



# **Moving Students from the Red Zone - Reading**

## **Information, Resources, and Strategies for the Classroom**

## Do You Know Your Reading Rate?

### Reading Rate Sample

There are many theories of reading. Some regard reading as a skill which relies heavily on our visual perception and ability to recognize words, letter shapes, sound patterns and so on. Other theories regard reading much like looking at a picture, where we read to get the whole message and the bits and pieces, like the separate brush strokes of a picture, are not singularly important.	14 26 40 56 66
Reading instruction often focuses on items of knowledge - words, letters, sounds. Most people respond to this type of teaching. They search for links between the items and they relate new discoveries to old knowledge. They search for relationships and link old knowledge with new. So, there are many things which go on inside a reader's head when reading occurs.	76 89 101 114 125
People who fail to progress in reading do not approach print in this way. The skills which they have tried to carry out have not brought order to the complexity of the text and they have often become passive in their confusion. This confusion involves losing track of what they read, which usually results in three things - regression, vocalization and faulty fixations.	140 155 168 181 187
Regression occurs to most readers. Have you ever had the experience of thinking you were reading and suddenly realized you haven't taken a word in for ages? Usually we go back and re-read what we missed. We spend as much as a third of our time going back. The second problem most readers have involved saying the words, they are reading, either in their minds - where a little internal voice says the words, or under their breath. Some very slow readers read out loud. A common solution for this is to place a pen or pencil in between the teeth so, talking becomes rather difficult, or chewing on gum often works. The third problem some readers experience involves fixating on every word. The brain only processes the images from the eye when the eye is actually stopped for that split second when it fixates on a word. This means that your brain processes these images by relating them other information to make meaning. The more words you take in when your eyes stop the more information your brain can process. Where you limit your brain to processing one word at a time, you obviously work harder than is necessary. Reading dynamically, in word groups, or dimensionally down the page using a pacer, you have fewer and fewer fixations. This has the potential to increase your comprehension and reading rate at the same time. You simply take in more!	199 213 228 241 255 269 286 299 310 325 339 351 365 380 391 405 417 422
Reading is like any other skill we learn. For example, when we first learn to walk, we tend to move quickly, but with not much stability. The more confident and stronger we become, the slower and steadier we are until we learn how to control our speed. So, when we decide to run, we can usually control the pace, so we avoid falling over. Sometimes we can increase the speed at which we run, other times we purposely reduce the speed, when we realize that if we don't, we could come to harm. When we learn to speed read, we use the same technique. When we read the newspaper, we might fly through at 1000 words per minute. A magazine or journal article might require us to read at about 800 words per minute while a highly technical report and drawings may require that we read at about 500 words per minute. Speed reading then is a tool. It is your choice how you use it.	437 450 463 478 491 505 520 533 546 561 574 589

*This passage on reading is from "Speed Reading: How to read faster and more effectively" a booklet produced by Student Services at the Sunshine Coast University College, Queensland, Australia.*

## Reading Rate Based on Text

Type of Materials	Purpose for Reading	Desired Level of Comprehension	Appropriate Rate of Reading
Poetry, legal document, argumentative writing	Analyze, criticize, evaluate	100%	Under 200 wpm
Textbooks, research documents	High comprehension recall for exams, writing research reports, following directions	80%	200-300 wpm
Novels, paperbacks, newspapers, magazines	Entertainment, enjoyment, general information	60-80%	300-500 wpm
Reference materials, catalogs, magazines, non-fiction	Overview of material, locating specific facts, reviewing of previously read material	Below 60%	>500 wpm

## Reading for Today's Adults

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

### Keeping Children Safe in the Car



#### Pre-reading

Questions: How long do children need to use a car seat?

What percentage of parents do you think have car seats installed incorrectly?

Definitions: Restrain – to control or hold down

Lenient – easy, not strict

Criteria – the standard or rule

#### Reading

Did you know that car accidents are the leading cause of death for children? Car seat safety is very important. Well-intentioned parents, who desire to keep their children safe in the car, often make common mistakes that put their children at risk. Parents and caregivers can increase their children's safety by using proper car seats in accordance with the age recommendations. Also, everyone needs to be sure that car seats are installed correctly.

Minnesota law requires that children under the age of 4 be restrained in a car seat. In addition, it is recommended that children under 80 pounds and under 4'9" use a booster seat. Minnesota has the most lenient age requirement law regarding car seat use when compared to all of its surrounding states. Many other states require the use of a car seat or booster seat until age 8.

Minnesota law also states that car seats must be the right kind for the size of the child. Children under age 1 *and* under 20 pounds must be in a rear facing car seat. Many parents make the mistake of thinking that their child can face forward if they are 1 year old or 20 pounds, but this is incorrect; the child must meet both criteria.

Once the child is forward facing, he or she should be in a car seat with a harness that is belted into the car using the car's seatbelt (more recently, the "Latch" system can also be used if the car and the car seat both have it).

Children can move to a booster seat when they reach 40 pounds. In a booster seat, the child is belted in with the car's seatbelt. The booster seat helps to make sure the vehicle's seatbelt fits the child correctly. The booster seat should be used in the back seats of vehicles. Children should never be placed in the front seat until the age of 13. Even though air bags save lives, they can cause serious injury and even death to a child.

Proper installation of a car seat helps keep children safe. According to the National Highway Traffic Safety Administration, as many as 80 percent of all car seats are incorrectly installed and used. This is an alarming number. The confusing designs of many car seats are to blame. It is important to read the instruction book carefully to ensure that seats are installed correctly. Most communities offer free car seat installation checks by trained car seat inspectors. Contact your local police department to find out where to have car seats checked in your area.

Car seat safety is a must for the wellbeing of our children. By making sure the proper car seats are used and installed correctly, parents and caregivers can rest assured that their children are as safe as possible in their motor vehicles.

Source: [www.carseatsmadesimple.com](http://www.carseatsmadesimple.com)

Level 8.0

### Understanding

1. Until what age should children use a car seat? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why is car seat safety so important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What criteria must be met before a child may face forward in a car? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why should children never be placed in the front seat of a motor vehicle? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are some common mistakes people make with car seats? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If a person has questions about proper car seat installation, what should he/she do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Why might car seats be installed incorrectly? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Writing

Option A: Summarize the reading in your own words.

Option B: What new information did you learn about car seat safety? How might you use this information?

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Keeping Children Safe in the Car – Level 8.0

## Teaching Inference

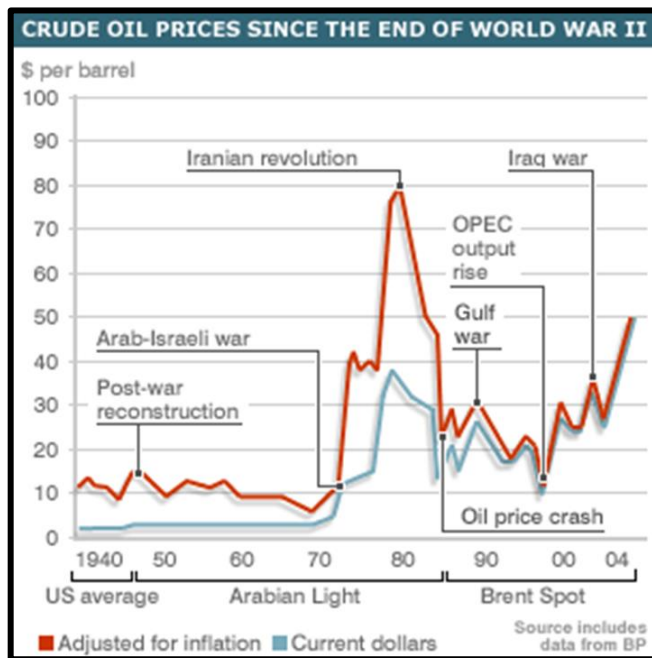
Types of Inferences	
Location	Time
Action	Instrument
Object	Category
Occupation or Pastime	Cause-Effect
Problem-Solution	Feeling-Attitude

### Start with the Simple and Move to the Complex

From Simple to  Complex					
Pictures/ Ads	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction



## What Can You Infer?



## Sentence Level

1. A character in a story has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter.
2. A person has a briefcase, is on a plane, and is late for a meeting.
3. A detective enters the house, which has been ransacked. He sees blood on the floor, and it leads out the back door.
4. Your friend walks past you without smiling. Her head is hanging down. She wipes a tear from her eye and looks at her phone.

## Paragraph or Short Passage

*Screech!* Karen stomped on the gas pedal the moment the light turned green. She looked over her left shoulder and zigged past a semi-truck. She zoomed ahead and looked over her right shoulder and then zagged past a motorbike. She glanced at the clock on the console and darted into the parking lot. Whipping into a parking spot, she grabbed her suitcase and ran through the lot, up the escalator, and into the terminal. Her heavy suitcase was bumping and bouncing the whole way. Just as she entered the terminal, she heard an announcement over the loudspeaker, "*Final boarding call for flight 205 to JFK...*" Karen looked at her ticket and then at the line to get through the security checkpoint, which wrapped around several turnstiles and slithered like a lethargic snake. Karen sighed and then slowly walked to the customer service desk.



## Resources from the World Wide Web – Reading

### Reading Websites – Fiction and Non-Fiction

The following are reading sites – both fiction and non-fiction. The sites are listed in alphabetical order.

**An Online Library of Literature.** Reading books online that can be downloaded free from this online library.

<http://www.literature.org/>

**Awesome Stories.** This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. The background materials come from the Library of Congress, National Archives, the British Museum and universities, libraries historical societies and museums from around the world.

<http://www.awesomestories.com/>

**Detroit News.** Part of the Newspapers in the Classroom project, this site provides online articles, worksheets, editorial cartoons, and lessons already developed. <http://nieonline.com/detroit/>

**eReading.** This site provides reading worksheets, activities, and resources aligned with the Common Core States Standards. This website uses a skill-focused approach where each activity targets a specific set of skills. <http://www.ereadingworksheets.com/>

**Izzit.org.** This site provides a variety of articles from various sources. Articles are based on current topics of interest. The site also includes videos for use in the classroom. <http://www.izzit.org/>

**Newsela.** This site provides an innovative way to guild reading comprehension with nonfiction text that's always relevant. Each article is available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

**ReadWorks.org.** Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. Each article is between 3/4<sup>th</sup> of a page to about 2 pages in length. Common Core aligned skills units are also provided on the site, including paired text units. <http://www.readworks.org/>

**ReadWriteThink.** This is a terrific resource for teachers for many activities, lessons and games.

<http://www.readwritethink.org/>

**Reading Skills for Today's Adults.** This site provides original texts written by instructors for Marshall Adult Education. Each article can be used as a timed reading, as well as a source for reading comprehension. Articles are written at a 0.7 to 8.9 GE. [http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

**ThinkCERCA.** Similar to Newsela, this site has a mix of nonfiction articles that include an audio feature that reads each article aloud to students, an option of inputting Extended Response/Short Answer questions, and an embedded dictionary within each article. <http://www.thinkcerca.com/>

**Tween Tribune.** Daily news sites, including text, photos, graphics, and audio and/or video materials prepared by the Smithsonian about current events, history, art, culture, and science. <http://tweentribune.com/>

GED Testing Service® | [www.GEDtestingservice.com](http://www.GEDtestingservice.com)

# Academic Word List

## An Introduction to the Academic Word List

Averil Coxhead, Massey University, New Zealand

### What is the Academic Word List?

The Academic Word List (AWL) is a list of 570 word families that are commonly found in academic texts. This list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that occurred:

- 1 In texts from all four academic faculty sections: Arts, Commerce, Law and Science.
- 2 Over 100 times in the corpus overall.
- 3 At least 10 times in each academic faculty section.
- 4 Outside the 2000 most frequent words on Michael West's *General Service List* (GSL). The GSL includes everyday words such as **I**, **house** and **do**.

These principles ensured that only words that occurred reasonably frequently in a variety of study areas were selected.

The AWL targets vocabulary that occurs most often in written academic texts. These words also occur in newspapers but not as often as they do in textbooks. The AWL words appear even less in fiction. If your focus is learning academic vocabulary, you need to make sure you read academic textbooks so that you encounter these words in context.

### How is the AWL organized?

The AWL is organized into Word Families. Word families are made up of the 'parent word' and 'family members'. Take for example the word **maximise**. Its family members include inflections of the verb such as *maximised*, *maximises* and *maximising* as well as the noun *maximum*. The word family also includes the British spelling of the noun *maximisation*, as well as *maximization*, the US spelling.

If you learn the verb **maximise**, you will be able

to recognise other family members such as *maximised* when you encounter them in your reading. These words are closely related and the meaning is likely to be the same or similar. When you are looking for words in this dictionary, think about other word family members too.

Finally, there are some academic words that do not have a word family. These words occur on their own and do not have any inflections. Examples include **nonetheless**, **so-called** and **behalf**.

### Why is the AWL important?

The AWL is intended as a reference for students who are studying or preparing to study at a tertiary level in English. As a university lecturer, I was aware of the difficulties that students had in mastering the vocabulary necessary for written assignments. The AWL does not include 'content' vocabulary for particular subjects which students obviously need to learn as well. The AWL focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to produce coherently-structured written assignments.

The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in 10 in an academic textbook is in the AWL. Look at the following extract from an academic text:

### EUROPEAN ENVIRONMENTAL POLICY

**Environmental issues** are truly global. Many of the problems, like the **releasing** of CFCs into the atmosphere, have global effects and **require** global action. Some problems link to the **exploitation** of global commons – the **resources** shared by the **international community** such as *ocean beds* and *the atmosphere*. Sometimes small local problems, such as poisonous gases leaking from landfills and water pollution, are multiplied so many times in any local **contexts** that they become **major** world hazards. The **environment** is a global concern requiring global policies.

The highlighted words are all on the AWL. This sample illustrates clearly that the AWL can help with decisions about which words are important for you to learn if you are studying in an English-speaking country.

### How can the AWL help me with my academic studies?

Knowledge of academic vocabulary is vital for students studying at an English-speaking university, particularly for reading and writing. If you compare estimates of how many words a native English speaker might know by the age of 18 (approximately 18,000 to 20,000 words) and how many a learner who has had two or three hours of schooling in English over several years (roughly 2000 to 3000 words depending on the language background of the student), this gap is enormous. In order to read and write successfully you need to be able to recognize as many words as possible in your textbooks and use as many as possible in your essays. The bigger your vocabulary, the more you will be able to cope with the high reading and writing demands of your studies.

Academic writing tends to be quite formal in style. The vocabulary items that you use in your writing can affect the level of formality. Writers need to know whether a word can be used in a particular situation. Take for example **consequent**. This is marked as *formal*. You would probably not choose to use this word when speaking with friends but you should use it in written English to take your language to a higher level of formality. The AWL will help you to focus on issues of formality. Look out for the formal label in this dictionary.

Remember that the AWL covers approximately 10% of all vocabulary in a piece of academic writing. You should aim to have roughly the same percentage in your own academic writing too. If you go to the **AWL highlighter website** by Sandra Haywood ([http://www.nottingham.ac.uk/\\_alzsh3/acvocab/awlhighlighter.html](http://www.nottingham.ac.uk/_alzsh3/acvocab/awlhighlighter.html)) you can copy and paste your text into it and it will highlight the AWL words for you. This will enable you to see how many AWL words you are using overall and whether you repeat the same words many times in your writing.

When looking up words from the AWL in this dictionary you should also focus on the bold

phrases that are highlighted. These show you the key grammatical patterns and collocations for that word. Collocations are words that commonly occur together or near each other in a text, for example 'effect on'. Collocations and phrases are important because they help with fluency in writing and indicate that you are working at a higher level with academic vocabulary than just using a word from your own language and its translation. The collocations in the following text have been highlighted in **blue**.

### DECLINING BIODIVERSITY

Whatever the **effects on** this planet's climate, rain-forest clearance **has** another undeniable **impact**. The **disappearance of** rain forests is a **major factor** eroding the earth's biodiversity, or, more simply causing many thousands of species of plant and animal life to disappear forever. While rain forests **account for** just seven percent of the **earth's surface**, they are **home to** almost half of this planet's living species. Estimates of the **total number** of species of animals and plants **range from** 1.5 million **to** as high as 30 million. Researchers, in fact, have identified more than 1,000 species of ants alone (Wilson, 1991).

### What strategies can I use to help learn the AWL words?

Remember that building your vocabulary takes time. You are not likely to learn everything you need to know about a word the very first time you see it. And don't expect to remember everything about a word after looking it up in a dictionary once. Try some of these ideas to help you with vocabulary building:

- ➔ Make the most of the information given in this dictionary to build up your knowledge of a word. Look at the bold phrases highlighted in the entry. These show important grammatical patterns and collocations. Learn these rather than the word in isolation.
- ➔ Even if you think you already 'know' a word, look it up in the dictionary to see if there is any additional information that you don't know.
- ➔ Research has shown that repetition helps people to remember things. Make sure you build repetition into your learning. You could do this through using word cards to test yourself or by keeping a vocabulary notebook.

- ➔ Studying words 'actively' will help your learning. People do learn words through reading but the chances of remembering vocabulary is higher when you focus on the words and make a conscious effort to learn them.
- ➔ Look out for common collocations, phrases and grammatical patterns of words when you are reading academic texts.
- ➔ Work with the AWL alongside you when you are writing. Try to use words from the list that are relevant to your writing.

### How is the AWL shown in this dictionary?

The words on the AWL are marked with **AC** in this dictionary.

The AWL does not include the 2000 most frequent words used in general everyday English. In this dictionary, however, the 3000 most frequent words in written English are also marked with **W1**, **W2** and **W3** and the 3000 most frequent words in spoken English are marked with **S1**, **S2** and **S3**. In some cases, these overlap with the AWL.

Averil Coxhead is a lecturer in English for Academic Purposes at Massey University, Palmerston North, New Zealand. She compiled the AWL in 2000. For further information on the AWL go to Averil's website at <http://language.massey.ac.nz/staff/awl/index.shtml>.

Acknowledgement: Extracts on the subject of European environmental policy and declining biodiversity are reproduced with permission from *Sociology: A Global Introduction*, third edition, by John J. Macdonis and Ken Plummer, © Pearson Education Limited 2005.

## Academic Word List

The following is a list of the words from the Academic Word List that are highlighted in this dictionary. Words shown in **bold** are one of the 'parent words'.

**abandon**<sup>1</sup> *v*  
 abandoned *adj*  
 abnormal *adj*  
**abstract**<sup>1</sup> *adj*  
**abstract**<sup>2</sup> *n*  
**abstract**<sup>3</sup> *v*  
 abstraction *n*  
 academic<sup>1</sup> *adj*  
 academic<sup>2</sup> *n*  
**academy** *n*  
**access**<sup>1</sup> *n*  
**access**<sup>2</sup> *v*  
 accessible *adj*  
**accommodate** *v*  
 accommodation *n*  
 accompaniment *n*  
**accompany** *v*  
**accumulate** *v*  
 accuracy *n*  
**accurate** *adj*  
**achieve** *v*  
 achievement *n*  
**acknowledge** *v*  
 acknowledgement *n*  
**acquire** *v*  
 acquisition *n*  
**adapt** *v*  
 adaptable *adj*  
 adaptation *n*  
**adequate** *adj*

**adjacent** *adj*  
**adjust** *v*  
 adjustment *n*  
 administration *n*  
 administrative *adj*  
**adult**<sup>1</sup> *n*  
**adult**<sup>2</sup> *adj*  
 advocacy *n*  
**advocate**<sup>1</sup> *v*  
**advocate**<sup>2</sup> *n*  
**affect** *v*  
**aggregate**<sup>1</sup> *n*  
**aggregate**<sup>2</sup> *adj*  
**aggregate**<sup>3</sup> *v*  
**aid**<sup>1</sup> *n*  
**aid**<sup>2</sup> *v*  
**albeit** *conj*  
**allocate** *v*  
 allocation *n*  
**alter** *v*  
 alteration *n*  
 alternate<sup>1</sup> *adj*  
 alternate<sup>2</sup> *v*  
**alternative**<sup>1</sup> *adj*  
**alternative**<sup>2</sup> *n*  
 ambiguity *n*  
**ambiguous** *adj*  
**amend** *v*  
 amendment *n*  
 analogous *adj*

**analogy** *n*  
**analyse** *v*  
 analysis *n*  
 analyst *n*  
 analytical *adj*  
 analyze *v*  
**annual**<sup>1</sup> *adj*  
**anticipate** *v*  
 anticipation *n*  
**apparent** *adj*  
**append** *v*  
 appendix *n*  
 appreciable *adj*  
**appreciate** *v*  
 appreciation *n*  
**approach**<sup>1</sup> *v*  
**approach**<sup>2</sup> *n*  
**appropriate**<sup>1</sup> *adj*  
**approximate**<sup>1</sup> *adj*  
**approximate**<sup>2</sup> *v*  
 approximation *n*  
**arbitrary** *adj*  
**area** *n*  
**aspect** *n*  
**assemble** *v*  
 assembly *n*  
**assess** *v*  
 assessment *n*  
**assign** *v*  
 assignment *n*

**assist**<sup>1</sup> *v*  
 assistance *n*  
**assume** *v*  
 assuming *conj*  
 assumption *n*  
 assurance *n*  
**assure** *v*  
**attach** *v*  
 attachment *n*  
**attain** *v*  
 attainment *n*  
**attitude** *n*  
 attributable *adj*  
**attribute**<sup>1</sup> *v*  
**attribute**<sup>2</sup> *n*  
**author**<sup>1</sup> *n*  
**author**<sup>2</sup> *v*  
 authoritative *adj*  
**authority** *n*  
 authorship *n*  
**automate** *v*  
 automated *adj*  
 automatic<sup>1</sup> *adj*  
 automatically *adv*  
 automation *n*  
**available** *adj*  
**aware** *adj*  
 awareness *n*

<b>behalf</b> <i>n</i>	<b>comment</b> <sup>1</sup> <i>n</i>	<b>conflict</b> <sup>2</sup> <i>v</i>	<b>contribute</b> <i>v</i>
<b>beneficial</b> <i>adj</i>	<b>comment</b> <sup>2</sup> <i>v</i>	<b>conform</b> <i>v</i>	<b>contribution</b> <i>n</i>
<b>beneficiary</b> <i>n</i>	<b>commentary</b> <i>n</i>	<b>conformation</b> <i>n</i>	<b>contributor</b> <i>n</i>
<b>benefit</b> <sup>1</sup> <i>n</i>	<b>commentator</b> <i>n</i>	<b>conformist</b> <i>adj</i>	<b>controversial</b> <i>adj</i>
<b>benefit</b> <sup>2</sup> <i>v</i>	<b>commission</b> <sup>1</sup> <i>n</i>	<b>conformity</b> <i>n</i>	<b>controversy</b> <i>n</i>
<b>bias</b> <sup>1</sup> <i>n</i>	<b>commission</b> <sup>2</sup> <i>v</i>	<b>consensus</b> <i>n</i>	<b>convene</b> <i>v</i>
<b>bias</b> <sup>2</sup> <i>v</i>	<b>commit</b> <i>v</i>	<b>consent</b> <sup>1</sup> <i>n</i>	<b>convention</b> <i>n</i>
<b>biased</b> <i>adj</i>	<b>commitment</b> <i>n</i>	<b>consent</b> <sup>2</sup> <i>v</i>	<b>conventional</b> <i>adj</i>
<b>bond</b> <sup>1</sup> <i>n</i>	<b>committed</b> <i>adj</i>	<b>consequence</b> <i>n</i>	<b>converse</b> <sup>3</sup> <i>adj</i>
<b>bond</b> <sup>2</sup> <i>v</i>	<b>commodity</b> <i>n</i>	<b>consequent</b> <i>adj</i>	<b>conversely</b> <i>adv</i>
<b>brevity</b> <i>n</i>	<b>communicable</b> <i>adj</i>	<b>consequently</b> <i>adv</i>	<b>conversion</b> <i>n</i>
<b>brief</b> <sup>1</sup> <i>adj</i>	<b>communicate</b> <i>v</i>	<b>considerable</b> <i>adj</i>	<b>convert</b> <sup>1</sup> <i>v</i>
<b>brief</b> <sup>2</sup> <i>n</i>	<b>communication</b> <i>n</i>	<b>considerably</b> <i>adv</i>	<b>convertible</b> <sup>1</sup> <i>adj</i>
<b>brief</b> <sup>3</sup> <i>v</i>	<b>communicative</b> <i>adj</i>	<b>consist</b> <i>v</i>	<b>convince</b> <i>v</i>
<b>briefing</b> <i>n</i>	<b>community</b> <i>n</i>	<b>consistency</b> <i>n</i>	<b>convinced</b> <i>adj</i>
<b>briefly</b> <i>adv</i>	<b>compatibility</b> <i>n</i>	<b>consistent</b> <i>adj</i>	<b>convincing</b> <i>adj</i>
<b>bulk</b> <sup>1</sup> <i>n</i>	<b>compatible</b> <sup>1</sup> <i>adj</i>	<b>constancy</b> <i>n</i>	<b>cooperate</b> <i>v</i>
<b>bulky</b> <i>adj</i>	<b>compensate</b> <i>v</i>	<b>constant</b> <sup>1</sup> <i>adj</i>	<b>cooperation</b> <i>n</i>
	<b>compensation</b> <i>n</i>	<b>constant</b> <sup>2</sup> <i>n</i>	<b>cooperative</b> <sup>1</sup> <i>adj</i>
<b>capability</b> <i>n</i>	<b>compensatory</b> <i>adj</i>	<b>constantly</b> <i>adv</i>	<b>coordinate</b> <sup>1</sup> <i>v</i>
<b>capable</b> <i>adj</i>	<b>compilation</b> <i>n</i>	<b>constituency</b> <i>n</i>	<b>coordinate</b> <sup>2</sup> <i>n</i>
<b>capacity</b> <i>n</i>	<b>compile</b> <i>v</i>	<b>constituent</b> <sup>1</sup> <i>n</i>	<b>coordinate</b> <sup>3</sup> <i>adj</i>
<b>category</b> <i>n</i>	<b>complement</b> <sup>1</sup> <i>n</i>	<b>constituent</b> <sup>2</sup> <i>adj</i>	<b>coordination</b> <i>n</i>
<b>cease</b> <sup>1</sup> <i>v</i>	<b>complement</b> <sup>2</sup> <i>v</i>	<b>constitute</b> <i>v</i>	<b>coordinator</b> <i>n</i>
<b>challenge</b> <sup>1</sup> <i>n</i>	<b>complementary</b> <i>adj</i>	<b>constitution</b> <i>n</i>	<b>core</b> <sup>1</sup> <i>n</i>
<b>challenge</b> <sup>2</sup> <i>v</i>	<b>complex</b> <sup>1</sup> <i>adj</i>	<b>constitutional</b> <sup>1</sup> <i>adj</i>	<b>core</b> <sup>2</sup> <i>adj</i>
<b>challenging</b> <i>adj</i>	<b>complex</b> <sup>2</sup> <i>n</i>	<b>constrain</b> <i>v</i>	<b>core</b> <sup>3</sup> <i>v</i>
<b>channel</b> <sup>1</sup> <i>n</i>	<b>complexity</b> <i>n</i>	<b>constrained</b> <i>adj</i>	<b>corporate</b> <i>adj</i>
<b>channel</b> <sup>2</sup> <i>v</i>	<b>component</b> <sup>1</sup> <i>n</i>	<b>constraint</b> <i>n</i>	<b>corporation</b> <i>n</i>
<b>chapter</b> <i>n</i>	<b>component</b> <sup>2</sup> <i>adj</i>	<b>construct</b> <sup>1</sup> <i>v</i>	<b>correspond</b> <i>v</i>
<b>chart</b> <sup>1</sup> <i>n</i>	<b>compound</b> <sup>1</sup> <i>n</i>	<b>construct</b> <sup>2</sup> <i>n</i>	<b>correspondence</b> <i>n</i>
<b>chart</b> <sup>2</sup> <i>v</i>	<b>compound</b> <sup>2</sup> <i>v</i>	<b>construction</b> <i>n</i>	<b>corresponding</b> <i>adj</i>
<b>chemical</b> <sup>1</sup> <i>n</i>	<b>compound</b> <sup>3</sup> <i>adj</i>	<b>constructive</b> <i>adj</i>	<b>couple</b> <sup>1</sup> <i>n</i>
<b>chemical</b> <sup>2</sup> <i>adj</i>	<b>comprehensive</b> <i>adj</i>	<b>consult</b> <i>v</i>	<b>couple</b> <sup>2</sup> <i>v</i>
<b>circumstance</b> <i>n</i>	<b>comprise</b> <i>v</i>	<b>consultancy</b> <i>n</i>	<b>create</b> <i>v</i>
<b>citation</b> <i>n</i>	<b>computation</b> <i>n</i>	<b>consultant</b> <i>n</i>	<b>creation</b> <i>n</i>
<b>cite</b> <i>v</i>	<b>compute</b> <i>v</i>	<b>consultation</b> <i>n</i>	<b>creative</b> <sup>1</sup> <i>adj</i>
<b>civil</b> <i>adj</i>	<b>computer</b> <i>n</i>	<b>consultative</b> <i>adj</i>	<b>creativity</b> <i>n</i>
<b>clarification</b> <i>n</i>	<b>computing</b> <i>n</i>	<b>consume</b> <i>v</i>	<b>creator</b> <i>n</i>
<b>clarify</b> <i>v</i>	<b>conceivable</b> <i>adj</i>	<b>consumer</b> <i>n</i>	<b>credit</b> <sup>1</sup> <i>n</i>
<b>clarity</b> <i>n</i>	<b>conceive</b> <i>v</i>	<b>consumption</b> <i>n</i>	<b>credit</b> <sup>2</sup> <i>v</i>
<b>classic</b> <sup>1</sup> <i>adj</i>	<b>concentrate</b> <sup>1</sup> <i>v</i>	<b>contact</b> <sup>1</sup> <i>n</i>	<b>creditor</b> <i>n</i>
<b>classic</b> <sup>2</sup> <i>n</i>	<b>concentration</b> <i>n</i>	<b>contact</b> <sup>2</sup> <i>v</i>	<b>criterion</b> <i>n</i>
<b>classical</b> <i>adj</i>	<b>concept</b> <i>n</i>	<b>contact</b> <sup>3</sup> <i>adj</i>	<b>crucial</b> <i>adj</i>
<b>clause</b> <i>n</i>	<b>conception</b> <i>n</i>	<b>contemporary</b> <sup>1</sup> <i>adj</i>	<b>cultural</b> <i>adj</i>
<b>code</b> <sup>1</sup> <i>n</i>	<b>conceptual</b> <i>adj</i>	<b>contemporary</b> <sup>2</sup> <i>n</i>	<b>culturally</b> <i>adv</i>
<b>code</b> <sup>2</sup> <i>v</i>	<b>conclude</b> <i>v</i>	<b>context</b> <i>n</i>	<b>culture</b> <sup>1</sup> <i>n</i>
<b>coded</b> <i>adj</i>	<b>concluding</b> <i>adj</i>	<b>contextual</b> <i>adj</i>	<b>currency</b> <i>n</i>
<b>coding</b> <i>n</i>	<b>conclusion</b> <i>n</i>	<b>contextualize</b> <i>v</i>	<b>cycle</b> <sup>1</sup> <i>n</i>
<b>coherence</b> <i>n</i>	<b>conclusive</b> <i>adj</i>	<b>contract</b> <sup>1</sup> <i>n</i>	<b>cycle</b> <sup>2</sup> <i>v</i>
<b>coherent</b> <i>adj</i>	<b>concurrent</b> <i>adj</i>	<b>contract</b> <sup>2</sup> <i>v</i>	<b>cyclic</b> <i>adj</i>
<b>coincide</b> <i>v</i>	<b>conduct</b> <sup>1</sup> <i>v</i>	<b>contractor</b> <i>n</i>	
<b>coincidence</b> <i>n</i>	<b>conduct</b> <sup>2</sup> <i>n</i>	<b>contradict</b> <i>v</i>	<b>data</b> <i>n</i>
<b>coincident</b> <i>adj</i>	<b>confer</b> <i>v</i>	<b>contradiction</b> <i>n</i>	<b>debatable</b> <i>adj</i>
<b>coincidental</b> <i>adj</i>	<b>conference</b> <i>n</i>	<b>contradictory</b> <i>adj</i>	<b>debate</b> <sup>1</sup> <i>n</i>
<b>collapse</b> <sup>1</sup> <i>v</i>	<b>confine</b> <i>v</i>	<b>contrary</b> <sup>1</sup> <i>n</i>	<b>debate</b> <sup>2</sup> <i>v</i>
<b>collapse</b> <sup>2</sup> <i>n</i>	<b>confined</b> <i>adj</i>	<b>contrary</b> <sup>2</sup> <i>adj</i>	<b>decade</b> <i>n</i>
<b>colleague</b> <i>n</i>	<b>confirm</b> <i>v</i>	<b>contrast</b> <sup>1</sup> <i>n</i>	<b>decline</b> <sup>1</sup> <i>n</i>
<b>commence</b> <i>v</i>	<b>confirmation</b> <i>n</i>	<b>contrast</b> <sup>2</sup> <i>v</i>	<b>decline</b> <sup>2</sup> <i>v</i>
<b>commencement</b> <i>n</i>	<b>conflict</b> <sup>1</sup> <i>n</i>	<b>contrasting</b> <i>adj</i>	<b>deduce</b> <i>v</i>

deduction <i>n</i>	distribution <i>n</i>	enormity <i>n</i>	export <sup>1</sup> <i>n</i>
<b>define</b> <i>v</i>	distributive <i>adj</i>	<b>enormous</b> <i>adj</i>	export <sup>2</sup> <i>v</i>
<b>definite</b> <i>adj</i>	<b>diverse</b> <i>adj</i>	enormously <i>adv</i>	exporter <i>n</i>
definitely <i>adv</i>	diversify <i>v</i>	<b>ensure</b> <i>v</i>	<b>expose</b> <i>v</i>
definition <i>n</i>	diversity <i>n</i>	<b>entity</b> <i>n</i>	exposed <i>adj</i>
definitive <i>adj</i>	<b>document</b> <sup>1</sup> <i>n</i>	<b>environment</b> <i>n</i>	exposure <i>n</i>
demonstrable <i>adj</i>	<b>document</b> <sup>2</sup> <i>v</i>	environmental <i>adj</i>	<b>external</b> <i>adj</i>
<b>demonstrate</b> <i>v</i>	documentation <i>n</i>	environmentalist <i>n</i>	externalize <i>v</i>
demonstration <i>n</i>	<b>domain</b> <i>n</i>	<b>equate</b> <i>v</i>	extract <sup>1</sup> <i>v</i>
demonstrative <i>adj</i>	<b>domestic</b> <sup>1</sup> <i>adj</i>	equation <i>n</i>	extract <sup>2</sup> <i>n</i>
demonstrator <i>n</i>	domesticate <i>v</i>	<b>equip</b> <i>v</i>	extraction <i>n</i>
denial <i>n</i>	domesticated <i>adj</i>	equipment <i>n</i>	
<b>denote</b> <i>v</i>	dominance <i>n</i>	<b>equivalent</b> <sup>1</sup> <i>adj</i>	<b>facilitate</b> <i>v</i>
<b>deny</b> <i>v</i>	dominant <sup>1</sup> <i>adj</i>	<b>equivalent</b> <sup>2</sup> <i>n</i>	facilitator <i>n</i>
<b>depress</b> <i>v</i>	<b>dominate</b> <i>v</i>	<b>erode</b> <i>v</i>	facility <i>n</i>
depression <i>n</i>	<b>draft</b> <sup>1</sup> <i>n</i>	erosion <i>n</i>	<b>factor</b> <sup>1</sup> <i>n</i>
derivation <i>n</i>	<b>draft</b> <sup>2</sup> <i>v</i>	erroneous <i>adj</i>	<b>factor</b> <sup>2</sup> <i>v</i>
derivative <sup>1</sup> <i>n</i>	<b>draft</b> <sup>3</sup> <i>adj</i>	<b>error</b> <i>n</i>	<b>feature</b> <sup>1</sup> <i>n</i>
derivative <sup>2</sup> <i>adj</i>	<b>drama</b> <i>n</i>	<b>establish</b> <i>v</i>	<b>feature</b> <sup>2</sup> <i>v</i>
<b>derive</b> <i>v</i>	dramatic <i>adj</i>	established <i>adj</i>	<b>federal</b> <i>adj</i>
<b>design</b> <sup>1</sup> <i>n</i>	dramatist <i>n</i>	establishment <i>n</i>	federation <i>n</i>
<b>design</b> <sup>2</sup> <i>v</i>	dramatize <i>v</i>	<b>estate</b> <i>n</i>	<b>fee</b> <i>n</i>
designer <sup>1</sup> <i>n</i>	<b>duration</b> <i>n</i>	<b>estimate</b> <sup>1</sup> <i>n</i>	<b>file</b> <sup>1</sup> <i>n</i>
<b>despite</b> <i>prep</i>	<b>dynamic</b> <sup>1</sup> <i>adj</i>	<b>estimate</b> <sup>2</sup> <i>v</i>	<b>file</b> <sup>2</sup> <i>v</i>
<b>detect</b> <i>v</i>	<b>dynamic</b> <sup>2</sup> <i>n</i>	estimation <i>n</i>	filing <i>n</i>
detection <i>n</i>		<b>ethic</b> <i>n</i>	<b>final</b> <sup>1</sup> <i>adj</i>
detective <i>n</i>	economic <i>adj</i>	ethical <i>adj</i>	<b>final</b> <sup>2</sup> <i>n</i>
detector <i>n</i>	economical <i>adj</i>	<b>ethnic</b> <sup>1</sup> <i>adj</i>	finality <i>n</i>
<b>deviate</b> <sup>1</sup> <i>v</i>	economically <i>adv</i>	<b>ethnic</b> <sup>2</sup> <i>n</i>	finalize <i>v</i>
deviation <i>n</i>	economics <i>n</i>	<b>evaluate</b> <i>v</i>	finally <i>adv</i>
<b>device</b> <i>n</i>	economist <i>n</i>	evaluation <i>n</i>	<b>finance</b> <sup>1</sup> <i>n</i>
<b>devote</b> <i>v</i>	<b>economy</b> <sup>1</sup> <i>n</i>	<b>eventual</b> <i>adj</i>	<b>finance</b> <sup>2</sup> <i>v</i>
devoted <i>adj</i>	<b>edit</b> <i>v</i>	eventuality <i>n</i>	financial <i>adj</i>
devotion <i>n</i>	edition <i>n</i>	eventually <i>adv</i>	financier <i>n</i>
<b>differentiate</b> <i>v</i>	editor <i>n</i>	evidence <sup>1</sup> <i>n</i>	<b>finite</b> <i>adj</i>
<b>dimension</b> <i>n</i>	editorial <sup>1</sup> <i>adj</i>	<b>evident</b> <i>adj</i>	flexibility <i>n</i>
<b>diminish</b> <i>v</i>	editorial <sup>2</sup> <i>n</i>	evidential <i>adj</i>	<b>flexible</b> <i>adj</i>
diminution <i>n</i>	<b>element</b> <i>n</i>	evidently <i>adv</i>	<b>fluctuate</b> <i>v</i>
<b>discrete</b> <i>adj</i>	<b>eliminate</b> <i>v</i>	evolution <i>n</i>	fluctuation <i>n</i>
discretion <i>n</i>	elimination <i>n</i>	evolutionary <i>adj</i>	<b>focus</b> <sup>1</sup> <i>v</i>
discretionary <i>adj</i>	<b>emerge</b> <i>v</i>	<b>evolve</b> <i>v</i>	<b>focus</b> <sup>2</sup> <i>n</i>
<b>discriminate</b> <i>v</i>	emergence <i>n</i>	<b>exceed</b> <i>v</i>	focussed <i>adj</i>
discrimination <i>n</i>	emergent <i>adj</i>	<b>exclude</b> <i>v</i>	<b>format</b> <sup>1</sup> <i>n</i>
disestablish <i>v</i>	emerging <i>adj</i>	excluding <i>prep</i>	<b>format</b> <sup>2</sup> <i>v</i>
<b>displace</b> <i>v</i>	<b>emphasis</b> <i>n</i>	exclusion <i>n</i>	<b>formula</b> <i>n</i>
displacement <i>n</i>	emphasize <i>v</i>	exclusive <sup>1</sup> <i>adj</i>	formulate <i>v</i>
<b>display</b> <sup>1</sup> <i>n</i>	emphatic <i>adj</i>	exclusively <i>adv</i>	<b>forthcoming</b> <i>adj</i>
<b>display</b> <sup>2</sup> <i>v</i>	<b>empirical</b> <i>adj</i>	<b>exhibit</b> <sup>1</sup> <i>v</i>	<b>found</b> <sup>2</sup> <i>v</i>
disposable <i>adj</i>	empiricism <i>n</i>	<b>exhibit</b> <sup>2</sup> <i>n</i>	<b>foundation</b> <i>n</i>
disposal <i>n</i>	<b>enable</b> <i>v</i>	exhibition <i>n</i>	founder <sup>1</sup> <i>n</i>
<b>dispose</b> <i>v</i>	enabling <i>adj</i>	<b>expand</b> <i>v</i>	founding <i>n</i>
disproportion <i>n</i>	<b>encounter</b> <sup>1</sup> <i>v</i>	expansion <i>n</i>	<b>framework</b> <i>n</i>
disproportionate <i>adj</i>	<b>encounter</b> <sup>2</sup> <i>n</i>	expansionism <i>n</i>	<b>function</b> <sup>1</sup> <i>n</i>
dissimilar <i>adj</i>	energetic <i>adj</i>	expansive <i>adj</i>	<b>function</b> <sup>2</sup> <i>v</i>
<b>distinct</b> <i>adj</i>	<b>energy</b> <i>n</i>	<b>expert</b> <sup>1</sup> <i>n</i>	functional <i>adj</i>
distinction <i>n</i>	<b>enforce</b> <i>v</i>	<b>expert</b> <sup>2</sup> <i>adj</i>	<b>fund</b> <sup>1</sup> <i>n</i>
distinctive <i>adj</i>	enforced <i>adj</i>	expertise <i>n</i>	<b>fund</b> <sup>2</sup> <i>v</i>
distinctly <i>adv</i>	enforcement <i>n</i>	<b>explicit</b> <i>adj</i>	<b>fundamental</b> <i>adj</i>
<b>distort</b> <i>v</i>	<b>enhance</b> <i>v</i>	<b>exploit</b> <sup>1</sup> <i>v</i>	fundamentally <i>adv</i>
<b>distribute</b> <i>v</i>	enhanced <i>adj</i>	exploitation <i>n</i>	funding <i>n</i>



**furthermore** *adv*

**gender** *n*

**generate** *v*

**generation** *n*

globalization *n*

**globe** *n*

**goal** *n*

**grade**<sup>1</sup> *n*

**grade**<sup>2</sup> *v*

graded *adj*

**grant**<sup>1</sup> *v*

**grant**<sup>2</sup> *n*

**guarantee**<sup>1</sup> *v*

**guarantee**<sup>2</sup> *n*

**guideline** *n*

**hence** *adv*

hierarchical *adj*

**hierarchy** *n*

**highlight**<sup>1</sup> *v*

**hypothesis** *n*

hypothesize *v*

hypothetical *adj*

**identical** *adj*

identifiable *adj*

identification *n*

**identify** *v*

identity *n*

ideological *adj*

**ideology** *n*

**ignorance** *n*

ignorant *adj*

ignore *v*

illegal<sup>1</sup> *adj*

illogical *adj*

**illustrate** *v*

illustration *n*

illustrative *adj*

**image** *n*

imagery *n*

immature *adj*

immigrant *n*

**immigrate** *v*

immigration *n*

**impact**<sup>1</sup> *n*

**impact**<sup>2</sup> *v*

**implement**<sup>1</sup> *v*

**implement**<sup>2</sup> *n*

**implicate** *v*

implication *n*

**implicit** *adj*

**imply** *v*

**impose** *v*

imposition *n*

imprecise *adj*

inaccessible *adj*

inaccuracy *n*

inaccurate *adj*

inadequacy *n*

inadequate *adj*

inappropriate *adj*

incapable *adj*

incapacitate *v*

**incentive** *n*

**incidence** *n*

incident *n*

incidentally *adv*

inclination *n*

**incline**<sup>1</sup> *v*

**incline**<sup>2</sup> *n*

incoherent *adj*

**income** *n*

incompatible *adj*

inconceivable *adj*

inconclusive *adj*

inconsistency *n*

inconsistent *adj*

**incorporate** *v*

incorporated *adj*

indefinite *adj*

indefinitely *adv*

**index**<sup>1</sup> *n*

**index**<sup>2</sup> *v*

**indicate** *v*

indication *n*

indicative<sup>1</sup> *n*

indicative<sup>2</sup> *adj*

indicator *n*

indiscretion *n*

indistinct *adj*

**individual**<sup>1</sup> *adj*

**individual**<sup>2</sup> *n*

individualism *n*

individualist *n*

individuality *n*

individually *adv*

**induce** *v*

induction *n*

inevitability *n*

**inevitable** *adj*

inevitably *adv*

**infer** *v*

inference *n*

infinite *adj*

infinitely *adv*

inflexible *adj*

**infrastructure** *n*

**inherent** *adj*

**inhibit** *v*

inhibition *n*

**initial**<sup>1</sup> *adj*

initially *adv*

**initiate**<sup>1</sup> *v*

initiation *n*

initiative *n*

initiator *n*

**injure** *v*

injured *adj*

injury *n*

**innovate** *v*

innovation *n*

innovative *adj*

innovator *n*

**input**<sup>1</sup> *n*

**input**<sup>2</sup> *v*

insecure *adj*

**insert**<sup>1</sup> *v*

insertion *n*

**insight** *n*

insightful *adj*

insignificant *adj*

**inspect** *v*

inspection *n*

inspector *n*

instability *n*

**instance**<sup>1</sup> *n*

**instance**<sup>2</sup> *v*

**institute**<sup>1</sup> *n*

**institute**<sup>2</sup> *v*

institution *n*

institutional *adj*

institutionalized *adj*

**instruct** *v*

instruction *n*

instructive *adj*

instructor *n*

insufficient *adj*

**integral** *adj*

**integrate** *v*

integrated *adj*

integration *n*

**integrity** *n*

**intelligence** *n*

intelligent *adj*

**intense** *adj*

intensify *v*

intensity *n*

intensive *adj*

**interact** *v*

interaction *n*

interactive *adj*

**intermediate**<sup>1</sup> *adj*

**internal** *adj*

internalize *v*

**interpret** *v*

interpretation *n*

interpretative *adj*

interpretive *adj*

**interval** *n*

**intervene** *v*

intervening *adj*

intervention *n*

**intrinsic** *adj*

invalidate *v*

invalidity *n*

invariable *adj*

invariably *adv*

**invest** *v*

**investigate** *v*

investigation *n*

investigative *adj*

investigator *n*

investment *n*

investor *n*

invisible *adj*

**invoke** *v*

**involve** *v*

involvement *n*

irrational *adj*

irrelevance *n*

irrelevant *adj*

irreversible *adj*

**isolate** *v*

isolated *adj*

isolation *n*

isolationism *n*

**issue**<sup>1</sup> *n*

**issue**<sup>2</sup> *v*

**item** *n*

**job** *n*

**journal** *n*

justifiable *adj*

justification *n*

justified *adj*

**justify** *v*

**label**<sup>1</sup> *n*

**label**<sup>2</sup> *v*

labor *n*

labored *adj*

**labour**<sup>1</sup> *n*

**labour**<sup>2</sup> *v*

laboured *adj*

**layer**<sup>1</sup> *n*

**layer**<sup>2</sup> *v*

**lecture**<sup>1</sup> *n*

**lecture**<sup>2</sup> *v*

lecturer *n*

**legal** *adj*

legality *n*

legally *adv*

**legislate** *v*

legislation *n*

legislative *adj*

legislator *n*

legislature *n*

**levy**<sup>1</sup> *v*

**levy**<sup>2</sup> *n*

**liberal**<sup>1</sup> *adj*

**liberal**<sup>2</sup> *n*

liberalism *n*

liberalize *v*

liberally *adv*

liberate *v*

liberated *adj*

**licence** *n*

license *v*



licensed *adj*

**likewise** *adv*

**link**<sup>1</sup> *v*

**link**<sup>2</sup> *n*

linkage *n*

**locate** *v*

location *n*

**logic** *n*

logical *adj*

logician *n*

**maintain** *v*

maintenance *n*

**major**<sup>1</sup> *adj*

majority *n*

**manipulate** *v*

manipulative *adj*

**manual**<sup>1</sup> *adj*

**manual**<sup>2</sup> *n*

**margin** *n*

marginal *adj*

marginally *adv*

maturation *n*

**mature**<sup>1</sup> *adj*

**mature**<sup>2</sup> *v*

maturity *n*

**maximize** *v*

maximum<sup>1</sup> *adj*

maximum<sup>2</sup> *n*

**mechanism** *n*

**media** *n*

**mediate** *v*

**medical**<sup>1</sup> *adj*

**medium**<sup>1</sup> *adj*

**medium**<sup>2</sup> *n*

**mental** *adj*

mentality *n*

**method** *n*

methodical *adj*

methodology *n*

migrant *n*

**migrate** *v*

migration *n*

migratory *adj*

**military**<sup>1</sup> *adj*

**military**<sup>2</sup> *n*

**minimal** *adj*

**minimize** *v*

**minimum**<sup>1</sup> *adj*

**minimum**<sup>2</sup> *n*

ministerial *adj*

**ministry** *n*

**minor**<sup>1</sup> *adj*

minority *n*

misinterpret *v*

**mode** *n*

modification *n*

**modify** *v*

**monitor**<sup>1</sup> *v*

motivated *adj*

motivation *n*

**motive**<sup>1</sup> *n*

**motive**<sup>2</sup> *adj*

**mutual** *adj*

mutually *adv*

**negate** *v*

negative<sup>1</sup> *adj*

negative<sup>2</sup> *n*

**network**<sup>1</sup> *n*

**network**<sup>2</sup> *v*

networking *n*

**neutral**<sup>1</sup> *adj*

neutrality *n*

neutralize *v*

**nevertheless** *adv*

nonconformist *n*

**nonetheless** *adv*

**norm** *n*

**normal**<sup>1</sup> *adj*

**normal**<sup>2</sup> *n*

normality *n*

normalize *v*

normally *adv*

**notion** *n*

**notwithstanding** *prep*

**nuclear** *adj*

**objective**<sup>1</sup> *n*

**objective**<sup>2</sup> *adj*

objectively *adv*

**obtain** *v*

obtainable *adj*

**obvious** *adj*

obviously *adv*

occupancy *n*

occupant *n*

occupation *n*

occupational *adj*

occupier *n*

**occupy** *v*

**occur** *v*

occurrence *n*

**odd** *adj*

odds *n*

**offset**<sup>1</sup> *v*

**ongoing** *adj*

**option** *n*

optional *adj*

**orient**<sup>1</sup> *v*

orientate *v*

orientated *adj*

orientation *n*

oriented *adj*

**outcome** *n*

**output**<sup>1</sup> *n*

**output**<sup>2</sup> *v*

**overall**<sup>1</sup> *adj*

**overall**<sup>2</sup> *adv*

overestimate<sup>1</sup> *v*

overestimate<sup>2</sup> *n*

**overlap**<sup>1</sup> *v*

**overlap**<sup>2</sup> *n*

**overseas**<sup>1</sup> *adv*

**overseas**<sup>2</sup> *adj*

**panel** *n*

**paradigm** *n*

**paragraph** *n*

**parallel**<sup>1</sup> *n*

**parallel**<sup>2</sup> *adj*

**parallel**<sup>3</sup> *v*

**parameter** *n*

participant *n*

**participate** *v*

participation *n*

participatory *adj*

**partner**<sup>1</sup> *n*

partnership *n*

**passive**<sup>1</sup> *adj*

**passive**<sup>2</sup> *n*

**perceive** *v*

**percent**<sup>1</sup> *adj*

**percent**<sup>2</sup> *n*

percentage *n*

perception *n*

**period**<sup>1</sup> *n*

periodic *adj*

periodical *n*

**persist** *v*

persistence *n*

persistent *adj*

**perspective** *n*

**phase**<sup>1</sup> *n*

**phase**<sup>2</sup> *v*

phenomenal *adj*

**phenomenon** *n*

philosopher *n*

philosophical *adj*

philosophize *v*

**philosophy** *n*

**physical**<sup>1</sup> *adj*

physically *adv*

**plus**<sup>1</sup> *prep*

**plus**<sup>2</sup> *n*

**plus**<sup>3</sup> *adj*

**policy** *n*

**portion**<sup>1</sup> *n*

**pose**<sup>1</sup> *v*

**pose**<sup>2</sup> *n*

**positive**<sup>1</sup> *adj*

positively *adv*

**potential**<sup>1</sup> *adj*

**potential**<sup>2</sup> *n*

potentially *adv*

**practitioner** *n*

**precede** *v*

precedence *n*

precedent *n*

preceding *adj*

**precise** *adj*

precisely *adv*

precision<sup>1</sup> *n*

precision<sup>2</sup> *adj*

**predict** *v*

predictable *adj*

prediction *n*

predominance *n*

**predominant** *adj*

predominantly *adv*

predominate *v*

**preliminary**<sup>1</sup> *adj*

**preliminary**<sup>2</sup> *n*

presumably *adv*

**presume** *v*

presumption *n*

**previous** *adj*

previously *adv*

primacy *n*

primarily *adv*

**primary**<sup>1</sup> *adj*

**prime**<sup>1</sup> *adj*

**principal**<sup>1</sup> *adj*

principally *adv*

**principle** *n*

principled *adj*

**prior**<sup>1</sup> *adj*

prioritize *v*

**priority**<sup>1</sup> *n*

procedural *adj*

procedure *n*

**proceed** *v*

proceeding *n*

proceeds *n*

**process**<sup>1</sup> *n*

**process**<sup>2</sup> *v*

processed *adj*

**professional**<sup>1</sup> *adj*

**professional**<sup>2</sup> *n*

professionalism *n*

professionally *adv*

**prohibit** *v*

prohibition *n*

prohibitive *adj*

**project**<sup>1</sup> *n*

**project**<sup>2</sup> *v*

projection *n*

**promote** *v*

promoter *n*

promotion *n*

**proportion**<sup>1</sup> *n*

proportional *adj*

proportionate *adj*

**prospect**<sup>1</sup> *n*

prospective *adj*

**protocol** *n*

psychological *adj*

psychologist *n*

**psychology** *n*

**publication** *n*

<b>publish</b> <i>v</i>	<b>relevant</b> <i>adj</i>	revolutionize <i>v</i>	<b>stable</b> <sup>1</sup> <i>adj</i>
publisher <i>n</i>	reliable <i>adj</i>	<b>rigid</b> <i>adj</i>	<b>statistic</b> <i>n</i>
publishing <i>n</i>	reliance <i>n</i>	<b>role</b> <i>n</i>	statistician <i>n</i>
<b>purchase</b> <sup>1</sup> <i>v</i>	reliant <i>adj</i>	<b>route</b> <sup>1</sup> <i>n</i>	<b>status</b> <i>n</i>
<b>purchase</b> <sup>2</sup> <i>n</i>	relocate <i>v</i>	<b>route</b> <sup>2</sup> <i>v</i>	<b>straightforward</b> <i>adj</i>
<b>pursue</b> <i>v</i>	<b>reluctance</b> <i>n</i>		strategic <i>adj</i>
pursuit <i>n</i>	reluctant <i>adj</i>		strategist <i>n</i>
	<b>rely</b> <i>v</i>	<b>scenario</b> <i>n</i>	<b>strategy</b> <i>n</i>
<b>qualitative</b> <i>adj</i>	removable <i>adj</i>	<b>schedule</b> <sup>1</sup> <i>n</i>	<b>stress</b> <sup>1</sup> <i>n</i>
quotation <i>n</i>	removal <i>n</i>	<b>schedule</b> <sup>2</sup> <i>v</i>	<b>stress</b> <sup>2</sup> <i>v</i>
<b>quote</b> <sup>1</sup> <i>v</i>	<b>remove</b> <sup>1</sup> <i>v</i>	schematic <i>adj</i>	stressed <i>adj</i>
<b>quote</b> <sup>2</sup> <i>n</i>	<b>remove</b> <sup>2</sup> <i>n</i>	<b>scheme</b> <sup>1</sup> <i>n</i>	stressful <i>adj</i>
	<b>require</b> <i>v</i>	<b>scheme</b> <sup>2</sup> <i>v</i>	structural <i>adj</i>
<b>radical</b> <sup>1</sup> <i>adj</i>	requirement <i>n</i>	<b>scope</b> <sup>1</sup> <i>n</i>	<b>structure</b> <sup>1</sup> <i>n</i>
<b>radical</b> <sup>2</sup> <i>n</i>	reschedule <i>v</i>	<b>section</b> <sup>1</sup> <i>n</i>	<b>structure</b> <sup>2</sup> <i>v</i>
<b>random</b> <i>adj</i>	<b>research</b> <sup>1</sup> <i>n</i>	<b>section</b> <sup>2</sup> <i>v</i>	structured <i>adj</i>
<b>range</b> <sup>1</sup> <i>n</i>	<b>research</b> <sup>2</sup> <i>v</i>	<b>sector</b> <i>n</i>	<b>style</b> <sup>1</sup> <i>n</i>
<b>range</b> <sup>2</sup> <i>v</i>	<b>reside</b> <i>v</i>	<b>secure</b> <sup>1</sup> <i>adj</i>	<b>style</b> <sup>2</sup> <i>v</i>
<b>ratio</b> <i>n</i>	residence <i>n</i>	<b>secure</b> <sup>2</sup> <i>v</i>	styling <i>n</i>
<b>rational</b> <i>adj</i>	resident <sup>1</sup> <i>n</i>	securely <i>adv</i>	stylish <i>adj</i>
rationalism <i>n</i>	resident <sup>2</sup> <i>adj</i>	security <i>n</i>	stylized <i>adj</i>
rationalize <i>v</i>	residential <i>adj</i>	<b>seek</b> <i>v</i>	submission <i>n</i>
<b>react</b> <i>v</i>	resolution <i>n</i>	<b>select</b> <sup>1</sup> <i>v</i>	<b>submit</b> <i>v</i>
reaction <i>n</i>	<b>resolve</b> <sup>1</sup> <i>v</i>	<b>select</b> <sup>2</sup> <i>adj</i>	<b>subordinate</b> <sup>1</sup> <i>adj</i>
reactionary <sup>1</sup> <i>adj</i>	<b>resolve</b> <sup>2</sup> <i>n</i>	selection <i>n</i>	<b>subordinate</b> <sup>2</sup> <i>n</i>
reactionary <sup>2</sup> <i>n</i>	<b>resource</b> <sup>1</sup> <i>n</i>	selective <i>adj</i>	<b>subordinate</b> <sup>3</sup> <i>v</i>
reactivate <i>v</i>	<b>resource</b> <sup>2</sup> <i>v</i>	selector <i>n</i>	<b>subsequent</b> <i>adj</i>
reactive <i>adj</i>	resourceful <i>adj</i>	<b>sequence</b> <i>n</i>	subsequently <i>adv</i>
reactor <i>n</i>	<b>respond</b> <i>v</i>	sequencing <i>n</i>	subsidiary <sup>2</sup> <i>adj</i>
readjust <i>v</i>	respondent <i>n</i>	sequential <i>adj</i>	subsidize <i>v</i>
reassess <i>v</i>	response <i>n</i>	<b>series</b> <i>n</i>	<b>subsidy</b> <i>n</i>
reconstruct <i>v</i>	responsive <i>adj</i>	<b>sex</b> <sup>1</sup> <i>n</i>	<b>substitute</b> <sup>1</sup> <i>n</i>
reconstruction <i>n</i>	restoration <i>n</i>	sexism <i>n</i>	<b>substitute</b> <sup>2</sup> <i>v</i>
<b>recover</b> <i>v</i>	<b>restore</b> <i>v</i>	sexual <i>adj</i>	substitution <i>n</i>
recovery <i>n</i>	restored <i>adj</i>	sexuality <i>n</i>	succession <i>n</i>
recreate <i>v</i>	<b>restrain</b> <i>v</i>	<b>shift</b> <sup>1</sup> <i>v</i>	successive <i>adj</i>
redistribute <i>v</i>	restraint <i>n</i>	<b>shift</b> <sup>2</sup> <i>n</i>	<b>successor</b> <i>n</i>
redistribution <i>n</i>	<b>restrict</b> <i>v</i>	<b>significant</b> <i>adj</i>	sufficiency <i>n</i>
<b>refine</b> <i>v</i>	restricted <i>adj</i>	significantly <i>adv</i>	<b>sufficient</b> <i>adj</i>
refined <i>adj</i>	restriction <i>n</i>	signify <i>v</i>	<b>sum</b> <sup>1</sup> <i>n</i>
refinement <i>n</i>	restrictive <i>adj</i>	<b>similar</b> <i>adj</i>	<b>sum</b> <sup>2</sup> <i>v</i>
<b>regime</b> <i>n</i>	restructure <i>v</i>	similarity <i>n</i>	summarize <i>v</i>
<b>region</b> <i>n</i>	<b>retain</b> <i>v</i>	similarly <i>adv</i>	<b>summary</b> <sup>1</sup> <i>n</i>
regional <i>adj</i>	retainer <i>n</i>	<b>simulate</b> <i>v</i>	<b>summary</b> <sup>2</sup> <i>adj</i>
<b>register</b> <sup>1</sup> <i>n</i>	retention <i>n</i>	simulated <i>adj</i>	summation <i>n</i>
<b>register</b> <sup>2</sup> <i>v</i>	retentive <i>adj</i>	simulation <i>n</i>	<b>supplement</b> <sup>1</sup> <i>n</i>
registration <i>n</i>	<b>reveal</b> <i>v</i>	<b>site</b> <sup>1</sup> <i>n</i>	<b>supplement</b> <sup>2</sup> <i>v</i>
<b>regulate</b> <i>v</i>	revealing <i>adj</i>	<b>sole</b> <sup>1</sup> <i>adj</i>	supplementary <i>adj</i>
regulation <sup>1</sup> <i>n</i>	revelation <i>n</i>	solely <i>adv</i>	<b>survey</b> <sup>1</sup> <i>n</i>
regulator <i>n</i>	<b>revenue</b> <i>n</i>	<b>somewhat</b> <i>adv</i>	<b>survey</b> <sup>2</sup> <i>v</i>
regulatory <i>adj</i>	reversal <i>n</i>	<b>source</b> <sup>1</sup> <i>n</i>	survival <i>n</i>
<b>reinforce</b> <i>v</i>	<b>reverse</b> <sup>1</sup> <i>v</i>	<b>source</b> <sup>2</sup> <i>v</i>	<b>survive</b> <i>v</i>
reinforcement <i>n</i>	<b>reverse</b> <sup>2</sup> <i>n</i>	<b>specific</b> <sup>1</sup> <i>adj</i>	survivor <i>n</i>
reinvest <i>v</i>	<b>reverse</b> <sup>3</sup> <i>adj</i>	<b>specific</b> <sup>2</sup> <i>n</i>	<b>suspend</b> <i>v</i>
<b>reject</b> <sup>1</sup> <i>v</i>	reversible <i>adj</i>	specifically <i>adv</i>	suspension <i>n</i>
rejection <i>n</i>	<b>revise</b> <i>v</i>	specification <i>n</i>	<b>sustain</b> <i>v</i>
<b>relax</b> <i>v</i>	revision <i>n</i>	<b>specify</b> <i>v</i>	sustainable <i>adj</i>
relaxation <i>n</i>	<b>revolution</b> <i>n</i>	<b>sphere</b> <i>n</i>	sustained <i>adj</i>
<b>release</b> <sup>1</sup> <i>v</i>	revolutionary <sup>1</sup> <i>adj</i>	spherical <i>adj</i>	sustenance <i>n</i>
<b>release</b> <sup>2</sup> <i>n</i>	revolutionary <sup>2</sup> <i>n</i>	stability <i>n</i>	<b>symbol</b> <i>n</i>

symbolic *adj*  
 symbolism *n*  
 symbolize *v*

tape<sup>1</sup> *n*  
 tape<sup>2</sup> *v*  
 target<sup>1</sup> *n*  
 target<sup>2</sup> *v*  
 task<sup>1</sup> *n*  
 task<sup>2</sup> *v*  
 team<sup>1</sup> *n*  
 team<sup>2</sup> *v*  
 technical *adj*  
 technically *adv*  
 technique *n*  
 technological *adj*  
 technology *n*  
 temporary *adj*  
 tense<sup>1</sup> *adj*  
 tension *n*  
 terminal<sup>1</sup> *adj*  
 terminal<sup>2</sup> *n*  
 terminate *v*  
 termination *n*  
 text<sup>1</sup> *n*  
 textual *adj*  
 thematic *adj*  
 theme *n*  
 theoretical *adj*  
 theoretically *adv*  
 theorist *n*  
 theory *n*  
 thereby *adv*  
 thesis *n*  
 topic *n*  
 topical *adj*  
 trace<sup>1</sup> *v*  
 trace<sup>2</sup> *n*  
 tracing *n*  
 tradition *n*  
 traditional *adj*  
 traditionalist *n*  
 transfer<sup>1</sup> *v*  
 transfer<sup>2</sup> *n*  
 transference *n*  
 transform *v*  
 transformation *n*  
 transit *n*  
 transition *n*  
 transitional *adj*  
 transitory *adj*  
 transmission *n*  
 transmit *v*  
 transport<sup>1</sup> *n*  
 transport<sup>2</sup> *v*  
 transportation *n*  
 transporter *n*  
 trend *n*  
 trigger<sup>1</sup> *n*  
 trigger<sup>2</sup> *v*

ultimate<sup>1</sup> *adj*  
 ultimately *adv*  
 unaccompanied *adj*  
 unaffected *adj*  
 unaided *adj*  
 unalterable *adj*  
 unambiguous *adj*  
 unanticipated *adj*  
 unapproachable *adj*  
 unattached *adj*  
 unattainable *adj*  
 unavailable *adj*  
 unaware *adj*  
 unbiased *adj*  
 uncharted *adj*  
 unconstitutional *adj*  
 unconventional *adj*  
 undeniable *adj*  
 underestimate<sup>1</sup> *v*  
 underestimate<sup>2</sup> *n*  
 undergo *v*  
 underlie *v*  
 underlying *adj*  
 undertake *v*  
 undertaking *n*  
 underwent *v*  
 undiminished *adj*  
 uneconomical *adj*  
 unethical *adj*  
 unfounded *adj*  
 unification *n*  
 unified *adj*  
 uniform<sup>2</sup> *adj*  
 uniformity *n*  
 unify *v*  
 unique *adj*  
 unjustified *adj*  
 unlicensed *adj*  
 unobtainable *adj*  
 unparalleled *adj*  
 unprecedented *adj*  
 unpredictable *adj*  
 unprincipled *adj*  
 unpublished *adj*  
 unregulated *adj*  
 unreliable *adj*  
 unresolved *adj*  
 unresponsive *adj*  
 unrestrained *adj*  
 unrestricted *adj*  
 unscheduled *adj*  
 unspecified *adj*  
 unstable *adj*  
 unstressed *adj*  
 unstructured *adj*  
 unsustainable *adj*  
 utility *n*  
 utilize *v*

valid *adj*  
 validate *v*  
 variable<sup>1</sup> *adj*  
 variable<sup>2</sup> *n*  
 variance *n*  
 variant *n*  
 variation *n*  
 varied *adj*  
 vary *v*  
 vehicle *n*  
 version *n*  
 via *prep*  
 violate *v*  
 violation *n*  
 virtual *adj*  
 virtually *adv*  
 visibility *n*  
 visible *adj*  
 visibly *adv*  
 vision *n*  
 visual<sup>1</sup> *adj*  
 visualize *v*  
 visually *adv*  
 volume *n*  
 voluntarily *adv*  
 voluntary<sup>1</sup> *adj*  
 volunteer<sup>1</sup> *n*  
 volunteer<sup>2</sup> *v*  
 welfare *n*  
 whereas *conj*  
 whereby *adv*  
 widespread *adj*