Does the Malaysian English Language Syllabus Cater to the Academic Vocabulary Needs of Secondary School Students Entering Universities?

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Abstract

More and more Malaysian upper secondary school students are doing well in their studies and entering colleges and universities for matriculation and diploma programmes immediately after school. Besides English for General Purposes (EGP), secondary school students should also be familiarized with the 570 academic words (in the Academic Word List) that may appear frequently in academic texts. At tertiary learning institutions, academic words are essential because students have to read more specialised and complex academic texts. This research was carried out to investigate whether the Malaysian secondary school English language syllabuses cater to the academic vocabulary needs of students who enter tertiary institutions. To investigate this, the researcher put all the 1,316 words listed in the word lists (for the lower and upper secondary school syllabuses found at the end of the syllabuses' booklets) into *Range* (Nation, 2005), a tool which separates words into General Service Word List (GSL) and Academic Word List (AWL). The results reveal that of the 1,316 words, only seven belong to AWL while the majority are GSL words. Although there are statements made in the syllabuses indicating that they also cater to the students' needs for their further education, the target words specified in the word lists suggest that they are meant mainly for EGP. The students' academic vocabulary need has apparently been neglected.

Keywords: Academic word list; general service word list; vocabulary; secondary school students; tertiary education

Abstrak

Semakin ramai pelajar di sekolah menengah yang menunjukkan prestasi cemerlang dan memasuki kolej dan university untuk mengikuti pengajian di peringkat matrikulasi dan diploma selepas tamat sekolah. Selain dari Bahasa Inggeris untuk tujuan-tujuan umum, pelajar juga perlu mengenali satu set perkataan-perkataan khas akademik sebanyak 570 perkataan. Set perkataan ini digelar *Academic Word List* (atau senarai perkataan-perkataan akademik) sering timbul di dalam teks akademik. Di peringkat pengajian tinggi, penguasaan perkataan-perkataan akademik ini sangat diperlukan kerana pelajar terpaksa membaca buku-buku teks akademik yang lebih khusus dan kompleks. Kajian ini dijalankan untuk mengetahui sama ada silibus Bahasa Inggeris di peringkat sekolah menengah di Malaysia memenuhi keperluan kosa kata akademik pelajar yang akan melanjutkan pelajaran. Untuk menjalankan kajian ini, penyelidik telah memasukkan kesemua 1,316 patah perkataan yang tersenarai di bahagian belakang silibus sekolah menengah dari tingkatan 1 hingga 5 kedalam perisian *Range* (Nation, 2005). *Range* pula ialah satu jenis perisian yang boleh mengasingkan perkataan-perkataan akademik (*Academic Word List*) dari perkataan-perkataan umum (*General Service List*). Keputusan kajian mendapati daripada 1,316 patah perkataan yang tersenarai, Cuma tujuh patah perkataan sahaja yang tergolong di dalam perkataan akademik (*Academic Word List*), sedangkan selebihnya, iaitu 563 lagi tidak tersenarai di dalam silibus tersebut. Walaupun terdapat pernyataan yang mengatakan bahawa silibus mengambil kira keperluan pelajar yang akan melanjutkan pelajaran ke peringkat lebih tinggi, perkataan-perkataan sasaran lebih mengutamakan keperluan umum dari keperluan akademik pelajar di peringkat pengajian tinggi. Dengan perkataan lain, keperluan kosa kata akademik pelajar telah diabaikan.

Kata kunci: Senarai perkataan-perkataan akademik; senarai perkataan-perkataan umum; kosa kata; pelajar sekolah menengah; pengajian tinggi

■1.0 INTRODUCTION

In Malaysia, university education can begin when students leave secondary school, i.e. when they reach eighteen years old. At the university, students have to read academic texts such as textbooks, term papers, dissertations, etc. The reading of academic texts can be greatly facilitated if students are familiar with academic words –a set of specialized vocabulary that appears frequently in academic texts. This study wishes to find out whether the Malaysian secondary school English language syllabuses (from form one to form five) cater to the academic vocabulary that can help students to read academic texts at the university.

According to Jordan (1997), the student's greatest need is the ability to read textbooks, and Turner (2004) says that language proficiency in academic reading is as important as the subject's content. The phrase *language proficiency* encompasses a number of language skills. It can be narrowed down to include word or vocabulary proficiency that is crucial in reading comprehension. It is common knowledge that there is a connection between vocabulary knowledge and reading comprehension. It is, nevertheless, acknowledged that besides vocabulary, other factors such as knowledge of a text's subject matter, knowledge of a text's structure, reading experience and a person's intelligence do have their own influences and contributions in reading comprehension too. It is possible that if all of these factors are equal among students, the one with wide vocabulary knowledge tends to read and comprehend better than that with limited vocabulary knowledge. This apparently stronger correlation between vocabulary knowledge and reading comprehension than other factors is attested by researchers (Koda, 1989; Ulijin and Strother, 1990; Beck and McKeown, 1991; Haynes and Baker, 1993; Qian, 1999). According to Harrison (1980: 19):

> Ever since the nineteenth century, when the first attempts were made to describe the comparative difficulty levels of books, vocabulary has been considered to be the most important factor determining text difficulty. Surveys of readers' opinions going back to the 1930s support the view that vocabulary plays a large part in whether a person finds a book readable or not,…

Realising the importance of vocabulary knowledge in reading comprehension, the Malaysian Ministry of Education has taken the right step in instructing teachers to also teach vocabulary items besides other language skills and linguistic items. The target vocabulary to be learned by students explicitly appears in the form of word lists which are appended at the end of the syllabus booklets from form one to form five. When the words found in the word lists in the syllabuses are learned and acquired by students, they can help the students to carry out the four macro language skills, i.e. listening, speaking, writing and *reading*, the one which is the focus of this paper.

Because people in Malaysia these days are more aware of the importance of university education for employment and continuing education, a large number of students are increasingly going to universities after they complete form five. When entering colleges and universities, students start to specialize and have read specialized textbooks, academic papers, etc. Specialized texts tend to contain more low frequency words, such as technical and sub-technical vocabulary than general texts. Therefore, if students are not familiar with these low frequency words found in the texts, their reading comprehension can be affected. Halliday, McIntosh and Strevans (1964: 88) found that "the choice of items from the wrong register, and the mixing of items from different registers are amongst the most frequent mistakes made by non-native speakers of a language". Marks, Doctorow and Wittrock (1974) carried out a study on 222 sixth grade school students to test their reading comprehension of two texts adapted from a similar story. One story

contains 15% high frequency words while the other 15% low frequency words. The results of the study indicated that the students' comprehension was significantly increased in the high frequency word text whereas comprehension of the text containing the low frequency words was diminished among those who read it. The above findings by Halliday *et al.* (1964) and Marks *et al.* (1974) suggest that low frequency words, such as sub-technical words and registers from different academic fields can cause reading comprehension problems to students. The effect of not knowing the meaning of low frequency words is underscored by Marks *et al.* (1974: 262):

> Unfamiliarity with low frequency words, perhaps with only one such word in a sentence, may render meaningless an entire sentence, which may in turn, inhibit the comprehension of the meaning of subsequent sentences in the same passage.

Throughout the five years of Malaysian secondary school education (from form one to five), there are altogether 1,303 target words which were selected and incorporated into the syllabuses for students to learn and acquire. These words must have been chosen to serve a number of purposes, for example to meet the reading needs of the students. Since an increasing number of Malaysian students are entering universities today, a question arise as to whether these target words specified in the syllabuses would also help the students to read academic texts in preparation for their university education. At tertiary level institutions, there is a type of vocabulary that students may frequently encounter when reading academic and specialized texts. They are words grouped under the Academic Word List (AWL). Below is a definition of AWL extracted from Coxhead (2012: 213):

> The AWL contains 570 word families that account for approximately 10% of the total words (tokens) in academic texts but only 1.4% of the total words in a fiction collection of the same size. This difference in coverage provides evidence that the list contains predominantly academic words.

The AWL was developed by Coxhead (2012) from an academic corpus of about 3.5 million words obtained from written academic texts. To be shortlisted in the AWL, the potential words must occur outside the group of ordinary or general words categorised under the General Service List of English Words (GSL) which is made up of about 2000 words. In addition, according to Thomas (2010), for the words to be selected as academic words, they must occur across a range of academic disciplines such as the arts, science, law and commerce. In terms of frequency, the potential words must occur more than 100 times from the 3.5 million word academic corpus. It thus appears that words which make up the AWL are words which are commonly found in texts from a range of academic disciplines. Thomas (2010) calls it "the all purpose academic word list". The table below gives us an indication of how academic words are distributed in different types of texts.

Table 1 Studies investigating academic word-list (AWl) dsitribution in texts (Coxhead, 2011: 356)

Study	Corpus	Number of running words	Percent coverage of the AWL
Coxhead (2000a, 2000b)	Fiction	3.5 million	1.4
Coxhead (unreported)	Newspapers	1 million	4.5
Cobb & Horst (2004)	Learned section of the Brown corpus (Francis &Kucera, 1979)	14, 283	11.60
Hyland &Tse (2007)	Sciences, engineering, and social sciences, written by professional and student writers	3,292,600	10.6
Chen &Ge (2007)	Medical research articles	190,425	10.073
Konstantakis (2007)	Business	1 million	11.51
Coxhead& Hirsh (2007)	Science	1.5 million	8.96
Ward (2009)	Engineering	271,000	11.3
Martınez, Beck, &Panza (2009)	Agricultural sciences research articles	826,416	9.06
Vongpumivitch, Huang, & Chang (2009)	Applied linguistics research papers	1.5 million	11.17
Li & Qian (2010)	Finance	6.3 million	10.46
Coxhead, Stevens, & Tinkle (2010)	Pathway series of secondary science textbooks	279,733	7.05

Studies shown in the table above provides strong evidence of the high frequency of occurrence of AWL in academic texts. Whereas the percentage of distribution of AWL is low in fiction and newspapers, their percentage of distribution is higher in texts which are academic in nature. The findings of the studies in the table above seem to support the claim made by Coxhead (2012) that AWL constitutes approximately 10 percent of the total number of words found in academic texts.

English teachers' apparently common negligence with regard to their responsibility in teaching AWL and the usefulness of words in the AWL can be seen from the following studies. Miller (2011) carried out a study to determine whether popular ESL textbooks (namely *Mosaic 2, Tapestry Reading 4* and *NorthStar Reading and Writing Advanced, 2nd Edition*, cited in Miller, 2011) commonly used in university-based intensive English for study skills programmes in American universities equip students with the AWL vocabulary they would require for their university study. Miller made a comparison between a corpus derived from the popular ESL textbooks mentioned above and a corpus derived from the first two years of major discipline university textbooks, namely Business, Humanities, Natural Science, Social Science, Education and Engineering. From his investigation, Miller found that the university textbooks from the major disciplines made significantly more frequent use of the vocabulary from AWL than the ESL textbooks. He concluded that "the ESL textbooks are providing students neither the exposure to the range of academic vocabulary nor the number of encounters with academic vocabulary that they may need to develop successful comprehension of university textbooks (2011: 9).

The study by Miller suggests that the wrong books chosen for EAP programmes to prepare students for their university study may not equip students with the vocabulary they need to help them understand academic texts at the university.

For his part, Folse (2004) showed simple but convincing common sense when he compared between the usefulness of grammar and vocabulary in language learning. According to Folse, communication is still possible even though students are lacking in grammar, but it may not be possible if they are lacking in vocabulary. He underscored the importance of AWL when he mentioned the potential usefulness of UWL (University Word List) and AWL to academic-bound adult students.

As regards to their nature, words in AWL, unlike general words can be difficult to students. This is because their occurrence is much less frequent than general words like those in GSL. According to Corson (1997), there are a number of reasons that make these words difficult. One is that they are usually accessed through texts and not conversation. They are also difficult because they are "mostly Graeco-Latin in origin and are usually non-concrete, low in imagery, low in frequency and semantically opaque" (Corson, 1997: 696). Townsend and Collins (2008: 994) say that "academic vocabulary is one class of vocabulary that poses particular challenges due to its complex and often abstract nature".

Because words in AWL are difficult but are often found in academic texts, students may face comprehension problems when reading academic texts at universities. As mentioned earlier, since many students these days go to universities after completing form five, knowledge of AWL is essential. English teachers would not be doing justice to students if they neglect the teaching of words in AWL, because the purpose of secondary education, among others, is also about preparing students for their university or tertiary education. In Malaysia and perhaps in many other parts of the world, upper secondary schools are tailored for students' job and also their further study needs. There is thus a need to check whether the Malaysian Ministry of Education actually addresses the future academic vocabulary needs of students after leaving form five, their last year of secondary school.

■2.0 METHODOLOGY

There are, of course, several ways to check the inclusion and the teaching and learning of words in AWL at the secondary school level, for example, through analysing the students' English language textbooks. Unfortunately, due to time constraint, we were only able to study and analyse the English language syllabuses produced by the Malaysian Ministry of Education (MoE). It is a common practice by the Malaysian MoE to explicitly specify recommended words to be learned by students in the English language syllabus booklets from form one to form five. From form one to form three (lower secondary level), there are altogether 994 words listed in the syllabus to be learned by students, whereas from form four to form five (upper secondary level), there are altogether 322 words listed in the syllabus making a total of 1,316 words altogether. An analysis on the type of words found in the word lists can provide us with the answer to the question - whether the MoE prepares students for their future tertiary level academic reading needs. If the word lists (for the lower and upper secondary levels)

include all or most of the words from the AWL, this can be an indication that the MoE does prepare students for their future tertiary level academic reading needs and vice versa.

For this research, to check whether AWL words are available from form one to five word lists, a simple method was used. All the words that make up the word lists from form one to five found in the syllabus booklets were copied to *Excel* and then run into a software programme called *Range*. This tool which was developed by Nation (2005) is capable of classifying words according to their categories. Briefly, *Range*, as illustrated and explained by Nation (2005), can separate words into the four categories called *base list 1, base list 2, base list 3* and words which do not belong to any of the three lists category. Words that make up *base list 1* are the first most frequent 1000 words in English; words that make up *base list 2* are the second most frequent 1000 words in English; words that make up *base list 3* are the 570 words outside the two lists which are frequently found in upper secondary school and university level texts. The source for the words in *base lists 1* and *2* is the *General Service List of English Words* which was developed by West (1953, cited in Nation, 2005). The source for the *base list 3* words is the *Academic Word List* (AWL) was developed by Coxhead (2012). In terms of difficulty level, words in *base list 3* or those that make up the AWL are the most difficult of the three because of the reasons described earlier.

■3.0 RESULTS

This section will first report on the results of document investigation carried out on the beginning part of the syllabus booklets, i.e. its introduction and aims. It will then report on the results of document investigation carried out at the end of the booklets, i.e. the target words specified. These two statements below are both found in the form three and five English language syllabuses under the heading *Introduction* and under the subheading *Aims* respectively. The words are underlined by the researchers for emphasis:

> Learners are taught the English language to enable them to use the language to further their studies and for work purposes.
> (2003: 1)

> The English syllabus aims to extend learners' English language proficiency in order to meet their needs for English in everyday life, for knowledge acquisition and for future workplace needs.
> (2003: 1

From the statements above, as expected, the MoE appears to acknowledge the importance of further studies and knowledge acquisition for the students. Although not explicitly stated, the words *further studies* and *knowledge acquisition* should refer to studying at tertiary level institutions, as it does not make sense for MoE to only restrict knowledge acquisition and further studies at the form five when students are merely seventeen years old. In this context, the MoE appears to be thinking of sensible aims for the students, because the students' requirement for education should also be given due consideration. The two statements above clearly point to the students' future study needs and also their future employment requirements.

A check was then made on the word lists found at the end of the syllabus booklets. After all the words found in the syllabuses were copied to *Excel* and then run into *Range*, it was found that the lists are overwhelmingly made up of words that make up the GSL list. Surprisingly, words that make up the AWL list are conspicuously missing. Of the 322 words listed in the form four and five syllabuses, only three are AWL words. Of the 994 words found in the form one to three syllabuses, only four are AWL words. The rest are mainly GSL words. There are also words that are unique, as they do not belong to either the GSL or AWL (refer to appendix). Below are the seven words found in the syllabuses:

> create, ignore, intelligent, technology, cooperate, chemical, legal

■4.0 DISCUSSION AND CONCLUSION

Nation (2005) says that words in AWL are words that are commonly found at the secondary school level and university level texts. The results obtained from the word lists (words which the MoE recommends teachers to teach) in this study, however, suggest that the Malaysian secondary school syllabuses do not cater for the learning of these words. It suggests that the syllabuses mainly cater for the learning of the most common and frequent words of English, i.e. the GSL words. There is thus a mismatch between what the verbal statements (found in the syllabuses' introduction and aims) say and the evidence gathered from the word lists. In other words, although the MoE realises the importance of equipping secondary school students with the language they would need for continuing education at the tertiary level, the word lists suggest otherwise. The possible consequence of not equipping students with AWL words is that they may encounter problems with academic words which could in turn affect their reading comprehension of academic texts at the university.

This paper hence strongly argues for the inclusion and teaching of AWL in the Malaysian secondary school. Secondary school English language syllabus designers and teachers must not make the mistake of underestimating the importance of AWL because the studies shown in table 1 overwhelmingly show a high frequency of these words in academic texts, i.e. ten percent of the total number of words in a text. Students may perhaps still get by if they do not know the meaning of two or three academic words from the 100 academic words in a 1,000 word long academic text. But if they do not know the meaning of, for instance, eighty words from the 100 academic words in the 1,000 word long academic text, it may substantially diminish their comprehension of the academic text.

Some may argue that students should deploy the skill of guessing word meanings from contexts, as this is an important skill that should have been taught in the teaching of reading at the primary and secondary school. There are, however, two counter arguments to this view. Firstly, not all unfamiliar words are guessable from their contexts. According to Beck and McKeown (1991: 809), "instruction in context skills include helping students to understand that contexts may reveal a little or a lot about a word's meaning…". "Some contexts may carry many word meaning clues, some may carry a few while others may carry none (Abd. Manan, 2008: 28). Secondly, AWL are not like GSL words. The latter are more common and whose occurrence is substantially much higher in ordinary, non-academic texts. As mentioned earlier, AWL are less concrete or abstract and they are normally encountered in texts and seldom in conversation.

In sum, therefore, since there is little chance that these words are guessable from contexts, they should therefore be explicitly taught to students, preferably when students begin their secondary school education. Starting early may bring benefits to students who will be entering universities when they are eighteen years old. Most university reading materials are in English, so without the knowledge of AWL, they may face the problem of not understanding academic texts. Equipping them with the AWL would help them in their reading comprehension which would in

turn facilitate information and knowledge acquisition in their field of study.

There are also those, however, who may feel that it may be too early for secondary school students to learn AWL as the words are difficult. But students today are generally more exposed to ICT, to satellite television, more widely travelled, their parents and older siblings are more educated, etc. They are therefore more modern, sophisticated and more exposed to English than their parents, so they may have the readiness to learn words in AWL at secondary school. Furthermore, since there are fortunately only 570 words in AWL, it does not seem to be too burdensome to the students if they are spread over two years for the form four and five students to learn. The AWL are words that are grouped into ten sublists according to their frequency of occurrence (Coxhead, 2012). The words in the first sublist are those that are the most frequent while those in sublist ten are words which are the least frequent. The first to the ninth sublists are made up of 60 words each while the last sublist contains 30 words. Roughly then, since Malaysian students spend two years in upper secondary school, five sublists can be taught for each year beginning from the most to the least frequent sublists.

Critics may also argue that students will do their academic English (EAP) courses when they go to university after completing secondary school, so it is not a necessity for them to learn AWL at secondary school. But the counter argument to this is that these words need to be sufficiently encountered by the students to ensure optimal learning. Words can only be learnt after many encounters with them. A simple analogy which may convey this idea is to consider the training of soldiers for war. Soldiers are trained regularly for war even during peace time so that when they have to face real wars, they would be ready and would know what to do when faced with adversaries. To postpone training and war games until war time can be disastrous for the soldiers.

Furthermore, as can be seen from Miller's (2011) research, assuming that there would be EAP courses offered at universities, there is still no guarantee that EAP courses would equip beginner university students with the words in AWL. Because of time constraints and demanding work commitments currently facing academicians in universities, lecturers, for example, for the sake of convenience, may choose textbooks that may not be tailored to the actual academic vocabulary needs of their students. Wrong textbooks for such courses may also be chosen due to ignorance on the importance and usefulness of AWL in academic reading.

The Malaysian experience can thus be a lesson to upper secondary school teachers and English language syllabus designers elsewhere. Educators and school teachers are academicians and thus are already familiar with these words. They may not notice the infrequent occurrence of such words and hence the complexity of these academic words to secondary school students. In other words, because AWL is considered ordinary to teachers, they therefore assume that it will not cause problems to students. There may be a tendency for them to underestimate the importance of these words in academic reading among university bound students. Because secondary school is also the time and place to groom future university students, the teaching of academic words is a necessity.

In fact, English teachers carry the responsibility of ensuring a smooth transition in the development of students' reading vocabulary, i.e. from the needs of general reading vocabulary to academic reading vocabulary. Neglecting the teaching of words in AWL at secondary school simply means that teachers are not doing justice to the academic needs of students who enter universities.

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APPENDIX A

Form One to Form Three word list

absence	article	bite, bit	cart	cost
above	as	black	carry	cough
abroad	ashamed	blame	castle	count
accept	ask	blind	catch	counter@
accident	asleep	block	cat	country
account	at	blood	cave	courage
accuse	attack	blow	centre	court
ache	attempt	boast	century	cousin
across	attract	boat	ceremony	cover
act	attend	body	certain	cow
add	audience	boil	chain	coward
address	autumn	bone	chair	crack
admire	aunt	book	chalk	crash
adopt	avoid	border	change	create Ω
adventure	awake	born	cheap	crop
advertisement	away	borrow	cheat	cross
advice	baby	both	check	crow@
advise	back	bottle	cheese	crowd
aeroplane	backbone	bottom	chest	cruel
afford	background	bow	chicken	cup
afraid	backward	bow l	chief	cupboard
after	bag	box	child	cure
afternoon	bake	boy	chimney	current
again	balance	brain	choose	curtain
against	ball	branch	church	cushion
ago	band	brave	circle	cut
agree	bank	bread	city	danger
agriculture	bargain	break	class	dark
ahead	base	breakfast	clay	dance
aim	base	breathe, breath	clean	dare
air	basic	bribe	clear	date
all	basket	brick	clerk	daughter
allow	bath, bathe	bridge	clever	day
almost	be	bring	climb	dead
alone	beak	broad	clock	deaf
along	bean	brother	close	dear
aloud	bear	brow n	cloth	decide
also	beard	brush	club	deep
altogether	beat	build	coal	degree
already	beauty, beautiful	bunch	coast	delay
always	because	bundle	coat	deliver
ambition	become	burn	coffee	describe
among	bed	burst	coin	desert
amount	before	bury	collar	develop
ancient	beg, beggar	bus	collect	devil
and	begin	business	college	diamond
angle	behave, behaviour	bush	colour	dictionary
angry	behind	busy	comb	die,death
animal	being	but	common	diet@
another	belief	butter	company	difficult
answer	believe	button	compare	dig
any	bell	buy	compete	dinner
apart	belong	by	complain	direction
appear	below	cage	complete	dirt, dirty
apologise	belt	cake	congratulate	discipline
apply	bend	call	contain	discover
arch	beneath	calm	continue	discuss
argue	beside	camera	control	dish
arm	better	camp	conquer	distance
army	between	can	cook	disturb
arrange	bicycle	cap	cool	divide
arrest	big	capital	copy	dive
arrive	bill	captain	corn	doctor
arrow	bird	car	correct	dog
art	birth	care	corner	dollar

donkey	fear	handsome@	invite	manner
door	feel	happy	iron	map
dot	female	hard, hardly	island	market
double	fence	hardworking@	jealous	material
dozen	fever	hardly	join	may
drag	field	harm	joint	measure
drawer	fierce	haste	joke	mean
dream	fight	hat	journey	meat
dress	film	hate	jump	meet
drink	find	have	juice	melt
drop	finger	he	just	metal
dry	finish	head	kill	middle
duck	fire	headache@	kind, unkind	mild
due	first	heal	kiss	mill
dull	fish	health, healthy	kitchen	mine
during	flood	heap	knife	mix
dust	floor	hear	knock	modern
duty	flour	heart	lady	money
ear	flow	heat	ladder	moon
early	flower	heaven	lake	mosque@
earn	fold	heavy	lamp	mother
earth	food	hello	land	motor
east	foot	helmet@	language	mountain
easy	forest	help, helpful	large	mouth
eat	forget	helpful	last	mouse
edge	forgive	her	late	move
educate, education	fork	here	latter	much
egg	form	hide	laugh	mud
elastic	former	high, height@	law	music
electricity	forwards	hill	lazy	my
elephant	frame	hire	lean	mystery
empty	freedom	his	least	nail
encourage	frequent	history	lesson	name
end	freeze	hit	left	narrow
enemy	friend	hold	leg	naughty@
engine	fresh	hole	less	near
enjoy	fright, frighten	holidays	let	neat
enough	from	home	letter	neck
enter, entrance	fruit	honest	level	neighbour
envelope	fry	hook	liberty	neither
escape	full	hope	library	nephew
equal	fun, funny	horse	life	nest
even	future	hospital	light	net
evening	furniture	hot	lightning@	never
event	further	hour	like, likely	new
every	game	house	limb	nice
evil	garden	hunger	limit	niece
examination	garage	hunt	line	night
exercise	gas	hurry	lip	no
excellent	gate	hurt	listen	none
expensive	get	ice	live	nor
explore	gentle	idea	loaf	north
extra	girl	if	log	notice
eye	give	ignore Ω	lonely	number
face	glad	ill	long	nurse
fact	go	in	look	nut
factory	god	inch	loose	oar
fail	good	indoors	lot	obey, obedient
faint	gold	industry	loud	object
false	govern, government	ink	love	ocean
family	grand	insect	low	of
famous	great	inside	loyal	off
fan	greed	instead	lunch	office
far, farther	greet	intelligent Ω	lamp	often
fashion	grey	interest	library	on
fast	group	international	machine	once
fat	grow	into	mad	one
fate	guard	introduce,	make	onto
father	guess	introduction	mail	or
fault	guilty	invent	male	out

outdoor@
out of
opposite
owe
pad
page
pain
pair
parcel
patient, patience
pattern
pay
pedal@
permit, permission
picture
piece
pig
pigeon
pile
pin
pinch
pink
@polish
population
poor
pot
powder
praise
price
problem
profit
programme
protect
punish, punishment
purple
pure
put
quality
quantity
quarter
queen
question
quick
rabbit
race
radio
rail, railing@
raise
rake
rapid
raw
reach
read
ready
real
reason
receipt
recent, recently

recycle@
regret
regular
rent
repair
repeat
relation
replace
reply
report
responsible
rest
restaurant
result
reward
ribbon
rice
rid
ride
ring
ringgit@
roast
rod
roll
roof
room
root
rope
rot
rough
round
row
rub
rude
seat
open
orange
said
sake
sad
sail
salary
salt
sample
satisfy
school
science
scissors
screw
search
second
secret
secretary
see
seed
seem
seldom
separate

sen@
shall
shallow
shame
shampoo@
she
shelf
shell
shelter
shield
shine
shoe
should
shoulder
shout
show
shut
sick
signal
sink
sir
slight
slim@
slip
slow
small
smell
smile
smooth
snow
soap
society
socks
soft
soldier
solid
solve
space
spirit
spread
spring
square
staff
stage
star
station
stay
steady
steam
steel
steep
steer
stick
stiff
still
strip
struggle
straight

stretch
strict
strike
string
summer
surround
swallow
system
table
take
talk
tail
tame
taste
taxi
tea
teach
technology Ω
telegraph
telephone
tell
temper
temple
terrible
test
that
the
them
there
these
therefore
they
thick
thin
think, thought
those
threaten
throw
thunder
ticket
tide
tight
tin
tip
tired
today
toe
toenails@
tone@
too
toothbrush@
toothpaste@
tough
towards
tow el
toy
translate
travel

treat
tree
true, truth
try
turn
tyre@
ugly
under
upper
wait
wall
ward@
wash
water
weapon
wear
weather
welcome
week
which
who
wicked
wild
will
winter
witness
window
wise
wish
without
woman
worry
worship
would
wrap
write
wrong
year
yellow
yes
yesterday
young
zero