



Analysis of the “Gone with the Wind” and its Simplified Version in terms of Lexical Structure

Touran Ahour (Corresponding author)

Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran

E-mails: ahour@iaut.ac.ir; touranahour@yahoo.com

Mahnaz Rasoulizadeh

Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran

E-mail: rasoulizadehm@yahoo.com

Biook Behnam

Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran

E-mail: behnam_biook@yahoo.com

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Abstract

The simplification of written texts is one way for second language learners to access the general message of authentic texts. This linguistic simplification may facilitate the process of learning for non-native speakers but, at the same time, it may perilously reduce their utility for language learning by producing a text that is more difficult to the learners. This study aimed to find out to what extent an intuitively developed simplified version of a text is appropriately written in terms of lexical structure when compared to its original version. In this regard, the original and simplified versions of the novel “Gone with the wind” were compared. The digitized pages of the original and simplified versions were entered into the software of Wordsmith 4.0 for further analysis. The results revealed low percentage of similar words, content words, and key words in the simplified version as compared to the original one. In addition, the high density and low consistency ratios in the simplified version indicates its high compactness, which may decrease its pedagogical value for learning vocabulary and reading comprehension.

Keywords: Authentic text, Lexical structure, Novel, Simplification, Simplified text, Wordsmith

1. Introduction

In the field of second language (L2) materials development, there is, currently, a disputation on using the simplified and authentic reading texts as the means of language input for the L2 learners, especially, at the beginning and intermediate levels (Day & Bamford, 1998). Most of the L2 reading texts at these levels still rely on simplified input, and a majority of material writers and L2 specialists give emphasis to the practical value of simplified texts (e.g., Johnson, 1981, 1982; Shook, 1997; Young, 1999). Richards (2001), in this regard, remarks that authentic materials often include difficult language, unnecessary lexical items, and complicated language structures, which can reduce meaningful ways of responding by the learners and make them bewildered and frustrated (Wilkins, 1976). Through simplifying the lexical structure of authentic texts, these problems can be reduced (Senior, 2005). Widdowson (1978) notes that in order to simplify a text, the material writer should maintain its authenticity in the sense of learner response, while considering the conventions of a specific language field. Text simplification, in this way, aims to maximize the comprehension of written texts by simplifying their linguistic structure (Mapleson, 2006; Siddharthan, 2003).

Mclaughlin (1987) believes that of all the skills that the child must acquire, reading is the most complex and difficult one. According to Devlin (1999) most of the problems of second language reading and reading comprehension are essentially decoding problems. So, many writers, teachers, and researchers do not confirm the use of authentic texts in the classrooms because they believe that it is difficult for L2 learners, especially at the beginning and intermediate levels, to process, at the same time, all the stages of linguistic input found in an authentic text (Little, Devitt, & Singelton, 1988). One solution to overcome the problems created by complex authentic texts is to simplify them according to the learner level (Senior, 2005). As Petersen and Ostendorf (2007) point out, text simplification is the process of transforming a text into an equivalent which is more understandable for a target user. They indicate that this simplification is beneficial for many groups of readers, such as language learners, elderly persons, and people with other special reading and comprehension necessities.

The present study is a new trend in this regard and attempts to analyze and compare the novel ‘Gone with the Wind’ and its simplified version to determine whether the simplified version can take the place of the original version in second language teaching/learning situations. For this, the similarities and differences of the two versions were

compared in terms of their density and consistency ratios, distribution of low and high frequency words, similar and different types of words, similar common key words, and similar content words.

2. Literature Review

Reading is a complex process and it requires vocabulary recognition and comprehension at its most fundamental level (Koda, 2005; Laufer, 1997). As Laufer indicates, vocabulary forms the foundation from which a reader builds meaning at a sentence, paragraph, and discourse level. According to Coxhead (2000), language learners must learn the vocabulary somewhere, and often a written text is the best source for new vocabulary, especially more formal, academic vocabulary. Traditionally, texts labeled as *authentic* have not been altered to match a certain proficiency level of language learners, and are considered to be a genuine source of linguistic input for learners (Krashen, 1983). According to Tweissi (1998), linguistic modification is a common occurrence in the second language communication, as demonstrated in almost any case of a native English speaker interacting with a beginning English learner.

The concept of adaptation or modification often conflicts with the notion of “authentic” input (Davies, 1984). One option, according to Hatch (1983), for finding linguistically appropriate texts, is to change the composition of existing texts so that they can be more accessible to the L2 learner. This approach is often referred to as simplification (Davies, 1984). Simplification is to control the text aimed at second language learners through removing unfamiliar linguistic items (e.g., unknown grammatical structures and vocabularies) in order to enhance comprehension (Urano, 2000). An alternative technique for text-modification is called *elaboration*. In this case, a text is modified for easier comprehension by adding redundant information through the use of such elements as repetition and paraphrase and not by removing complex structures, as in the case of simplification (Long, 1996).

As Coxhead (1998) points out, simplification is the label that includes variety of practices, treatments and strategies designed to expedite reading for language learners. The rationale behind the simplification has been the belief that word difficulty and sentence length/complexity are the main factors contributing to text difficulty (Davies & Widdowson, 1974). Researchers (e.g., Crossley, McCarthy, & McNamara, 2006) that support simplified materials presume that such texts assist L2 learners because they eliminate redundant and distracting, idiosyncratic styles without losing valuable features and concepts of communication that are found in the authentic texts.

In opposition to such simplification is a movement toward the use of authentic texts in the classroom. As Little et al. (1988) state, a text is considered authentic if it is originally produced to accomplish the social purpose of an intended language community. The value of an authentic text is that it introduces the natural and contextualized language to the students (Larsen-Freeman, 2002). In this regard, Honeyfield (1977) indicates that through simplification an authentic text may appear simpler but it affects the text’s cohesion in a way that it will make it more difficult, to the second language readers, to manage and understand.

According to Yano, Long, and Ross (1994), experimental studies are actual evidences for the strength of simplified texts. For instance, Long and Ross (1993) used three versions (i.e., authentic, simplified, and elaborated) of the same text to compare comprehension scores of L2 readers. The results of their study showed that the scores of the students who read the simplified text were significantly higher in multiple-choice reading comprehension test compared to the scores of the students who read the authentic version. In addition, they found that the students who read elaborated version had the lowest scores among the students who read the authentic and simplified versions.

3. Methodology

This study is a content analysis and a kind of quantitative research that is done on a descriptive basis and aims to analyze and compare the original version of the ‘Gone with the Wind’ (Mitchell, 1936) and its simplified version (Escott, 2000) in terms of their lexical structures. The original corpus is used for content analysis consists of 63 chapters (570 Pages), and the simplified corpus includes 25 chapters (110 Pages). In order to accomplish the analysis, Wordsmith 4.0 (Scott, 2004), a lexical analysis software, was used. For the analysis of the two corpora, the pages of the original and simplified versions were digitized, scanned, and converted into the text files. Then, the text files were entered into the software for further analysis. Wordsmith generated wordlists based on plain text files. Word lists were shown both in alphabetical and frequency order. Also, key words were located and identified by this program in the given texts. To do so, the software compared the target corpora with a reference corpus. Any word whose frequency was unusually high in comparison with some norm was considered “key”. The keywords were presented based on the degree of “keyness”. Only the words with the positive keyness were included in the lists, and the negative ones were abandoned.

The two corpora were compared based on the output of Wordsmith 4.0, which revealed the number of total words or tokens, and the number of different words or types. Then, the density ratio, that is, the proportion of types to tokens, and the consistency ratio, that is, the proportion of tokens to types, was estimated. In addition, the distribution of high and low frequency words, the similar and different types of words, and the key words were found and compared in both versions of the novel.

4. Results and Discussion

The comparison of the output of Wordsmith analysis for the *Gone with the Wind* and its simplified version revealed the general statistics such as file size, the mean of word length, the word length standard deviation (std.dev.), the number of sentences, the number of total words (tokens), and the number of different words (types). (See Table 1)

Table 1. General Statistics for the Analysis of the Original and Simplified Versions of the Gone with the Wind

	Original Version	Simplified Version
File Size (characters)	2,425,825	175,240
Mean Word length(in characters)	4	4
Word length Std.dev.	2.13	1.90
Sentences	28,490	3,334
Token	438,244	32,074
Type	16,559	2,528

As the Table1 shows, all features of the original version are higher compared to the simplified version except for the mean word length, which is the same ($M=4$) in both corpora.

4.1. Density and Consistency Ratios

Table 2 demonstrates the number of tokens, types, and density and consistency ratios in the original and simplified versions of the novel. As can be seen, the simplified version has a density ratio reading of 8.0 compared to 4.0 in the original version. It implies that the occurrence of the different words is more in the simplified version of the Gone with the Wind compared to the original Version. The high density refers to high intensity or compactness of reading materials (Al-Mahrooqi, Al-Busaidi, Mukundan, Ahour, & YuJin, 2011). In this regard, the compactness of the simplified version may make the vocabulary acquisition and learning rather difficult to the learners.

Table 2. Tokens, Types, Density and Consistency Ratios in the Original and Simplified Versions

	Original Version	Simplified Version
Tokens	438,244	32,074
Types	16,559	2,528
Density Ratio	4	8
Consistency Ratio	27	13

As the Table 2 shows, the consistency ratio is higher for the original version (27) as compared to that of the simplified version (13). This reveals that each new word in the original version is introduced after more intervals as compared to that of the simplified version. Therefore, learning the new words would be easier in the pattern revealed in the original version rather than the simplified version. It proves that text simplification has been done intuitively without considering such criteria as density and consistency ratios. The result is in line with Honeyfield (1977) that indicates simplification makes text harder for the learners.

4.2. Distribution of low and high frequency words

Table 3 and Table 4 indicate the frequency range of the words in the original and simplified versions of the Gone with the Wind. The Tables show that a high number of the words belong to the low frequency words in the both corpora and there will be unexpected encounters with various low frequency words. Low frequency words are words that appear only in the frequency range of 1 to 40, and the high frequency words are words that appear more than 40 times (Al-Mahrooqi et al., 2011).

Table 3. Distribution of Low Frequency Words in the Original and Simplified Versions of the Gone with the Wind

Frequency	Number of Words in the Original Version	Number of Words in the Simplified Version
1	6065	1021
2	2556	303
3	1498	210
4	940	145
5	722	118
6	549	85
7	405	60
8	328	58
9	270	37
10	231	39
11-20	1182	225
21-30	477	60
31-40	299	44

Table 4. Distribution of High Frequency Words in the Original and Simplified Versions of the Gone with the Wind

Frequency Range	Number of Words in the Original Version	Number of Words in the Simplified Version
41-50	174	22
51-60	118	26
61-70	86	13
71-80	74	11
81-90	76	13
91-100	51	6
101-1000	417	49
1001-3600	42	2
3700-8200	12	0
8300-15800	5	0
15900-24000	2	0

As the Tables 3 and 4 demonstrate, the number of the words for the all frequency ranges is more in the original version compared to the simplified version. This is due to the high number of the total types in the original version. In addition, the frequency range shows that very few words are repeated with high frequency, especially, in the simplified version. For instance, when 49 words are repeated between the range of 101-1000 times in the simplified version, almost eight times more words (417) are repeated in this range in the original version. It can be concluded that the acquisition of words would be easier for the learners when they are frequently repeated (Al-Mahrooqi et al., 2011).

4.4. Similar and different types of words

The number and percentages of the similar and different words with the total types in both versions of the novel are presented in the Table 5.

Table 5. The Number of Similar and Different Types of Words and Their Percentages in the Original and Simplified Versions of the Gone with the Wind

Word List	Similar Words (%)	Different Words (%)	Total Types (%)
Original Version	1998 (12.07%)	14561 (87.93%)	16559 (100%)
Simplified Version	1998 (79.04%)	530 (20.96%)	2528 (100%)

As the Table 5 shows, among the wordlists for two corpora, 1998 words were found to be comparable or overlap in both the original and simplified versions. This comprises about 12.07% and 79.04% of the total types of the original version of the Gone with the Wind and its simplified version, respectively. The rest include the words that are different in both corpora. In other words, the result should yield at least a higher percentage, if the simplified version is developed from the original corpus, but only 12.07% of the words in the original version are similar to the words in the simplified version. It proves that the simplified version is done intuitively, not considering the needs of the learners.

4.5. Similar common keywords

The 'Keyword' function of the Software WordSmith was used to generate the keywords list after comparing with a larger corpus. Menon (2009) justified the validity of using the British National Corpus (BNC) for comparing the study corpus with. The Size of the BNC is almost 100 million running words as compared to the limited simplified corpus of the Gone with the Wind (32,074 tokens) and the original corpus (438,244 tokens). Therefore, the BNC as an ideal reference corpus was used for comparing two versions of this study. The frequency and percentages of the common keywords in the original and simplified versions of the novel are presented in Table 6.

Table 6. The Number of Similar Common Key Words and Their Percentages in the Original and Simplified Versions of the Gone with the Wind

Keyword List	Similar Common Keywords (%)	Total Keywords (%)
Original Corpus	156 (39.59%)	394 (100%)
Simplified Corpus	156 (55.51%)	281 (100%)

As the Table 6 reveals, out of 281 keywords found in the simplified corpus, only 156 words were found to be in common with the 394 keywords of the original corpus. The 156 similar common key words comprise 39.59% and 55.51% of the original and simplified versions, respectively. The common keywords from both corpora are stipulated in

Appendix A. The result reveals that, compared to BNC, the original corpus does not cover most of the essential vocabulary needed for the learners. In addition the simplified version lacks most of the required keywords compared to the original one.

4.6. Similar content words

The number of similar content words and their percentages in both versions of the novel are shown in Table 7. The Function words like 'AND', 'THE', 'A', the proper nouns, and abbreviations were removed from the list of the content words.

Table 7. The Number of Similar Content Words and Their Percentage in the Original and Simplified Versions of the *Gone with the Wind*

Word List	Similar Content Words (%)	Total Content Words (%)
Original Version	211 (1.68%)	12524 (100%)
Simplified Version	211 (11.38%)	1853 (100%)

As the Table 7 reflects, only 211 of the content words are similar in both corpora which comprise about 1.68% and 11.38% of the total content words in the original and simplified versions, respectively. The result reveals that the simplified version is produced intuitively, not considering the important aspect of introducing more similar content words with regard to the original version. Appendix B indicates the similar content words which are found in both versions of the novel.

5. Conclusion

The present study was conducted to find out the similarities and differences in the lexical structure of the original and simplified versions of the novel 'Gone with the Wind' in order to determine the appropriateness of the simplified version for the second language learning and teaching situations. A corpus-based content analysis of the words for each version was carried out and the results were compared and discussed with regard to the criteria of density and consistency ratios, frequency of the words, coverage of similar and different words, keyness, and coverage of content words. The results revealed that the introduction of vocabularies in the simplified version was done intuitively without considering the mentioned criteria. In this regard, simplified version was not effectively executed from the original version. The result of simplification is a corpus that is more difficult to the learners (Honeyfield, 1977), and it is not able to prepare learners for acquiring most of the essential words that exist in the original version of the *Gone with the Wind*. Therefore, the simplified version of the novel cannot take the place of the original version in the teaching/learning situations.

The results of the present study cannot be generalized to other simplified versions of the "Gone with the Wind" written by other authors and/or other novels written by different authors. This study was a mere content analysis and in order to verify the results of this study more research is required to find out the effect of simplified and original versions of the novel in the reading comprehension and vocabulary learning of the learners.

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Appendix A**Similar Common Keywords Found in Both the Original and Simplified Versions of the Gone with the Wind**

ABOUT	FONTAINE	OH
AFRAID	FOOL	PA
AGAIN	FRANK	PEACHTREE
ALONE	FRIGHTENED	PITTY
AND	GEORGIA	PITTYPAT
ARCHIE	GIRLS	PLANTATION
ARMS	GLAD	PORK
ARMY	GO	PRISSY
ASHLEY	GOING	RED
ATLANTA	GONE	ROOM
AUNT	HAMILTON	SAID
AWAY	HAND	SAT
BABY	HE	SAW
BACK	HEARD	SAWMILL
BED	HER	SCARLETT
BELLE	HERSELF	SHE
BOYS	HIM	SLATTERY
BRAVE	HOME	SLATTERY'S
BRENT	HONEY	SMILE
BURNED	HORSE	SOLDIER
BUT	HOT	SOLDIERS
BUTLER	HOUSE	SPEAK
CALVERT	HOW	SPOKE
CAME	HUNGRY	STAIRS
CAPTAIN	HURT	STUART
CARPETBAGGERS	I	SUDDENLY
CARRIAGE	INDIA	SUPPER
CHARLES	KENNEDY	TALK
CHARLESTON	KISSED	TARA
COME	KNEW	TEARS
CONFEDERACY	KNOW	TELL
CONFEDERATE	LADIES	THINGS
CONVICTS	LAUGHED	THOUGHT
COTTON	LET	TIRED
CRIED	LOOK	TOO
CRY	LOOKED	TRASH
DEAD	LOVE	VOICE
DEAR	LOVED	WADE
DECATUR	MAMMY	WAGON
DID	MAN	WANTED
DIE	MARRIED	WAR
DILCEY	MARRY	WAS
DOLLARS	ME	WENT
DRESS	MEN	WHISPERED
DRUNK	MISS	WHITE
ELLEN	MONEY	WHY
EMMIE	MOTHER	WILKERSON
EVEN	MRS	WILKES
EVERYONE	NEGRO	WOMAN
EYES	NEGROES	YANKEE
FACE	NEVER	YANKEES
FIGHTING	OAKS	YOU

Appendix B

Similar Content Words in Both Corpora

Words	Frequency in the Original Version	Frequency in the Simplified Version
ACCIDENT	4	1
AGREES	2	1
APPLE	3	1
ARGUING	5	3
ARRESTING	2	1
ASKS	3	2
BABIES	57	5
BACKWARDS	4	1
BATH	2	1
BEHAVE	5	2
BEHAVED	5	1
BEHAVING	2	1
BELIEVES	3	1
BELONGING	4	1
BIGGEST	5	2
BLAMED	3	1
BLOODED	5	1
BLOWS	3	1
BRENTON	1	1
BRIDGES	1	1
BUILDERS	1	1
BULLETS	3	1
BURNIN	2	1
CALMED	1	1
CAREEN	2	12
CHARMED	4	1
CHEAPLY	1	1
CHEAT	4	1
CHEATING	2	2
CHECK	5	1
COIN	3	1
COINS	3	1
COMB	3	1
COMPLAINED	1	1
COMPLETED	4	1
CONFUSING	3	1
CONGRATULATE	1	1
COOLER	4	1
CRASH	5	3
CRASHED	5	3
CRIMINAL	1	1
DAMAGED	3	1
DEATHLY	3	1
DEATHS	3	1
DECEMBER	2	1
DELIGHT	4	1
DELIGHTED	5	4
DELIVER	3	2
DENYING	4	1
DESCRIBE	2	1
DISAPPOINTING	1	1
DOSE	1	1
EARNED	3	1
EARNING	1	1
ELECTRIC	5	1
ELEVEN	2	2
ENTHUSIASTIC	3	1

EST	1	2
EXCITE	2	1
EXPLAINED	15	3
FACTORY	4	4
FAILING	1	1
FATHERED	1	1
FIGHTS	3	1
FINISHING	4	1
FLIRTED	5	2
FLIRTING	5	2
FORE	1	1
FORTUNATELY	4	1
FULLY	3	1
FUR	4	1
FUSSY	4	1
GUESSED	4	1
GUESSING	1	1
HACK	4	1
HAIRS	2	1
HAPPENS	3	2
HARK	2	1
HATING	5	1
HEALTHIER	2	1
HILT	5	1
HONOUR	1	3
HOPELESS	5	1
ILLNESS	5	1
INDOORS	1	1
JOKED	1	1
KNOCKING	4	1
KNOCKS	1	1
KNOWIN	4	1
LEADERS	4	1
LED	27	2
LIAR	14	5
LOCKS	4	1
LOSIN	1	1
LOVINGLY	3	1
LOWED	4	1
LUNCH	5	3
LYIN	5	1
MAGICAL	1	1
MANAGER	4	7
MEDICINES	3	3
MISTAKE	5	1
MYSTERY	4	1
NERVOUSNESS	1	1
NOD	3	1
NOISY	5	1
NORTHERN	4	2
NURSIN	1	1
NUT	3	2
OBEY	2	1
OBVIOUSLY	21	2
OFFICES	3	1
ORDINARY	3	1
OVERDRESSED	1	1
OWNS	4	1
PAINFULLY	5	1
PAINTINGS	3	1
PEACEFULLY	2	1
PERSUADED	4	1
PETER	121	8
PIG	5	1

POISONS	1	1
POTATO	3	1
POTS	3	1
PRETEND	4	3
PRETENDING	4	2
PRISONS	2	1
PROSTITUTE	2	3
PUNISH	5	1
PUNISHED	3	1
PUNISHING	1	1
RAILWAY	2	7
RAINING	4	1
RAINS	5	1
RAPE	5	1
RAPED	5	1
RARELY	1	1
RELATION	2	1
REMINDING	3	1
REPEAT	3	2
REPORTED	5	1
RESTING	5	1
REWARD	2	1
RIDER	3	2
RINGS	3	1
RUNNER	4	1
SADDENED	3	1
SALT	5	1
SAND	3	1
SAUCERS	1	1
SAWMILL	22	20
SAWMILLS	3	15
SCAR	3	2
SENDS	1	1
SEPARATE	4	1
SHAPED	5	1
SHAVED	2	1
SHELLING	4	1
SHINY	2	1
SHOP	5	11
SHOUTS	2	1
SHOWS	4	1
SIGNED	5	1
SIGNING	1	1
SITE	4	1
SKIN	34	3
SLOWED	4	1
SMOOTHER	1	1
SMOOTHLY	5	1
SNAKE	2	1
STAIN	1	1
STAR	4	1
STATION	2	6
STRING	4	1
SUGGESTIONS	4	1
SUNBURNED	2	1
SUPPERS	3	1
SURPRISING	2	1
TENTS	5	2
THIRTEEN	4	2
THUNDERED	3	2
TOES	5	1
TOUCHES	1	1
TRICKED	1	1
TRIES	4	2

UNCOMFORTABLY	1	1
UNGUARDED	4	1
UNHAPPIEST	1	1
UNKIND	5	2
UNPOPULAR	3	1
UNSIGNED	1	1
UNTIDY	5	1
UNWASHED	3	1
USES	1	1
VALUED	5	1
VICTORIA	2	1
WAKING	2	1
WALKS	2	1
WELCOMING	2	1
WHEEL	5	1
WHISPER	26	6
WHIT	2	1
WIDER	2	1
WILE	1	1
WINNING	2	1
WITNESSES	3	1
WOOL	5	1
WORKER	1	1
WORKMEN	3	1
YON	1	1
YOUNGEST	2	1
