2
PANT	1	1	1
PARACHUTE	1	6	8
PARROT	1	1	1
PUNCTUATE	1	0	2
QUEUE	1	5	5
QUIZ	1	24	24
RACKET	1	1	1
RIDDLE	1	3	3
SHRIEK	1	1	1
SIREN	1	2	2
SLAY	1	1	1
SOUVENIR	1	5	5
SQUIRREL	1	1	1
SYLLABLE	1	3	3
SYNONYM	1	2	2
TREK	1	6	6
ZOOM	1	1	1
BASE SEVEN FAMILIES	RANGE	TYFREQ	FAFREQ

ABBREVIATE	1	0	1
ABORIGINE	1	4	6
ARITHMETIC	1	1	1
ASTRONAUT	1	11	11
ATLAS	1	3	3
AUTOGRAPH	1	1	1
BAMBOO	1	1	1
BARBARIAN	1	1	1
EMERALD	1	1	1
EXCERPT	1	1	1
GRAFFITI	1	2	2
INTONE	1	0	7
KITTEN	1	1	1
NOMAD	1	1	1
NOUN	1	23	23
PREHISTORIC	1	5	5
REPTILE	1	4	4
SANDAL	1	2	2
SAXOPHONE	1	6	6
SHAMPOO	1	2	2
SPAGHETTI	1	1	1
SUBWAY	1	1	1
TRAM	1	4	4
VINYL	1	1	1
VOWEL	1	4	4
BASE EIGHT FAMILIES	RANGE	TYFREQ	FAFREQ
BAGGY	1	1	1
BEAU	1	0	93
BEEP	1	2	2
CHARIOT	1	1	1
CLOVER	1	2	2
CONSONANT	1	1	1
GORILLA	1	2	2
HALLOWEEN	1	3	3
ITINERARY	1	2	2
LEOPARD	1	1	1
MANGO	1	1	1
PENGUIN	1	2	2
PRONOUN	1	4	8
PUMPKIN	1	1	1
QUID	1	1	1
RHINO	1	2	2
RINK	1	1	1
SAFARI	1	1	1
SCOOT	1	0	7

SCREENPLAY	1	1	1
SNEEZE	1	1	1
SUPERSTITION	1	27	27
SURNAME	1	1	1
TELEGRAM	1	1	1
BASE NINE FAMILIES	RANGE	TYFREQ	FAFREQ
COCKROACH	1	3	3
COMMA	1	1	1
DYSLEXIA	1	2	3
FLASHLIGHT	1	1	1
GRAPEFRUIT	1	2	2
KANGAROO	1	4	4
KILO	1	3	3
PARAMEDIC	1	1	1
PENICILLIN	1	1	1
PHONETIC	1	2	2
REGGAE	1	4	4
RUBY	1	1	1
SAPPHIRE	1	2	2
SCIENCEFICTION	1	1	1
SOCIABLE	1	1	1
VOLLEYBALL	1	8	8
ZEBRA	1	3	3
BASE TEN FAMILIES	RANGE	TYFREQ	FAFREQ
ADVERB	1	9	9
BILLIONAIRE	1	1	1
BRAINSTORM	1	0	11
CHEETAH	1	4	4
COLOSSEUM	1	0	2
DECIBEL	1	5	5
ELK	1	3	3
EMU	1	2	2
HAMSTER	1	2	2
INFINITIVE	1	1	1
MODAL	1	4	4
TRIVIA	1	1	1
VISOR	1	1	1
BASE 11FAMILIES	RANGE	TYFREQ	FAFREQ
CARAT	1	7	7
JUDO	1	7	7
KARAOKE	1	1	1
KILT	1	1	1
MINIBUS	1	1	1

NEPAL	1	3	3
PREFIX	1	5	5
SUFFIX	1	6	6
SUPERLATIVE	1	3	3
BASE 12FAMILIES	RANGE	TYFREQ	FAFREQ
CHEDDAR	1	1	1
GAZELLE	1	1	1
GOON	1	4	4
GOURD	1	1	1
NEUROSURGERY	1	0	1
PREPOSITION	1	7	7
SALSA	1	1	1
SORBET	1	1	1
BASE 13FAMILIES	RANGE	TYFREQ	FAFREQ
NEUROSCIENCE	1	1	1
UNDERWEIGHT	1	1	1
BASE 14FAMILIES	RANGE	TYFREQ	FAFREQ
BLOG	1	2	2
COLLOCATE	1	0	6
INTERROGATIVE	1	2	2
PARTHENON	1	2	2
BASE 15FAMILIES	RANGE	TYFREQ	FAFREQ
BOOKWORM	1	1	1
CONQUISTADOR	1	2	2
RADIUM	1	1	1
BASE 16FAMILIES	RANGE	TYFREQ	FAFREQ
CHAPATI	1	0	2
DETERMINER	1	3	3
MADONNA	1	1	1
SEQUOIA	1	3	3
SITAR	1	7	7
STINGRAY	1	1	1
BASE 17FAMILIES	RANGE	TYFREQ	FAFREQ
ANTONYM	1	4	4
BASE 18FAMILIES	RANGE	TYFREQ	FAFREQ
CAROB	1	2	2
GRANOLA	1	1	1
SUPERBOWL	1	6	6

BASE 19FAMILIES	RANGE	TYFREQ	FAFREQ
DIDGERIDOO	1	9	9
GENITIVE	1	2	2
BASE 20FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 21FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 22FAMILIES	RANGE	TYFREQ	FAFREQ
GERUND	1	1	1
QUAGGA	1	5	5
BASE 23FAMILIES	RANGE	TYFREQ	FAFREQ
BASE 24FAMILIES	RANGE	TYFREQ	FAFREQ
GODOWN	1	4	4
BASE 25FAMILIES	RANGE	TYFREQ	FAFREQ
TYPES NOT FOUND IN ANY LIST			
TYPE	RANGE	FREQ	F1
ACCORDINGTO	1	41	41
ADIRONDACKMOUNTAINS	1	2	2
AFEW	1	26	26
AFRAIDOF	1	4	4
AFRICA	1	9	9
AFRICAN	1	3	3
AFTERSCHOOL	1	1	1
AFTERWORLD	1	2	2
AIRPORT	1	1	1
ALASKA	1	4	4
ALGERIAN	1	1	1
ALITTLE	1	26	26
ALLABOUT	1	2	2
ALLDAY	1	6	6
ALLOVER	1	1	1
ALLOVERTHEWORLD	1	9	9
ALLTHE	1	16	16
ALLTHETIME	1	1	1
ALLTHEWAY	1	2	2
ALOT	1	5	5
ALOTOF	1	32	32
AMAZON	1	31	31
AMERICA	1	3	3

AMERICAN	1	5	5
ANDAHALF	1	2	2
ANDES	1	1	1
ANKARA	1	1	1
ANTIOPE	1	2	2
ANUMBEROF	1	5	5
ANYOTHER	1	5	5
APPLYFOR	1	1	1
ARCHEOLOGICAL	1	1	1
ARGENTINA	1	1	1
ARKANSAS	1	1	1
AROUNDTHEWORLD	1	4	4
ARRIVEAT	1	2	2
ARTWORK	1	1	1
AS-AS	1	18	18
ASIA	1	1	1
ASIAN	1	1	1
ASKABOUT	1	3	3
ASKFOR	1	1	1
ASLONGAS	1	2	2
ASMANYAS	1	3	3
ASWELL	1	1	1
ASWELLAS	1	2	2
ATHENS	1	5	5
ATHOME	1	8	8
ATLANTA	1	1	1
ATLANTIC	1	1	1
ATLEAST	1	9	9
ATNIGHT	1	5	5
ATSCHOOL	1	12	12
ATTHEBEGINNING	1	2	2
ATTHEBOTTOM	1	1	1
ATTHEEND	1	3	3
ATTHEENDOF	1	8	8
ATTHEMOMENT	1	5	5
ATTHESAMETIME	1	7	7
ATTHETOP	1	2	2
ATTHEWEEKEND	1	4	4
ATTHISMOMENT	1	1	1
AUSTRALIA	1	32	32
AUSTRALIAN	1	2	2
AUSTRIA	1	2	2
AZTECS	1	1	1
BABYSIT	1	1	1
BACKPACK	1	3	3
BACKTOLIFE	1	1	1

BADLUCK	1	10	10
BAGPIPE	1	6	6
BAGPIPER	1	2	2
BAKEACAKE	1	1	1
BANGKOK	1	6	6
BARCELONA	1	1	1
BASEDON	1	3	3
BASEFORM	1	2	2
BASKETBALLGAME	1	2	2
BASKETBALLPLAYER	1	2	2
BASKETBALLTEAM	1	3	3
BATHROOM	1	1	1
BATTLEFIELD	1	1	1
BEALONE	1	1	1
BEATLES	1	4	4
BEAUTITUL	1	1	1
BEBACK	1	1	1
BEBORN	1	18	18
BE CAREFUL	1	3	3
BECAUSEOF	1	5	5
BEDROOM	1	2	2
BEGOINGTO	1	20	20
BEGOODAT	1	1	1
BEINTROUBLE	1	2	2
BELGIUM	1	2	2
BELUGA	1	3	3
BEON	1	1	1
BEOVER	1	1	1
BEREADY	1	2	2
BIGBEN	1	1	1
BIRTHDAY	1	9	9
BIRTHDAYCARD	1	1	1
BLACKSEA	1	1	1
BLOGENTRY	1	6	6
BLOWINTO	1	1	1
BLOWOUT	1	1	1
BOARDINGSCHOOL	1	2	2
BODYBUILDER	1	1	1
BOOKSHOP	1	2	2
BOUNCEOFF	1	1	1
BOWLINGALLEY	1	1	1
BOYFRIEND	1	1	1
BRAZIL	1	2	2
BREAKAHEART	1	1	1
BREAKFREE	1	9	9
BREAKFREEFROM	1	1	1

BREAKUP	1	1	1
BRIGHTON	1	1	1
BRINGBACK	1	1	1
BRINGBACKTOLIFE	1	2	2
BRISBANE	1	1	1
BRIT	1	8	8
BRITAIN	1	10	10
BRITISH	1	26	26
BRITISHMUSEUM	1	1	1
BRUSSELS	1	1	1
BULGARIA	1	1	1
BURNDOWN	1	1	1
BYCHOICE	1	1	1
BYHEART	1	1	1
BYYOURSELF	1	1	1
CALIFORNIA	1	47	47
CAMBODIA	1	1	1
CAMPUSMARITUS	1	1	1
CANADA	1	8	8
CAPITALCITY	1	2	2
CAPITALLETTER	1	2	2
CAREFOR	1	1	1
CARPARK	1	2	2
CARRYON	1	1	1
CELTIC	1	1	1
CENTRALHEATING	1	1	1
CENTRALPARK	1	2	2
CHATROOM	1	1	1
CHECKLIST	1	9	9
CHICAGO	1	2	2
CHINA	1	5	5
CHINESE	1	5	5
CHRISTCHURCH	1	3	3
CHRISTIAN	1	2	2
CIVILWAR	1	2	2
CLASSICALMUSIC	1	4	4
CLASSMATE	1	1	1
CLASSROOM	1	5	5
CLICKON	1	1	1
CLIMBUP	1	1	1
COFFEESHOP	1	1	1
COLOMBIA	1	1	1
COLORADO	1	1	1
COMEFROM	1	8	8
COMEHOME	1	3	3
COMEWITH	1	1	1

COMMITMURDER	1	1	1
COMPOUNDNOUN	1	3	3
COMPOUNDSSENTENCE	1	1	1
COMPUTERGAME	1	4	4
CORNWALL	1	1	1
COSTARICA	1	1	1
COUNTABLENOUN	1	3	3
CRASHINTO	1	1	1
CRATEROFDIAMONDSSTATEPARK	1	1	1
CREDITCARD	1	1	1
CRICKETGROUND	1	2	2
CULINARYARTSACADEMY	1	1	1
CUTDOWN	1	1	1
DANISH	1	1	1
DEALWITH	1	1	1
DEATHVALLEY	1	2	2
DENMARK	1	2	2
DEVON	1	1	1
DIGINTO	1	1	1
DININGROOM	1	1	1
DISAGREEWITH	1	1	1
DISTANCELEARNING	1	1	1
DIVEINTO	1	1	1
DIVINGSUIT	1	1	1
DOAUX	1	425	425
DONQUIXOTE	1	2	2
DOORBELL	1	1	1
DOWNLOAD	1	2	2
DREAMON	1	1	1
DRINKINGWATER	1	1	1
DUBAI	1	19	19
DURINGTHEMORNING	1	1	1
DWARFEMU	1	4	4
EACHONE	1	1	1
EACHOTHER	1	2	2
EARRING	1	2	2
EASII	1	1	1
EASTERNELEPHANT	1	2	2
EGYPT	1	7	7
EGYPTIAN	1	18	18
ELFSTEDENTOCHT	1	2	2
EMERALDBUDDHA	1	1	1
EMPIRESTATEBUILDING	1	2	2
ENDANGEREDSPECIES	1	2	2
ENDOFTHEYEAR	1	1	1
ENGLAND	1	38	38

ENGLISH	1	27	27
ENGLISHSPEAKING	1	1	1
ETHIOPIA	1	2	2
EUROPE	1	6	6
EUROPEAN	1	7	7
EVERYYEAR	1	6	6
FACETOFACE	1	1	1
FALLINLOVE	1	5	5
FALLTHROUGH	1	1	1
FALSEFRIEND	1	3	3
FAMILYNAME	1	1	1
FARAWAY	1	2	2
FARFROM	1	7	7
FASTLY	1	3	3
FATHERINLAW	1	1	1
FEELLIKE	1	1	1
FIFTEENHUNDREDEAROLD	1	1	1
FIFTEENYEAROLD	1	1	1
FILLIN	1	5	5
FILLWITH	1	1	1
FILMMAKER	1	1	1
FINDASOLUTION	1	1	1
FINDOUT	1	15	15
FINDOUTABOUT	1	5	5
FINDTHETIME	1	1	1
FINDYOURWAY	1	1	1
FINISHE	1	2	2
FIREPLACE	1	1	1
FIRSTNAME	1	1	1
FIRSTOFALL	1	1	1
FIRSTTIME	1	1	1
FISHERMEN	1	1	1
FITTINGROOM	1	5	5
FLASHDRIVE	1	1	1
FLORIDA	1	1	1
FLOWERMARKET	1	1	1
FOLKTALE	1	10	10
FOOTBALLMATCH	1	2	2
FOOTBALLSTADIUM	1	2	2
FOOTBALLTEAM	1	2	2
FOREVER	1	1	1
FOREXAMPLE	1	9	9
FORTUNETELLER	1	1	1
FOURLEAFED	1	2	2
FRANCE	1	6	6
FREETIME	1	4	4

FRENCH	1	7	7
FROMTHEBEGINNING	1	2	2
FRONTDOOR	1	1	1
FRUITJUICE	1	1	1
GAINCONTROL	1	1	1
GAPFILL	1	2	2
GERMAN	1	3	3
GERMANY	1	3	3
GETAJOB	1	1	1
GETALONG	1	2	2
GETBIGGER	1	1	1
GETCLOSE	1	1	1
GETDOWN	1	1	1
GETDRESSED	1	2	2
GETFIT	1	1	1
GETHOME	1	2	2
GETINTO	1	4	4
GETINTOTROUBLE	1	1	1
GETMARRIED	1	11	11
GETMORE	1	2	2
GETOFF	1	2	2
GETON	1	4	4
GETOUT	1	1	1
GETOVER	1	1	1
GETREADY	1	3	3
GETSTARTED	1	5	5
GETTHERE	1	3	3
GETTIRED	1	2	2
GETTO	1	8	8
GETTOGETHER	1	1	1
GETUP	1	3	3
GETUSEDTO	1	1	1
GIVEPERMISSION	1	1	1
GLASGOW	1	1	1
GLASSMAKING	1	1	1
GLENCOE	1	1	1
GLOBALWARMING	1	6	6
GOALKEEPER	1	1	1
GODOFWAR	1	1	1
GOHOME	1	3	3
GOINTO	1	3	3
GOLDENSTATE	1	1	1
GOLDFIELD	1	4	4
GOLDMEDAL	1	2	2
GOLDMINING	1	1	1
GOLDRUSH	1	10	10

GOODEXAMPLE	1	2	2
GOODIDEA	1	9	9
GOODLOOKING	1	1	1
GOONHOLIDAY	1	1	1
GOOVER	1	1	1
GORUNNING	1	1	1
GOSHOPPING	1	4	4
GOSWIMMING	1	2	2
GOTO	1	90	90
GOUP	1	2	2
GRASSEATING	1	1	1
GREATGRANDFATHER	1	1	1
GREATGRANDPARENT	1	1	1
GREATPYRAMIDOFGIZA	1	2	2
GREATUNCLE	1	1	1
GREATWALL	1	3	3
GREECE	1	10	10
GREEK	1	18	18
GREETINGCARD	1	1	1
GROUNDLOOR	1	1	1
GROWUP	1	5	5
HAGLEY	1	3	3
HAIRCUT	1	1	1
HAIRDRESSER	1	3	3
HAIRDRYER	1	6	6
HALFPAST	1	1	1
HALFTIME	1	3	3
HALIFAX	1	1	1
HANGOUTWITH	1	1	1
HANOI	1	1	1
HARDROCK	1	1	1
HARDROCKMUSIC	1	1	1
HARDWORK	1	1	1
HARVARDMEDICALSCHOOL	1	1	1
HAVEAGOODTIME	1	1	1
HAVEAJOB	1	1	1
HAVEAPARTY	1	1	1
HAVEAUX	1	137	137
HAVEBREAKFAST	1	2	2
HAVEDINNER	1	1	1
HAVEFUN	1	10	10
HAVEGOT	1	115	115
HAVELUNCH	1	2	2
HAVENOCHOICE	1	1	1
HAVETIME	1	2	2
HAVETO	1	29	29

HAVETODAY	1	1	1
HEADLINE	1	3	3
HEADSET	1	2	2
HEALTHPROBLEM	1	1	1
HEARABOUT	1	1	1
HEAROF	1	1	1
HEARTATTACK	1	1	1
HEATHROW	1	1	1
HERACLES	1	2	2
HINDU	1	4	4
HIPHOP	1	3	3
HIPHOPMUSIC	1	1	1
HOLKHAM	1	3	3
HOLKHAMBEACH	1	1	1
HOLLYWOOD	1	2	2
HOMEWORK	1	10	10
HONGKONG	1	1	1
HOPEFOR	1	1	1
HOPKINS	1	1	1
HORSEDRAWN	1	1	1
HORSESHOE	1	2	2
HOTELROOM	1	1	1
HOUSEWORK	1	2	2
HOWABOUT	1	3	3
HOWLONG	1	2	2
HOWMANY	1	40	40
HOWMUCH	1	19	19
HOWOFTEN	1	9	9
HOWOLD	1	3	3
HUNTFOR	1	4	4
HYDEPARK	1	5	5
ICECREAM	1	1	1
ICERINK	1	8	8
ICESKATE	1	2	2
ICESKATING	1	11	11
IMPERIALSTATECROWN	1	1	1
INCOLOUR	1	6	6
INCONTROL	1	1	1
INDIA	1	9	9
INDIAN	1	9	9
INDONESIA	1	1	1
INDONESIAN	1	1	1
INDUSTRIALREVOLUTION	1	1	1
INFACT	1	7	7
INFRONTOF	1	5	5
INRODERTO	1	1	1

INSTEADOF	1	6	6
INTERESTEDIN	1	4	4
INTERNATIONALSPACESTATION	1	2	2
INTHEBEGINNING	1	1	1
INTHEEND	1	1	1
INTHEMIDDLE	1	1	1
INTHEMIDDLEOF	1	2	2
INTHEMORNING	1	8	8
INTHEPAST	1	15	15
INTHEWORLD	1	33	33
INTIME	1	2	2
INTOTAL	1	1	1
INTROUBLE	1	1	1
INYOUROPINION	1	1	1
IRELAND	1	3	3
ITALIAN	1	4	4
ITALIANS	1	1	1
ITALY	1	8	8
JAPAN	1	8	8
JAPANESE	1	7	7
JERUSALEM	1	1	1
JOHANNESBURG	1	1	1
JUMPINTO	1	1	1
KEEPCOOL	1	1	1
KENYA	1	1	1
KNOWABOUT	1	4	4
KOMODODRAGON	1	8	8
LACKOF	1	1	1
LANDON	1	2	2
LAPTOP	1	3	3
LASTFOREVER	1	1	1
LASTNIGHT	1	8	8
LASTSUMMER	1	2	2
LASTWEEK	1	8	8
LASTWEEKEND	1	2	2
LASTYEAR	1	11	11
LATIN	1	3	3
LATINMUSIC	1	2	2
LAUGHINGOWL	1	2	2
LAWNMOWER	1	1	1
LEARNABOUT	1	6	6
LEARNFROM	1	1	1
LEAVESOMEONEALONE	1	1	1
LEEDS	1	4	4
LESSTHAN	1	13	13
LETON	1	1	1

LETUS	1	11	11
LEXINGTON	1	1	1
LIFETIME	1	1	1
LIFTWEIGHTS	1	4	4
LIGHTNINGBOLT	1	1	1
LINKINGWORD	1	14	14
LISTENTO	1	71	71
LIVERPOOL	1	3	3
LIVEWITHOUT	1	3	3
LONDON	1	14	14
LOOKAT	1	48	48
LOOKFOR	1	9	9
LOOKTHROUGH	1	1	1
LOSANGELES	1	1	1
LOSECONTROL	1	1	1
LOSEYOURWAY	1	1	1
LUCKYCHARM	1	5	5
MADRID	1	1	1
MAIDENNAME	1	1	1
MAINIDEA	1	3	3
MAINSTREET	1	1	1
MAKEACHOICE	1	1	1
MAKEAHOLEIN	1	1	1
MAKEAMISTAKE	1	3	3
MAKEANOISE	1	1	1
MAKEBY	1	1	1
MAKENOISE	1	1	1
MALDIVES	1	2	2
MALDIVIAN	1	1	1
MANCHESTER	1	1	1
MANCHESTERUNITED	1	1	1
MANHATTAN	1	1	1
MANMADE	1	4	4
MARGHERITA	1	1	1
MEANTO	1	6	6
MEATEATER	1	2	2
MEXICAN	1	1	1
MEXICO	1	1	1
MIAMI	1	1	1
MICHIGAN	1	2	2
MIDDELAGES	1	5	5
MIDDLEEAST	1	2	2
MIDDLENAME	1	1	1
MIDNIGHT	1	4	4
MILLIONSOFF	1	4	4
MINIATUREGOLF	1	1	1

MINIDIALOGUE	1	8	8
MOBILEPHONE	1	8	8
MONTEREYBAY	1	2	2
MOREOFTENTHAN	1	1	1
MORETHAN	1	80	80
MOSCOW	1	1	1
MOTHERINLAW	1	1	1
MOTORBIKE	1	9	9
MOTORBOAT	1	6	6
MOTORWAY	1	1	1
MOUNTEVEREST	1	4	4
MOUNTVESUVIUS	1	1	1
MOUNTWHITNEY	1	2	2
MOVEINTO	1	1	1
MROLYMPIA	1	3	3
MULTIPLECHOICE	1	8	8
MUSICALINSTRUMENTS	1	1	1
MUSICFESTIVAL	1	2	2
NATIONALPARK	1	1	1
NATIVEAMERICAN	1	2	2
NATURALHISTORYMUSEUM	1	1	1
NATURERESERVE	1	1	1
NETHERLANDS	1	1	1
NEWYORK	1	3	3
NEWYORKCITY	1	5	5
NEWZEALAND	1	6	6
NEXTDAY	1	1	1
NEXTMONTH	1	2	2
NEXTTO	1	5	5
NEXTWEEK	1	9	9
NEXTWEEKEND	1	2	2
NEXTYEAR	1	2	2
NOBELPEACEPRIZE	1	1	1
NOISEMETER	1	3	3
NONALLERGENIC	1	1	1
NOPROBLEM	1	1	1
NORFOLK	1	1	1
NORTHAMERICA	1	1	1
NORTHPOLE	1	2	2
NOTEBOOK	1	25	25
NOTENOUGH	1	6	6
NOTONLY	1	3	3
NOTTINGHAM	1	1	1
NOVASCOTIA	1	4	4
NOWAY	1	1	1
OFCOURSE	1	8	8

OFYOUROWN	1	1	1
OLDTRAFFORD	1	3	3
OLYMPIA	1	1	1
OLYMPIAN	1	2	2
OLYMPIC	1	1	1
OLYMPICS	1	6	6
ONAREGULARBASIS	1	1	1
ONEANOTHER	1	1	1
ONEARTH	1	8	8
ONEDAY	1	7	7
ONFIRE	1	1	1
ONFRIDAY	1	3	3
ONHOLIDAY	1	2	2
ONHOLIDAYS	1	1	1
ONLINE	1	4	4
ONMONDAY	1	2	2
ONMYKNEE	1	1	1
ONMYOWN	1	1	1
ONSATURDAY	1	3	3
ONTARIO	1	2	2
ONTELEVISION	1	13	13
ONTHEPHONE	1	3	3
ONTHEWAY	1	1	1
ONTHURSDAY	1	1	1
ONTUESDAY	1	1	1
ONWEDNESDAY	1	1	1
ONYOUROWN	1	2	2
ONYOURWAY	1	1	1
ORDINALNUMBER	1	3	3
OREGON	1	1	1
OUTOF	1	2	2
OUTOFCONTROL	1	1	1
PAIROF	1	10	10
PAIRWORK	1	1	1
PAKISTAN	1	1	1
PALMTREE	1	2	2
PANCAKE	1	2	2
PAPERCLIP	1	1	1
PARIS	1	4	4
PARTOF	1	23	23
PARTOFSPEECH	1	4	4
PASTCONTINUOUS	1	17	17
PASTPARTICIPLE	1	2	2
PASTSIMPLE	1	31	31
PAYATTENTIONTO	1	4	4
PERFORMINGARTS	1	2	2

PHYSICALEXERCISE	1	1	1
PIECEOF	1	2	2
PIKESPEAK	1	2	2
POINTLOBOSSTATENATIONALRESERVE	1	1	1
POLARLAND	1	2	2
POMPEII	1	5	5
POPCORN	1	1	1
POSSESSIVEADJECTIVE	1	1	1
PREFERENCING	1	1	1
PRESENTCONTINUOUS	1	10	10
PRESENTPERFECTSIMPLE	1	18	18
PRESENTSIMPLE	1	12	12
PRETORIA	1	1	1
PUSHINTO	1	1	1
PUSHUP	1	1	1
PUTDOWN	1	1	1
PUTINTO	1	7	7
PUTOFF	1	1	1
PUTON	1	6	6
PUTOUT	1	1	1
PUTUP	1	1	1
PUTYOURHANDSON	1	1	1
PYRENEAN	1	1	1
PYRENEANIBEX	1	1	1
QUANTIFIER	1	2	2
RAINCOAT	1	1	1
RAINFOREST	1	1	1
READABOUT	1	13	13
REALWORLD	1	1	1
REDWOOD	1	2	2
REGGAEMUSIC	1	1	1
RELATETO	1	2	2
RELATIVECLAUSE	1	4	4
RELATIVEPRONOUN	1	13	13
RETURNTO	1	2	2
RIDEON	1	1	1
RINGTONES	1	4	4
RIVERAMAZONAS	1	2	2
RIVERGANGES	1	1	1
ROCKBAND	1	1	1
ROCKMUSIC	1	1	1
ROCKMUSICFESTIVAL	1	1	1
ROLEPLAY	1	2	2
ROMAN	1	11	11
ROMANIA	1	1	1
ROMANIAN	1	1	1

ROME	1	11	11
ROYALFAMILY	1	1	1
RUNAFTER	1	1	1
RUNAMARATHON	1	1	1
RUNDOWN	1	1	1
RUSSIA	1	2	2
RUSSIAN	1	1	1
SABRETOOTHED	1	1	1
SABRETOOTHEDTIGER	1	2	2
SAHARA	1	2	2
SAHARADESERT	1	2	2
SAINTGEORGE	1	1	1
SALESPEOPLE	1	2	2
SALESPERSON	1	1	1
SANDIEGO	1	2	2
SANFRANCISCO	1	2	2
SANJOSE	1	2	2
SANTACRUZ	1	1	1
SAXON	1	2	2
SCHOOLBAG	1	2	2
SCHOOLDAY	1	3	3
SCOREAGOAL	1	1	1
SCOT	1	2	2
SCOTLAND	1	10	10
SCOTTISH	1	2	2
SEASHELL	1	1	1
SEATBELT	1	1	1
SEATTLE	1	1	1
SELFSATISFIED	1	1	1
SEVENWONDERSOFTHEWORLD	1	1	1
SEVILLE	1	1	1
SHOPKEEPER	1	3	3
SHOPPINGCENTRE	1	26	26
SHOPPINGMALL	1	1	1
SHORTFACEDBEAR	1	1	1
SHROPSHIRE	1	1	1
SIBERIA	1	2	2
SILVERMEDAL	1	1	1
SIMPLEPASSIVE	1	1	1
SINGAPORE	1	1	1
SITDOWN	1	1	1
SITON	1	1	1
SKIRESORT	1	4	4
SKYLINE	1	1	1
SLEEPINGBAG	1	4	4
SLIPINTO	1	1	1

SNOWBALL	1	5	5
SNOWBOARD	1	1	1
SNOWBOARDING	1	3	3
SOLVEPROBLEM	1	1	1
SOMERSET	1	1	1
SOUTHAFRICA	1	2	2
SOUTHAMERICA	1	1	1
SPACESTATION	1	2	2
SPACESUITS	1	1	1
SPAIN	1	7	7
SPANISH	1	11	11
SPECTACLED BEAR	1	1	1
SPEECHBUBBLE	1	2	2
SPENDTIME	1	2	2
SPORTSCENTRE	1	1	1
SPORTSPERSON	1	1	1
STANDUP	1	1	1
STATUEOFLIBERTY	1	5	5
STAYATHOME	1	3	3
STEPINTO	1	1	1
STEPON	1	3	3
STORYTELLING	1	1	1
STRATFORD	1	1	1
STRATFORDUPONAVON	1	1	1
STRATTON	1	6	6
STUARTSAPPHIRE	1	1	1
SUCHA	1	5	5
SUCHAS	1	1	1
SUDAN	1	1	1
SUITCASE	1	2	2
SUMMERHOLIDAY	1	1	1
SUMUP	1	3	3
SUNCREAM	1	1	1
SURFBOARD	1	1	1
SWEDEN	1	1	1
SWEDISH	1	1	1
SWIMMINGPOOL	1	5	5
SWIMSUIT	1	2	2
SWITZERLAND	1	1	1
SYDNEY	1	21	21
TAKEANAP	1	2	2
TAKEAPICTURE	1	1	1
TAKEATEST	1	1	1
TAKECAREOF	1	3	3
TAKECONTROL	1	1	1
TAKEOFF	1	4	4

TAKEPHOTOS	1	3	3
TAKEPICTURES	1	3	3
TAKEPLACE	1	13	13
TAKETO	1	1	1
TALKABOUT	1	41	41
TEAMMATE	1	1	1
TEAMSPORT	1	2	2
TELEVISIONPROGRAMME	1	3	3
TELLABOUT	1	4	4
TEXTBOOK	1	3	3
TEXTMESSAGE	1	5	5
THAILAND	1	5	5
THANKSGIVING	1	1	1
THANKSGIVINGDAY	1	1	1
THATISWHY	1	2	2
THEDAYAFTERTOMORROW	1	1	1
THEFIRST	1	30	30
THEHEARTOFTHEMATTER	1	1	1
THELEAST	1	7	7
THEPARK	1	16	16
THEMIDDLEOF	1	1	1
THEMORE	1	8	8
THEMOST	1	115	115
THEOPPOSITEOF	1	13	13
THEREBE	1	122	122
THEREBEAUX	1	1	1
THESAME	1	14	14
THESECOND	1	3	3
THESECONDSTAROFAFRICA	1	1	1
THESOUTH	1	1	1
THETHIRD	1	1	1
THINKABOUT	1	2	2
THINKOF	1	10	10
THISYEAR	1	3	3
THREEHOUR	1	1	1
THROWAWAY	1	1	1
TIMETABLE	1	3	3
TIMOR	1	1	1
TOTHEEND	1	1	1
TOWARDSTHEEND	1	1	1
TOWEROFLONDON	1	2	2
TRAFALGARSQUARE	1	1	1
TRAINSTATION	1	2	2
TRAVELAGENT	1	2	2
TRAVELBOOK	1	4	4
TRAVELGUIDE	1	3	3

TRAVELTHROUGH	1	1	1
TROJAN	1	3	3
TRYON	1	7	7
TRYTO	1	9	9
TSHIRT	1	1	1
TUCKSHOP	1	1	1
TUNISIA	1	2	2
TURKEY	1	3	3
TURNAROUND	1	1	1
TURNINTO	1	5	5
TURNOFF	1	1	1
TURNON	1	1	1
TURNOUT	1	1	1
TURNTO	1	11	11
TWOANDAHALF	1	1	1
TWOWEEK	1	1	1
UNCOUNTABLENOUN	1	4	4
UNDERGROUND	1	7	7
UNDERWATER	1	12	12
UNITEDARABEMIRATES	1	3	3
UNITEDNATIONS	1	1	1
UNITEDSTATES	1	1	1
UPANDDOWN	1	1	1
UPTO	1	3	3
VACUUMCLEANER	1	3	3
VATICAN	1	1	1
VENEZUELA	1	1	1
VENICE	1	2	2
VERMONT	1	1	1
VERYGOOD	1	3	3
VERYMUCH	1	2	2
VICTORIA	1	1	1
VICTORIAN	1	4	4
VIDEOGAME	1	15	15
VIETNAM	1	2	2
VOLLEYBALLTEAM	1	1	1
WAKEUP	1	11	11
WALES	1	2	2
WALKAROUND	1	1	1
WALKOUT	1	1	1
WALKTHROUGH	1	1	1
WALKTO	1	1	1
WANTTO	1	39	39
WASHINGTON	1	4	4
WASTEOTIME	1	1	1
WATERPISTOL	1	1	1

WATERPROOF	1	3	3
WAYOFLIFE	1	2	2
WEATHERFORECAST	1	8	8
WEATHERMEN	1	1	1
WEBSITE	1	6	6
WEEKEND	1	10	10
WEIGHTLIFTING	1	1	1
WHATABOUT	1	2	2
WHATTIME	1	3	3
WHITEGOLD	1	1	1
WILLAUX	1	192	192
WIMBLEDON	1	8	8
WOOKEY	1	1	1
WOOKEYHOLE	1	10	10
WOOLLYMAMMOTH	1	3	3
WOOLLYRHINO	1	1	1
WORDMAP	1	4	4
WORKBOOK	1	95	95
WORKON	1	1	1
WORKWITH	1	7	7
WORLDQUATICSCHAMPIONSHIP	1	3	3
WORLDCUP	1	4	4
WORLDHERITAGESITE	1	6	6
WORRYABOUT	1	3	3
WRITEABOUT	1	23	23
YEARSAGO	1	19	19
YEARSOLD	1	15	15
YOUROWNWAY	1	1	1
ZIPLINE	1	6	6
ZOOKEEPER	1	1	1

4. Guide to interview teachers

1. Sexo:
2. Edad:
3. Años de experiencia docente: ¿En qué niveles? Primaria, ESO, Bachiller, CFGM/S...
4. ¿Trabaja CLIL-AICLE? ¿Por qué?
5. ¿Es voluntario seguir esta metodología?
6. Por qué trabaja CLIL: Interés personal, petición del centro, sustitución, otras:
7. ¿En qué asignaturas utiliza el inglés? Matemáticas, Música, Historia, Educación Física, Religión, CCNN, Tecnología:
8. ¿Cuántas horas a la semana?
9. Trabaja el aprendizaje integrado durante:
Todo el curso, un trimestre, un mes, dos semanas por curso, una semana por curso, algunas lecciones, días sueltos, otras:
10. ¿Le gustaría ampliar o reducir el número de horas lectivas en inglés? Ampliar, reducir, suprimir, sin cambios.
11. ¿Cuánto tiempo ha estado trabajando con CLIL en este centro o en otro centro?
Un curso, dos cursos, tres cursos, otro:.....
12. ¿Qué ha cambiado desde el primer año?
Asignatura, temas, actividades, dedicación de tiempo: más o menos horas dedicadas a la asignatura, materiales: cuáles
13. ¿Qué tipo de actividades realizan en inglés?
 - Lecturas de textos en inglés
 - Explicaciones gramaticales
 - Discusiones en parejas
 - Debates en grupos

- Listenings sobre temas de la asignatura
 - Role plays
 - Juegos
 - Presentaciones mediante PPT u otros medios audiovisuales
 - Utilizamos gráficos
 - Utilizamos páginas web
 - Elaboramos webquests
 - Otras:
14. ¿Qué destrezas lingüísticas pretende que mejoren los alumnos? (Writing, Listening, Speaking, Reading...)
15. ¿Qué aspectos del inglés pretende que mejoren los alumnos?
Gramática, vocabulario, pronunciación, fluidez expresiva, conocimiento de la cultura de la lengua inglesa, otros:.....
16. ¿Qué materiales utiliza para el aprendizaje integrado?
- Audiovisuales: grabaciones, videos de internet sobre aspectos gramaticales, películas, sketches, wallcharts, pictures, photographs, otros:.....
 - Libro de texto en español que traduces al inglés.
 - Libro de texto publicado en inglés.
 - ¿Utiliza libros de texto en inglés o dispone de otro tipo de materiales más independientes (lecturas sueltas, vídeos, ejercicios...)?
 - Fotocopias de otros libros de texto
 - Enciclopedias en inglés
 - Readers (libritos de lectura seriados)
 - Material impreso auténtico: ¿cuál?
 - Diccionarios bilingües (¿impresos o online?)
 - Diccionarios monolingües

- Otros:
17. ¿Qué criterios sigue para la elección del libro de texto?
 18. ¿Lo prepara usted o utiliza materiales ya preparados?
 19. Si prepara usted el material: ¿Qué tipo de material? Ejemplo de material que prepara, ¿Temas?
 20. ¿Es difícil encontrar este tipo de materiales? ¿Por qué? ¿Qué material no encuentra y le haría falta?
 21. ¿Qué fuentes utilizas para encontrar material en inglés? Internet, biblioteca del centro, centro de profesorado, etc. Otras bibliotecas: cuáles
 22. ¿Encuentras dificultades al dar la clase en inglés? En caso de que haya: Lengua, falta de materiales, problemas lingüísticos por parte de los alumnos, problemas de motivación por parte de los alumnos...
 23. ¿Qué importancia tiene el aprendizaje de vocabulario en tus clases?
 24. ¿Qué estrategias utiliza para enseñar vocabulario?
 25. ¿Enseña vocabulario de forma directa, indirecta, ambas? Ejemplo:
 26. ¿Cuál es la respuesta de los alumnos al aprendizaje integrado? Muy positiva, positiva, indiferente, negativa,
 27. ¿Cree que los alumnos encuentran más motivación para aprender inglés? Bastante, poco, mucho, nada,
 28. ¿En qué medida cree que el CLIL-AICLE ayuda a los alumnos?
 - Aprenden más vocabulario
 - Aprenden más gramática
 - Mejoran su comprensión oral
 - Mejoran su expresión oral
 - Mejoran su expresión escrita
 - Mejoran su comprensión escrita

- Mejoran su actitud hacia el inglés
 - Mejoran su motivación hacia las lenguas
 - Otras:.....
29. ¿Se aprecia alguna evolución en las calificaciones de los alumnos? ¿En inglés y la materia que imparte, sólo en una de ellas o en ninguna?
- Positiva: obtienen mejores calificaciones en inglés
 - Negativa: obtienen peores calificaciones en inglés
 - No hay variación entre alumnos que reciben CLIL y los que no.
 - Otra:.....
30. ¿Cree que el CLIL favorece el aprendizaje de un idioma a cambio de ralentizar el aprendizaje de otra materia o el aprendizaje es el mismo en ambas asignaturas?
¿Por qué?
31. ¿Cuál es su preparación lingüística en inglés? (Cambridge, Trinity, E.O.I., otros certificados) Nivel: B1, B2, C1, C2, Intermediate, Advanced, First Certificate, Proficiency, Título EOI, licenciatura en Inglés, magisterio en Inglés, otros títulos:.....
32. ¿Qué criterios se siguen para decidir con qué grupos trabajar en inglés?
- Los alumnos son seleccionados en base a sus notas en inglés
 - Es un programa voluntario: hay alumnos que no optan por CLIL
 - No hay ningún criterio establecido: todos los alumnos reciben CLIL
 - Otros:.....
33. ¿Cómo soluciona los posibles problemas lingüísticos por parte de los alumnos?
Explicaciones en español intercaladas con inglés, apoyo visual y de otros recursos para que comprendan mejor, abandonar CLIL, ...
34. ¿Qué es lo que le motiva para trabajar en inglés?
35. ¿Cómo ve el aprendizaje integrado en el centro dentro de unos años?

36. ¿Cómo es la relación y colaboración con otros/as profesores/as que trabajen también el aprendizaje integrado?
- Muy positiva
 - Positiva
 - Regular
 - Indiferente
 - Negativa
 - ¿Por qué?
37. ¿Recibe el centro ayuda o apoyo de algún tipo por parte de algún organismo (gobierno, MEC...) con la implementación de CLIL-AICLE?
38. ¿Qué tipo de apoyo? Cursos en país de habla inglesa, en La Rioja, méritos para concurso de traslado o de otro tipo, reconocimiento de algún modo: promoción?
39. Si no recibe apoyo, ¿qué cree que se podría cambiar para mejorar esta situación? Materiales, TIC, apoyo por parte de otras instituciones, cursos de formación del profesorado, etc.
40. Opinión personal sobre CLIL

5. Students' linguistic background questionnaire

- EDAD:..... SEXO: MUJER HOMBRE
- NACIONALIDAD:.....
- LENGUA(S) MATERNA(S) (lengua(s) que usas con tu familia). *Marca con una X tu respuesta:*
 - Español Ruso Urdu Árabe Otra (Escribe cuál):
 - Chino Rumano Ucraniano Portugués
- En caso de que recibas o hayas recibido clases de inglés fuera del centro, especifica:
 - N° años: N° de semanas por año: N° horas por semana:
- ¿Cuál ha sido el motivo?
 - Había suspendido y quería aprobar. Complacer a mi familia
 - En el centro saco buenas notas pero quería mejorar. Otros
 - Me gustan mucho los idiomas y me divierte aprenderlos.
- ¿Haces alguna de las siguientes actividades **en inglés** fuera del centro? Subraya las opciones correspondientes
Leo: Libros, revistas, novelas, cómics, páginas web, blogs, otros (indica cuáles):
.....
Veo: Películas, series, noticias, reality shows, talk shows, telenovelas, documentales, otros (indica cuáles):
.....
¿Utilizas subtítulos? NO SÍ ¿En qué idioma?:
- Escucho:** música, programas de humor, programas educativos, programas de noticias, otros (indica cuáles):
- Juego** a videojuegos on-line
¿Cuánto tiempo semanal aproximadamente?.....
- ¿Has estado en algún país de habla inglesa?
 - NO SÍ ¿Cuál?.....
 - ¿Cuándo?.....
 - ¿Cuánto tiempo aproximadamente?.....
 - ¿Fuiste a clases de inglés allí? NO SÍ
- ¿Has ido a cursos de inglés intensivos/de verano, etc. en España alguna vez?
 - NO SÍ ¿Cuándo?.....
 - ¿Cuántas semanas y horas de duración aproximadamente?.....
- Además de inglés, ¿estudias otra lengua extranjera bien en este Centro o fuera? NO SÍ ¿Cuál?.....
- ¿Has participado en algún programa de lenguas? NO SÍ

6. Word responses to VKS prompts

Relation	VENUE EFL	MIRROR EFL	NOISE EFL	DRILL EFL	SAILOR EFL	IRON EFL	CHAMBER CLIL	VENT CLIL	LAYER CLIL	MOTION CLIL	AVERAGE CLIL	IRON CLIL
Word family						sail (3) sailing (2)				lay		
Synonym									part (2) segment slice	movement (6) move	medium	
Antonym	harmony											
Hypernym	furniture		sound (7)	machine (2) tool (3)	job profession	metal (3)	music (7) room (4) space	division (2)			material (8) mineral metal (9)	
Hyponym							magma (2)	asthenosphere atmosphere (3) core (3) crust (5) lithosphere (2) mantle (4) ozone stratosphere (2)	buoyancy displacement (2) rotation run throw turn around	Co- hyponyms: wood (2) stone carbon glass (2) gold plastic		
Holonym								house (3)	Earth (10) onion	steel car fridge knife medal object ring table (2)		
Meronym	crystal (4) glass (4)							floor				
Troponym	break											
Others (beyond form or	appearance aspect bath	alarm ambulance annoy annoying	box chair dad door	boat (18) die fish (4) fishing	clothes (5) electricity hard	classical compose (2) concert	compose different (3) divide four	car (3) class distance engine (2)	acceleration (2) age calculate	beautiful build cave (2) class		

Relation	VENUE	MIRROR	NOISE	DRILL	SAILOR	IRON	CHAMBER	VENT	LAYER	MOTION	AVERAGE	IRON
	EFL	EFL	EFL	EFL	EFL	EFL	CLIL	CLIL	CLIL	CLIL	CLIL	CLIL
meaning, collocations)		bathroom (8)	busy car (3)	electricity father	navy Rome	heat hot	instrument musician		ground (2) hole	fast (3) forces (3)	car (4) chart	contain hard
		beautiful bedroom (2)	clock concert crowd	food ground hammer (2)	row sea (16) ship (4)	mother strong wear	(2) note singer		mountain science surface	gravity hour joint	cheetah engine formula	heavy job
		break (8) brush	distraction disturb (3)	hole (16) house	transport water (3) wind		small store violin		thin three volcano	kilometre machine mechanics (2)	hour kilometre (6)	rigid solid strong
		eye face	ear grasshopper	knife nail (2)	yacht noise (2)		volcano (2)			minute newton	mark (2) maths motion	
		hair house	hairdryer hammer	painting picture (2)	reform					object (4) person	note (3) number (3)	
		image (2) light (2)	horrible house	room saw	wall (9)					physics (5) push	physics runner	
		look (6) make up (2)	library listen (2)							science second	science speed (15)	
		person piece	loud (4) machine							slow speed (3)	statistics temperature (4)	
		reflection reflex	motor music (2)							study (2) work (2)	time vehicle	
		see (5) seem	object party								velocity (2)	
		watch	people (2) person									
			radio rock									
			scream shout									
			street (4) truck									
			unpeaceful volume									