A Report on the Preparation of Resources for a History Course for ELF University Students

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Introduction

In this paper, I will provide an explanation of the process taken in order to develop a series of Background Information Sheets (hereafter referred to as the information sheets) to accompany a course on British history. Firstly, I will give a short description of the course; its goals and objectives and the teaching style. Following that, I will detail the points that were considered when writing the information sheets. In particular, I look at the how the content was selected and factors that were taken into consideration when writing them. I will then move on to provide a comparison between the vocabulary contained in the information sheets and that contained in *Pride and Prejudice* from the Penguin Readers Series. Here I will look at the distribution of words into different grammatical groups and suggest reasons for the differences that arise between the texts. Finally, I will provide a brief summary of how the information sheets were received by the students and issues that need to be considered in order to improve them.

Background

In the first term of the English majors' second year curriculum, students are given the chance to elect to do a course on British history（イギリス

史). Since taking over this course, I have interpreted the objective to be to help the students gain a basic understanding of what events happened and why those events took place within given time periods. The main goal of the course is that students should then be able to use this knowledge to write a short essay about period studied.

Initially, the class was taught as a seminar in which information about particular events was given to the students to form a basis for a discussion on the possible causes of those events. The decision to use this approach was made because at the same time the English majors' curriculum requires students to take a Writing Skills course in which they learn how to write essays in different styles including cause and effect, problem and solution and giving opinions. A good discussion involves all these types of approach to a subject, consequently, it was felt that students would be able to both draw on and add to their skill in presenting their ideas orally and in writing through the British History course.

In practice, however, this proved to be too ambitious for the students for two reasons. Firstly, a discussion based approach was clearly too advanced for the students. This was due to the students neither having the experience nor the linguist ability to be able to express their ideas clearly in English rather than a lack of desire to try. Secondly, the students lacked the necessary background information from their secondary school level study and this made it extremely difficult for them to begin to suggest reasons for why events occurred.

Based on this experience the teaching style was changed to a more formal lecture approach in which, as far as possible, both what events

happened and their causes were explained in detail to the students. As this placed a heavy listening comprehension burden upon the students, they were encouraged to ask questions both during and after the class. Whilst this helped to improve the students understanding, based on their questions it was clear that the students still lacked the necessary background information to fully follow the flow of events. This raised the question of how to provide the students with access to relevantly focused sources of background information without placing on them the additional burden of having to locate and then read and comprehend such sources. Whilst it is true that these research skills are important, it was felt that such practice would be more appropriately undertaken through another course.

As a result, it was decided to produce a series of information sheets to supplement the content studied in class. It was felt that these sheets would be advantageous as they would allow the students time to go over and review what they had heard in class at their own pace and without feeling that they were causing a disturbance to other students. Such information sheets would also enable the students to formulate more specific questions to ask, relevant to their own particular needs, rather than only relying on the notes they had made in class. In addition, it was felt that it would be inappropriate to require the students to buy books aimed at English speaking students as such books would be either too advanced linguistically, even using books designed for fourteen or fifteen year olds, or in terms of presentation and detail wtih books designed for students below the age of fourteen. Furthermore, using commercially produced books would mean the students having to purchase a number of books because of the time span of the course. Thus, based on these reasons, a decision against selecting textbooks for the course was made. Nevertheless, it was felt that some

students might be interested in pursuing the content of the course further on their own, therefore, each information sheet provided a bibliography indicating the books used in their preparation.

A further reason for choosing to prepare a series of specifically designed information sheets was that they would be useful in developing the students' ability in English. For various reasons, it is clear that the students do not spend enough time reading English and this has a detrimental effect on their ability to use the language confidently. The information sheets provided an opportunity for the students to experience handling more specific vocabulary tied to a particular type of study whilst at the same time showing them how words that they are already familiar with are used in a different context This was considered to be important because in order to develop a wider vocabulary students need to see how familiar words are used in context (see Harmer for further discussion of issues relating to teaching vocabulary). Consequently, it was felt that requiring the students to read challenging, yet interesting material, directly related to their course, would help to increase their total contact time with English.

In terms of topics for the course, the content to be studied was based on the teacher's own experience and interest in British history. The course begins with a brief look at the Tudor period. Given that time was limited, the main focus of this section was on Henry Ⅷ as his reign provides an opportunity to learn about England's relationship with Europe and the extent to which religion drove policy at this time. The question of religion also provides a chance to contrast the beliefs and priorities of the present with those of the past.

Following this, the course jumps ahead about one hundred years to

the Georgian period. The reason for this is that events in the seventeenth century are extremely complicated as England moves from being a still largely medieval country to being a modern country. This century includes the difficult topics of the succession of the Scottish Stuart kings, the Civil War, the Interregnum, the Restoration and Glorious Revolution. In contrast the Georgian period demonstrates a period of relative monarchical and political stability with events focusing more on how Britain found itself in a position to become a major world power. This stability allows students to concentrate on the important economic and social developments that were taking place. In particular, the ways in which agricultural change allowed for the more efficient production of food which enabled the country to feed a growing and increasingly urban rather than rural population. The period also provides a study of colourful characters such as Robert Walpole, Dick Turpin and George Ⅳ.

The final section of the course looks at the Victorian period. However, given that this period spans a period of almost sixty-four years with only one monarch, emphasis was given to the early and mid-Victorian era in which Britain assumes the position of economic, and arguably political, world leader up to the point where this confidence (or arrogance) begins to wane. Again in this section, emphasis was given to economic and social changes so that the students could see how these factors interact to drive changes in society.

Although, both the Georgian and Victorian periods see Britain becoming involved in world issues, especially in the form of empire building, this topic is avoided as it requires too much additional background knowledge relating to other countries such as France (the French Revolution), Germany and Italy (the collapse of the Holy Roman Empire and the drive towards

unification) and the United States of America (its revolution and subsequent drive to create a strong federation of states). Nevertheless, even by removing this element as a main focus of study, it is clear that the course still covers a significant swathe of British history and includes many complex ideas within the study of history.

The process of the class delivery

As has been indicated above, it was felt that the students were unable to benefit from a genuine seminar approach to teaching and that a straight forward lecture approach also placed a heavy burden on their comprehension. As such, it was decided to take a duel approach to delivering the classes by incorporating elements of both a lecture and seminar style. Consequently, I lectured on the content that was outlined for the class but with breaks built in to allow the students to confer with each other in Japanese and to ask me questions in English. Wherever possible the students were also asked questions designed to encourage them to think about why certain events happened and what the effects of those events would be. The information sheets played an integral part in this process. Wherever possible the information sheets were given out prior to the class so that students came to class already prepared for the content of the class. Each information sheet came with a set of questions based on the text and the first part of each class was spent going through possible answers to those questions. This allowed the students to ask for further clarification and where necessary additional explanation was given. In addition, the students were given question sheets based on the class content for each of the eras studied to ensure that they were able to keep up with the content of the classes.

Preparing the Background Information sheets

Initially within each of the periods to be studied key people and events were identified. It is not necessary for the content of each period to be outlined fully here, however, a brief illustration of the content for the Tudor period will show the types of events that were chosen. The Tudor period included the following key events:

(ⅰ)   The Wars of the Roses. This was chosen because it explains how the Tudor period began with a focus upon the final battle at Bosworth Field. Only a brief explanation of events surrounding the disagreements between the Houses of York and Lancaster was given.

(ⅱ)   The reign of Henry Ⅶ. This shows how Henry Ⅶ altered the tactics of previous monarchs by seeking to establish his power through legal means in collaboration with parliament and social groups outside the aristocracy. This provides a clear example of how the government of England was changing and how it was beginning to adopt a modern approach.

(ⅲ)   The early reign of Henry Ⅷ up to and including the problems surrounding his divorce from Catherine of Aragon. This was chosen to allow some discussion of the life style and up-bringing of wealthy children in the Tudor period, the overarching importance of religion in all walks of life and the struggle to establish England as an independent and potentially influential country.

(ⅳ)   The other five wives of Henry Ⅷ. This topic was chosen to illustrate other elements of Henry Ⅷ's personality, in particular, his personal insecurity and the overwhelming importance of establishing a male heir who would inherit the throne and continue the Tudor dynasty.

Within each period, the information contained in the information sheets was divided into three main areas. The first was political information. This

also included reference to the monarchy as it was felt that it would be easier for students to see the role played by the kings and queens of England, and later Britain, from a political perspective, though this is not to deny that they have had and continue to have an influence on social and economic trends too. The other areas related to economic and social changes. Economic change looked at both the macroeconomic movements mainly related to the industrial revolution and how this affected living standards, and also at more localized but nevertheless important changes such as enclosure and engrossing. Social changes looked at issues ranging from the types houses the people in different social positions had and how living conditions in the towns and cities changed. Issues relating to women, fashion, entertainment and education were also included in this category. Clearly, it was not always possible to keep these areas separate and therefore there was a certain degree of overlap between sections in some of the information sheets. In addition, it should be noted that the topic of religion was included as a fourth area for the Tudor period. This is because during this era religion played a significant role in all aspects of people's lives whether or not those people were truly religious. Introducing the topic at this point it was felt would also help the students to see the significance of its disappearance as the course progressed.

The information contained in the information sheets was taken from a range of sources aimed primarily at undergraduate and native English speaking academic historians. For the most part, the books used were general overviews of the either all the periods or specific to a particular period (a list of the books used in the course is given in Bibliography and References section). Given the nature of the source material, when writing the information sheets a conscious effort was made to keep the language as

accessible as possible. This meant keeping sentences relatively short and simple with as few sub-clauses as possible. However, the effect of this was that sometimes explaining subjects became drawn out. Nevertheless, it was felt that even the risk of labouring a point would be more beneficial to the students than rushing through it simply for the sake of brevity. A further problem was that the source material was lengthy and detailed and as such the events to be included had to be carefully selected. I took it upon myself to make those decisions based on what I felt was the minimum that the students needed to know in order to be able to follow the flow of change during the period under discussion. In retrospect, I was not always satisfied that my choices were the best and this is something that will need to be reviewed in the future.

When writing the information sheets, conscious attention was given to trying to keep the additional reading material to a minimum. This was because of the desire not to make reading the information sheets to appear to be a burden. In addition, it was felt that if the content of the information sheets looked manageable the students would be more inclined to stick with them and benefit from the information they contained. For the most part, therefore, the information sheets were kept to about two sides of A4 paper in length, with an additional page for the comprehension questions. The questions were provided to help guide the students' reading and also to form the basis of a discussion of the information in class.

From the view of the physical presentation of the information sheets, ever effort was made to keep them as uniform as possible so that students would recognize the format easily. Unfortunately, it was not possible to include illustrations, tables and pictures in the information sheets, both due

to the desire of keeping the sheets relatively short and from the practical issues of time and printing facilities. Nevertheless, should it become possible these features will be included as they help to lend the information sheets a more attractive and interesting air.

Analysis of the vocabulary in *Pride and Prejudice* and the Background Information Sheets

Having outlined the background to producing the information sheets, I would now like to go on to analyze their content in relation to the vocabulary they contain and how this contrasts with that contained in an example of a level five graded reading book. Firstly, it is necessary to present a brief examination of the graded reading book before moving on to present the similarities and differences between the vocabulary contained in the two types of source.

The graded reader chosen for this contrastive exercise was Jane Austen's *Pride and Prejudice* contained in the Penguin Readers series. This book was chosen, firstly, because the story takes place during one of the periods that the students study in the British history course. As such, it was felt that some of the vocabulary used would coincide with that of the course itself. Secondly, the book was chosen because it is at a level which the students will be required to read. This was felt to be important as dealing with the wider vocabulary would provide them with a challenge whilst they had a fair degree of support from both each other and the teacher.

Books at level five in the Penguin Readers series are rated as upper intermediate and contain two thousand and three hundred words. For this study the words were first listed alphabetically and then analyzed into

grammatical word groups (adjectives, adverbs, nouns, and verbs being the main categories). As within the confines of this paper it is impossible to provide a definitive list of all the words used in the book, it was decided to present a brief example of the range of vocabulary by referring to words beginning with the letters A–E (see Appendix 1, Tables 1 to 5). Also, in the interest of length, no discussion of the types of sentence structures will be given here, though it is acknowledged that this is an important element in assessing the level of difficulty of a text.

Discussion of vocabulary

Firstly, it should be noted that the verbs contained in Appendix 1, Table 4 are written in the infinitive form. In the book itself, however, the verbs appeared in a variety of forms, using the past, present perfect and passive forms. It is assumed that a knowledge of the present tense form of a verb means a knowledge of its conjugation through other forms. Secondly, for the most part, the nouns shown in Appendix 1, Table 3 are listed in their singular form, but again, it is assumed that readers are able to recognize the plural forms too. Thirdly, certain words have been marked with as asterisk in order to denote a proper noun (usually a person's or place name). This is because such words are not generally found in dictionaries and as such require a more specific explanation. Fourthly, it is clear from the tables in Appendix 1 that many words fall into more than one category depending on their usage within the text. It is important that students are aware that words are not always strictly limited to one function.

Appendix 1 shows that the majority of the words in the graded reader version of *Pride and Prejudice* fall within the categories adjective, adverb, noun and verb. The total number for each category was: adjectives – sixty-

five, adverbs – forty-five, nouns – one hundred and seventy-six and verbs one hundred and nineteen. The next biggest category was prepositions of which there were fifteen. Consequently, it is clear that the majority of the language revolves around describing people and places (nouns and adjectives) and how people act (verbs and adverbs). This is not unexpected as the novel is primarily concerned with describing character and how people's thoughts and opinions affect their behaviour, particularly in the pursuit of love and marriage. Although, an analysis of the kinds of words contained in the book is revealing and a useful exercise, it does not provide information on the kinds of sentences structures contained within the text itself. Consequently, although it can be assumed that many of these words are familiar to the students as a result of their secondary level English education, it should not be assumed that the students are able to always follow how the words are being used within the context of the story. This is clearly a question that requires further research.

It is now necessary to consider the vocabulary contained in the information sheets which were used in class and indicate any similarities and differences with that contained in the graded reader. Appendix 2 outlines a sample of the vocabulary used for words beginning with the letters A – E and organized into the same grammatical word categories as in Appendix 1.

Appendix 2 resembles the information contained in Appendix 1 in that again the majority of the words fall within the main adjective, adverb, noun and verb categories. In this case, the total number of words in each category was: adjectives forty-four, adverbs eighteen, nouns two hundred and fifty and verbs one hundred and four. As was shown in Appendix 1 the category containing the largest number of words is nouns. This is again not

unexpected given that history deals with historical figures and other people and places connected with those main characters. However, nouns also appear because they reflect the names given to the ideas and the types of changes that took place throughout the various periods studied.

Despite this, there are clear differences between the types of nouns contained in the two appendices. Firstly, Appendix 2 illustrates that a great number of people were referred to in the history course. This may create an additional burden on the students' comprehension as it is sometimes difficult to distinguish existing and new characters and how they relate to each other. This is particularly so for both the Tudor and Georgian periods where different people have the same or similar names (such as Henry Ⅶ and Henry Ⅷ, and the Georges Ⅰ, Ⅱ, Ⅲ, Ⅳ). Secondly, Appendix 2 shows that a greater number of places are mentioned in the information sheets. Although many of these places will be familiar to the students (Africa, America and England) some might be confusing because they currently no longer exist or now refer to different conceptual things. Examples of this would be Germany and Italy which throughout most of the period under consideration in the British history course referred to geographical areas rather than definite countries as they do now. Therefore, though many place names may be familiar, students still need to be aware of how events have changed their meanings. Thirdly, Appendix 2 indicates that students need to be aware of the names given to events which have happened and how their titles give clues to what kind of event it was. Here three categories can be identified: wars (shown in the Battle of Culloden), revolutions (the American Revolution) and laws such as the Act of Supremacy and the Act of Union. A further difference between the kinds of nouns used in the Appendices is that in Appendix 2 some nouns are used to describe ideas and social and

economic trends. Examples of these would be 'absolute' and 'constitutional monarchies', democracy, evolution, enclosure and engrossing. These words are very closely related to the study of history and would not be generally found in fiction writing. Finally, listed purely alphabetically, rather than being sorted into grammatical word groups, it was discovered that for words beginning with 'A' there were thirty-nine common words. For words beginning with letters 'B' to 'E' the results were, respectively: thirty-two, twenty-eight, twenty-eight and eighteen. Clearly, before any firm conclusions can be drawn about the effect these figures have on the difficulty of the information sheets in relation to the level five graded readers more research would be needed, in particular a larger sample of level five vocabulary taken from a number of books within the Penguin series.

Student responses to the Background Information Sheets

As this was the first time the information sheets had been used, at the end of the course the students were given a short evaluation form in which they were asked to give their opinions about them and other aspects of the course. The questions that the students were asked in relation to the information sheets, together with a representation selection of their responses, are listed below (students were allowed to write in either English or Japanese):

Q 1. How useful were the background information sheets in helping you to understand the course?

I understood your classes easily on reading the background sheets before class.

I used to writing essay and helping understand.

I think I get new knowledge about British History.

The information sheets were good for review after the class because I sometimes forgot to write information.

When I write essay and remember the class.

宿題をやるとき、授業を復習するために役立ちました。

授業で扱ったことを整理するとき、宿題とレポートをするときに役立った。

Q 2 . Is there anything that you think needs changing in the background information sheets? If so, what?

No, there isn't.

No, I didn't think needs changing in the background information sheets.

No. There are not so difficult words. No I could understand easily.

今のままでＯＫだと思います。

良いです。

Q 3 . Did I give you enough explanation to help you do your homework? If no, what else did you need?

Yes, you did.

I think so, but the contents are a little difficult.

It was enough for essays. But the Tudor period essay, when I finished to write the essay, I couldn't write the enough information how Britain split out from the European countries (after Henry's divorce in Britain).

Yes. Class note and info sheet were really close to your explanation.

出来たり、出来なったりので、もっと単語や経済について勉強することが必要だと感じました。

むずかしかったが、自分でゆっくり考える時間ができたのでよかったと

思う。

　　As can be seen from these comments, the students generally found the
information sheets useful both in terms of following the flow of the classes
and in writing the essays they were required to do. Consequently, it would
seem beneficial to pursue using them with other groups of students in the
future.

Conclusion

　　　In conclusion then, I have given a brief outline of my reasons for
deciding to prepare the information sheets and the process used in writing
them. I have also compared the language contained in the sheets with that
contained in a level five grader reader taken from the Penguin Reader
Series. From this research, I think a number of conclusions can be drawn.
Firstly, that the idea of providing the students with the information sheets
was well received and worthwhile. Secondly, in relation to preparing the
information sheets greater attention needs to be given to the language used
to ensure there is greater overlap with the other types of reading material
the students are required to do in their other courses (and particularly, with
their Reading classes). Thirdly, a greater sample of vocabulary needs to be
taken from other books in the Penguin Readers Series. This is important as
it will give a more balanced view of the kind of language and actual range
of words that is used in writing their books. Fourthly, it is important that
attention is given to the types of sentence structures used in the Penguin
Readers Series and that these be compared this with those used in the
information sheets. This would help to ensure that the students are faced
with grammatical structures that they have experience of. However, a
possible problem with this is that the Penguin Readers Series tends to focus

on novels rather than reference works. This clearly will have an effect on the structure of the sentences. Nevertheless, I think it would still be of value to analyze the structures carefully. Finally, a more detailed and on-going survey of the students' responses to the information sheets needs to be undertaken.

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Appendix 1: Grammatical division of words beginning with letters A–E (*Pride and Prejudice*)

Table 1: Adjectives

adjective	adjective	adjective	adjective
advisable	becoming	complete	disagreeable
agreeable	best	confident	disappointed
alone	better	confused	dishonest
among	black	conscious	displeased
amusing	blue	continuous	disrespectful
angry	boring	convenient	distant
annoying	brown	dangerous	dull
anxious	called	dark	dutiful
artificial	calm	dead	cruel
ashamed	cheerful	dear	eager
astonished	clear	decisive	early
attractive	clearer	deep	easy
awkward	clever	desirable	empty-headed
available	close [near]	determined	exact
bad	cold	difficult	excellent
bearable	comforting	dirty	extreme
beautiful			

Table 2: Adverbs

adverb	adverb	adverb	adverb
about	as … as	care to	directly
actually	away	catch	down
again	badly	cause	eagerly
after	before	certainly	early

all	better	chiefly [main]	easily
aloud	between	clearly	else
already	beyond	coldly	enough
altogether	bitterly	comfortingly	especially
always	brotherly	completely	even
answering	calmly	confidently	ever
any	campful	daily	extremely
around			

Table 3: Nouns

noun	noun	noun	noun
absence	being	colour	development
account	belief	comfort	difference
ache	bell	companion	dining room
acquaintance	Bennet* (s)	company	dinner
action	Bingley*	comparison	dinnertime
address [postal]	birth	competition	direction
admiration	bit	complaint	disadvantage
admirer	bitterness	concern	disagreement
admittance	blame	condition	disappointment
advantage	Blenheim*	confidence	discomfort
adventure	blow	confusion	disgust
affairs	book	congratulations	dislike
age	branches	considerations	disorder
agreement	breakfast	control	displeasure
air	breeding	conversation	disrespect
amusement	brightness	cook	distance
Anne*	Brighton*	cough	doctor
annoucement	brother	country [local area]	document
annoyance	business	courage	door
anxiety	calmness	course [logically]	doorbell
apology	camp	cousin	doubt
appearance	card (s) [playing]	cover	duty
appointment	Caroline*	creature (person)	eagerness
approval	carriage	crowd	education
area	Catherine	cruelty	effect
argument	cause	dance (a)	Eliza*
arm	ceremony	darkness	Elizabeth*
army	chance	date	employment [doing]
arrangement	change	daughter	encouragement)
arrival	character	day	end
astonishment	charge	de Bourgh*	England
attack	Charlotte*	(great) deal	entrance
attempt	cheat	dear	equal
attention	children	death	evening
attentions	choice	deathblow	examination
aunt	church [a / The]	debt	excitement
awkwardness	churchman	defeat	excuse
ballroom	cleverness	degree	exercise
balls (dance)	clothes	delay	expectations
band (sash)	coat	demand	experience

beauty	coffee	Denny*	explanation
bed	cold	Derbyshire*	expression
beginning	collection	description	eye
behaviour	colonel	desire	

Table 4: Verbs

verb	verb	verb	verb
accept	base	congratulate	do
account	be	connect	doubt
ache	bear	consider	draw [attract]
acquaint	become	continue	draw [make s.o. speak]
add	beg	control	draw [pictures]
address (talk to)	begin	correct	dressed
admire	behave	cough	drop
admit	believe	dance	cover
advise	blame	dare	criticize
afford	borrow	deal	crossing
afraid	brighten	deceive	cry
agree	bring	decide	educate
allow	burst	deepen	effect
amuse	call	defeat	employ [doing]
announce	chance	defend	encourage
annoy	change	delay	end
answer	charge	deliver	engage
apologize	cheat	demand	enter
appear	cheer	describe	escape
appoint	choose	depend	examin
approach	claim	deserve	exchange
approve	close	desire	excite
argue	collect	die	excuse
arrange	come	direct	exercise
arrive	colour	disappoint	exist
ask	comfort	discover	expect
attack	compare	discuss	experience
attempt	complain	dislike	explain
attract	concern	distrust	express
avoid	confuse	divide	

Table 5: Others

pronoun	preposition	idiom	conjunction
all	about	in addition	after
another	across	all about	and
any	after		as
anyone	against	**determiner**	because
anything	around	another	before
both	as	any	but
careful	at	each	except
certain [particular]	before	enough	
each	behind	every	**modal verb**
enough	below		can

everybody	between	**phrasal verb**	cannot
everyone	beyond	come back	could
everything	but	sit down	
	during		**article**
exclamation	except	**number**	a
ah!		eight	an

Appendix 2: Grammatical division of words beginning with letters A   E contained in the Background Information Sheets

Table 1: Adjectives

adjective	adjective	adjective	adjective
able	best	close	due
active	better	cold	effective
alive	big	common	efficient
alone	bitter	dangerous	eldest
ancient	black	dead	elite
angry	born	deep	empty
annual	bright	different	enormous
available	capable	difficult	even
average	certain	direct	everyday
bad	cheap	dirty	expensive
beautiful	clever	double	extra

Table 2: Adverbs

adverb	adverb	adverb	adverb
actually	best	down	even
again	better	easily	eventually
almost	clearly	enough	extra
also	completely	especially	extremely
away	consequently		

Table 3: Nouns

noun	noun	noun	noun	noun
Aberdeen*	Baron*	chain	cricket	effort
Absolute Monarchies	basement	challenge	crime	Egypt*
Act of Supremacy*	Bath*	charades	Crimea*	elections
Act of Union	baths	charge	criminals	elite
access	Battle of Culloden*	Charles Darwin*	crops	Elizabeth*
action	battles	Charles Edward Stuart*	crown	embarrassment
Adelaide*	bean	Charles James Fox*	Crystal Palace*	Emily Davies*
administration	beds	Charles*	customs	E. Panckhurst*
adult	beer	Charlotte*	Benjamin Disraeli*	empress
advantage	beginning	charter	dance (a)	enclosure*
adviser	behaviour	Chartists*	daughter	end
affection	being	cheese	day	engineers
Africa	beliefs	chief	daylight	England*
Africans	best	child	daytime	England*

age	Bible	childbirth	dead	English
agreement	bicycle	children	deal	engrossing*
agriculture	billiards	chimneys	debt	entertainment
Albert*	Birmingham*	cholera*	decisions	epidemics
alcohol	**bishops**	Christabel*	demands	equal
allies	**boarding schools**	Christianity	democracy	Eton*
America*	body	church	department	Europe*
American Revolution*	Boer War*	Church of England*	Derbyshire*	events
amount	Boers*	city	descent	evidence
Andrew Meikle*	bones	civilizations	diamonds	evolution
animals	books	classes	Dick Turpin*	example
Anne Boleyn*	borders	Clement Ⅶ*	diet	exception
Anne*	Boston Massacre*	**clergy**	dining room	Exeter*
Annie Besant*	Boston Tea Party*	clerks	dinner	exhibition
Anti Corn Law League*	Bosworth*	clothes	disease	expectancy
appeal	bow and arrows	coal	dish	export
apple	boy	coalfields	**dissenters**	
April*	Brandenburg-Ansbach*	co-existence	distances	
archers	bread	colonies	disturbances	
areas	bridges	colonists	divorce	
aristocracy	Brighton*	commission	doctors	
Arkwright*	Bristol*	common-land	documents	
army	British*	company	Dorothea*	
arrest	brother	conditions	double	
Arthur*	Brunswick*	connection	downstairs	
Artisans' and Labourers' Dwellings Improvement Act*	Bryant May*	Conservative Party*	dress	
Assembly Rooms	Buckingham Palace*	**constitutional monarchy**	drill	
assistants	building	consumerism	drums	
August*	business	content	**duel**	
Augusta*	Butcher Cumberland*	contrast	Duke of Bridgewater*	
aunt	butter	cook	Duke of Cumberland*	
Australia	Cambridge University*	copy	Duke of Norfolk*	
average	canals	Corn Laws*	Duke of Northumberland*	
baby	**Cardinal** Thomas Wolsey*	**corruption**	**Duke** of Oxford*	
background	cards	cottage	Dutch*	
backyard	Caroline*	cotton	dysentery*	
ball	carriages	**counties**	Earl of Orford	
ballots	Catherine of Aragon*	countries	Earl of Sandwich*	
bank	cavalry	countryside	Earl*	
bankers	centre	courage	economy.	
barley	century	**courts**	effect	

Table 4: Verbs

verb	verb	verb	verb
abolish	believed	consist	disappear
accept	belong	construct	disliked
act	benefit	contain	divide

add	blame	continue	divorce
admit	boil	contrast	do
advise	born	contribute	dominate
affect	break	control	double
afford	breed	copy	drop
agree	bring	count	eat
aim	buried	create	educated
allow	burn	criticize	elect
appeal	buy	cut	encourage
appear	call	dance	end
arranged	come	deal	enjoy
arrest	care	decide	ensure
arrive	carry	decline	entertain
attack	cause	decorate	equal
attempt	challenge	decrease	escaped
authorize	change	defend	establish
avoid	charge	descent	estimate
base	clean	designed	**execute**
be	close	destroy	exist
beat	collapse	develop	expand
become	confuse	die	expect
beg	connect	direct	export
behave	consider	disagree	extend

Table 5: Others

pronoun	conjunction	numbers	preposition
all	after	eight	about
another	although	eighteenth	after
any	and	eighteen-thousand	against
anybody	as	eighth	amongst
anyone	because	eighty-one	at
both	before	eleventh	before
certain	but		below
each		**idiom**	between
each other	**determiner**	in addition	bottom
either	all		by
everyone	another	**phrasal verb**	despite
	both	dug up	down
article	each		during
a	either	**modal verb**	
an	enough	could	