


The Longman Structural Readers Handbook

1987 edition

Robert O'Neill (General Editor)


Longman 

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Contents

Introduction	1
<u>Stage 1</u>	
General Guidelines	6
General Criteria for Vocabulary Selection	8
Vocabulary List	10
Structure List	14
<u>Stage 2</u>	
General Guidelines	16
General Criteria for Vocabulary Selection	17
Vocabulary List	19
Structure List	25
<u>Stage 3</u>	
General Guidelines	28
General Criteria for Vocabulary Selection	29
Vocabulary List	31
Structure List	40
<u>Stage 4</u>	
General Guidelines	42
General Criteria for Vocabulary Selection	43
Vocabulary List	45
Structure List	56

Introduction

Contents of the Introduction

- 1 Who will find the handbook useful?
- 2 Background information about the series
- 3 The aim of Longman Structural Readers
- 4 Why do we need guidelines?
- 5 Other important factors
- 6 Types of readers
- 7 Major differences between the new revised handbook and earlier versions
- 8 How vocabulary has been selected
- 9 How the handbook is organised

Who will find this handbook useful?

The handbook is designed for two main groups:

- potential authors of readers in this series
- teachers and others who recommend readers to students

Potential authors obviously need to know what kind of language and structures they can use at each stage. Teachers also want to know the basis upon which readers are written so that they can judge for themselves what is appropriate for different learners at different levels. It is through their recommendation that the overwhelming majority of students who are the end-users of the series come to a particular reader.

Background information about Longman Structural Readers

Longman Structural Readers (LSR) was the first international series of original readers to be written especially for foreign learners of English. W. Stannard Allen, D.K. Swan and G. Walsh were key figures in the development of this innovative approach to extensive reading. They brought a great depth of writing and practical teaching experience to the series and created vocabulary and structure lists for six different stages, from elementary to advanced based on an analysis of all coursebook material available at the time.

This was the basis for the first LSR handbook, which was published in 1968 and later revised in 1977. Then, in 1986-87, it was decided to revise the handbook in order to reflect some of the critical changes in language teaching and materials design that had taken place. This new revision is the basis of the present handbook.

The aim of Longman Structural Readers

The aim of the series is to encourage extensive reading - reading for pleasure and general understanding - rather than intensive reading - reading for very specific information with a focus on individual language items. Such extensive reading is not possible for learners, however, unless they have reading material within their language competence. Longman Structural Readers are designed to provide such material - material that students do not find too difficult to read; material which gives them a feeling of success and confidence. It is this feeling which motivates students to read more, and it is by reading more that they develop their reading ability.

Longman Structural Readers must, however, not only meet the criterion of accessibility and of being within the students' competence. Even more important than this, they must also be 'good reads' in their own right. They must motivate students to read on, to find out what happens, to become involved in what they are reading.

There are, in other words, two major criteria - accessibility (within the general reading competence of the student) and 'motivational push' (driving the student to read on and even to skip over some language which is too difficult). Accessibility means that language has to be as simple, concrete and direct as possible, particularly at Stages 1 and 2. Motivational push means that the need to be simple, concrete and direct must not be allowed to compromise the interest of the story or the naturalness of the language. The language must 'flow', so that ideally a native speaker reading it would hardly be aware that the stories are written with foreign language students in mind.

Why do we need guidelines?

It is sometimes argued that there should be no explicit control of vocabulary and structure in readers even for beginners. According to this argument, such control makes the language of readers 'unauthentic' and it is only exposure to 'authentic' English which helps students to acquire the language.

It is certainly true that certain types of control tend to make language 'unauthentic'. However, this argument ignores the basic fact that all 'authentic' language (ie texts written for native speakers) is to some extent controlled. No good scientific journalist, for example, writes an article on say advances in genetic engineering in the same way for an informed, but non-specialist lay audience as she or he would for experts on the subject. Articles in the so-called 'quality press' are written in a different style from those of the popular press. Native-speakers constantly control, simplify or expand their language according to who they are speaking to. A sensitive teacher of younger children does not address them in exactly the same way as mature teenagers. Of course, the criteria used for this control are not as explicit as those used in EFL and will be based on general and intuitive judgements about what is appropriate and what is not.

The guidelines in this handbook are the product of more than half a century of precisely this kind of intuition. The intuition in this case however is that of successive generations of teachers and writers with wide and deep experience of the problems of foreign students of English in every part of the world. The guidelines are also based on analysis of the kind of language which students are likely to have encountered in textbooks and other ELT materials.

The guidelines are, in short, a practical well-researched description of the kind of language which writers can use in creating books which will bring pleasure and build confidence and - almost as a by-product - improve language ability. All books in the LSR series are written to present the story or information as compellingly and directly as possible, and the guidelines are a means of achieving this for the target readership. They are not frozen: they have been and will be still further modified by experience, insight, intuition, research and argument. They are neither a creative straightjacket for the author, nor a recipe for an impoverished diet for the student. Just as some of the best literature written for children can be appreciated by adults, so can books written within the guidelines for foreign students become good reading in their own right and with their own validity.

Other important factors which contribute to a 'good read'

As serious and as practical and well-researched as these guidelines are, there has to be some scope for introducing language - particularly vocabulary - which is outside them. Different stories and subjects call for different vocabulary, simply in order to express basic ideas and concepts central to the story or the subject.

When such vocabulary outside the guidelines for a particular stage becomes necessary, there are many ways of helping to make it clear without breaking the flow. These ways of keeping or making the language accessible and within the reach of students can also contribute in other ways towards making the book a "good read".

The first way is to use illustration sensitively and creatively. Although the illustrations are a matter for negotiation between the author and the editor, suggestions from the author are always invaluable, particularly if the author is aware not only how illustrations can make the book more interesting, but also make the language clearer. Suppose, for example, in a detective story the word "fingerprint" is essential. The author should take care to suggest an illustration that will not only give a clear picture of some incident in the story itself, but also of what a fingerprint is. Visual support of the story is clearly more important at earlier stages (1 and 2), but it is important that authors should establish, before they write, and in consultation with the series publishing team, how much illustration is necessary and how it is to be integrated into the text.

The other factors that contribute to a good read are even more directly within the author's own control.

- * Keep sentences short, particularly at the early stages.

Keep syntax fairly simple by avoiding embedding whenever possible. "The house the woman who worked in the shop worked in was..."

- * Organise the story or text into short paragraphs and chapters (two or three pages if the story permits) so that there are obvious resting points for the eye and the reader's attention.

- * Remember that you can use a mix of narrative and dialogue and other devices to tell the story. One of the most successful Readers - 'K's First Case' - uses narrative, excerpts from notes and reports, sketches, time charts, numbered theories, and comic strip speech bubbles. Although this is an extreme example, the great popularity of this book shows how one story can be told in a variety of ways.

- * Tell the story as directly as possible, with a clear transition from beginning to middle to end. Try not to confuse the reader about the sequence in which things happen. Don't, for example, use flashback unless you feel that it is essential to the story. If you do, signal that it is a flashback clearly, both visually (a picture of the character remembering) and through language. ("He tried to

remember. Slowly the memory came back to him. Yes it was long ago, five years ago in fact.")

* Always make it crystal clear who or what you mean by "he", "she", "they", "this", "that" (anaphoric reference). For example, in the sentence "When Mary saw mother she was sitting on the bus", it is not clear who is sitting on the bus. Also, don't refer to the same character with two different names (Elizabeth/Liz) unless it is made clear more than once that different people call the character by different names.

* Don't try to compress too much information into one paragraph. This does not mean that you should patronise the foreign reader, who may be very sophisticated and intelligent, even though only a beginner at English.

* Use redundancy, both of language and key bits of information. If there is something about a character that it is essential to know and remember, say it more than once, in different parts of the story. Stories written for native speakers are rich in both kinds of redundancy and it is just as important - in fact more so - in those for the foreign reader.

* Don't invert 'reporting verbs' in sentences like "I'm busy," said Bill. Instead use the conversationally more natural "I'm busy," Bill said.

* Take care in using time words such as 'now' as a non-temporal linking word in the past. Eg: "He sat back and thought. Now he remembered."

* Don't use idioms or phrasal verbs that are likely to confuse the student. For example, "He spilled the beans" or "She didn't like him. He really turned her off". Also, avoid putting the particle of a phrasal verb too far from the stem, as for instance with "look up" in a sentence like "He looked it and all the other words he didn't understand up."

* Finally, although this is not strictly a language point, it is important that material should be neither racist nor sexist (which does not mean that it becomes laboured in avoiding these). Remember that there are probably more female readers than males and that Longman Structural Readers are used throughout the world by people of all races. Books can have a male or female lead character and the publishing team is looking for balance and an avoidance of stereotyping.

Types of readers

Longman Structural Readers encompass a rich selection of genres, suitable for younger students of about eleven, for teenagers and also for adults.

The list includes a wide variety of fiction - adventure stories, detective stories, ghost stories, romances - the scope is endless. There is also non-fiction, which includes biographies and factual information; there are also short story collections, plays and poetry. Within the series different text types are possible - narrative, dialogue, stories written in the first person, letters, diaries, cartoon strips. In short, there is something to catch the interest and imagination of students of English throughout the world.

Major differences between this handbook and the earlier versions (1968, 1977) and reasons for the changes

The LSR series is not only the first series of its kind, it is also the most widely-used throughout the world with an unrivalled choice of titles. One practical consequence of this, of course, is that any changes in the basis upon which they are written - the structure and vocabulary lists - have to be thought out with great care. There have to be very good reasons for such changes when the series has been so successful and established such a strong following among both teachers and learners. However, even the most successful series cannot afford to stand still nor ignore changes in the thinking and methodology of teaching.

Number of stages

The 1968/77 handbooks were divided into six stages. The new handbook (87) has only four stages.

Stage 1: Elementary

Stage 2: Lower Intermediate

Stage 3: Intermediate

Stage 4: Post-Intermediate (below FCE level)

These four levels correspond roughly to Stages 1-4 in the 1968/77 handbooks, although there is more lexis available to select from at each stage. There are also a few differences in which structures have been included.

The decision not to compile lists of vocabulary and structure at what used to be called Stages 5 and 6 reflects a consensus among teachers and writers that a different approach is needed above Stage 4; above all, a far more determined attempt to bridge the gap between 'English for the foreign learner' and so-called 'authentic' English (that is English not written for a specifically foreign audience).

Range of words to select from

In the earlier handbooks a core vocabulary was listed and guidelines given for how and when to introduce additional vocabulary. Now the vocabulary list for each stage is expanded so the range of words is made more explicit. This does not mean that authors can use all the words listed. It means authors can use the lists to select which 300 words at Stage 1, 600 words at Stage 2, etc., are most necessary for the story they are writing. (The general guidelines for each stage explain how to add specific vocabulary essential to the subject matter of the book and how this should be kept to a minimum.)

By making the range of words more explicit, this avoids the apparent illogicalities inevitable when keeping to a strict word count. When a specific upward limit is set to the number of words available at each stage rather than to the number an author may select, the criterion of frequency dominates. This is why in the previous handbook, words like *slow* and *knife* were available at Stage 2, but *fast* and *key* not until Stage 3. Yet *fast* and *slow* belong together as the same act, and *key* is no more conceptually difficult than *knife*. Modern methodology recognises criteria other than frequency - and these are explained below in the section 'How vocabulary has been selected'. This new approach is important because it increases the writer's scope for producing more natural, realistic English which the demands of 'authenticity' favour.

A further important factor is that in recent years there has been a noticeable increase in the receptive vocabulary (the words that a student can recognise if not produce or use) even of beginners. This is true all over the world, and is a result of the increasing penetration of English words into other languages. Words like *snack*, *sandwich*, *soft drink*, *star* (film star; rock star) *computer* and *jet* are part of an international vocabulary which even very young students of English usually recognise. This increase in receptive capacity makes it possible to be far more adventurous in deciding which words are possible at each stage. Above all, it makes it possible to select words according to semantic rather than to strict numerical criteria.

Use of past forms at Stage 1 and 2

In the earlier guidelines, the past was not introduced until Stage 2. It is now possible to use a limited selection of verbs in the simple past at Stage 1. All verbs indicated in the vocabulary list for Stage 1 can now be used in the Past Simple, as long as they are regular; that is, have -ed endings

talk-talked watch-watched

However, those verbs that are irregular are more limited. Only the following may be used:
be-was/were, come-came, do-did,
find-found, get-got, go-went, have-had,
and see-saw.

There are two major reasons for this change. First, current thinking and methodology makes a much clearer distinction between productive and receptive competence. Graded readers are designed for receptive learning. It is illogical to suppose that students can understand and even say sentences like 'I listen to the radio and watch television every evening' and yet not understand 'I listened to the radio and watched television yesterday evening'. The second major reason is that stories are often set in the past. If, however, they are told in the present tense (*The man opens the door. He looks inside. He goes inside.*) students are likely to suppose that there is no real difference in meaning between present and past forms. Even in the earliest stages of learning, we do not want to encourage unnatural and incorrect use of the language.

Previously, the Past Progressive (*He was running when ...*) was not available until Stage 3. Now, with the Past Simple available at Stage 1, it is only natural to allow the Past Progressive at Stage 2. However, we have again limited this form at Stage 2 to a very specific use; namely the description of background events or actions as in *It was raining when she looked out of the window.*

How vocabulary has been selected

Sources

A wide variety of sources was used in selecting vocabulary for the new edition. The first of these was the earlier list of words for the 1968/77 handbooks. This list was based on such documents as the General Service Word List and frequency counts. This newer edition uses that list as a basis but builds upon it to include such documents as 'Waystage' and 'Threshold' (Council of Europe, Strasbourg 1977) which specify minimal target levels of competence in English and other languages.

Another important source was the vocabulary lists of the new coursebooks that have come into use since the earlier editions of the handbook were published. Longman Structural Readers have always been used as supplementary materials for such coursebooks.

An additional important source of lexical research was the Longman New Pocket English Dictionary.

Frequency

In both the new and older editions of the handbook, frequency is one of the main criteria for selection. Words that occur frequently in everyday communication are more likely to occur than words that occur less frequently. However, frequency alone is a very uncertain guide. A modern reading series must integrate with frequency other criteria, as well.

Conceptual usefulness

Frequency by itself does not always predict how conceptually useful a particular word or phrase may be. For example, does a particular word describe some basic notion such as 'ill' or 'broken'? How useful is it in explaining other words? The earlier editions of the handbook did not completely ignore conceptual usefulness. However, for reasons already explained, it was difficult to integrate it properly with frequency. This new, revised handbook, gives it a far more explicit and equally important role.

Lexical sets

The usefulness of a word in making up a 'lexical set', such as personal characteristics, verbs of motion, basic types of food, etc, is another important criterion. Again, such considerations were certainly not ignored in the earlier vocabulary lists but they have been now made more powerful in this new handbook.

Perceived difficulty

Another major reason for changes in vocabulary in the new handbook is that ideas of what is 'too difficult' at particular stages have changed in the past 20 years. This is partly because there has been a rise in the level of competence of learners, even at so-called 'beginner level'. Beginners today often have more 'passive' vocabulary in English when they start than before. Even young children today hear a certain amount of English in radio and television broadcasts in their own languages. English words and phrases are used far more frequently in advertising and in brand names. English is no longer the language of certain nations or a particular set of cultural values; it is a tool of communication for different cultures all over the world. A reading series which reaches so many different people in so many different parts of the globe must take account of these changes.

Organisation of the handbook

This new handbook is divided into four main sections which relate to each of the four stages. Each section is divided into four parts:

- General guidelines
- Criteria for vocabulary selection
- Vocabulary list
- Structure list

The guidelines for each section summarise the most important features of that section. The criteria for vocabulary selection are particularly important. You should look at them carefully before you look at the vocabulary list. The criteria will summarise for you the main categories of that list, and will give you a general idea of what is available and what is not.

We suggest that before you start writing a reader for a particular stage, you flick through the four sections quickly to get a general idea of what it contains. Then, when you start writing, keep referring regularly to the vocabulary and structure lists for that stage.

Robert O'Neill

STAGE 1: General Guidelines

- **Use simple, concrete language**

Use 'simple action' verbs, like 'go' 'come' 'listen' 'open' 'close' 'listen' 'eat' 'drink'; etc. Nouns should be specific, not general; ie. 'chair' or 'table' and not 'furniture', or 'tennis' 'football' and not 'game'. Adjectives should be the sort that are used frequently and have the widest cover, such as 'good' or 'bad' rather than 'wonderful' or 'awful'. See "Criteria for Selection" for Stage 1.

- **Use only 300 words from the list**

Remember again that although there are more than three hundred words in the vocabulary list for Stage 1, you cannot use them all. You can select up to 300 words from this list. This means that you have to keep track of each new word you use. If you are using a Word Processor, you can use word-check or other software programmes to do this. If you are not, there are various simple ways of checking. The simplest is simply to make a mark against each new word in the list the first time you use it.

Morphological variants should *not* be counted as extra words. This means that *go goes going* should be counted as one word only - just as the variants of *be - is am are - are* to be regarded as only one word.

- **Keep sentences short**

Most sentences should be single clauses and no longer than six or seven words.

It is Monday morning. The weather isn't very good. It is raining. The bus is coming. Bill is running for it.

A few sentences can be as long as twelve words if they contain more than two clauses which are joined with *and but or or that*. For example,

Alice is going to work. She's on the bus. There is a man behind her and he is watching her. She doesn't know that he is following her.

- **Use contractions in dialogue and full forms in narrative**

Use full written forms in narrative text *Alice looks outside. She can see it is raining. But use contractions in dialogue or direct speech: 'It's raining,' she says.*

However, contracted negative forms such as *can't doesn't and isn't* can be used in

narrative. *Alice doesn't know the man is behind her. She can't see him.*

- **Use illustration and context to make meaning clear!**

If a word is used outside the list, the author should whenever possible make its meaning clear through an illustration which is integrated into the story as a whole. For example, if it is absolutely essential to use a word like 'wolf', a picture of one should appear in an incident referred to in the story. Context can also be used to make to make meaning clear. For example, the word *follow* is not in the list but it is used in one of the examples above (Sentence Length). The general context helps to make the meaning clear in the example. Another example might be a word like *feel* in the following example. 'How do you *feel* today?' the doctor asks.

'I'm not well doctor. I've got a very bad cold,' the old man answers.

The general situation and context here makes it easier to infer the meaning of the whole question 'How do you feel?', even though the exact meaning of the word itself may still be unclear.

- **Begin the book at a simpler level than you finish it!**

One common fault of authors who have not written at this stage before is that they begin the book at too difficult a level. Particularly in the first 5 or 10 pages it is essential to keep language even simpler than it will be towards the end of the book. Begin as simply as possible, trying to get the reader interested in the story. In the first ten pages there should be no more than two or three words from outside the list. These words should be repeated more than once so that the reader can get accustomed to them. The level of language should increase gradually throughout the reader. Even at the end, you should not be using all the words from the lexis list at this stage.

- **Limited use of past forms**

A radical departure from the older versions of the list is that some past forms are now permissible. These forms are as follows

1 Past forms of all regular verbs in Stage 1

All verbs indicated in the vocabulary list for Stage 1 can now be used, as long as they are regular; that is, have -ed endings
talk -talked watch -watched

2 Past forms of some irregular verbs

However, those verbs that are irregular, that is, verbs like **be-was/were** are more limited. Only the following may be used
came did found get went had said saw

• Use the Past Simple only in very transparent contexts

The reasons for using the past in a story have to be transparent - or immediately obvious - from the way the story is told and the accompanying pictures. For example, a narrative caption for a picture should be in the present, since we can see the action happening and this is the present or 'now' in terms of the story.

**The two detectives are in the room.
They are looking at all the things in it.**

If the past is used, it must be in a context that is past in terms of the picture.

'Well, where's Jake?', one of them asks.

'I don't know. He isn't here now, but he was here yesterday. I saw him. I talked to him. He was here, I tell you!'" the other man answers.

Use only a limited number of adverbs of past time

Very few adverbs of past time are available at Stage 1. These are **yesterday last week last month last year** as well as **at ...o'clock in ... (year) and on ... (day)**, as in **I saw him on Monday**. It is **not** possible at this stage to use **ago** as in **They left four days ago**

• Advice on using words outside the list

In almost any story, it will be necessary to use a few words not included in the list for this stage. This is because the subject matter or story may require such words. It is, for example, difficult to write a western without using the word **cowboy**. As a general rule, the maximum number of such words for any book is about 15 and any new words should not be clustered together. The author, however, has to take great care to introduce these gradually, and also to use illustration and context to make the meaning clear.

Stage 1: General Criteria for Vocabulary Selection

- 1 Everyday objects:
cup glass money car
pen pencil book knife etc
- 2 Basic terms for people:
man woman girl boy
child
- 3 Basic language for travel & movement:
come go walk run
take a/ catch the .. drive
- 4 Basic perceptions and cognition :
see hear know think
understand listen to
watch look at
- 5 Basic attitudes, feelings and physical states:
like want angry hungry
thirsty tired
- 6 Basic prepositions for location, movement and direction:
to from on in at under
above near along across
behind beside in front of
- 7 Days of weeks and months:
Monday Tuesday January etc
- 8 Basic vocabulary for time :
minute hour day week
month year morning
afternoon evening
now later today tomorrow
yesterday at...o'clock on
Monday last ...(week, etc)
- 9 Basic frequency adverbs:
often always never every
day
- 10 Possession:
have(got) my your his her
their mine yours
- 11 Basic words for places and buildings:
city country town village
house building flat
- 12 Basic geographical and topographical features:
river street mountain island
- 13 Easily-recognisable, well-known plants and animals:
tree grass flower dog cat
bird horse fish tiger
elephant monkey lion
- 14 Basic occupations:
secretary bus driver
teacher policeman/woman
waiter doctor nurse
student pilot mechanic
typist
- 15 Most common clothes:
coat jacket dress shirt
skirt blouse belt trousers
shoes boots
- 16 Basic adjectives for age, size, quality & distance:
good-bad
expensive-cheap
beautiful-ugly big-small
long/tall-short tired
hungry thirsty angry
happy young old
- 17 Basic weather phenomena:
warm cold rain wind
snow sun shine moon
- 18 Basic terms relating to quantity:
how much not much a lot
a little
- 19 Basic language of personal identification: name address
telephone-number live in
- 20 Basic family relationships:
mother father sister
brother daughter son
friend
- 21 Basic terms for school and learning: go to school
teach learn teacher
student/pupil
- 22 Basic 'food' vocabulary:
breakfast cook make
lunch dinner bread rice
potatoes fish egg chicken
beef peas beans beer
wine tea coffee water
salt sugar

- 23 Distance and closeness:
near far ...miles
kilometres from..
- 24 Most obvious parts of the body:
face hands legs arms
fingers neck eye ear
- 25 Common sports and games and
verbs collocating with them:
tennis golf football swim
play[v] win lose kick
throw hit goal
- 26 Communication:
say ask answer[v] question
answer[n] word letter
postcard stamp telegramme
telephone[n] write
- 27 Basic social language:
How are you? Fine/well.
Please I'm sorry Thank
you
- 28 Work places:
office factory shop
supermarket department
store
- 29 Furniture and other features of
houses:
chair table floor window
door roof bedroom dining
room kitchen lavatory
garage door window stairs
ceiling floor basement
first floor second floor
garden
- 30 Basic vocabulary of
entertainment:
radio television cinema
film book newspaper
magazine game
see/watch/go to ...
- 31 Basic means of transport:
car bus train plane ship
on foot bike
- 32 Colours:
black white green blue
red etc
- 33 Most common weather phenomena:
rain cold hot sun shine
weather

Stage 1: Vocabulary List

Any 300 words may be selected from this list.

A

a
above
across
address
aeroplane
afternoon
again
airport
all right
along
alphabet
always
an
and
angry
animal
answer
any
anything
apple
April
arm [n]
ask
at
August
axe [n]

B

back
bacon
bad
bag
balcony
ball
ballpoint
banana
bank
bar
basket
bath (take a...)
be
beach
beans
beard
beautiful
bed
bedroom
beef
beer
behind
belt

beside
between
bicycle
big
bike
bird
black
blouse
blue
boat
book
bookcase
boots
boss
bottle (n)
box
boy
bread
breakfast
bridge [n]
bring
brother
brown
bucket
building
bus
bus driver
bus stop
but
butter
button [n]
buy

C

cafe
cake [n]
camera
can (possibility
and requests)
can [n; container]
cap
captain
car
car-park
carry
cassette
cat
catch (a ball but
not a train or a
cold)
ceiling
chair

cheap
cheese
chicken
child
church
cigar
cigarette
cinema
circus
city
classroom
clean
clock
close [v]
closed (adj)
coat
coffee
cold
colour
come
come on
come in
cook (n&v)
country (a
big/small
country)
cow
cowboy
cup
cut

D

dad
dance
daughter
day
dear
December
department store
desk
detective
dictionary
difficult
dining room
dinner
dirty
disc
dishes
do
doctor
dog
dollar

door
down
dress
drink [v]
drive [v]
driver
duck (bird)

E

ear
early
easy
eat
egg
electric
elephant
end [n]
English
envelope
evening
every
every day
Excuse me
exit
expensive
eye

F

face
factory
family
far
fast
fat
father
February
feet
fight (v&n)
film
find
fine [adj]
finger
finish
fire (n)
first
first name
fish
flat [n; place to
live]
floor
flower
fly [v]

food
foot/on foot
football
forget
fork
Friday
friend
from
fruit

G

game
garage
garden
gas [n]
get
girl
give
glass (a glass of..)
glasses (specs)
go to bed
go
goal
going to (future)
golf
good
goodbye
good morning
grape
grass
green
grey
ground
ground floor
guitar
gun

H

hair
hammer [n]
hand
handbag
handkerchief
handle [n]
happen
happy
hard
hat
have
have got
he
head
hear
heavy
helicopter
hello
help
her

here
here it is
here is/are
here you are
Hi
him
his
hit [v]
home
homework
horse
hospital
hot
hotel
hour
house
how are you?
how do you do?
how many ...?
how much (price)?
hundred
hungry
husband

I

I
in front of
in
into
island
it
its

J

jacket
January
jar
jeans
jet
job
July
jump
June

K

kangaroo
key
kick
kill
kilo
kilometre
kitchen
knife
know

L

lamb

lamp
large
late
later
lavatory
learn
least
left (not right)
leg
lemon
leopard
lesson
let's ...
letter (alphabet)
letter (post)
letter-box
like (v)
line
lion
listen
litre
little
live
living room
long
look (v)
look at
lorry
lose
lot (a lot)
love [v]
lunch

M

magazine
man/men
March
margarine
market
matches
May
me
meat
mechanic
medium (size)
menu
metre
mile
milk
million
mine (possessive)
minute
mirror
Miss
moment (one
moment, please)
Monday

money
monkey
month
moon
morning
mother
motor
motorway
mountain
mouse
moustache
mouth
mum
music
my

N

nail
name
near
neck
never
new
newspaper
next/next to
nice
night
no
noon
nose
not
nothing
now
number
nurse

O

o'clock
ocean
October
of course!
of
off
office
often
oh
OK
old
on foot
on (spatial)
one
only
open (adj & v)
or
orange
our
out of

out

P

packet
paper
Pardon?
park [n]
pay
peas
pedal
pen
pencil
people
pepper
perfume
photo
photograph
piano
picture
pig
pilot
pipe
plane
plate
play(v)
please (yes,
please)
police
policeman
post
postcard
postman
potato
pound (£)
pretty
price
pub
pull
push
put

Q

question (n)
quiet

R

radio
rain [n&v]
rat
read
red
remember
restaurant
rice
right (not left and
not wrong)
river

road
roof
room
rose
run (v)

S

sad
salad
salt
sandwich
Saturday
saucer
sausage
saw [n]
say
school
screw
screwdriver
second (after
first)
second (unit of
time)
secretary
see
September
she
sheriff
shine
ship
shirt
shoes
shop (n)
shop
short
shut (adj & v)
sir
sister
sit (down)
skirt
sky
slow
small
smoke (v)
snow [n&v]
soap
socks
sofa
soft
some
something
son
sorry (I'm sorry)
soup
spaghetti
speak
spoon

sport
stadium
stairs
stamp [n]
stand (v)
stand up
stand (not sit)
star
start
station
steak
stomach
stone
stop (v)
store
story
street
strong
student
suddenly
sugar
suit (n)
sun
Sunday
supermarket
sweater
swim

T

T-shirt
table
take
tall
taxi
tea (drink, not
meal)
teach
teacher
teeth
telegramme
telephone
telephone number
television
tell
tennis
Thank you
that
the
their
them
then
these
they
thick
thin
thing
think
thirsty

this
those
thousand
throw
Thursday
ticket
tiger
time
tired
to
today
toilet
tomorrow
tongue
tonight
too (and ...is a ...,
too)
town
train
tree
trousers
Tuesday
turn (something
on/off)
TV
typist

U

ugly
umbrella
under
understand
university
up
us
usually

V

vegetables
very
video
village
violin

W

W.C.
wait (but not
wait for)
waiter
waitress
walk (v)
wall
wallet
want to
warm
wash

watch (timepiece)

watch (v)

water

weak

weather

week

well (I'm well)

What

When

Where

Which

white

Who

Whose

Why

wife

win

wind

window

wine

with

without

woman

word

work (n&v)

world

write

wrong

Y

year

yellow

yes

yoghurt

you

young

your

Z

zebra

zero

zoo

Stage 1: Structure List

- 1 Simple sentences
with 'be' + NP/Adj/or Adverb of place
Questions and Negatives
- 2 'There' + 'be' + NP + Adverb of place
Questions and Negatives
- 3 'This/That/The/A(An)' + 'be'
- 4 This and That as Noun Determiners
- 5 Plurals with 's'
and most common irregular plurals
- 6 possessive 's'
- 7 Basic prepositions (see Lexicon)
- 8 'has/have got' + a/the
Questions and negatives
- 9 'some' and 'any'
- 10 Present Simple
Statements, Questions and Negation
• no negative questions (Don't you ...?)
- 11 Present Progressive
Statements, Questions and Negation
• no negative questions (Aren't you coming?)
- 12 'Wh' -question words incl 'How', 'How far/old'
& 'How much/many'
- 13 Basic adjectives
- 14 Basic adverbs of frequency
- 15 adverbs 'well' & 'fast'
- 16 'and but or' (also with VPs)

I'm a doctor. This is my friend.
It's cold here. Is it cold there?
London is in England. It isn't in America

There's a big hotel near the station.
There isn't a post office near here.
Is there a ... near here?

Is this coffee or tea?
That's the man!
The man near the door is a detective.

That man is a detective.
This book is expensive.

There are two hotels near the station.
The children are here.
There are a lot of people here.

That's Tom's suitcase.

in into on from between in front of; etc

Have you got a match?
She's got the money.

Have you got some paper?
I haven't got any money!

I live/work in.../come from ...
She likes/doesn't like
Do you like/know ...?
I don't know/like ...

The bus is coming.
Where are you going?
What are you doing?
You aren't listening!

Where What Which When Why How
Who Whose How/How old/How far...?
How much does that cost?
How many do you want?

good bad cold warm heavy fast slow
easy difficult

I often/never/usually

I can swim, but not very well.
He's driving very fast.

Bill and I are friends.
He swims and runs every day.
I know him but I don't know her.

- 17 'going to'
- 18 'can' (ability and permission)
- 19 Positive and negative imperative forms
- 20 Indirect Speech: no tense change
- 21 'would like' without infinitive
- 22 'have' as an active verb
in sense of 'eat' 'drink' only
- 23 'very' & 'too' as intensifiers
- 24 Impersonal "It"
- 25 Infinitive with 'want'
- 26 Tag answers
- 27 Simple tag pro-forms for whole sentences
- 28 'know'/'think' + VP with & without 'that'
- 29 'cup/glass/bottle' etc + 'of' + noun
- 30 Pseudo passive after 'is/are'
(only with 'closed/finished/shut')
- 31 'too' in end position link word
- 32 some/any/something/anything/nothing
(any' and 'anything' only in negative sense)
- 33 Simple Past of all regular verbs in vocabulary
list for Stage 1 and the following irregular verbs
be come do find get go have and see
- 34 Give + Indirect object + Direct object
- Is this coffee or tea?
- It's going to rain.
What are you going to do tomorrow?
- I can swim but not very well.
Can I ask you a question?
- Stop that!
Don't do that!
- He says the train is late.
- Would you like a cup of coffee?
- I usually have breakfast at 7.
I always have a sandwich for lunch.
- It's very cold. It's too big for me.
- It often rains here.
- Mary wants to go to the cinema.
- Is Mary there? - Yes, she is.
Do you like it? - No, I don't.
- Carla is here but Mary isn't.
She likes it but I don't.
- I know (that) you don't like me.
I think it's going to rain.
- A cup of coffee, please.
Would you like a glass of wine?
He's buying a bottle of milk.
- It's closed/finished
- She's very tall, and her sisters are at all too.
- Would you like some tea?
I can't see anything.
What are you doing? - Nothing.
- It rained yesterday
The weather was very bad.
- Give me the gun. Give it to me now.

Stage 2: General Guidelines

Keep vocabulary concrete

Vocabulary at this stage should still be concrete and easy to illustrate through pictures or to infer from context. However, general terms for some of the sets in Stage 1 can now be used, such as **people machine place plant**.

Re-use vocabulary and structures from Stage 1

The vocabulary list for this stage incorporates both the vocabulary from Stage 1 and the new vocabulary for this stage. All new words are printed in **bold**.

The structure list, however, shows only the new structures allowed at this stage. You should look back at the structure list for Stage 1 and compare it with Stage 2 to see the full range of grammatical forms now available.

Use only 600 words of the total

Remember that you are very unlikely to use all the words in both stages. You should try to work with **a total** of about six hundred words from both Stages 1 and 2. However, the variants of a word are usually not counted as extra words. For example, the forms **give gives giving gave given** would be counted as a single word.

No more than 20 words outside the list

You will sometimes need a word from outside the list. You must keep careful track of these and not use more than twenty such words.

Recycling & transparency

At Stage 2 it is particularly important to recycle words from Stage 1 and to introduce new words in contexts that help make their meaning as clear as possible. This is even more important with words borrowed from outside the list. An example of transparent context is for the word **enemy**.

'Did your uncle have any enemies?' the inspector asked. Kelly looked at him.

'Enemies?'

'Yes, enemies. You know...people who didn't like him. People who perhaps would like to kill him.'
(Photo of the Tall Man)

The repetition and additional explanation helps to make the meaning of **enemy** transparent. Just as importantly, the dialogue here does not sound unnatural.

Don't use full range at beginning

Compare the structure lists for Stages 1 and 2. The structures from Stage 1 are the base you can work with. Particularly the beginning of the book, introduce new structures (those for Stage 2) sparingly. For example, begin a narrative using only the past simple. Do not use examples of the Past Progressive until you have firmly established the use of the Past Simple in the first few pages. When you begin to use the Past Progressive, restrict it purely to 'background action' contexts, such as **It was raining when we came out** or **Mary looked behind her. The man was still following her.**

You have to be equally careful with the Present Perfect. Use it only in the 'just happened' or resultative' meaning, as in

I've lost my passport
or **You've broken my record!**

Simple reported speech only

Some forms of reported speech are now available. These are limited to the present-to-past transformation, as in **She said she was ill** and a few other forms (See Structure List). But notice that reported questions (**She asked me what I wanted**) are **not** available yet. These cannot be used until Stage 3.

Keep sentences short

Most sentences should have only one clause. Some sentences can have two clauses, linked by **and** or **but** (or other words in the vocabulary list).

The jungle is beautiful but it can kill you. The birds sang 'Kill you, kill you, kill you.' I didn't want to hear them. I only wanted to sleep. I wanted to sleep for days. I shut my eyes and took another step. Suddenly, ...
(Girl Against The Jungle)

Stage 2: General Criteria for Vocabulary Selection

- 1 more frequency adverbs:
sometimes usually
- 2 general classes:
machines places plants
- 3 more language describing weather and other related phenomena:
clouds sky moon snow stars wind blow
- 4 basic language of cause and effect:
Why...?- Because
- 5 shape, size and weight:
round square long narrow deep heavy light
- 6 more common actions of slightly more abstract or less concrete nature:
make begin finish arrive leave take off return touch fight help wait/wait for hope use
- 7 more basic cognitive acts and terms relating to fact and opinion:
remember forget study fact opinion believe (the terms think and know are already available at Stage 1)
- 8 communication:
tell speak call conversation phone talk language mean meaning grammar
- 9 more about family relationships:
aunt uncle cousin grandfather/mother
- 10 quantity:
some a few half of more less
- 11 more about money:
pay cost sell save change(n&v)
- 12 sequence and order:
before after first then finally the end/beginning
- 13 more language to describe attitudes towards people and things:
awful wonderful hate enjoy like/not like...very much / not like at all funny amusing interesting not interesting boring
- 14 more physical and emotional states:
ill blind laugh smile glad feel ... depressed worry worried nervous calm
- 15 more basic contrasts:
different the same heavy light early late far close empty full
- 16 more specific description of preparation and quality of food:
taste good/bad /sweet/salty fry roast boil boiled oven cooker grilled
- 17 more adjectives to describe people: intelligent stupid brave careful kind not kind friendly pretty handsome good-looking interesting
- 18 more about places: coast centre valley in the country capital suburb
- 19 more general verbs describing movement or lack of movement:
get on/off/up jump rest stand stay lie stand up lie down
- 20 basic language associated with travel:
passport declare border cross[v] luggage suitcase trip fly/flight travel
- 21 more jobs:
engineer dentist lawyer reporter butcher sailor manager

- 22 certainty and uncertainty:
perhaps probably
sure/not sure believe
- 23 basic aesthetic phenomena:
music theatre art
paintings artist
- 24 necessity and importance:
necessary important
need/don't need must
have matter/doesn't matter
- 25 seasons of the year:
spring summer autumn
winter
- 26 more about washing; etc:
wash up brush shower
comb toothbrush/paste
shave
- 27 less obvious vocabulary for
position and location:
on top of in the middle
edge not far from close
to ...miles/kilometres from
... a long way away
- 28 sequences in life:
be born die life(n) have
children get older age(n)
- 29 polarity and direction:
north south east west
on the right/left straight
ahead
- 30 basic language of crime:
kill steal catch thief
crime detective police
- 31 common ailments:
have a cold/ cough
headache/stomach
have a pain in the ...
feel bad/ not feel well
- 32 basic language of dysfunction:
What's wrong/the matter
with ...? break broken
doesn't work repair/fix
out of order
- 33 types of materials and their
qualities:
wood steel iron plastic
gold metal plastic cotton
nylon materials hard soft
rough smooth
- 34 internal organs:
heart liver lungs brain

Stage 2: Vocabulary List

Any 600 words may be selected from this list. Please note this list incorporates Stage 1 vocabulary. Words which are new to Stage 2 are indicated in bold.

A a a.m. about (concerning) about (approx.) above accident across actor actress address aeroplane afraid after (time) afternoon again against age [n] ago agree (with) ah airline airport alive all day all right all the almost alone along [adv] along [prep] alphabet already always ambulance among amusing an anchor and angry animal ankle another answer any anything apartment apple April arm [n] arrive art artist	ashtray ask asleep at at first at last at once at the moment attractive August aunt autumn awake away (from) away (be) awful awfully axe [n] B back [n] back [adv] bacon bad badly bag balcony ball ballpoint banana bank bar basket bath (take a...) be beach beans beard beautiful because bed bedroom beef been (to London) beer before (time) begin beginning behind believe (someone/ something; but not believe in) belong below (a place)	belt beside best better between bicycle big bike bill bird birthday bit bite black blanket blood blouse blow blue boat boil boiled book bookcase boots border bored boring born boss both bottle (n) bottom box boy brain brave [adj] bread break [v] breakfast bridge [n] bring broken brother brown brush (v:teeth) brush (n;toothbrush) bucket build building bullet bus bus driver bush	business [n] businessman/ woman bus stop busy but butcher butter button [n] buy C cafe cake [n] call [v] call someone calm camera camp [n&v] camping site can (possibility and requests) can [n;container] cap capital (city) captain car car-park card [n] careful carry case [container] cassette cat catch (a ball) ceiling centimetre centre [n] chair chance change [n&v; change trains; here's your change] cheap cheese chemist (shop) chicken child chocolate church cigar cigarette cinema
--	---	---	--

circle [n]
 circus
 city
 classroom
 clean
 clear (adj)
 clerk
 clock
 close [adj&adv]
 close [v]
 closed (adj)
 clothes
 cloud
 coal
 coast [n]
 coat
 coffee
 cold
 cold (in the nose)
 colour
 come
 come on
 come in
 computer
 conversation
 cook (n&v)
 cooker
 copy [n&v]
 corner [n]
 cost [n&v]
 cotton
 cough
 could (past of 'can'
 and in requests)
 count [v]
 country (in the
 country)
 country (a big /small
 country)
 cousin
 cow
 cowboy
 cross [n&v]
 crowd [n]
 cruel
 cry [v; weep]
 cup
 curry
 customer
 customs
 cut
 cut [n&v]

D

dad
 dance
 dark [adj]
 date [day]

daughter
 day
 dead
 dear
 death
 December
 declare (customs)
 deep
 dentist
 department store
 desert
 desk
 dessert [n]
 detective
 diamond
 dictionary
 die [v]
 diet (on a ...)
 difference
 different
 difficult
 difficulty
 dig
 dining room
 dinner
 director
 dirt
 dirty
 disc
 dishes
 do
 doctor
 document
 dog
 dollar
 door
 double (room in a
 hotel)
 down
 dream [n&v]
 dress
 drink [n]
 drink [v]
 drive [n]
 drive [v]
 driver
 drum
 dry [adj&v]
 duck (bird)

E

ear
 early
 east
 easy
 eat
 egg

either (at end of
 sentence; 'I
 don't, either')
 either+NP+or
 (either tea or
 coffee)

elbow
 electric/ity/ian
 elephant
 empty [adj]
 end (in the)
 end [n]
 end [v]
 engineer
 English
 enough (isn't big
 enough)

enter
 entrance
 envelope
 -er [suffix]
 -est [suffix]
 evening

ever
 every
 every day
 example
 Excuse me
 exit
 expect
 expensive
 explain
 eye

F

face
 fact
 factory
 fair
 fall [n&v]
 false
 family
 far
 fare (for travel)
 farm [n]
 farmer
 fast
 fat
 father
 fault (It's your ...)
 favourite
 February
 feel (How do you
 feel?)
 feel bad/good
 feet
 few (a)
 few

field
 fight (v&n)
 film
 finally
 find
 fine [adj]
 finger
 finish
 fire (n)
 fire [v'sack']
 first
 first floor
 first name
 fish
 flat [adj&n]
 flat [n; place to live]
 flight
 floor
 flower
 fly [v]
 follow
 food
 foot (on foot)
 football
 for [on behalf of;
 period of time;
 amount of money]

for example
 foreigner
 foreign
 forest
 forget
 forget [to]
 fork
 free (no cost; not
 busy)
 fresh
 Friday
 fridge
 fried
 friend
 friendly
 from
 fruit
 fry
 full (of)
 funny (amusing)
 furniture

G

gallon
 game
 gangster
 garage
 garden
 gas [n]
 gas [adj]
 gas cooker

get
get married
get on/off
get up
girl
give
glad
glass (a glass of ...)
glass [adj&n]
glasses (specs)
go
go away
go in/out/up
go shopping
go slow
go to bed
go to sleep
goal
going to (future)
gold
golf
good at (football)
good
good-looking
goodbye
goodmorning
grandfather
grandmother
grape
grass
great
green
grey
grilled
ground
ground floor
grow
grow up
guard [n&v]
guitar
gun

H

hair
half of (a)
half of
half the
hammer [n]
hand
handbag
handkerchief
handle [n]
handlebar
handsome
happen
happy
hard [adj&adv]
hat

hate [v]
have
have a bath/meal/
have a cold/headache
have a look at
have got
have to ...
he
head
hear
heart
heavy
helicopter
hello
helmet
help
her
hers
here
Here it is
Here is/are
Here you are
hers
Hi
high
highjack [v]
hill
him
his
hit [n: a great hit!]
hit [v]
hobby
hold [v]
holiday (on)
holiday
home
home (at)
home (go)
homework
hope [n&v]
horse
hospital
hot
hotel
hour
house
How?
How are you?
How do you do?
How long ...?
How many ...?
How much (price)?
How old...?
hundred
hungry
hurry
hurt [v]
husband

I

ice [n]
icecream
idea
if (in simple sentences)
ill [adj]
immediately
important
in front of
in love with
in
inch
information
information desk/
office
ink
inside
inspect
inspector
intelligent
interested
interesting
into
iron [n; substance]
island
it
its

J

jacket
jail
January
jar
jeans
jet
job
jog
journey [n]
July
jump
June
jungle
just [adv: I've just done it]
juice

K

kangaroo
kerb
key
kick
kidnap
kidnapper
kill
kilo
kilometre

kind [adj]
kind [n; as in 'What kind of ...?']
king
kiss [n&v]
kitchen
knee (n)
knife
knock [n&v]
know

L

label
ladder
lake
lamb
lamp
land [n&v]
language
large
last week/year/
month/Monday
etc
last [adj&adv]
late
later
laugh [n&v]
lavatory
law
lawyer
leaf [n&v]
learn
least
leather
leave
left (not right)
leg
lemon
leopard
less
lesson
Let's ...
letter (alphabet)
letter (post)
letter-box
lettuce
library
lie down
lie [n]
lie [v: tell a ...]
life
light [adj: not heavy and not dark]
lighter (for cigarettes)
like (would like to)
like (v)

like (it's like...)
line
lion
lips
list [n]
listen
litre
little (a little)
little
live
living room
loaf [n]
long
look [v]
Look out!
look at
look for
lorry
lose
lot (a lot)
lot of (a)
lot
lots
loud
love [v]
love (in) with
low
luck ("Good luck!")
lunch
lungs
-ly (suffix)

M

machine
magazine
mail
make
man/men
manager
March
margarine
market
match (game)
matches
matter (doesn't)
May
may (permission)
maybe
me
meal
mean (signify)
meaning
meat
mechanic
medium (size)
meet [v]
menu

metal
metre
microphone
microscope
middle
midnight
mile
milk
millimetre
million
mine (possessive)
minute
mirror
Miss
moment (one moment, please)
Monday
money
monkey
month
moon
more than ...
more...
morning
mother
motor
motorway
mountain
mouse
moustache
mouth
move [v]
movies
much (like smthng very)
mum
music
must [duty]
my

N

nail
name
narrow
near
nearly
necessary
neck
need [v]
neighbour
neighbourhood
nervous
never
new
news
newspaper

next (week/month/year)
next /next to
nice
nice (to meet you)
night
no
noise
noon
north
nose
not
not any
nothing
now
now and then
number
nurse
nurse
nylon

O

o'clock
ocean
October
Of course!
of
off
office
often
oh
oil
OK
old (..years old)
old
omelette
on ("The radio is on")
on foot
on to
on (spatial)
once (a week/month)
once (at)
one
one/one (pronoun this one/that one)
only
open (adj & v)
opinion (In my ...)
or
orange
other/the other
one
ounce
our

ours
out
out of
out of order
outside
oven
owl

P

p (pence)
p.m.
packet
page
pain (in the)
pair [n]
palace
pan
paper
parade
parcel
Pardon?
park [n]
park [v: park a car]
part
part of
pass (an exam)
passenger
passport
past (a quarter past)
patient [n]
pay
pay back
peas
pedal
pen
pence
pencil
penny
people
pepper
perfect [adj]
perfume
perhaps
person
pet
photo
photograph
piano
picnic
picture
piece (of)
pig
pillow
pilot
pink
pipe

pirate
 place
 plane
 plant
 plastic
 plate [n]
 platform
 play (v)
 please (yes)
 please
 plug
 pocket [n]
 point [n&v]
 point at
 police
 policeman
 poor
 pop (star/music)
 possible
 post office
 postcard
 postman
 pot
 potato
 pound (£)
 pretty
 price
 prince
 princess
 probably
 problem
 pub
 pull
 pupil
 push
 put on (clothes)
 put

Q

quarter (a quarter
 to/past)
 Queen
 question (n)
 quick
 quickly
 quiet
 quietly

R

race (sport, not
 people)
 radio
 railway
 rain [n&v]
 rat
 raw
 razor
 read

ready
 real
 really
 red
 remember
 repeat
 reporter
 rest [n&v]
 restaurant
 return (ticket)
 rice
 rich
 ride [n&v]
 right (not left and
 not wrong)
 river
 road
 roast
 rob
 robber
 roof
 room
 rose
 round [prep&adj]
 run (v)
 run [n]
 runway

S

sad
 sailor
 salad
 salt
 same (the same ...)
 same as
 sand
 sandwich
 Saturday
 saucer
 sausage
 save (money)
 saw [n]
 say
 school
 scream
 screw
 screwdriver
 second (after first)
 second (unit of
 time)
 secretary
 see (I)
 (understand)
 see
 sell
 send
 sentence (words)
 September

shallow
 shampoo
 shape
 shave
 she
 sheriff
 shine
 ship
 shirt
 shoes
 shoot (at)
 shop (n)
 shop
 shore
 short
 should
 shoulders
 shout [n&v]
 show [v]
 shower (take a...)
 shut (adj & v)
 sick
 side (position)
 silver
 since (time)
 sing
 singer
 single (only one;
 eg ticket, room)

sir
 sister
 sit (down)
 size
 skirt
 sky
 sleep [n&v]
 slow
 slowly
 small
 smell [n&v]
 smile [n&v]
 smoke (n)
 smoke (v)
 snake
 snow [n&v]
 so (I think so)
 so (therefore)
 soap
 socks
 sofa
 soft
 some
 something
 sometimes
 son
 soon
 sorry (I'm sorry)
 sound [n]
 soup

sour
 south
 spaghetti
 speak
 spend
 spider
 spoon
 sport
 spring (season)
 square (place)
 square (not round)
 stadium
 stairs
 stamp [n]
 stand (v)
 stand up
 stand (not sit)
 star
 star (person)
 start
 station
 stay
 steak
 steal
 steel
 still (adv: Are you
 still there?)

stomach
 stone
 stop (v)
 store
 story
 straight
 straight on
 street
 strong
 student
 stupid
 suburb
 suddenly
 sugar
 suit (n)
 suitcase
 summer
 sun
 Sunday
 sunshine
 supermarket
 sure
 sweater
 sweet
 swim [n]
 swim

T

T-shirt
 table
 take

take off (aircraft)
 take off (clothes)
 talk [n&v]
 tall
 taste [n&v]
 taxi
 tea (drink; not meal)
 teach
 teacher
 teapot
 teacup
 teeth
 telegramme
 telephone
 telephone number
 television
 tell
 tennis
 tent
 terrible
 than (bigger than...)
 thank you
 that (The woman/house that)
 that
 that (I know that ...)
 the
 theatre
 their
 theirs
 them
 then
 these
 they
 thick
 thief
 thin
 thing
 think /think so
 thirsty
 this
 those
 thousand
 through
 throw
 Thursday
 ticket
 tiger
 time
 time/all the time/
 a nice time
 time (It takes me...to ...)
 tired
 to
 today

toilet
 tomorrow
 tongue
 tonight
 too (and ...is a ... too)
 too (big/small; etc)
 toothbrush/
 toothpaste
 top/on top (of)
 touch [v]
 tour
 tourist
 town
 tractor
 train
 travel [n&v]
 tree
 trousers
 true
 truck [n]
 try [v]
 try on
 Tuesday
 turn something on/off
 TV
 twice
 typist

U

ugly
 umbrella
 un-
 uncle
 under
 understand
 university
 up
 us
 usually

V

vacation
 valley
 vanilla
 vegetables
 very
 video
 village
 violin
 visit [n&v]
 visitor
 voice

W

W.C.
 wait (but not wait for...)
 waiter
 waitress
 wake (up)
 walk (v)
 wall
 wallet
 want to
 war
 warm
 wash
 wash up
 washing-up (do the)
 watch (n;time-piece)
 watch (v)
 water
 wave
 way (location)
 weak
 weather
 week
 weekend
 welcome
 well (I'm well)
 west
 wet
 whale
 What
 what's wrong with..?
 wheel
 When
 Where
 Which
 white
 Who
 Whose (pen is this?)
 Why
 wide
 wife
 will (I'll do it)
 win
 wind [n]
 wind
 window
 wine
 wing
 winter
 with
 without
 woman
 wonderful
 wood
 wool

word
 work (n&v)
 work/doesn't
 world
 worried
 worry
 worse
 worst
 would you... please..?
 would (would you like...?)
 wrist
 wristwatch
 write
 wrong

Y

yard (unit of measure)
 year
 yellow
 yes
 yesterday
 yet
 yoghurt
 you
 young
 your
 yours

Z

zebra
 zero
 zip
 zoo

Stage 2: Structure List

Please note that all structures from Stage 1 may also be used.

- | | | |
|----|---|--|
| 1 | Question and Negative form of Past Simple | He watched/saw/did/came/ etc
I didn't see it. Did you see it? |
| 2 | Present Perfect
Questions and negatives | I've lost my passport.
Have you seen that film?
I haven't seen it yet. |
| 3 | 'have to' 'should' 'could'(past of 'can')
'would/could' (in requests)
'may' (permission) & 'must' | I have to leave now.
You should get more sleep.
I couldn't get here any earlier
Would/Could you close the window, please?
May I use your phone?
You must help me! You must! |
| 4 | '-ly' adverbs (manner) & 'suddenly' | 'Leave now! Quickly!' the sheriff said.
Billy walked away slowly. The sheriff
watched him carefully. Suddenly Billy
turned and ... |
| 5 | 'will'/'won't' (future prediction, offers,
requests, promises) | Tomorrow will be cold and wet.
I'll answer the phone for you.
Will you do something for me?
I won't tell anyone! I promise! |
| 6 | Negative questions with
all available tense forms | Aren't you coming?
Don't you understand?
Why didn't you tell me?
Can't you come earlier? |
| 7 | Infinitive with 'try' 'like'
'would like' & 'hope' | Try to do it!
I like to get up early in summer.
I'd like to buy a new car but I can't.
I hope to see you soon. |
| 8 | adjective + infinitive constructions
(incl. impersonal 'It') | It's difficult to do.
It's easy to laugh!
I'm glad to see you. |
| 9 | Comparative + NP constructions
('-er' and 'more ...'); no verb clause | He's richer than Rockefeller.
A Mercedes is more comfortable than
a Ford but it's also more expensive.
It's warmer today than yesterday.
You're worse than your father! |
| 10 | 'very much' as a modifier | Mary doesn't like Bill very much.
I don't eat very much meat any more. |
| 11 | More indirect object constructions with
'bring' 'take' 'explain' and other verbs
(see lexicon) | Bring me that hammer.
Can you explain this to me? |
| 12 | 'before' and 'after' + NP | Don't eat sweets before your meals.
What are you doing after lunch? |

13 'hope' 'believe' + ('that') + VP

14 'because' 'so' & 'That's why' + VP

15 infinitive of purpose

17 'hate', 'like' + & 'stop' + gerund

18 'have' in non-possessive sense
(including examples with progressive aspect)

19 'What...like?'
It's like...

20 Past Progressive (only in 'incomplete when
something else happened' sense)

21 Tag questions

22 Present Passive with 'made in/of...'

23 Pseudo past passive
(only where meaning is very clear from context)

24 'if' with Present Simple and "Do you mind"

25 Reported Speech:
• 'present-into-past'
• 'would' and 'was going to'
to report 'will' and 'going to' future forms

26 'when' as a connective (+VP)

27 'get' + adjective

30 'First...Then...Then' sequencing actions

31 Gerund as subject in simple sentences

32 'either...or' with simple noun phrases

33 'either' as end-position link

34 'taste' 'look' 'feel' adj

I hope (that) this won't happen again.
Nobody believed that she could win.

She was angry because I was late.
I was in a hurry, so I took the bus.
I missed the bus. That's why I'm late.

They ran to catch the train.
He went to the shop (in order)
to buy some bread.

I hate working here. Stop saying that!
I don't like hearing those things.

We had a wonderful time there.
They're having a party.
She had a baby last week.

What's the weather like?
It's like England, but not so wet.

It was raining when I left.

You did it, didn't you?
You don't love him, do you?
This isn't coffee, is it?

These things are made in Germany.
This is made of steel.

The window was broken.

Come and see me if you have time.
If you press this button, the light goes on.
Do you mind if I sit here?

He said he was a policeman.
She said she would come at 6.
She told him she was going to have a baby.

They laughed when they saw him.

I got very wet.
He's getting better.

First he lied to me. Then he stole my
money. Then he left me.

Smoking is bad for your health.

You can have either coffee or tea.

I don't want coffee, or tea, either.

They both taste the same.
I don't feel well today.
He looked angry.

- 35 'relative clauses with 'who/which/that'
(simple 'defining' clauses only)

That's the man who/that shot the waiter.
A dish-washer is a machine which/that
washes dishes

- 36 'too' + adj & 'enough' + adj
(no infinitive clauses)

It's too expensive!
It wasn't cheap enough.

- 37 'some/all/a few' + 'of'

I know some of the people here but not all of
them. I know a few of them.

- 38 'I think/hope so'
not.
'& 'I don't think so/I hope not'

Is it going to rain? - Yes, I think so./ I hope

Is she better? - I don't think so/ I hope so.

- 39 'so+ adjective+ 'that'+ VP

It was so small that nobody could see it.
He spoke so fast that I couldn't understand.

Stage 3: General Guidelines

Re-use vocabulary and structures from Stages 1 & 2

You can see at a glance which words are new at Stage 3, and which have been carried over from Stages 1 & 2. The new words for this stage are printed in **bold**.

The structure list for this stage, however, shows only new entries. You should check back over the structure lists for Stages 1 & 2 to see the full range of grammatical forms now available.

Keep the beginning simple

The structure lists for Stages 1 & 2 should be regarded as a kind of base or launching point for Stage 3 readers. Authors should work into the new structures for Stage 3 gradually. The beginning of the book should be simpler than the end.

Work within a vocabulary of about 900 words

Remember that the total number of words in the vocabulary list is far greater than the total you should actually work with. You have to select from this a total of about 900 words, and work within it.

Again, however, note that simple variants of the same word, such as **go-goes-gone-went-going** are counted as only one word.

Only 30 words outside the list

Of course, it will not always be possible to keep within the list. Occasionally, authors will have to import words from outside it. But a note of each new word outside the list should be kept, and the total of such words should not exceed 30.

Keep most sentences fairly simple

It is possible at stage 3 to construct longer, complex sentences of up to 3 clauses, such as **I noticed that the rain had stopped but there was a cold wind blowing**. However, these have to be used with great discretion. More than half the sentences in a reader at this stage should however consist of only one or two clauses, such as **Car One was moving quite slowly. It was about fifty yards behind the red Volvo. The driver put his hand out of the car window. He pointed towards the Volvo.** (The Munich Connection)

Reported Speech

A greater number of Reported Speech forms are now available. They include reported questions (**She asked me what I wanted**) and reported requests and commands (**ask/tell someone to ...**). However, they should be used sparingly, and mainly to summarise when the full version of the dialogue would be too long or involved.

Most dialogue should be reported directly. However, a wide range of reporting verbs (**ask/tell /order/explain/promise**) is now available

"Stop the car and we'll get out," I ordered. "Get through to Wembley Police Station, Sergeant Baker. Tell the policeman in Car One to stay near the Volvo. Then you follow us on foot." I didn't think it necessary but I added "Don't forget your gun."
(The Munich Connection)

Stage 3: General Criteria for Vocabulary Selection

- 1 more about frequency and sequence: now
and then hardly ever once/twice a
week/month/year
- 2 more about emotional states: surprised
disappointed shocked pleased
furious satisfied irritated
- 3 more about cause and effect: the reason
cause(n&v) although ... despite
the/in spite of the .. result
- 4 more about dysfunction and repair: break
down ruin out of order
adjust/change wear/worn out
- 5 terms indicating general classification:
type group order kind
- 6 more about illness: suffer from ... be
operated on .. operation deaf blind
crazy/insane
- 7 plenty and scarceness: plenty of ... too
much/ not enough/ none nothing
be out of
- 8 processes associated with matter and
materials: bend cut make
longer/shorter add... to ...heat melt
change into
- 9 more about quantity and distribution: all/
most of ... each/every..
- 10 less obvious cognitive acts and perceptions:
notice realise feel that ... suspect
- 11 language to express contingency: if you
... unless ... depends on ...
- 12 more about ending or delaying: cancel
close down come to an end
postpone put off hold up put an
end to
- 13 personal relations: in love with fall in
love with argue/quarrel get
married make friends with trust
not trust admire respect
- 14 more general terms for relationships:
parent acquaintance relation
cousin nephew niece enemy argue
quarrel make friends with be very
close to
- 15 more about interest and lack of it: be
interested in ... bored/boring
fascinating strange curious
- 16 more terms relating to geographical
features: continent scenery ocean
lake channel canal
- 17 more adjectives describing light,
translucence, etc: bright dark gloomy
brilliant shadows shade
- 18 more terms referring to sport: beat
defeat tie draw score goal
compete fans stadium arena
- 19 more about language and communication:
sentence note[n] correspondence
contact translate translation
speech(give a ...) slang
- 20 ability: able to manage to talent
capable genius
- 21 more about travel: journey voyage
take(time) book[v] reserve
reservation
- 22 more about taste and smell: delicious
flavour[n] bitter stink smell[n]
hot(as for curries, etc) sour
- 23 more about crime and criminals: burglar
criminal crime rob go to prison
break the law murder murderer
- 24 more language to describe people and
attitudes towards them:
attractive good-looking lazy foolish
honest hard-working
- 25 belonging and possession: belong to
possess property keep give away
own[v]
- 26 form, size, etc: form size shape
pattern length width weight
weigh measure
- 27 more about expressing attitudes to things
and people: can't stand be fond of
excellent horrible
disgusted/disgusting appeal to
attract[v] attractive good-looking
find something
boring/interesting/etc

- 28 plans and intentions: plan(n&v) intend
to expect (to do) look forward
to...ing
- 29 purpose and use: use(n) purpose is
used for ...ing/to ...
- 30 Hobbies, amusements: hobby
amusement prefer ... to ... be
interested in ... like...ing
holiday/vacation collect/collection
favourite
- 31 still more about money : beg borrow
lend owe put up/cut (prices) bank
account get interest on save
savings waste(n&v)
- 32 "process and result" combinations with
"get" and "become" such as get wet/dry
become ill/well
- 33 the following essential reporting verbs:
suggest complain ask for
introduce agree/disagree with
explain promise
- 34 key terms relating to music and the arts such
as: art artist painting concert
orchestra enjoy play
be enthusiastic about

Stage 3: Vocabulary List

Select about 900 words from this list. Please note this list incorporates Stages 1 and 2 vocabulary. Words which are new to Stage 3 are indicated in bold.

A

a
a.m.
able to
about (be about to do something)
about (concerning)
about (approx.)
above
abroad
accent
accept
accident
ache [v]
acquaintance
across
active
actor
actress
actually
add [v]
address
adult
advertisement
advice
aeroplane
afford (money/time)
afraid
after (time)
afternoon
afterwards
again
against
age [n]
ago
agree (with)
ah
airline
airport
alive
all day
all right
all the
almost
alone
along [adv & prep]
alphabet
already
although
always
ambulance
among
amount

amusing
an
anchor
and
angle
angry
animal
ankle
another
answer
any
anything
anywhere
apartment
appear
apple
April
arena
arm [n]
arrive
art
artist
as well as
as (a boy)
ashtray
ask
asleep
at
at first
at last
at once
at the moment
attractive
August
aunt
autumn
awake
away (from/be away)
awful
awfully
axe [n]

B

back [n&adv]
backwards
bacon
bad
badly
bag
bake/r
balcony
ball
ballpoint

banana
band (music)
bank
bank (of river)
bar
basket
bath (take a...)
be
beach
beans
beard
beautiful
because
become
bed
bedroom
beef
been (to London)
beer
before (time)
begin
beginning
behind
believe (someone/something)
believe in (something)
belong
below (a place)
belt
beside
best
better
between
beyond
bicycle
big
bike
bill
bird
birthday
biscuit
bit
bite
black
blanket
blind
blood
blouse
blow
blue
boat
boil
boiled
bomb
book
bookcase
boots
border
bored
boring
born
borrow
boss
both
both...and...
bottle (n)
bottom
box
boy
brain
brakes
branch (of a tree)
brave [adj]
bread
break [v]
break the law
breakfast
breath
breathe
bridge [n]
bright
brilliant
bring
broadcast
broken
brother
brown
brush (v:teeth)
brush [n; toothbrush]
bucket
build
building
bullet
burglar
burn [v]
bus
bus driver
bush
business [n]
businessman/woman
bus stop
busy
but
butcher
butter
button [n]
buy

by car/air/sea
by (agent)
by(place)

C

cafe
cake [n]
call [v]
call someone
calm
calmly
camera
camp [n&v]
camping site
can (possibility
and requests)
can [n; container]
canal
cap
capital (city)
captain
car
car-park
card [n]
care (I don't
care!)
careful
carry
case (container)
cassette
cat
catch (a ball)
catch up with
catch(a train, a
cold)
cause [n]
ceiling
centimetre
centre [n]
certain
chair
chance
change [n&v; change
trains; here's your
change]
channel
cheap
check in/out
(hotel)
cheers!
cheese
chemist (shop)
cheque
chicken
child
chocolate
choose
church

cigar
cigarette
cinema
circle [n]
circus
city
classroom
clean
clear (adj)
clear [v]
clerk
clever
climb [v]
cloakroom
clock
close [adj&adv]
close [v]
closed (adj)
clothes
cloud
cloudy
coal
coast [n]
coat
coffee
cold
cold (in the nose)
colour
comb [n&v]
come
come on
come along
come in
comfortable
common [adj]
company (firm)
compare
compete
complete [adj&v]
computer
concert
contact
contain
continent
control
conversation
cook (n&v)
cooker
cool [adj]
copy [n&v]
corner [n]
correct [adj&n]
correspondence
cost [n&v]
cotton
cough [n&v]
could (past of 'can' and
requests)
count [v]

country (in the
country)
country(a big/
small country)
cousin
cover [n&v]
cow
cowboy
crash [n&v]
crew [n]
crime
criminal
cross [n&v]
crowd [n]
crowded
cruel
cry [v; weep]
cup
curious
curry
curve (in a road)
customer
customs
cut[n&v]

D

dad
damage [n&v]
damp
dance
danger
dangerous
dark [adj]
date [day]
daughter
day
daylight
daytime
dead
deaf
dear
death
December
decide
decision
declare (customs)
deep
delay [n&v]
delicious
deliver
dentist
department store
depends on
describe
description
desert
desk
despite

dessert [n]
detective
dial [n&v]
diamond
dictate (letters)
dictionary
die [v]
diet (on a ...)
difference
different
difficult
difficulty
dig
dining room
dinner
director
dirt
dirty
disappear
disaster
disc
disgusted
disgusting
dishes
disturb
dive
divorce
divorced
do
doctor
document
dog
dollar
door
double (room in a
hotel)
down
downstairs
draw (a picture)
draw (result)
dream [n&v]
dress
drink [n&v]
drive [n&v]
driver
drum
dry [adj&v]
duck (bird)
during

E

each [adj]
ear
early
earn
earth
earth (the)
east

easy
eat
edge [n]
egg
either (at end of sentence; 'I don't, either')
either+NP+or (either tea or coffee)
elbow
electric/ity/ian
electronic
elegant
elephant
empty [adj]
empty [v]
end [n&v]
end (in the)
engaged (before marriage)
engine
engineer
English
enjoy
enough (big enough to ...)
enough (isn't big enough)
enter
enthusiastic
entrance
envelope
-er (suffix)
-est (suffix)
evening
ever
every
every day
everybody/thing/one
exactly
example
excellent
except (everything except ...)
excuse me
exit
expect
expensive
explain
extra
eye

F

face
fact
fact (in)
factory

fair
fall [n&v]
fall asleep
fall down
fall in love with
fall off
fall to bits
false
family
famous
fan (in sport)
far
far (How far...?)
far away
fare (for travel)
farm [n]
farmer
farther
fascinating
fashion
fast
fat
father
fault (It's your ...)
favour (do me a...)
favourite
February
feed
feel (How do you feel?)
feel (feel this)
feel bad/good
feet
female
festival
fever
few (a)
field
fight (v&n)
file [n&v]
fill in
fill up
film
finally
find
fine (for weather and to mean splendid)
fine [adj]
fine (penalty)
finger
finish
fire (n)
fire [v'sack']
first
first floor
first name
fish
fish [v]

fix [v]
flag [n]
flame (s)
flat [adj&n]
flat [n; place to live]
flavour [n]
flight
floor
flower
flu
flute
fly [v]
fog
foggy
follow
fond of
food
fool
foolish
foot (on foot)
football
for (on behalf of; period of time; amount of money)
for example
for sale
foreigner
foreign
forest
forget
forget [to]
fork
form (document)
forward
free (no cost and not busy)
freeze
fresh
Friday
fridge
fried
friend
friendly
from
fruit
fry
full (of)
funny (amusing)
furniture

G

gallon
game
gangster
garage
garden
gas [n]

gas cooker
gas [adj]
generally
get
get married
get on/off
get out of
get up
girl
give
give away
glad
glass (a glass of)
glass [adj&n]
glasses (specs)
gloomy
go
go away
go in/out/up
go on (continue)
go shopping
go slow
go to bed
go to sleep
goal
going to (future)
gold
golf
good at (football/ etc)
good
goodbye
good-looking
good morning
grammar
grandfather
grandmother
grape
grass
great
green
greengrocer
grey
grilled
grocer
ground
ground floor
group (n)
grow
grow up
guard [n&v]
guess [v]
guide [n&v]
guitar
gun

H

habit

hair
half of (a)
half of
half the
hammer [n]
hand
handbag
handkerchief
handle [n]
handle [v]
handlebar
handsome
handwriting
hang
happen
happy
hard [adj&adv]
hardly (ever)
hardly
harm [v]
hat
hate [v]
have
have a bath/meal/
a cold/headache
have a look at
have got
have something on
(wear)
have to ...
he
head
headquarters
health (good/bad
for...)
hear
heart
heat
heavy
helicopter
hello
helmet
help
her
hers
here
here it is
here is/are
here you are
hers
herself
Hi
high
highjack [v]
hill
him
himself
hire [v]
his

history
hit [n: a great hit!]
hit [v]
hobby
hold [v]
holiday
holiday (on)
home (at)
home (go)
home
homework
honest
hope [n&v]
hopeful
hopeless
horrible
horse
hospital
hot (food)
hot
hotel
hour
house
How?
How are you?
How do you do?
How long ...?
How long ago...?
How many ...?
How much (price)?
How nice/
wonderful!
How old...?
how to (know how
to; learn how
to)
hundred
hungry
hurry
hurt [v]
husband

I
ice [n]
icecream
idea
if (in simple
sentences)
ill [adj]
imagine
immediately
important
impossible
in
in front of
in love with
in order to
in time

inch
information desk/
office
information
ink
insect
inside
inspect
inspector
Insult [n&v]
intelligent
Intend
interested in
interesting
International
into
invent
Invention
Invitation
invite
iron [n; substance]
iron [v] (clothes)
island
it
its
itself

J
jacket
jail
January
jar
jeans
jet
jewel
job
jog
joke [n]
journey [n]
judo
jug
juice
July
jump
June
jungle
junk
just [adv: I've just
done it]

K
kangaroo
keep a secret (not
keep quiet)
keep left/right
keep [v]
kerb
key

kick
kidnap
kidnapper
kill
kilo
kilometre
kind [adj]
kind [n: as in What
kind of ...?]
king
kiss [n&v]
kitchen
knee (n)
knife
**knock someone
down**
knock [n&v]
know

L
label
ladder
lake
lamb
lamp
land [n&v]
language
large
last week/year/
month/Monday
etc
last [adj&adv]
late
later
laugh [n&v]
laundry
lavatory
law
lawyer
lazy
leaf [n&v]
learn
least
leather
leave
left (not right)
leg
lemon
lend
length
leopard
less
lesson
Let's ...
let (allow)
letter (alphabet)
letter (post)
letter-box

lettuce
library
lie [n]
lie [v: tell a lie]
lie down
life
lift [n]
light [adj: not heavy
and not dark]
lightening
lighter(for
cigarettes)
like (would like to)
like (v)
line
lion
lips
list [n]
listen
litre
little (a little)
little
live
living room
load [n&v]
loaf [n]
long
long ago (How long
ago?)
long (How long
will it take?)
look [v]
Look here!
look out!
look at
look for
look forward to
look [n]/Have a
look
lorry
lose
lot
lot of (a)
lots
loud
love (in) with
love [v]
low
luck (Good luck!)
lucky
lunch
lungs
-ly (suffix)

M

machine
magazine
magic

mail
make
make friends with
make someone
happy/sad/
angry
male
man/men
manager
map [n]
March
margarine
mark [n&v]
market
married
marry
match (game)
matches
material [n]
matter (doesn't)
matter (what's the
matter?)
May
may (permission)
may (possibility)
maybe
me
meal
mean (signify)
meaning
meat
mechanic
medicine
medium (size)
meet [v]
meeting
melt
member
mend
menu
mess (What a..!)
mind (Do you mind
if I ...?)
metal
metre
microphone
microscope
middle
midnight
mile
milk
millimetre
million
mine (possessive)
minute
mirror
Miss
mistake/by
mistake

model (make a ...of
something)
modern
moment (one
moment, please)
Monday
money
monkey
month
mood (In a good/
bad ...)
moon
more than ...
more...
morning
most [superl]
mother
motor
motorway
mountain
mouse
moustache
mouth
move [v]
movies
much (like smthng
very)
mum
murder
murderer
music
must [duty]
must (as in 'this
must be the
place')
mustard
my
mystery

N

nail
name
nap (have a...)
narrow
natural
near
nearly
necessary
neck
need [n]
need [v]
neighbour
neighbourhood
nervous
nervously
never
new

news
newspaper
next
next week/month/
year, etc
nice
nice(to meet you)
night
no
no one
nobody
noise
noisy
none
noon
north
nose
not
not any
note [n]
nothing
notice [n&v]
now
now and then
number
nurse
nylon

O

o'clock
observe
occasionally
ocean
October
Of course!
of
off
office
often
oh
oil
OK
old (..years old)
old
omelette
on (as in 'The radio is
on")
on foot
on to
on (spatial)
once (a week/ month)
once (at)
one
one by one
one...the other
one/one (pronoun
this one/that one)
only

open (adj & v)
 operate
 operation
 opportunity
 opinion (in my ...)
 or
 orange
 orchestra
 other/the other one
 ought
 ounce
 our
 ours
 ourselves
 out of order
 out of
 out
 outside
 oven
 over [adv]
 owe
 owl
 own [v&adj]
 owner

P

p (pence)
 p.m.
 packet
 page
 pain in the...
 pain
 paint [n&v]
 painting
 pair [n]
 palace
 pan
 paper
 parade
 paragraph
 parcel
 Pardon?
 parent
 park [n]
 park [v: park a car]
 parrot
 part
 part of
 partner
 party
 pass (an exam)
 passenger
 passport
 past (a quarter past ...)
 patient [adj]
 patient [n]

patiently
 pattern
 pause
 pay
 peas
 pedal
 pen
 pence
 pencil
 penny
 people
 pepper
 perfect [adj]
 perfume
 perhaps
 person
 pet
 petrol
 phone [n&v]
 photo
 photograph
 piano
 pick up
 picnic
 picture
 piece (of)
 pig
 pile [n]
 pillow
 pilot
 pink
 pipe
 pirate
 place (in place of)
 place
 plan [n&v]
 plane
 planet
 plant
 plastic (s)
 plate [n]
 platform
 play (v)
 please
 please yes,
 please[v]
 pleased with
 plenty of
 plug
 pocket [n]
 point [n&v]
 point at
 police
 policeman
 polite
 poor
 pop (star/music)
 popular
 port

possess
 possibility
 possible
 post
 postcard
 postman
 postpone
 pot
 potato
 pound (£)
 pour
 practice
 practise
 prefer
 pretty
 price
 prince
 princess
 prison
 private [adj]
 prize
 probably
 problem
 programme [n]
 pub
 public
 pull
 pupil
 push
 put
 put (you) through
 put away
 put back
 put on (clothes)

Q

quality
 quantity
 quarter (a quarter to....a quarter past ...)
 queen
 question (n)
 queue
 quick/quickly
 quiet
 quietly

R

race (sport, not people)
 radio
 railway
 rain [n&v]
 raise
 rarely
 rat
 rather

raw
 razor
 read
 ready
 real
 really
 realise
 red
 relation
 remember
 repair [n&v]
 repeat
 reporter
 reservation
 reserve
 rest [n&v]
 restaurant
 result [n]
 return (ticket)
 reward [n]
 rice
 rich
 ride [n&v]
 right (not left and not wrong)
 ring [n&v]
 rise [v]
 river
 road
 roast
 rob
 robber
 rock [n]
 rocket
 roof
 room
 room (space) for...
 rose
 round [adv; the wheels went round and round]
 round[prep and adj]
 rubber
 run [n&v]
 runway
 rush hour
 rush [v]
 rust [n&v]
 rusty

S

sad
 safe [adj]
 sail [n&v]
 sailor
 salad

sale
 salt
 salty
 salute
 same (the same...)
 same as
 sand
 sandwich
 satisfied
 Saturday
 saucer
 sausage
 save (money)
 save (rescue)
 saw [n]
 say
 scenery
 school
 score
 scream
 screw
 screwdriver
 sea
 seaside
 seat [n]
 second (after first)
 second (unit of time)
 secret [adj&n]
 secretary
 see
 see (I) (understand)
 seed [n]
 seem
 seldom
 sell
 send
 sentence (words)
 sentence [n;
 grammar]
 September
 several
 shall (shall we...?)
 shallow
 shampoo
 shape
 shark
 sharp
 shave
 she
 sheep
 sheet
 sheriff
 shine
 ship
 shirt
 shocked
 shoes
 shoot (at)
 shop (n)

shop
 shoplifter
 shopping centre
 shore
 short
 shorts
 should
 shoulders
 shout [n&v]
 show [v]
 shower (take a...)
 shut (adj & v)
 shy
 sick
 side (position)
 sign [n]
 silly
 silver
 since (time)
 sing
 singer
 single (not
 married)
 single (only one;
 in sense of both
 ticket and room))
 sir
 sister
 sit (down)
 size
 skin
 skirt
 sky
 slang
 sleep [n&v]
 slow
 slowly
 small
 smell [n&v]
 smile [n&v]
 smoke [n&v]
 smuggle
 smuggler
 snackbar
 snake
 snow [n&v]
 so much/many
 so (I think so)
 so (therefore)
 soap
 socks
 sofa
 soft
 solve
 some
 something
 sometimes
 son
 song

sorry (I'm sorry)
 sound [n]
 soup
 sour
 south
 spaghetti
 speak
 special
 speech
 spend
 spend (money)
 spider
 sponge
 spoon
 sport
 spring (season)
 square (place)
 square (not round)
 stadium
 stairs
 stamp [n]
 stand (v)
 stand up
 stand (not sit)
 stand (tolerate)
 star
 star (person)
 start
 station
 stay
 steak
 steal
 steel
 step [n&v]
 stick (v)
 still (adv: are you
 still there?)
 stink
 stomach
 stone
 stop (v)
 store
 storm
 stormy
 story
 straight on
 straight
 strange
 stranger
 street
 strong
 student
 study [v]
 stuff [n]
 stupid
 suburb
 suddenly
 suffer from
 sugar

suit (n)
 suitcase
 summer
 sun
 Sunday
 sunshine
 supermarket
 sure
 surname
 surprise (n&v)
 surprised
 suspect
 sweater
 sweet
 swim [n&v]
 switch [n&v]

T
 T-shirt
 table
 tail
 take off (aircraft)
 take off (clothes)
 take time (It takes
 me ... to...)
 take
 talent
 talk [n&v]
 tall
 tap [n; for water]
 taste [n&v]
 tax
 taxi
 tea (drink; not
 meal)
 teach
 teacher
 team
 teapot/teacup
 tears (ln)
 teeth
 telegramme
 telephone number
 telephone
 television
 tell
 temperature
 tennis
 tent
 terrible
 terribly
 test [n]
 than (bigger than...)
 thank you
 thank [v; thank
 someone for...]
 that (the woman/
 house that)
 that

that
 that (I know that...)
 the
 theatre
 their
 theirs
 them
 themselves
 then
 these
 they
 thick
 thief
 thin
 thing
 thing (non-literal,
 as in 'What a
 thing to
 happen!')
 think /think so
 thirsty
 this
 those
 thousand
 through
 throw
 thunder
 Thursday
 ticket
 tie
 tiger
 time
 time/all the time/a
 nice
 time (It takes me...to
 ...)
 tin (container)
 tip
 tired of
 tired
 to
 today
 together
 toilet
 tomorrow
 tongue
 tonight
 too (and ...is a ...,
 too)
 too (big/small;
 etc)
 toothbrush/tooth-
 paste
 top/on top (of)
 touch [v]
 tour
 tourist
 towel
 town

tractor
 truck [n]
 train
 translate
 translation
 travel [n&v]
 tree
 trip
 trousers
 true
 try on
 try [v]
 Tuesday
 turn something
 on/off
 TV
 twice
 type [n:kind]
 typical
 typist
 tyre

U
 ugly
 umbrella
 un-
 uncle
 under
 underground
 understand
 underwear
 university
 unless
 until
 up
 upon
 upstairs
 us
 use [v]
 used to (I used to
 smoke)
 useful
 useless
 usually

V
 vacation
 valley
 vanilla
 vegetables
 very
 video
 view
 village
 violin
 visa
 visit [n&v]
 visitor

vitamin
 vocabulary
 voice
 voyage

W

W.C.
 wait
 wait for
 waiter
 waitress
 wake (up)
 walk (v)
 wall
 wallet
 want to
 war (at)
 war
 warm
 wash up
 wash
 washing-up (do
 the)
 waste [v]
 watch (timepiece)
 watch (v)
 water
 wave
 way (location)
 way (manner)
 weak
 wear
 weather
 week
 weekend
 weigh
 weight
 welcome
 well (I'm well)
 west
 wet
 whale
 What
 what's the matter
 with..?
 what's wrong with..?
 wheel
 When
 Where
 Which
 white
 Who
 whole
 Whose (relative; the
 man whose car...)
 whose (whose pen is
 this?)
 Why

width
 wife
 will (I'll do it)
 win
 wind [n]
 wind
 window
 wine
 wing
 winter
 wish
 with
 without
 woman
 wonder (...if...)
 wonderful
 wood
 wool
 word
 work (n&v)
 work/doesn't
 world
 worn out
 worried
 worry
 worse
 worst
 would you
 (...please..?)
 would (would you
 like...?)
 wrap
 wreck
 wrestle
 wrist
 wristwatch
 write
 writing
 wrong

X

X-ray

Y

yard (unit)
 year
 yellow
 yes
 yesterday
 yet
 yoghurt
 you
 young
 your
 yours

Z
zebra
zero
zip
zoo

Stage 3: Structure List

Please note that all structures from Stage 1 that I copy also in Stage 3

1. I have found a way to get the data from the database

2. I have found a way to get the data from the database

3. I have found a way to get the data from the database

4. I have found a way to get the data from the database

5. I have found a way to get the data from the database

6. I have found a way to get the data from the database

7. I have found a way to get the data from the database

8. I have found a way to get the data from the database

9. I have found a way to get the data from the database

10. I have found a way to get the data from the database

11. I have found a way to get the data from the database

12. I have found a way to get the data from the database

13. I have found a way to get the data from the database

14. I have found a way to get the data from the database

15. I have found a way to get the data from the database

1. I have found a way to get the data from the database

2. I have found a way to get the data from the database

3. I have found a way to get the data from the database

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13. I have found a way to get the data from the database

14. I have found a way to get the data from the database

15. I have found a way to get the data from the database

16. I have found a way to get the data from the database

17. I have found a way to get the data from the database

18. I have found a way to get the data from the database

Stage 3: Structure List

Please note that all structures from Stages 1 and 2 may also be used.

- | | |
|---|--|
| 1 Present Perfect Progressive in 'just finished' and 'recent past' sense | You've been drinking!
What have you been doing?
Look! It's been raining. |
| 2 Present Perfect Progressive with 'How long' & 'for' and 'since' | How long have you been working here?
For two months / Since last March. |
| 3 Past Perfect to indicate that something had happened before other actions in narrative | She jumped out of the taxi and ran into the station. But the train had left. |
| 4 Passive with Past and Present Perfect with 'by' | The man was found by the police.
The boss has just been arrested ! |
| 5 'used to' | I used to live in Chicago. |
| 6 Modals: 'must' (supposition) 'ought to' & 'may/might' (possibility) 'Shall' (suggestions) | He must be crazy!
You ought to write more often!
I may/might get another job soon.
Shall we meet? Shall I call you? |
| 7 'become' + NP | Dean became a famous actor. |
| 8 'while' & 'as' as connectives | He came in while she was having a bath.
A funny thing happened as I was talking. |
| 9 'before' 'after' & 'until' + VP | He jumped off before the bus had stopped.
He got here just after you left.
Wait until I get there. |
| 10 'if' & 'unless' with future and 'would' | I'll help you if I can.
What would you do if you were me?
You'll never do anything unless you try. |
| 11 Gerund after 'enjoy' 'look forward to' | Do you enjoy watching these things?
I'm looking forward to seeing you. |
| 12 Gerund as subject of sentence alone & in comparisons | Teaching adults is easy.
Teaching adults is easier than teaching children. |
| 13 noun or adjective+ prep + gerund | He's fond of saying these things.
He was afraid of falling.
There is no danger of hurting yourself. |
| 14 Comparisons with 'than' + VP | He reads better than he writes.
I know more than you think (I do). |
| 15 Comparatives with 'less' | It's less difficult than you think. |
| 16 Superlatives | He was one of the richest men in the world and also one of the most stupid. |
| 17 'too'+ adj or adj+'enough' + infinitive | It was too heavy to carry. |

18 relative clauses without 'who' (contact clauses)

19 'either...or' used to link verbs

20 'something/nothing/anything' + infinitive

21 'rather' + adjective (+ VP if required)

22 see/watch/hear/feel + object + ...ing

23 infinitive 'to' to stand for whole verb

24 use of tags to stand for whole sentences

25 'Although/Even though...'

26 know how to
tell me when/where/what to...

27 'seem' with or without infinitive

28 Reported Speech

• 'Wh' Questions (present to past only)

• 'if' to report 'Yes/No' questions
• infinitive with 'tell/ask' for orders and requests

29 'let someone do'

30 'make someone/something do' (both in sense of 'cause'

& 'force')

31 'want someone to do'

It was small enough to fit into his pocket.

That's the man I saw on the train.
She's the only woman I've ever loved.

You can either come with us or stay here.

I haven't got anything to read.
They gave him something to eat.

It's rather difficult (to explain)

They saw the bus coming towards them.
I heard the door closing behind me.
They watched the people coming and going.
I felt something crawling up my leg.

I did because I had to.

You told me to shoot the horse, and I did.
I said I would marry you, and I will!
I promised to do it, and I have.

Although I love you, I can't marry you.
Even though it was late, they went on dancing.

Do you know how to drive?
Please tell me when to get off.
I don't know what to do!

She seems nervous.
He seems to be a nice fellow.

He asked me what I was doing there.
The policeman asked the boy where he was going.
He asked me if I could take shorthand.
He asked me to sit down.
The man downstairs told me to come here.

They let him get away.

Love makes the world go round.
Her parents made her marry the old man.

They wanted her to marry him.
The boss wants me to work late this evening.

Stage 4: General Guidelines

- Recycle vocabulary and structures from previous stages

Look back at the vocabulary and structures for Stages 1 to 3. This language-base, together with the new language in Stage 4, should make it possible to come very close to the kind of controlled but 'authentic' English that occurs widely outside EFL. For example, there are many varieties of popular fiction written with skill and simplicity which does not give the impression of 'talking down'. And in articles and books that set out to make difficult subjects more accessible to a wider audience, such as in college and secondary school textbooks, writers take care to write simply without over-simplifying the subject matter. Stage 4 is a bridge to this kind of English.

- Keep sentences as simple and as short as possible

Most sentences at Stage 4 should still contain only one or two clauses. Occasionally, three or even four clauses can be used in one sentence. But sentences have to be balanced so that they are as clear as possible, however many clauses they contain. One of the greatest problem at this stage is when two verbs collide in the middle of a sentence after a contact relative clause. For example: **The man the policeman shot robbed a bank** or **The speech he gave caused a lot of embarrassment.**

The best way to avoid this is to re-frame the sentence around the 'deleted relative'
The policeman shot a man who had robbed a bank or **He gave a speech which caused a lot of embarrassment.**

- Don't go outside the list unless absolutely essential

In previous stages, a definite 'upper-limit' of words has always been given, such as 300 for Stage 1, 600 for Stage 2, and so on. And authors at these stages are told to use no more than a certain very limited number of words outside the list.

At Stage 4, it becomes less important to state a definite number of words, such as 1,200 as an upper-limit. However, it becomes all the more important for authors to stay within the total list for all stages. A few 'imports' will probably be necessary but far fewer than at previous stages. And when words are imported from outside the list, it becomes all the more important to put them in contexts that help clarify their meaning. This sense of illustrative context is one of the most essential skills for authors writing at this stage.

Structures

All the main tense forms are now available, with the exception of the Future Perfect ("will have done"). You can also use expanded or embedded relative clauses in which a third clause follows the relative with 'who' as in: **The man who did this is somewhere in this city, now!**

Reported Speech is now expanded considerably to include 'reporting language' such as **She thanked him for coming.**
They accused him of stealing the money.
and I congratulated him on passing the exams.

Stage 4: Criteria for Vocabulary Selection

- 1 Abstract nouns ending in "ness" and "ence/ance" :
illness happiness kindness;
allowance preference
- 2 Phrasal verbs in which the meaning of the verb stem radically changes its meaning, such as
run into someone (meet) put off
(postpone) put up with (tolerate) look up (find in a book); etc.
- 3 verbs indicating a process which are identical in form with the nouns from which they derive, such as
heat iron form shape power etc.
- 4 verbs previously introduced but which are at this stage used in a very idiomatic way which changes their meaning, such as
break a promise and keep a secret
- 5 verb + adjective combinations forming one semantic unit, such as
fall ill go white (note however that some examples of such combinations with "get", such as "get wet" may be used at stage 3)
- 6 certain verbs derived from nouns which change their meaning, such as
arm (give weapons to) face (confront)
head (manage or be head of) sack (dismiss) launch (send off)
- 7 other verbs which may have occurred before but which now re-appear with different meanings such as run (manage) and beat (defeat)
- 8 more "reporting verbs" which indicate the nature of a speech-act, such as
recommend advise congratulate
refuse admit confess deny
persuade
- 9 verbs ending in "-en" derived from adjectives:
shorten weaken loosen tighten
harden
- 10 verbs and nouns relating to measurement and design :
measure weigh weight height
length depth weight thickness
design calculate
- 11 adjectives ending in -ful and less and ible/able especially if stem has already occurred:
helpful hopeful useful useless
reasonable sensible profitable
- 12 more verbs and nouns relating to existence, life, birth and death:
exist give birth to destroy
existence destruction life death
bury
- 13 both general and specific words denoting common subjects studied at school and at university and central vocabulary associated with such subjects:
science biology literature
criticism critic mathematics
psychology add subtract multiply
divide physics engineering test
- 14 verbs and nouns describing basic manufacturing and agricultural processes:
manufacture produce grow (food, crops) harvest gather crop
product
- 15 more verbs and nouns relating to financial and selling processes :
exchange profit deal in
trade with
- 16 more abstract verbs and nouns relating to money:
cash (v) currency funds account
deposit (n&v) profit loss value
expense contract bargain(n)
- 17 verbs describing different processes of transport and nouns describing organisations that transport goods and people:
transport by ship(v) fly
airline railway shipping line
transport firm transporters
- 18 key terms relating to religion and faith :
believe in ...not believe in ...
religion God priest cathedral
- 19 more key terms for argument, speculation and communication :
argument argue disagree doubt
seem believe in mind[n] theory
analyse criticise communicate
communication interpret signal
symbol

- 20 key political terms:
citizen govern government politics
politician leader Minister
President King Queen nation State
party the people vote for elect
election policy rule ruler vote
- 21 more key terms relating to art, music and literature:
compose composer
symphony concerto musician opera
drama novel poem poet
- 22 key terms relating to travel not covered previously:
travel agency insurance destination
voyage trip reserve reservation
timetable book (v)
check-in (v&t) arrival departure
depart single return-ticket
confirm immigration allowance
pay duty on duty-free change
trains/planes cancel
- 23 common terms for profession and type of jobs not yet covered:
architect surgeon accountant
technician chemist scientist
profession professional occupation
unemployed unemployment
- 24 basic terms relating to illness and other ailments not yet covered:
illness infection disease
wound injure injury scar operate
on heal get over recover victim
cure medicine/ medical drug
clinic prescription
- 25 all nouns for feelings and physical states which have occurred previously as adjectives:
anger disgust sadness happiness
hunger thirst
- 26 additional terms relating to attitudes we have towards people:
respect admire trust
- 27 common but more abstract personal qualities and characteristics of people :
proud ambitious arrogant
generous hard-working respectable
- 28 the more frequent 'resultative' verbs :
insult disappoint impress
surprise embarrass annoy bore
irritate which express the effect people or things have upon us
- 29 more abstract but everyday terms relating to cause effect purpose and use :
purpose effect reason motive
function use[n] design

Stage 4: Vocabulary List

Please note this list incorporates Stages 1,2 and 3 vocabulary. Words which are new to Stage 4 are indicated in bold.

A			
-al (autumnal)	agree (with)	apology	B
a	agriculture	appear	back
a.m.	ah	appearance	back [adv]
ability	air force	appetite	backwards
able to	airline	apple	bacon
about (be about to	airport	application	bad
do something)	alive	apply for (a job)	badly
about (concerning)	all day	approach	bag
about (approx.)	all right	April	bake/r
above	all the	area	balance
abroad	allow	arena	balcony
absent	almost	argue	ball
absolutely	alone	argument	ballpoint
accent	along [adv]	arithmetic	banana
accept	along	arm [n]	band (music)
accident	alphabet	armchair	bandage
account	already	army	bank
accountant	although	around [prep &	bank (of river)
accurate	always	adv]	bar
accuse	amaze	arrange	basket
ache [v]	amazed	arrangement	bath (take a...)
acquaintance	ambassador	arrival	battle [n]
across	ambition	arrive	BC
action	ambitious	arrogant	be
active	ambulance	art	be used to...
activity	among	article	beach
actor	amount	artist	beans
actress	amuse	as soon as	beard
actually	amusement	as well as	beat (defeat)
AD	amusing	as (a boy)	beat (hit)
add [v]	an	ashtray	beautiful
address	analyse	ask	beauty
adjust	analysis	asleep	because
admire	anchor	at	become
admit	and	at first	bed
adult	anger	at last	bedroom
adventure	angle	at once	beef
advertise	angry	at the moment	been (to London)
advertisement	animal	atmosphere	beer
advice	ankle	atomic	before (time)
advise	announce	attack [n&v]	beg
aeroplane	announcement	attractive	begin
afford (money/	annoy	audience	beginning
time)	another	August	behind
afraid	answer	aunt	belief
after (time)	anxious	autumn	believe (someone/
after all	any	avoid	something; believe
afternoon	any (in any case)	awake	in something)
afterwards	any of	away (from)/be	belong
again	anything	away	below (a place)
against	anyway	awful	belt
age [n]	anywhere	awfully	bend [v&n]
ago	apartment	axe [n]	beside
	apologise		

besides
 best
 better
 between
 beyond
 bicycle
 big
 bike
 bill
biologist
biology
 bird
 birth (give birth to)
 birthday
 biscuit
 bit
 bite
bitter (taste)
 black
blackmail
blame [v]
 blanket
 blind
 blood
 blouse
 blow
 blue
 boat
 body (dead body)
 boil
 boiled
 bomb
 book
 bookcase
 boots
 border
bore [v]
 bored
 boring
 born
 borrow
 boss
 both
 both...and...
 bottle (n)
 bottom
 box
 boy
 brain
 brakes
 branch (of a tree)
brand [n; trademark]
 brave [adj]
 bread
 break
break a promise
 break the law

breakfast
 breath
 breathe
 bridge [n]
 bright
 brilliant
 bring
bring someone up
 broadcast
 broken
 brother
 brown
 brush (v:teeth)
 brush [n; toothbrush]
 bucket
budget [n]
 build
 building
 bullet
 burglar
 burn [v]
 bus
 bus driver
 bush
 business [n]
 businessman/ woman
 bus stop
 busy
 but
 butcher
 butter
 button [n]
 buy
 by car/air/sea
 by (agent)
 by (place)

C

cafe
 cake [n]
 call [v]
 call someone
called (name)
 calm
 calmly
 camera
 camp [n&v]
 camping site
 can (possibility and requests)
 can [n:container]
 canal
cancel
canoe
 cap
capable
 capital (city)

captain
capture
 car
 car-park
 card [n]
 care (I don't care!)
care for (I don't care for...)
 careful
 carry
 case [container]
 cassette
 cat
 catch (a ball)
 catch up with
 catch (a train, a cold)
cause [n&v]
 ceiling
cent
 centimetre
central heating
 centre [n]
 certain
certainly
 chair
 chance
 change [n&v; change trains; here's your change]
 channel
character
charge [v](price)
 cheap
cheat
 check in/out (hotel)
check [v; the brakes, tyres]
cheer [n&v]
 cheers!
 cheese
 chemist (shop)
 cheque
 chicken
 child
 chocolate
 choose
 church
 cigar
 cigarette
 cinema
 circle [n]
 circus
 citizen
 city
 clap (applaud)
 classical
 classroom
 clean

clear [adj]
 clear [v]
 clerk
 clever
climate
 climb [v]
 cloakroom
 clock
 close [adj&adv]
 close [v]
 closed [adj]
cloth
 clothes
 cloud
 cloudy
club (social)
coach [n]
 coal
coal mine
 coast [n]
 coat
 coffee
 coin [n]
 cold
 cold (in the nose)
collection
college
colonel
 colour
 comb [n&v]
 come
 come on
 come along
 come in
 comfortable
command [n&v]
commercial
 common [adj]
communist
 company (firm)
 compare
 compete
competition
complain
 complete [adj&v]
compliment
 computer
 concert
condition
congratulate
congratulations
connect
connection
conquer
consul
consulate
contact [n&v]
 contain
 continent

continue
contract
control
convenient
conversation
cook (n&v)
cooker
cool [adj]
cool [v: leave it to
cool]
cooperate
cooperation
copy [n&v]
corner [n]
correct [adj&n]
correspondence
cost [n&v]
cotton
cough [n&v]
could (requests)
could (past of 'can'
and in requests)
count [v]
country (in the
country)
country (a big/
small country)
course (a course in
French, etc)
court (legal sense)
cousin
cover [n&v]
cow
coward
cowboy
crash [n&v]
credit [n; money]
crew [n]
crime
criminal
critic
criticise
criticism
crook
crop
cross [n&v]
crossing
crowd [n]
crowded
cruel
crush
cry [v; weep]
cultivate
cup
curious
currency
current
curry
curve (in a road)

customer
customs
cut [n&v]

D

dad
daily
damage [n&v]
damp
dance
danger
dangerous
dare to
dark (after/
before)
dark [adj]
date [day]
daughter
day
daylight
daytime
dead
deaf
deal (a good/great)
dear
death
December
decide
decision
declare (customs)
deep
defeat [n&v]
degree
delay [n&v]
delicious
delighted
deliver
delivery
demand
democracy
democratic
dentist
department store
depends on
deposit
depressed
describe
description
desert
deserve
desk
despite
dessert [n]
destination
destroy
detective
development
devil

dial [n&v]
diamond
diary
dictate (letters)
dictionary
die [v]
diet (on a ...)
differ
difference
different
difficult
difficulty
dig
digest
digestion
dining room
dinner
diploma
diplomat
direction
director
dirt
dirty
dis-
disagree
disappear
disappoint
disappointment
disaster
disc
discount
discover/y
disease
disgust
disgusted/ing
dishes
dislike
distant
distance
district
disturb
dive
divide
divorce
divorced
do
dock [n]
doctor
document
dog
dollar
door
double (room in a
hotel)
down
downstairs
drag
draw (a picture)
draw [result]

dream [n&v]
dress
drift
drink [n&v]
drive [n&v]
driver
drown
drum
drunk (inebriated)
dry [adj&v]
duck (bird)
during
dust/y
duty (obligation
and customs fee)

E

each [adj]
each other
ear
early
earn
earth
earth (the)
earthquake
east
easy
eat
echo
economical
economy
edge [n]
editor
educate
education
effect [n]
efficient
egg
either (at end of
sentence; 'I
don't, either')
either (I won't/
didn't)
either +NP+or (either
tea or coffee)
elbow
elect
electric/ity/ian
electronic
elegant
elephant
else
else (anyone)
else (nobody)
else (somewhere)
else (who/what)
embarrass/ed/ing
embassy

emotion
empty [adj&v]
end (in the)
end (put an end to)
end [n&v]
enemy
energy
engaged (before marriage)
engine
engine-trouble
engineer
English
enjoy
enough (big enough to ...)
enough (isn't big enough)
enter
entertain
entertainment
enthusiastic
entrance
examination
envelope
-er [suffix]
-est [suffix]
escape [n&v]
especially
even [adv]
evening
ever
every
every day
everybody/thing/one
evil [ad]
exactly
examination
examine
example
excellent
except (everything except ...)
exchange
excuse me
excuse [n; a bad/good...]
exercise [n&v]
exhausted
exist
exit
expect
expensive
experience [n]
experiment
explain
explode

explore
explorer
explosion
export [n&v]
extra
extremely
eye

F

face
fact
fact (in)
factory
fail (an exam)
fair
fall [n&v]
fall asleep
fall down
fall in love with
fall off
fall to bits
false
family
famous
fan (in sport)
far
far (how far...?)
far away
fare (for travel)
farm [n]
farmer
farming
farmland
farther
fascinating
fashion
fast
fasten
fat
father
fault (it's your ...)
fault
favour (do me a...)
favourite
fear [n&v]
February
fee
feed
feel (feel hungry/thirsty)
feel (how do you feel?)
feel (feel this)
feel bad/good
feel like (a drink, etc)
feelings
feet

female
fence
ferry
festival
fever
few
few (a)
fewer
field
fight (v&n)
file [n&v]
fill in
fill up
film
final examination
final
finally
finance
financial
find
fine (for weather and to mean 'splendid')
fine [adj]
fine (penalty)
finger
finish
fire (n)
fire ['v'sack']
first
first floor
first name
fish [n&v]
fit [adj&v]
fix [v]
flag [n]
flame (s)
flat [adj&n]
flat [n; place to live]
flatter
flavour [n]
flight
float
flood
floor
flour
flower
flu
flute
fly [v]
fog
foggy
follow
follow up
fond of
food
fool
foolish

foot (also on foot)
football
for [on behalf of; period of time; amount of money]
for example
for sale
forbid
forbidden
foreigner
foreign
forest
forge
forger
forget
forget [to]
forgive
fork
form (document)
formerly
forward
free ('no cost' and 'not busy')
freeze
fresh
Friday
fridge
fried
friend
friendly
from
fruit
fry
fuel [n]
full (of)
function [n&v]
funny [amusing]
furniture

G

gallery
gallon
game
gangster
garage
garden
gas [n&adj]
gas cooker
gate
gather
generally
generous
genius
gentle
gentleman
geography
germ
get

get (old)
get married
get on/off
get out of
get something
done/mended
get together
get up
get (it) back
ghost
gift
girl
give
give away
glad
glass (a glass of
...)
glass [adj&n]
glasses (specs)
gloomy
go
go away
go in/out/up
go into
(investigate)
go on (continue)
go shopping
go slow
go through
(examine)
go to bed
go to sleep
go white/pale/etc
go without
goal
God
going to (future)
gold
golf
good at (football/
etc)
good
goodbye
good-looking
good morning
gossip
government
grab
graduate
grammar
grandfather
grandmother
grape
grass
grateful
great
green
greengrocer
grey

grilled
grin
grip [n&v]
grocer
ground
ground floor
group (n)
grow
grow up
guarantee
guard [n&v]
guess [v]
guide [n&v]
guilty
guitar
gun

H

habit
hair
half of (a)
half the
hammer [n]
hand
handbag
handicap
handkerchief
handle [n & v]
handlebar
handsome
handwriting
hang
happen
happily
happiness
happy
harbour [n]
hard-working
hard [adj&adv]
hardly
harm [v]
harvest
hat
hate [v]
hatred
have
have a baby/heart-
attack
have a bath/meal/
a cold/headache
have a look at
have got
have something
done
have something on
(wear)
have to ...
he

head
headquarters
heal
health(good/bad
for...)
healthy
hear
heart
heat [n&v]
heating
heaven
heavy
helicopter
hell
hello
helmet
help someone do
(without'to')
help
her
here
here it is
here is/are
here you are
here and there
hers
herself
Hi
hide
hinge [n]
high
highjack [v]
hill
him
himself
hire [v]
his
history
hit [n: a great hit!]
hit [v]
hobby
hold [v]
holiday (on)
hollow [adj]
home
home (at)
home (go)
homework
honest
hoodlum
hope [n&v]
hopeful
hopeless
horizon
horrible
horse
hospital
hot [food]
hot

hotel
hour
house
How?
How are you?
How do you do?
How long ...?
How long ago...?
How many ...?
How much(price)?
How nice/
wonderful!
How old..?
how to (know how
to; learn how
to)
human
hundred
hunger
hungry
hurry
hurt [v]
husband

I

ice [n]
icecream
idea
if (in simple
sentences)
if I were you
ignore
ill [adj]
illness
imagination
imagine
immediately
immigrate
immigration
import (n&v)
important
impossible
impress
impression
improve
improvement
in
in front of
in love with
in order to
in time
inch
include
increase (v&n)
indeed
independence
independent
infection

information desk/ office	jewel	labour	and not dark]
information	job	lack	lightening
injure	jog	ladder	lighter (for cigarettes)
injury	join [v]	lake	like (would like to)
ink	joke [n]	lamb	like (v)
innocent	journey [n]	lamp	limit [n]
insane	judge (n)	land [n&v]	-like (childlike)
insect	judo	language	line
inside	jug	large	lion
insist	juice	laser (beam)	lips
inspect	July	last week/year/ month/Monday etc	list [n]
inspector	jump	last [adj&adv]	listen
instead of	June	late	literature
institute	jungle	later	litre
instrument	junk	laugh [n&v]	litter
insult [n&v]	jury (n)	laughter	little (a little)
insurance	just as	laundry	little
intelligence	just now	lavatory	live
intelligent	just [adv: I've just done it]	law	living room
intend		lawyer	load [n&v]
intention	K	lay	loaf [n]
interest [n&v]	kangaroo	lazy	loan
interested in	keen	leaf [n&v]	lonely
interesting	keep	leap	long (as long as: no/any longer)
interfere	keep a promise	learn	long ago
interference	keep a secret	least	How long ago? How long... (will it take?)
international	keep left/right	least [adj] (also at least)	long
interrupt	keep quiet	leather	Look here!
interval	keep (a pet;etc)	leave	Look out!
into	kerb	lecture [n]	look at
introduce	key	left (not right)	look for
introduction	kick	leg	look forward to
invade	kidnap	lemon	look (III)
invasion	kidnapper	lend	look a word up
invent	kill	length	look (v)
invention	kilo	leopard	look [n]/have a...
investigate	kilometre	less	lorry
investigation	kind [adj]	lesson	lose
invitation	kind [n; as in 'What kind of ...?]	Let's ...	lost property office
invite	kindness	let (allow)	lot
iron [n; substance]	king	letter (alphabet)	lot of ... (a)
iron [v] (clothes)	kiss [n&v]	letter (post)	lots
Islam	kitchen	letter-box	loud
island	knee (n)	lettuce	lounge [n]
isolated	kneel	level [n]	love (in love with)
it	knife	lever	love [v]
its	knock someone down	liberty	low
itself	knock [n&v]	licence	luck ("Good luck!")
J	know	lie down	lucky
jacket	know how to do something	lie [n]	luggage
jail	knowledge	lie [v: tell a ...]	lunch
January		life	lungs
jar	L	lift [n]	-ly [suffix]
jealous	label	lift [v]	
jeans		light [adj: not heavy]	
jet			

M

machine
 machinery
 magazine
 magic
 mail
 main [adj]
 make friends with
 make someone do something
 make someone happy/sad/angry
 make something up (lie)
 make
 male
 mammal
 man/men
 manager
 map [n]
 March
 march [v]
 margarine
 mark [n&v]
 market
 marriage
 married
 marry
 mass (religious)
 master [n]
 match (game)
 matches
 material [n]
 matinee
 matter (as a matter of fact)
 matter (doesn't)
 matter (what's the matter?)
 maximum
 May
 may (permission)
 may (possibility)
 may (request; may I...?)
 maybe
 me
 meal
 mean (signify)
 meaning
 measure
 meat
 mechanic
 medical
 medicine
 medium (size)
 meet [v]

meeting
 melt
 member
 memory
 mend
 menu
 mess (What a...!)
 message
 metal
 metre
 micro-chip
 microphone
 microscope
 middle
 midnight
 mike (microphone)
 mile
 milk
 millimetre
 million
 mind [n: brain; mental faculty]
 mind (I don't mind ...ing/Do you mind if I ...?)
 mine (possessive)
 mine [n&v]
 mineral water
 minimum
 minus
 minute
 miracle
 mirror
 Miss
 mistake/by mistake
 model (make a ...of something)
 moderate (prices)
 modern
 modest
 moment (one moment, please)
 Monday
 money
 monkey
 month
 mood (in a good/bad ...)
 moon
 more than ...
 more...
 morning
 mosque
 most [superlative]
 mother
 motive
 motor
 motorway

mountain
 mouse
 moustache
 mouth
 move [v]
 movies
 much (like smthg very...)
 mugging (crime)
 multiply
 mum
 murder
 murderer
 music
 must [duty]
 must (as in 'this must be the place')
 mustard
 my
 mystery

N

nail
 nail [n&v]
 name
 nap (have a...)
 narrow
 nation
 national
 nationality
 native-language
 native [adj]
 natural
 nature
 navy
 near
 nearly
 necessarily
 necessary
 neck
 need (in need of)
 need [n&v]
 neighbour
 neighbourhood
 neither (of)
 neither... nor...
 nephew
 nervous
 nervously
 net
 never
 new
 news
 news bulletin
 newspaper
 next week/month/year; etc

next (including next to)
 nice
 nice (to meet you)
 niece
 night
 no
 no longer
 no one
 nobody
 noise
 noisy
 non-
 none
 none of
 nonsense
 noon
 north
 nose
 not
 not any
 note [n]
 nothing
 notice [n&v]
 novel
 now
 now and then
 number
 nurse
 nylon

O

o'clock
 object [n]
 observe
 occasion
 occasionally
 occupation
 ocean
 October
 of
 of course
 off
 offer [n&v]
 office
 officer
 often
 oh
 oil
 OK
 old
 old (...years old)
 old-age-pension
 omelette
 on (as in 'The radio is on')
 on and on
 on foot

on to
on (spatial)
once (a week/ month)
once (at)
one by one
one
one...the other
one/one (pronoun)
 this one/that
 one]
only
open (adj&v)
opening-hours
opera
operate
operation
opinion (in my ...)
opportunity
opposite
or
orange
orchestra
orphan
other/the other
 one
ought
ounce
our
ours
ourselves
out
out of order
out of
outside
oven
over [adv]
overtake
owe
owl
own [v&adj]
owner
oxygen

P

p (pence)
p.m.
pack up
packet
page
pain
pain in the...
paint [n&v]
painting
pair
palace
pale (go ...)
pan
paper

parade
paragraph
parcel
pardon?
parent
park [n]
park [v: park a
 car]
parrot
part of
part
partner
party
pass (an exam)
passenger
passer-by
passport
past (a quarter
 past ...)
paste [n&v]
patience
patient [adj]
patient [n]
patiently
pattern
pause
pay
peace
peaceful
peas
pedal
pedestrian
peel [n&v]
pen
pence
pencil
penny
pension
people
pepper
perfect [adj]
perfume
perhaps
permission
permit [v&n]
person
pet
petrol
philosophy
phone [n&v]
photo
photograph
physics
piano
pick up
pickpocket
picnic
picture
piece (of)

pig
pile [n]
pillow
pilot
pink
pipe
pirate
pity [n; what a ...]
place (in place of)
place
plan [n&v]
plane
plant
plastic(s)
plate [n]
platform
play (v)
pleasant
please, yes,
please [v]
pleased with
pleasure
plenty of
plug
pocket [n]
point [n&v]
pocket-money
poem
poet
point
point at
point out
poison [n&v]
police
policeman
polite
poor
pop (star/music)
popular
**port of
 embarkation**
port
position
possess
possibility
possible
post office
postcard
postman
postpone
pot
potato
pound (£)
pour
power
practical
practice
practise
prefer

preparation
prepare
prescription
press [v]
pretty
prevent
price
primary school
prince
princess
prison
private [adj]
prize
probable
probably
problem
product
profession
professional
professor
programme [n]
progress
pronounce
pronunciation
proof
property
protect
protection
prove
psychologist
psychology
pub
public
pull
punch (hit)
punish
pupil
pure
purpose
push
put
put (you) through
put away
put back
put on (clothes)

Q

qualifications
qualify
quality
quantity
quarrel (n&v)
quarter (a quarter
 to/past ...)
Queen
queer
question (n)
queue

quick
quickly
quiet
quietly
quite

R

race (sport, not people)
radar
radio
railway
rain [n&v]
raise
rarely
rat
rather
raw
razor
read
ready
real/really
realise
reason [n]
reasonable
receive
recommend
recover (from an illness)
red
refer
reference
refuse [v]
regret
relation
religion
religious
rely on
remain
remember
remind
repair [n&v]
repeat
reply [n&v]
report
reporter
rescue
reservation
reserve
respect
respectable
responsibility
responsible
rest [n&v]
restaurant
result
result [n]
return (ticket)

reward [n]
rice
rich
ride [n&v]
right (not left and not wrong)
right (entitlement)
ring off
ring [n&v]
ripe
rise [v]
river
road
roast
rob
robber
rock [n]
rocket
roof
room
room (space) for
rose
rough
round [adv; the wheels went round and round]
round [prep&adj]
rub out
rubber
rude
rule [v; govern]
ruler (king, chief, etc.)
run [n&v]
run into (encounter)
run over
run [v; manage/organise]
runway
rush hour
rush [v]
rust [n&v]
rusty

S

sad
sadness
safe [adj]
safety
sail [n&v]
sailor
sake (for my sake)
salad
salary
sale
salt
salty

salute
same (the same ...)
same as
sand
sandwich
sane
satisfied
satisfy
Saturday
saucer
sausage
save (money)
save [rescue]
savings
saw [n]
say
scar [n]
scenery
school
science
scientist
score
scream
screw [n&v]
screwdriver
sea
search [n&v]
seaside
season [n]
seat [n]
second (after first)
second (unit of time)
secret [adj&n]
secretary
see (I) (understand)
see
seed [n]
seem
seldom
selfish
sell
send
sense
sensitive
sentence (words)
sentence [n; grammar]
separate
September
servant
service
set off/out
several
sew
shade [n]
shadow [n]
shake [v]

shake hands
shake one's head
shall (shall we...?)
shallow
shampoo
shape
shark
sharp
shave
she
sheep
sheet
sheriff
shine
ship
shirt
shocked
shoes
shoot (at)
shop (n&v)
shoplifter
shopping centre
shore
short
shorts
should
shoulders
shout [n&v]
show off
show [v]
shower (take a...)
shut (adj&v)
shy
sick
side (position)
sign [n]
signal
silence
silent
silly
silver
since (since you left)
since (time)
sing
singer
single (not married)
single (only one; in sense of both ticket and room)
sink [v]
sir
sister
sit (down)
site
size
skin
skirt

sky	star (person)	symphony	theory
slang	start	system	there you are
sleep [n&v]	station		these
slow	stay		they
slowly	steak		thick
small	steal		thief
smell [n&v]	steel		thin
smile [n&v]	step [n&v]		thing
smoke [n&v]	stick [v]		thing (non-literal,
smooth	still [adv: are you		as in 'what a
smuggle	still there?]		thing to happen')
smuggler	still [adv]		think /think so
snackbar	still [adj]		think back/over
snake	stink		thirst (n)
snow [n&v]	stomach		thirsty
so much/many	stone		this
so (I think so)	stop (v)		those
so (therefore)	store		thousand
soap	store [v]		through
socks	storm		time/all the time/a
sofa	stormy		nice time
soft	story		throw away/out
solve	straight on		throw
some	straight		thunder
something	strange		Thursday
sometimes	stranger		ticket
son	street		tie
song	strong		tiger
soon	student		till [prep&conj]
sore	study [v]		time (it takes me...to..)
sorry (I'm sorry)	stuff [n]		time
sound [n]	stupid		timetable
soup	subtract		tin (container)
sour	suburb		tip
south	suddenly		tired
spaghetti	suffer from		tired of
speak	sugar		to
special	suggest		today
specialist	suggestion		together
specialize	suit (n)		toilet
speech	suitcase		tomorrow
spend	summer		tongue
spend (money)	sun		tonight
spider	Sunday		too (and ...is a ...
spite (in spite of)	sunrise		too)
sponge	sunset		too (big/small;
spoon	sunshine		etc)
sport	supermarket		toothbrush/
spring (season)	suppose		toothpaste
square (place)	sure		top/on top (of)
square (not round)	surname		touch [v]
stadium	surprise (n&v)		tour
stairs	surprised		tourist
stamp [n]	surrender		towel
stand [v]	suspect		town
stand up	sweater		tractor
stand (not sit)	sweet		truck [n]
stand (tolerate)	swim [n&v]		train
star	switch [n&v]		translate

T

T-shirt

table

tail

take in (deceive)

take off (aircraft)

take off (clothes)

talent

talk [n&v]

tall

tame (adj)

tap [n; for water]

tape**taste good/bad**

taste [n&v]

tax

taxi

tea (drink, not meal)

teach

teacher

team

teapot/teacup

tears/in tears

teeth

telegramme

telephone number

telephone

television

tell

temperature

temporary

tennis

tent

terrible

terribly

terror

test [n]

test [v]**than** (comparative)

than (bigger than...)

thank you

thank [v; thank

someone for ...]

that (the woman/

house that ...)

that

that (I know that...)

the

theatre

their

theirs

them

themselves

then

translation
travel [n&v]
travel agency
travel agent
tray
tree
trial
trip
trousers
true
trust [n&v]
try on
try [v]
Tuesday
turn against
turn back
turn into
turn out
turn in/out of
turn something
on/off
turn [n]
TV
twice
type [n:'kind']
typical
typist
tyre

U

ugly
umbrella
un-
uncle
under
underground
understand
underwear
unemployed
unemployment
university
unless
until
up
upon
upside down
upstairs
us
use [n]
use [v]
used to (I used to
smoke)
useful
useless
usually

V

vacation

valley
value
vanilla
variety
various
vegetables
very
victim
victory
video
view
village
violin
virus
visa
visit [n&v]
visitor
vitamin
vocabulary
voice
vote
voyage

W

W.C.
wages
wait
wait for
waiter
waitress
wake (up)
walk (v)
wall
wallet
want to
war (at)
warm
warn
warning
wash
washable
washing
wash up
washing-up (do
the)
waste [v]
watch (n;
timepiece)
watch out for
watch someone
do/doing
something
watch (v)
water
wave
way (location)
way (manner)

weak
wear
weather
week
weekend
weigh
weight
welcome
well (I'm well)
west
wet
whale
what
what's the matter
with...?
what's wrong with...?
wheel
When
Where
Which
white
Who
whole
whose (relative;
the man whose
car...)
whose (whose pen
is this?)
Why
wide
width
wife
wild
will (I'll do it)
win
wind [n]
wind
window
wine
wing
winter
wipe
wish
with
without
woman
wonder (I wonder
if...)
wonderful
wood
wool
word
work (n&v)
work/doesn't
world
worn out
worried
worry
worse

worst
would you...
please..?
would (would you
like...?)
wound [n&v]
wrap
wreck
wrestle
wrist
wristwatch
write
writing
wrong

X

X-ray

Y

yard (unit)
year
yellow
yes
yesterday
yet
yoghurt
you
young
your
yours

Z

zebra
zero
zip
zone
zoo

Stage 4: Structure List

Please note that all structures from Stages 1, 2 and 3 may also be used.

- 1 Future Progressive
What will you be doing this time next year?
- 2 Past Perfect Progressive
The party had been going on a long time when I got there.
- 3 Past Perfect Passive
& passive with 'get'
The body had been thrown in the lake.
He got caught in the end.
- 4 Future and Modal Passive
The jewels will be returned to you soon.
You should be hanged!
- 5 Modals: 'had better' & 'would rather'
I would rather die than work here any more.
You had better not say that too loudly!
- 6 Modal perfect constructions (not passive)
with 'should' 'could' 'may/might'
& 'must' (supposition)
You should have told me!
You could have come earlier.
You may have heard this story before.
You must have known about it!
- 7 Third-type conditionals
I would have helped if you had asked me.
- 8 'as long/soon as...'
I'll let you know as soon as I can.
I waited as long as I could.
- 9 'in case'
Take this in case you need it.
- 10 'Embedded' relative clauses
(2nd VP after 'who/that/which')
The man who did that should be hanged!
The animals that escaped were never caught.
- 11 Non-defining relative clauses
My father, who lived until he was 102, drank a bottle of good claret every day.
- 12 Noun phrase+prep+ gerund
She thanked me for helping her.
They accused him of stealing the diamonds.
They stopped him from escaping.
- 13 'Causative' use of 'have'
(also in infinitive constructions)
Where can I have these trousers cleaned?
How long will it take to have them cleaned?
- 14 'make/name/call+ NP + NP'
They made her Queen of the Festival.
They named him King and called him 'butcher' behind his back.
- 15 'before/after' + gerund
Before leaving he turned off all the lights.
After arriving at Heathrow, go to Terminal 2.
- 16 'tag' clauses with 'So' & 'Neither'
I fell ill. So did Nora.
I wasn't feeling very well. Neither was Jimmy.
- 17 Simple 'cleft' sentences with initial 'It'
It was Kate who told me, not Laura.
It was her husband I couldn't stand, not Alice.
- 18 'so that' clauses to express purpose
He walked quietly so that nobody could hear him.
She gave her son the money so that he could study

19 clauses with 'whether to ...or...'

I didn't know whether to laugh or to cry.

20 Indirect object passive constructions

He was given a medal for bravery.

21 'seem' + perfect & progressive infinitive

He seems to have gone.

They seem to be having a good time in there.

22 Reported Speech using Past Perfect to report Present Perfect and Past

He said he'd never seen her before.

He said he had gone to a concert that evening and that he had come home late.

• also with questions('Wh-' and 'if....')

They asked him where he had been. Then they showed him a photograph of a woman and asked if he had ever seen her before.