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A PREFERABLE LEVEL OF ENGLISH FOR LEARNING *BASIC ENGLISH*

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PREFACE

C.K. Ogden was an English scholar, who invented the concept of *Basic English* in 1925 (Lockhart: para. 1). It is the system of 850 words and simplified rules of grammar. It was popular in the twentieth century among nations thriving to learn English. Presently, the system does not receive much attention; however, its value is significant for the contemporary world in order to teach the basics of English to beginners of the language.

The aim of the research is to determine the most preferable level of English for learners of *Basic English*.

The research paper consists of four parts: the introduction, two chapters, and the conclusion.

The **Introduction** is dedicated to the general information on the subject of *Basic English* and its origins as well as justification for choosing the topic.

Chapter I is devoted to the elaboration on the subject of *Basic English*, introduces the simplified rules of grammar of *Basic English*. The Basic List of 850 words with 50 supplementary international words is introduced as well along with the thought process behind it.

Chapter II is focused on achieving the aim of the present paper with the help of analyses of three vocabularies from school textbooks of three levels of the English language (elementary, pre-intermediate, intermediate).

The **Conclusion** sums up the results of the analyses and comments on the hypothesis.

PREFACE	2
<i>Contents</i>	
INTRODUCTION	4
CHAPTER I. <i>BASIC ENGLISH</i> STARTING VOCABULARY WITH SUPPLEMENTARY INTERNATIONAL WORDS AND GRAMMAR	8
1.1 Introduction to <i>Basic English</i> Grammar.....	8
1.2 The Basic List and International Words.....	16
CHAPTER II. THE COMPARATIVE ANALYSES OF SCHOOL COURSE BOOKS' VOCABULARIES OF ELEMENTARY, PRE-INTERMEDIATE AND INTERMEDIATE LEVELS WITH THE <i>BASIC ENGLISH</i> STARTING VOCABULARY AND SUPPLEMENTARY INTERNATIONAL WORDS	19
2.1 The Analysis of <i>Blueprint One</i> Vocabulary.....	19
2.2 The Analysis of <i>Blueprint Two</i> Vocabulary.....	22
2.3 The Analysis of <i>Blueprint Intermediate</i> Vocabulary.....	25
CONCLUSION	27
SUMMARY IN ESTONIAN	29
REFERENCES	30

INTRODUCTION

Basic English by Ogden should not be confused with basic English as a level and a course/course book offered by Cambridge University.

The usage of the English language on a global level as an international language has given rise to the problem of comprehending it swiftly enough to successfully communicate in an intercultural environment. Language acquisition is not a trivial task; one has to spend a substantial amount of time in order to achieve it. To reduce the difficulty of intercultural communication, the concept of *Basic English* was proposed by a linguist and philosopher Charles Kay Ogden in 1925 (Lockhart: para. 1). *Basic English* is a system of 850 words, a simplified subset of regular English. The primary objective of *Basic English* is to provide an international secondary language for general and technical communication while also being easily and quickly acquirable, yet sufficiently flexible to convey information adequately. Additionally, it was intended to be an effective introduction into English for a foreign learner and was not meant to substitute any language or a literary medium (ibid.). Ogden was inspired by Jeremy Bentham, who studied the question of international language and was the one to coin the term 'international' (Sweet 2001).

Threefold elimination had occurred (emotive rather than referential words have been omitted, as well as literary and stylistic nuance words, and words used in special contexts which do not happen normally in general discussions) and it became clear that the vocabulary of the system can be reduced to less than 1000 words. A tentative selection of 850 was revised with the help of extensive survey of definitions. With the exclusion of frequent names of objects, all words for which compact definitions could be given with the vocabulary of Basic English, named the Basic list, were eliminated from the list (Lockhart: para. 4).

The Basic list contains words of common use only; however, it includes many words that are not amongst the first 4000 of the frequency list suggested by Thorndike and Lorge (1944). The most effective thrift was accomplished by analytical reduction of the verbs to 16 simple operators (*come, get, give, go, keep, let, make, put, seem, take, be, do, have, say, see, send*) and 2 auxiliaries (*may, will*); the combination of these operators with prepositions is used to create new words (e.g., 'go in' for 'enter'), with adjectives (e.g., 'get ready' for 'prepare'), with nouns (e.g., 'give pain' for 'hurt'), and et cetera (Lockhart: para. 5). By this means a foreign learner is spared the irregularities of the majority of the strong verbs and made familiar with an essential feature of colloquial English.

The structural pattern of Basic is practically identical to ordinary English with the exceptions of being more restricted and the omission of obsolescent subjunctive mood. The

operators and pronouns are conjugated in the normal way. The uses of regular and irregular plural forms, the ordinary degrees of comparison, and the possessive ‘s’ remained intact (Lockhart: para. 7).

Translation into *Basic English* from ordinary English is of a vertical kind as it involves restatement at a basic level. It is rarely possible to achieve word-for-word parallel and words, sometimes whole sentences, have to be approached as isolated units of notion. The shape of a statement sometimes must be completely reorganized in order to avoid ambiguities. For native speakers of English the main exertion in acquiring *Basic English* is to become skilled enough in this analytical technique, which frees the translator from ready-made synonyms. Such discipline encourages the habit of reading for comprehension and develops interpretative skills (Lockhart: para. 8).

An example of execution of simplification, the comparison of last clauses of Atlantic Charter in *Basic English* with the original:

Eighth [from the original] it is their belief that all the nations of the earth, for material reasons no less than because it is right and good, will, in the end, give up the use of force. Because war will come again if countries which are, or may be, ready to make attacks on others go on using land, sea, or air power, it is their belief that it is necessary to take away all arms from them till a wider system of keeping the general peace, more solid in structure, comes into being. They will further give their help and support to all other possible steps which may make the crushing weight of arms less for peace-loving nations
Eighth [in Basic] they believe all of the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.

(Lockhart)

Basic English has never been utilized purely for commercial purposes. Although the financing has been scarce, its specialists carried on the scientific direction that gave full range of experimenting and research, thus *Basic English* made a brisk international progress in the 1930's. It soon drew attention of lecturers and administrators from all across the globe, and it set up itself with great potential in states with altered educational angles, for instance in China, India and Greece (Lockhart: para. 12).

The international growth was disrupted by the war; however, Winston Churchill addressed at Harvard University (1943) and revealed that he had not failed to notice the importance of *Basic English* to the postwar restoration. As a result, the system received a capacity of British support and temporary economical assistance, insufficient enough to enable it to be advanced on a scope that would alleviate it of the requirement for bestowal. Subsequently, the early postwar history English was one of prospering capabilities rather than of achieving them. Nonetheless, Basic contributed the ways of teaching the aspects of English to a significant number of emigrants to Commonwealth countries (Lockhart: para. 13). An appeal for Basic

textbooks by the Indian Army as well as the appliance of Basic by NATO in primary training of French air corps were credible evidence of further developments, as the problems of communication presented by the development of international offices and the world's rising technological interdependence are of a type which Basic is especially suitable to resolve. A further incentive was given to the inquiry of English by the national appearance of the Eastern nations and their dependence on technical aid from the Western countries. In states like India, Ceylon, Burma, Indonesia, the Philippines and Japan, disapproval of the out-dated means of teaching English, whose clear literary bigotry is quite unfitting to modern needs, caused teachers to consider Basic and compel for its introduction in the schools (ibid.)

Albeit *Basic English* is not a mere English course, or even a method, but a language in itself, there are established teaching principles that are crucial for its smooth assimilation. These include a proper evaluation of the presented material to the student, the logic of grammatical constructions and so on. Such teaching principles are expanded to the fullest in 'The Basic Teacher' (Lockhart 1950), which is a textbook for European adults. They have been used for the anticipation of a preparatory oral course authorized for application in Gambia, where children are learning English in the schools before they are fully educated. A broad variety of teaching aids has been created, such as an array of wall illustrations demonstrating new ways of visual presentation. The teaching principles first evolved in association with *Basic English* have greatly affected studies on the teaching of English as non-native language with the focus on vocabulary mastering and scientific grading. Whether or not the distribution of these Basic teaching concepts would build up the way for a bigger distribution of the whole system has yet to be seen; no alternatives to Basic English had made an appearance by the mid 1960's (Lockhart: para. 14).

Following key terms must be defined in order to get a better grasp on the object.

- *Basic English* – a system of 850 English words (Lockhart: para. 1).
- *Basic List* – 850 essential words that are presented to learners (Lockhart: para. 4)
- *Operators* – the names of fundamental operations (Ogden 1934:13)
- *International words* – additional list of 50 specific words commonly used in English, French, German, Russian, Italian, and Spanish (Ogden 1934:17)

In order to clarify the levels of English as understood by the author, they are presented from website of the school of English 'Lighthouse' (English levels 2013):

- Elementary – understanding and application of everyday expressions and phrases in familiar situations (ibid.: para. 3).

- Pre-intermediate – understanding and application of frequently used expressions in familiar situations, ability to write short messages and letters (ibid.: para. 4).
- Intermediate – understanding of written and spoken English in relevant for the learner fields, ability to describe past experiences and own opinion (ibid.: para. 5).

The justification of selection of the present topic lies within the fact that *Basic English* is an easier way to learn English for those who may find it difficult and to use some techniques from the system at the beginning level. However, the question of the preferable level of English has arisen. The aim of the present paper is to compare the Basic starting vocabulary and supplementary international words with the vocabularies of school course books of elementary, pre-intermediate and intermediate levels and count the percentage of coinciding words, determining which of those has the highest number of Basic List words and the international list and thus being the most preferable level for learning *Basic English*.

In conclusion of the introduction it must be stated that the present paper is aimed to verify the hypothesis that *Basic English* is aimed at elementary level students as the Basic list of 850 and supplementary international list of 50 words coincides the most with the vocabulary presented in the course book of the elementary English level.

CHAPTER I

BASIC ENGLISH STARTING VOCABULARY AND GRAMMAR

The present chapter introduces the rules of grammar of *Basic English* and the *Basic List* with explanations on account of elaborating on the principles of the system, proving its validity and simplicity to the new learners.

1.1 Introduction to *Basic English* grammar

As *Basic English* possesses a simplified grammar, it must be presented in order to acquire a better understanding of the system. Condensed instructions of Basic grammar with further explanation of the process of making the Basic vocabulary more effective are presented below.

THE NOUN is the name of an object of discourse, real or fictitious.

Rule for Plurals. Plurals are formed by the addition of 's.'¹

Exceptions:

Formation:

Feet, teeth; men, women; knives, leaves, selves.

Spelling:

Nouns ending in 'y' preceded by a consonant spell the plural with 'ies' instead of 'ys'.

Nouns ending in 's', 'x', 'sh', 'ch', or 'o', spell the plural with 'es', instead of 's' alone.

Rule for Compounds. Compounds may be formed by combing together two nouns or a noun and a directive, etc., in conformity with simple Standard English²; e.g., birthday, copyright, milkman, newspaper, outhouse, overland, raincoat, sundown.

Rule for Derivatives. 300 of the nouns form the following derivatives;

Noun with -er suffix = Thing or person performing operations.

Noun with -ing suffix = The operation itself.

Adjectives with -ing suffix = Sense of present participle.

Adjectives with -ed suffix = Sense of past participle.

¹ *Scissors* and *trousers* have a plural from only; *sheep* is invariable; *news* has a plural form but is used in the singular.

² Among these compound forms are a few which are essential to the vocabulary, but not self-evident in their formation: *away*, *become*, *cupboard*, *income*, *inside*, *to-day*, *upright*, *without*. They are omitted from the word-list because they are phonetic compounds, and are historically derived from their component parts.

(Ogden 1934)

The nouns embrace a substantial range of words. The auxiliary list of general entities contains 200 names and refers to object that is possible to see, touch and differentiate from other entities. Some of them are accredited to by the 400 essential names, such as '*animal*', or '*vessel*' are of similar character; however, they are too general to present them pictorially. Others (e.g., '*a mine*', '*a road*') are accessible to touch and sight, but cannot be segregated from their environment. Another example is names of liquids or materials (e.g., '*ink*', '*oil*') which are impossible to treat as neither moveable nor fixed objects, but can be confined in definite amounts. Indefinite article is not needed before the last two examples except in the occasion of indication of class (e.g., a kind of oil). The same restriction applies to the use of the plural form (Ogden 1968: 18).

Additionally to the names above, a number of abstract nouns exist (e.g., ‘*harmony*’, ‘*quality*’) that do not bear any concrete meaning, yet the majority of languages treat them as though they do. This does not present grammatical problems; however, it is important for understanding the language of communication (ibid.).

Two main methods of expanding the capacity of a noun or any other word in the vocabulary are present: extension and specialization (Ogden 1968: 18)

Extension uses a symbol created for one object or group of objects, to refer to a related object or group. The relation might be of part to whole, as with ‘*letter*’ (sent to somebody) and ‘*letter*’ (of the alphabet); of cause to effect, as in the application of ‘*bite*’ for the deed of biting and the object bitten; of performer to performance, as in the use of ‘*lift*’ (elevator) and ‘*lift*’ (the act of lifting) and so forth.

The essence of specialization is the differentiation of an undifferentiated word. Example would be ‘*a famous judge found dead*’ where the reader immediately assumes the death of a legal judge and not any other. Specialization is a limitation from one point of view, but it widens the scope of a common vocabulary by allowing it to distribute words of a particularized usage (Ogden 1968:19)

Another way to expand the vocabulary is to treat one word as other part of speech (e.g., ‘*back*’ as an adverb meaning the opposite of forward etc.)

The following adjectives may be used as nouns.

acid, chief, chemical, cold, complex, cut, elastic, equal, flat, female, first, flat, future, good(s) , hollow, last, living, male, material, opposite, parallel, past, present, public, quiet, right, safe, same, second, secret, solid, sweet, waiting, wet, wrong, young, and the color adjectives.
(Ogden 1934)

A difference must be noted between the two –ing derivatives, one being a noun and the other being an adjective. The latter is used with the active party in an action (e.g., ‘*the moving train*’), while the noun may has the connection with the action, but does not perform it (e.g., ‘*walking-stick*’). In order to stay clear of confusion the appliance of hyphens in the noun-derivative when used as qualifier is strongly recommended.

A certain difficulty is present while distinguishing between transitive and intransitive uses of an adjective whereas the sense allows two uses. Some adjectives can only be transitive (e.g., ‘*loving*’), while others only intransitive (e.g., ‘*folding*’) and others can be used in either sense. An example would be ‘*a moving song*’ which stirs particular emotions in the listener and ‘*a moving animal*’ is an animal moving itself. A learner must refer to the context rather than a grammatical rule to fully understand the meaning (Ogden 1968: 20).

The ADJECTIVE (QUALIFIER) is a word which expands the description given by a noun.

Rule for Comparatives. Comparatives and Superlative are formed by putting more and most respectively in front of the adjectives.¹

Exceptions: *good, better, best,*
bad, worse, worst

Certain adjectives are prevented by definition from forming the comparative and superlative:

first, second, last, past, present, future, right, left, male, female, cut, same, etc.

Rule for Adverbs. Adverbs of Manner may be formed by the addition of *-ly* to the adjectives.

Exceptions: (a) Adjectives ending in *-ing* (*boiling, hanging, living, waiting*).

(b) *Good* (which has *well*), *cut, like, awake, same, short, shut, small, tall* (which require none).

(c) *Female* and *ill* (for reasons of euphony).

Adverbs of Time and Place are not so formed; and those of Direction have the same form as the adjective (*high, low, left, right, straight, parallel*).

Possibly, probably, certainly are formed by analogy with manner.

Spelling exceptions: Adjective ending in *y* change the ‘*-y*’ into ‘*-i*’: in *-ble* drop the *e* (also *simply, truly*); in *-tic* or *-tric*, add *-ally*.

Collective nouns may be formed from adjectives when used with *the*.

The learner must be prepared to find that the comparative and superlative of certain adjectives are more generally formed by the addition of the suffixes *-er* and *-est* respectively.

(Ogden 1934)

There are two cases of adjectives: qualifiers, that describe qualities of an object; and quantifiers, which signify the quantity of an object. The latter are never used with either definite or indefinite articles and no comparatives can be made. The indefinite article ‘*a*’ signifies an individual of a group, without clarifying its existence a particular member of a group. Therefore it cannot be used for quantities of entities that do not possess an individual form, but only for those entities that can be isolated from other kinds. The indefinite article ‘*a*’ becomes ‘*an*’ before all vowels, except ‘*u*’ (e.g., ‘*unit*’). The definite article ‘*the*’ indicates a certain member of group of members in a class, or a unique object. Additionally, it is used with the singular form to signify the representative of a group (Ogden 1968: 21)

A list of 50 qualifiers which may form negatives with the addition of the prefix *-un* is presented below:

able, automatic, beautiful, bent, broken, certain, chemical, clean, clear, common, complete, complex, conscious, cut, elastic, electric, equal, fertile, fixed, free, frequent, happy, healthy, important, kind, like, married, medical, military, mixed, natural, necessary, normal, open, parallel, physical, political, probable, quiet, ready, regular, responsible, safe, smooth, solid, straight, sweet, tired, true, wise.

(Ogden 1934)

Not all of the negative constructions follow the rules of Standard English (e.g., ‘*unregular*’, ‘*unprobable*’). However, the learner is able to use ‘*not*’ before the qualifiers in order to not to be in a position of making a mistake. With time, a beginner will learn to use the correct forms of negatives.

THE OPERATORS are the names of the fundamental operations.

Auxiliaries: An auxiliary is used in combination with an operator, to indicate the circumstances of the operation. There is only one pure auxiliary (*will*), the others having operational ones as well.

Conjugation:

I. Auxiliaries

Future: *Will*

Future: *May*

II. Operators. The unconjugated form is always the same as the first person singular, with the exception of *be*, and is used for the Imperative.

Formation of tenses, etc.

Simple Present and Simple Past	See tabulated forms below.
Infinitive ¹	Unconjugated form with <i>to</i> in front of it.
Simple Future ²	Unconjugated form with <i>will</i> .
Present Perfect	Past participle with present of <i>have</i> .
Conditional	Unconjugated form with past of <i>will</i> , used as conditional.

Other tenses may be formed by a logical combination of elements.

¹ When an operator is used as a subject or object, either the infinitive or the participle is employed.

e.g., *To do this is right*

Being is greater than doing.

The infinitive may be also be used indicate purpose.

e.g., *I came to see you.*

² Another method of forming the Future is by combining the Present of be with the present participle of go and an infinitive.

Possibility is indicated by *may* with unconjugated form, e.g., *I may do it.*

Necessity is indicated by *have* with infinitive, e.g., *I have to do it.*

Passive is formed by conjugating *be* with past participle, e.g., *It is done.*

Impersonal. Sentences often take an impersonal form with it as subject, e.g., *makes me sad to see you crying.*

FORMS OF 'OPERATORS'

	PRESENT		PAST FORM	-ING	SPECIAL PAST FORM
Person	One	More than one			
1, 2	Come	Come	Came	Coming	Come
1, 2	Get	Get	Got	Getting	Got
1, 2	Give	Give	Gave	Giving	Given
1, 2	Go *	Go	Went	Going	Gone
1, 2	Keep	Keep	Kept	Keeping	Kept
1, 2	Let	Let	Let	Letting	Let
1, 2	Make	Make	Made	Making	Made
1, 2	Put	Put	Put	Putting	Put
1, 2	Seem	Seem	Seemed	Seeming	Seemed
1, 2	Take	Take	Took	Taking	Taken
1. 1	Am		Was	Being	Been
2. We	Are	Are	Were	Being	Been
3. He	Is	Are	Was	Being	Been
1,2	Do *	Do	Did	Doing	Done
1,2	Have **	Have	Had	Having	Had
1,2	Say	Say	Said	Saying	Said
1,2	See	See	Saw	Seeing	Seen
1,2	Send	Send	Sent	Sending	Sent

* The form with *he, she, it* is made by the addition of 's'. *Go* and *do* take *-es*.

** *Have* becomes *has*.

(ibid.)

A major contribution to simplifying the vocabulary has been made by the use of operators combined with prepositions (directives) in their adverbial form to act as verbs. There is a significant number of idioms constructed in such way that it offers an alternative within the capacity of the operators for all the crucial verb assertions.

In order to eliminate word wastage *Basic English* has introduced a considerable alteration to the verb-system with the development of the use of such alternatives (Ogden 1968: 22).

The verb-form has always been one of the crucial obstructions to the simplification and is not universally used as a linguistic device. Some learners have difficulty mastering the verb-system swiftly enough, while those who bear a familiarity with the complexities of the system

have troubles with irregularities of form in a new language. Furthermore, verbs may lead to bewilderment of thought at any degree of symbolization.

There is a total of 16 operators (*come, get, give, go, keep, let, make, put, seem, take, be, do, have, say, see, send*) and two auxiliaries (*may, will*).

The combination of the 16 operators and the two auxiliaries with 25 prepositions provides more substitutes for more approximately 200 simple English verbs (e.g., '*put in*' is '*insert*'). However, the vocabulary of the ordinary English contains mainly synonyms distinguished by subtly connotations which are not relevant in all the cases. As a result '*put in*' has different meaning in different situations: put (a seed) in (the earth) is '*plant*', put (an account) in is '*render*', put (the sheep) in is '*fold*' and so forth (ibid.)

An operation in Basic is not a pivotal operation of physics, but a simple action of everyday life performed by one object on another or by one living person on some other object.

The most common operation is '*to move*'; '*to push*' and '*to pull*' are more specific. It is possible to substitute the three with the help of nouns ('*to move*' is to give a thing a move, '*to push*' is to give a push to a thing and '*to pull*' is to give a pull to a thing). Others operations include '*to give*', '*to get*', '*to make*' (creative change), '*to keep*' (continuity), '*to let*' (acquiescence) and '*to do*' (generalized activity). These operations are supplemented by the operational use of '*to be*' (existence), '*to seem*' (oppositional accessory to '*to be*') and '*to have*' (possession) and all of them achieve everything that is required (Ogden 1968: 24)

The auxiliary '*will*' signifies that an action is in the future, as well as, by emphasis, expresses determination or intention. Although Basic English does not differentiate between '*shall*' and '*will*', it is preferable to use alternative phrases in questions with '*shall*' like '*is it necessary*' (as in '*shall I go?*').

The differentiation between '*should*' and '*would*' can also be avoided in so far as it coincides with the former.

However, three uses of '*should*' exist that do not have a counterpart in the uses of '*shall*' and it is essential to discover substitute phrases. They are presented below:

Plan. '*The command was that he should come*' becomes '*The command was for him to go*'.

Subjunctive Future. '*If she should send*' becomes '*If she sent*'.

Property. '*You should do your best*' becomes '*It is right for you to do your best*'.

'*May*', as an auxiliary, is mainly used to signify possibility. It also allows the usability of the permissive operator-form. In cases where possibility is connected with the will of the speaker or another person, '*may*' is used as permissive, thus '*you may go*' is a contracted version of '*I will let you go*' or '*you have a right to go*'. Two subsidiary auxiliary uses of '*may*' are possible and can be easily substituted with other phrases. The subjunctive form '*do*

this that you may be strong' becomes '*do this so that you will be strong*' and the exclamatory form '*may you do well*' becomes '*it is my hope that you will do well*' (Ogden 1968: 25).

'Do' is often used as a substitute when an operation requires a repetition, as in '*I went and so did others*'.

It should not be difficult for learner to form the compound tense, as the word order and the function of each auxiliary remains the same. If one is familiar with the expressions '*I will go*' and '*I have gone*', it will not produce a problem to generate a more complex tense '*I will have gone*' and so on (ibid.)

The order of tense is a matter of habit and common sense. A present or future tense may be followed by any tense suitable for the sense in the dependent clauses; a past tense is followed by a past tense, apart from the cases where a comparison is used that need the use of the present (e.g., '*I was more tired than you are*'), or in cases of a statement that applies to the present or the future as well as to the past (e.g., '*It was in his opinion that in another thousand years Russia will be a second-rate power*') (Ogden 1968:26).

The preposition (directive) is a word that signifies the direction of an operation, or the position of an object. With the help of metaphor and analogy the directives can be used to indicate relations other than that of direction and position. The preposition '*to*' is used as indication of the infinitive. In the cases of the omitting of the object toward which a preposition is pointing, the said preposition becomes adverbial (ibid.).

One is able to try out each operator with each directive and discover various combinations that conform to the essence of the physical universe; therefore, idiomatic difficulty is avoided. '*Out*' is a borderline example between an adverb and a directive. It is an adverb grammatically, but its significance is of direction; its opposite '*in*' is a directive.

Metaphor and extension are both pivotal in the use of directives, as they are made to emphasize other than directional relations; however, there is less possibility of associational extension than in the occurrence of noun-forms. Extensions with directives commonly take the shape of fictional analogies – they come from the use of a directive in an expression where fictions happen (e.g., '*thoughts come into the mind*'). Such fictional analogies are logically understood and are self-evident once the use of roots has been mastered. Another unambiguous shape of metaphor is a temporal analogy (e.g., '*come to tea*').

A number of metaphorical uses of the directive is present that depends on less direct analogies, e.g., '*go against a friend*' (antagonism versus the opposition of force), '*painted by Michelangelo*' (instrumentality versus proximity), '*do it through a lawyer*' (agency versus transition). A teacher of *Basic English* should be careful to differentiate between natural and legitimate combinations from more inconsistent usage.

The adverb (modifier) is a word that extends the description presented by an adjective, an operator, another adverb or an entire sentence. Adverb of statement possesses a special application as the word of introduction in the idiomatic form of statement in which the subject of the operator ‘*be*’ is inverted in its order, e.g., ‘*There is a ball here*’ substitutes ‘*A ball is here*’. Comparative forms: little, less, least; much, more, most; well, better, best; far, farther, farthest; near, nearer, nearest; in, inner; out, outer (Ogden 1968: 28).

The existence of the adverb as a detached part of speech is present only due to a process of linguistic abbreviation. Every statement made with an adverb may be translated intelligibly into terms of other parts of speech. Adverbs of degree are ‘*to some extent*’; of place are ‘*in some place*’; of manner are ‘*in a way or manner*’, of time are ‘*at some time*’.

THE PRONOUN is a substitute word for a noun. It may also be used in various conjunctive and interrogative connections.

FORMS of PRONOUNS

NUMBER	SEX	FORM FOR DOER of Act	FORM FOR THING to Which Act is Done	FORM FOR OWNER
One	All	This	This	
More	All	These	These	
One	All	That	That	
More	All	Those	Those	
All	M & F	Who	Whom	Whose
	N	Which	Which	
All	N	What	What	
One	All	I	Me	My
More	All	We	Us	Our
One	M	He	Him	His
	F	She	Her	Her
	N	I	It	Its
More	All	They	Them	Their
All	All	You	You	Your

M = Male. F = Female. N = No sex.

‘*One*’, though part of the number system, has a use as a pronoun.

For ‘*this is my book*’ and so on, we may say this is ‘*mine*’ (yours, ours, theirs, his, hers). (Ogden 1934)

The inflection ‘*s*’ is the only way of signifying the possession and there are no case inflections amongst the nouns. In Basic English such inflections can be treated as forms characteristic to pronouns. The author argues that in cases of position of a pronoun after a noun the alternative possessive inflection is a question of convenience rather than necessity. The numeral ‘*one*’ has two special uses as a pronoun: it stands for ‘*anyone*’ (e.g., ‘*one rarely goes there alone*’) and for an object that has been referred to earlier (e.g., ‘*that girl is a good one*’).

The conjunction is a word that connects words, phrases, or sentences; functions in order to create a pattern of thought. Prepositions that combine a prepositional with a conjunctive use: *after, before, till*. Pronouns that combine a pronominal with a conjunctive use: *that, who*

(*which, what*). Adverbs which connect an adverbial with a conjunctive use: *how, when, where, why* (Ogden 1968: 29).

Comparison. In cases of comparison of unequal objects, '*than*' follows the comparative of an adjective (e.g., '*the sun is more bright than the moon*'). Comparison is possible not only between objects or actions, but also an object and an implied estimate of it, as in '*the girl was as beautiful as she was said to be*'. In such cases '*as*' precedes and follows the adjective. (ibid.)

WORD-ORDER.

Model Sentences:

(1) I will give simple rules to the boy slowly.

(2) The camera man who made an attempt to take a moving picture of the society women, before they got their hats off, did not get off the ship till he was questioned by the police.

A sentence is any arrangement of words intended as a formal unit of communication.

Clauses: There may be subject-operator-object groups dependent on the main sentence either adjectivally or adverbially.

These clauses may come in the middle or at the end of a sentence. For purposes of word order, a clause is the equivalent of a sentence.

Nouns and Pronouns may precede or follow an operator and follow a preposition. A dependent sentence may come between the noun and its operator.

Adjectives: One or more adjectives may precede any noun. They follow the noun, however, when it is the object of an operator which requires an adjective to complete it. e.g., '*get table ready*', '*keep door shut*', '*make hole wide*'. With '*be*', the adjective may come immediately after the operator.

When more than one adjective is used, '*a*' and '*the*' take first place.

Operators, with or without auxiliaries, follow the noun which performs the operation (subject) and precede a preposition or the noun on which the operation is performed (object).

Tenses are build up on the following model:

'*May*'/'*Will*' have been done

Prepositions follow the operator and may precede nouns placed after the operator.

Adverbs are normally placed at the end of the sentence.

Adverbs expressing degree (*almost, any, little, much, no, only, quite, so, very*) must be placed immediately before the word or phrase they qualify.

Prepositional adverbs (i.e. adverbs of place which are completed by a preposition) come immediately before the preposition by which they are accompanied, e.g., the ship is far from land. Humor is out of place in a book on language.

Conjunctive adverbs begin fresh sentences (See clauses).

The adverb of negation is placed between the auxiliary and the operator '*do*' is introduced as an auxiliary and used with the unconjugated operator instead of the Simple Present and Simple Past. '*Ever*' has the same position as the negative. It follows the negative when used with it.

Conjunctions may be used as links anywhere between similar parts of speech, sentences, and dependent sentences.

Questions. Interrogation is generally indicated by an inversion of the order of auxiliary and subject. e.g., '*Is this soft?*' For the Simple Present and Simple Past, the auxiliary '*do*' is introduced as in the case of the negative.

'*Who*' ('*which*', '*what*') and words which introduce clauses may also introduce questions, e.g., '*What is this, and how did it get here?*'

(Ogden 1934)

Word-order is not the most vital of learning Basic English. After one has acquired the Basic vocabulary is able to put together the words in sentences and they will be understood by both native English speakers and those who apprehend the words, given that the main sequence '*subject-verb-object*' is followed. Model sentences (presented above) provide no difficulty in learning them, as the whole vocabulary is available for fitting as soon as it is acquired (Ogden 1968: 34).

In some cases an infinitive follows an operator as its object. Such use of the infinitive applies also to qualifiers that imply subsequent action (e.g., ‘*ready to go*’).

The shortest possible sentence (defined as an intended unit of communication) is a lone word used with an exclamation mark (e.g. ‘*fire!*’), along with conventionalized exclamations (e.g., ‘*ah!*’).

In conclusion it must be said that the justification of simplification of Basic English is clearly logical and evident. It has been simplified in many ways and coincides with Standard English in most of the aspects, proving to be worthy of learning it to serve the purposes of a beginner of English.

1.2 The *Basic list* and international words

The *Basic list* contains 850 most important words. Ogden (1934:5) chose this exact number for several reasons: the number can be printed on one sheet of paper, the capacity of human brain to assimilate the word list in thirty to fifty hours and that the list is relatively complete for everyday use.

The Basic vocabulary might be expanded further with the help of specialized word lists from different fields, if such need is present. ‘*Basic for Business*’ (Salzedo 1934), ‘*Basic for Economics*’ (Lockhart 1933), ‘*Basic for Geology*’ (Rossiter 1945) and others provide useful insight into their respectable fields without deviating from the spirit of Basic.

It must be noted that, while there are only 850 words in the list, they cover a much larger pool of words with the help of combinations of operators with directives, derivatives and other tropes of Basic.

Ogden in ‘*The ABC of Basic English*’ (1932) has presented the Basic list in categories. The first and the biggest category ‘things’ (ibid.) refers to the general names of objects and is divided into two subcategories. The first subcategory consists of 200 pictured words. Upon perceiving such words, one has a clear image of the object in their imagination and thus they are called ‘pictured’. They are presented below:

angle, ant, apple, arch, arm, army, baby, bag, ball, band, basin, basket, bath, bed, bee, bell, berry, bird, blade, board, boat, bone, book, boot, bottle, box, boy, brain, brake, branch, brick, bridge, brush, bucket, bulb, button, cake, camera, card, cart, carriage, cat, chain, cheese, chest, chin, church, circle, clock, cloud, coat, collar, comb, cord, cow, cup, curtain, cushion, dog, door, drain, drawer, dress, drop, ear, egg, engine, eye, face, farm, feather, finger, fish, flag, floor, fly, foot, fork, fowl, frame, garden, girl, glove, goat, gun, hair, hammer, hand, hat, head, heart, hook, horn, horse, hospital, house, island, jewel, kettle, key, knee, knife, knot, leaf, leg, library, line, lip, lock, map, match, monkey, moon, mouth, muscle, nail, neck, needle, nerve, net, nose, nut, office, orange, oven, parcel, pen, pencil, picture, pig, pin, pipe, plane, plate, plough/plow, pocket, pot, potato, prison, pump, rail, rat, receipt, ring, rod, roof, root, sail, school, scissors, screw, seed, sheep, shelf, ship, shirt, shoe, skin, skirt, snake, sock, spade, sponge, spoon, spring, square, stamp, star, station, stem, stick, stocking, stomach, store, street, sun, table, tail, thread, throat, thumb, ticket, toe, tongue,

tooth, town, train, tray, tree, trousers, umbrella, wall, watch, wheel, whip, whistle, window, wing, wire, worm. (Ogden 1932)

The second subcategory of '*things*' is general names of objects. Unlike pictured words, the majority of objects are difficult to imagine (e.g. '*behavior*'). There are 400 words present in this subcategory.

account, act, addition, adjustment, advertisement, agreement, air, amount, amusement, animal, answer, apparatus, approval, argument, art, attack, attempt, attention, attraction, authority, back, balance, base, behavior, belief, birth, bit, bite, blood, blow, body, brass, bread, breath, brother, building, burn, burst, business, butter, canvas, care, cause, chalk, chance, change, cloth, coal, color, comfort, committee, company, comparison, competition, condition, connection, control, cook, copper, copy, cork, cotton, cough, country, cover, crack, credit, crime, crush, cry, current, curve, damage, danger, daughter, day, death, debt, decision, degree, design, desire, destruction, detail, development, digestion, direction, discovery, discussion, disease, disgust, distance, distribution, division, doubt, drink, driving, dust, earth, edge, education, effect, end, error, event, example, exchange, existence, expansion, experience, expert, fact, fall, family, father, fear, feeling, fiction, field, fight, fire, flame, flight, flower, fold, food, force, form, friend, front, fruit, glass, gold, government, grain, grass, grip, group, growth, guide, harbor, harmony, hate, hearing, heat, help, history, hole, hope, hour, humor, ice, idea, impulse, increase, industry, ink, insect, instrument, insurance, interest, invention, iron, jelly, join, journey, judge, jump, kick, kiss, knowledge, land, language, laugh, law, lead, learning, leather, letter, level, lift, light, limit, linen, liquid, list, look, loss, love, machine, man, manager, mark, market, mass, meal, measure, meat, meeting, memory, metal, middle, milk, mind, mine, minute, mist, money, month, morning, mother, motion, mountain, move, music, name, nation, need, news, night, noise, note, number, observation, offer, oil, operation, opinion, order, organization, ornament, owner, page, pain, paint, paper, part, paste, payment, peace, person, place, plant, play, pleasure, point, poison, polish, porter, position, powder, power, price, print, process, produce, profit, property, prose, protest, pull, punishment, purpose, push, quality, question, rain, range, rate, ray, reaction, reading, reason, record, regret, relation, religion, representative, request, respect, rest, reward, rhythm, rice, river, road, roll, room, rub, rule, run, salt, sand, scale, science, sea, seat, secretary, selection, self, sense, servant, sex, shade, shake, shame, shock, side, sign, silk, silver, sister, size, sky, sleep, slip, slope, smash, smell, smile, smoke, sneeze, snow, soap, society, son, song, sort, sound, soup, space, stage, start, statement, steam, steel, step, stitch, stone, stop, story, stretch, structure, substance, sugar, suggestion, summer, support, surprise, swim, system, talk, taste, tax, teaching, tendency, test, theory, thing, thought, thunder, time, tin, top, touch, trade, transport, trick, trouble, turn, twist, unit, use, value, verse, vessel, view, voice, walk, war, wash, waste, water, wave, wax, way, weather, week, weight, wind, wine, winter, woman, wood, wool, word, work, wound, writing, year. (Ogden 1934)

The next category is called '*qualities*' (ibid.) which are adjectives. They have also been divided into two smaller subcategories. The first subcategory contains 100 general qualities.

able, acid, angry, automatic, beautiful, black, boiling, bright, broken, brown, cheap, chemical, chief, clean, clear, common, complex, conscious, cut, deep, dependent, early, elastic, electric, equal, fat, fertile, first, fixed, flat, free, frequent, full, general, good, great, grey/gray, hanging, happy, hard, healthy, high, hollow, important, kind, like, living, long, male, married, material, medical, military, natural, necessary, new, normal, open, parallel, past, physical, political, poor, possible, present, private, probable, quick, quiet, ready, red, regular, responsible, right, round, same, second, separate, serious, sharp, smooth, sticky, stiff, straight, strong, sudden, sweet, tall, thick, tight, tired, true, violent, waiting, warm, wet, wide, wise, yellow, young. (Ogden 1934)

The second subcategory consists of 50 qualities, 40 of which have opposites from the first subcategory of quality and 10 of other categories.

awake, bad, bent, bitter, blue, certain, cold, complete, cruel, dark, dead, dear, delicate, different, dirty, dry, false, feeble, female, foolish, future, green, ill, last, late, left, loose, loud, low, mixed, narrow, old, opposite, public, rough, sad, safe, secret, short, shut, simple, slow, small, soft, solid, special, strange, thin, white, wrong. (ibid.)

The last subcategory of Basic list is ‘operations’. These words provide service for the other words, tying together the sentences.

come, get, give, go, keep, let, make, put, seem, take, be, do, have, say, see, send, may, will, about, across, after, against, among, at, before, between, by, down, from, in, off, on, over, through, to, under, up, with, as, for, of, till, than, a, the, all, any, every, little, much, no, other, some, such, that, this, I, he, you, who, and, because, but, or, if, though, while, how, when, where, why, again, ever, far, forward, here, near, now, out, still, then, there, together, well, almost, enough, even, not, only, quite, so, very, tomorrow, yesterday, north, south, east, west, please, yes.
(Ogden 1934)

In addition to the Basic list of 850 words, a list of international words exist. It contains words that supplement the scientific and special technical vocabularies as well as the general vocabulary. Although the list is named ‘international’, its words possess a different standard of internationality and are common to English, German, Russian, Italian and Spanish, but not the eastern countries, so they are not ‘international’ in the broadest sense possible.

But for the general reader, a word is not international unless it is familiar to the East as well as to the West, and hence the popular list is considerably more circumscribed. With the internationalization of Science, notation and measurement must soon also be internationalized, and with the spread of scientific knowledge, scientific terms will gradually permeate the ordinary vocabulary. Together with the international adjective ‘*international*’, fifty nouns of general utility have been provisionally recognized by Basic:

alcohol, aluminum, automobile, bank, bar, beef, beer, calendar, chemist, check, chocolate, chorus, cigarette, club, coffee, colony, dance, engineer, gas, hotel, influenza, lava, madam, nickel, opera, orchestra, paraffin, park, passport, patent, phonograph, piano, police, post, program, propaganda, radio, restaurant, sir, sport, taxi, tea, telegram, telephone, terrace, theater, tobacco, university, whisky, zinc
(ibid.).

As can be seen, this word list is compiled with great thought and is a certain first step towards acquiring the base for Standard English. In addition to simplified grammar rules, *Basic English* can be an excellent aid to those who find regular English difficult.

CHAPTER II

THE COMPARATIVE ANALYSES OF SCHOOL COURSE BOOKS' VOCABULARIES OF ELEMENTARY, PRE-INTERMEDIATE AND INTERMEDIATE LEVELS WITH THE *BASIC ENGLISH* STARTING VOCABULARY

The present chapter is devoted to the empirical part of the research; therefore, it is necessary to restate the aim of the analyses: to reveal the highest percentage of words from *Basic English* starting vocabulary (the Basic list) and supplementary international words coinciding with words of the three English levels vocabularies (elementary, pre-intermediate and intermediate) and determine the most preferable level of English for learners of *Basic English* on that basis and to give a possible reason behind the choice of these exact words by the authors.

To achieve these goals, three course books of respective levels by Abbs and Freebairn have been selected: *Blueprint One* (1990), *Blueprint Two* (1991), *Blueprint Intermediate* (1989). There are two main reasons for the choice of these course books: authors have worldwide reputation (Rixon, Smith 2012) of writing successful English textbooks and their popularity in schools of Estonia, especially in Ida-Viru County. Furthermore, the authors have clearly differentiated between different levels of English and there is no doubt that these textbooks represent these levels precisely.

The analysis has been done by manually comparing the vocabulary lists in Microsoft Word. It has been conducted in such way that the derived words (e.g. 'gold' and 'golden') count as a match; however, this applies mainly to derivatives of textbook vocabulary, as derivatives within the *Basic List* are not technically in the starting vocabulary and are part of expanded vocabulary. Therefore, it may contain slight inaccuracies due to homographs as well; as it was not always clear what word was meant in a vocabulary because it is a list of all words present in a textbook.

2.1 The Analysis of *Blueprint One* Vocabulary

The vocabulary of *Blueprint One* consists 1103 words. To draw a parallel between this vocabulary and the starting word list of Basic it has been divided into four parts.

The first part is the most significant component of the vocabulary as it contains 567 nouns. The list is presented below and coincidences with the Basic list and supplementary international words are underlined.

Accessories, accident, accountant, actor, Adverbs, advice, afternoon, age, agenda, agent's, airport, alarm, album, alphabet, ancestor, animal, ankle, anorak, anything, apple, April, arm, armchair, art, artist, atlas, August, aunt, autobus, autumn, baby, bacon, back, ball, banana, bank, bar, bath, bathroom, beach, beard, bed, beer, bible, bicycle, bigot, bill, birthday, biscuit, blazer, blouse, boat, body, bomb, bookcase, bookshop, boutique, bottle, bowl, box, boy, bracelet, bread, breakfast, brother, building, bump, bunch, bungalow, bus, businessman, butter, cable, café, cafeteria, cake, camera, capital, captain, car, card, cardigan, carnival, carpet, front, cartel, carton, cash, cassette, cat, cathedral, ceiling, centre, century, cereal, chair, chambermaid, check in, cheese, chemist, chicken, child, chips, chocolate, church, cigarette, cinema, city, class, clerk, clock, clothes, cloud, coast, coat, cocktail, coffee, cold, college, comedy, company, compartment, compass, competition, computer, concert, conductor, conversation, cooker, country, countryside, couple, course, cousin, cream, credit, crisps, cup, cupboard, dad, dark, date, daughter, day, death, December, department, desk, dessert, diary, dictionary, dinner, disc, dish, disco, doctor, dog, doll, dolphin, door, drawer, dressing, driver, ear, earthquake, east, economy, egg, elbow, engineer, envelope, evening, everything, exam, eye, family, farm, father, February, fiction, finger, fish, flag, flat, flight, floor, flower, folk, food, foot, footing, forest, fortnight, freezer, frequency, Friday, fridge, friend, fun, furniture, gallery, garage, garden, girl, glass, glasses, government, grandfather, grandmother, grandparents, grownup, guide, guitar, habitation, hair, hall, hamburger, hat, head, headache, heating, help, hour, hobby, holiday, home, honey, horror, horse, hospital, hostel, hotel, hour, house, husband, ice, identity, interview, jacket, January, jeans, job, journey, juice, July, June, key, kitchen, knee, lager, lake, lamb, lamp, land, language, leaf, leg, lemonade, letter, library, life, light, lion, loaf, lock, lottery, lunch, machine, magazine, mainland, makeup, man, mansion, map, March, market, marmalade, matter, May, meal, meat, medicine, medium, members, menu, message, metro, industry, midday, middle, midnight, mile, milk, mineral, minute, mirror, Monday, money, Months, morning, mother, mountain, moustache, mouth, mover, Mr, Mrs, Ms, mug, museum, mushroom, music, musician, name, nationality, neck, nephew, news, newsagent, newspaper, niece, night, nightlife, noise, noon, north, nose, notepad, November, nuisance, number, nurse, ocean, October, office, oil, onion, operator, orange, order, packet, painting, pan, parcel, parent, park, parking, Parts, party, pass, passerby, passport, patio, pen, pencil, people, pepper, percentage, perfume, person, petrol, phone, photograph, photography, piano, pie, pizza, place, plane, player, Points, policeman, polio, polite, pool, bag, bed, room, bang, boots, curtain, drink, height, half, railway, salt, wrist, population, pork, post, postcard, postcode, poster, potato, pound, practice, prawn, present, principal, problem, pub, public, quarter, pyramid, purse, radio, rain, rank, razor, recipe, recorder, restaurant, rice, ride, river, road, rod, roll, roof, room, round, salad, sandwich, Saturday, sauce, sausage, scarf, school, science, sea, Season, secretary, September, shampoo, sheep, shirt, shoes, shorts, shoulder, shower, signature, silver, sin, sink, sister, size, ski, skirt, smile, snow, sofa, solicitor, somebody, something, son, song, soup, south, spell, spoonful, sport, spring, square, stairs, stamp, station, steak, stereo, stomach, stomachache, store, story, stranger, street, student, sugar, suit, suitcase, summer, sun, Sunday, suntan, surname, sweets, system, t-shirt, swimsuit, table, tan, taxi, tea, teacher, technology, telephone, television, temperature, temple, tennis, terror, textbook, thanks, theatre, throat, thumb, Thursday, ticket, tie, tights, time, timetable, tissues, toast, today, tomorrow, toothbrush, toothpaste, Tuesday, tube, trousers, trip, train, town, traffic, tourist, umbrella, uncle, underground, university, use, vale, vegetable, vest, village, vinegar, visitor, volleyball, waiter, wall, wallet, war, wardrobe, washbasin, water, waterfall, way, Weather, Wednesday, week, weekday, weekend, west, wheel, wife, wind, window, wine, winter, woman, word, world, writer, writing, year, yesterday, yoghurt, zoo (Abbs, Freebairn 1990)

There is a total of 265 cases of coinciding words including derivatives.

The next segment of vocabulary is verbs used in the textbook. The list of words 184 is significantly bigger than its Basic counterpart (part of the ‘operators’) due to the narrow use of the verbs. The coinciding words are underlined.

Sing, act, address, agree, answer, arrange, arrive, ask, bargain, be, become, begin, believe, belong, book, born, break, bring, buy, call, can, catch, check, change, chain, clean, climb, close, collect, color, come, compare, complete, cook, copy, cost, cough, crash, cry, cross, cycle, deliver, dance, depend, describe, die, disappear, discuss, do, draw, dress, drill, drive, drop, dry, end, emigrate, enjoy, escape, Excuse, fall, feel, find, finish, fish, fly, film, forget, get, give, go, group, hand, happen, have, hate, help, hear, hit, hope, hurt, invite, keep, know, laugh, leave, lie, lift, like, listen, live, love, make, mean, miss, move, name, note, open, own, paste, pay, play, plug, pet, prefer, present, pronounce, puncture, put, read, receive, ring, repeat, repair, relax, ruin, say, sell, see, serve, ship, shout, show, shut, sign, sit, sleep, slide, smoke, sniff, speak, spend, stand, start, stay, stop, strap, study, called, look, lose, sunbathe, slam, run, send, settle, need, want, choose, eat, tell, explain, throw, jog, understand, please, record, take-

away swim, take, talk, teach, thank, think, train, travel, try, turn, type, underline, unlock, wait, wake, walk, wash, watch, wave, wear, win, windsurf, work, write (Abbs, Freebairn 1990)

As the number of coinciding verbs is only 11, in reality Basic contributes a lot more to the verbs of use with the help of combination with directives and longer constructions or both (e.g., *to run* is *to go quickly*; *to lift* is *to get something up* etc.). The present paper does not look into exploring possibilities and only takes into account the Basic list with supplementary international words.

The third part contains 241 adjectives and adverbs, as in many cases adverbs are formed from adjectives with the addition of suffix *-ly*. In Basic English it is called 'qualifiers'. Synonyms do not count as coincides as they may bear different connotations. Obvious derivatives count as a match.

dead, afraid, alive, allergic, alone, amusing, angry, asleep, anyway, awful, bad, beautiful, beige, best, dressed, better, big, black, blonde, down, blue, bored, boring, brown, busy, carefully, casual, central, certainly, abroad, across, after, again, ago, altogether, away, always, also, behind, before, changing, cheap, checked, cheerful, classical, comfortable, compact, confidently, cool, cordless, curly, dangerous, deadly, later, depressed, different, difficult, dining, dirty, divorced, dizzy, downstairs, early, easy, electric, else, even, ever, every, everywhere, exactly, excited, expensive, fair, famous, far, fashionable, fast, fat, favorite, few, Fine, firmly, fit, flowery, fluently, foggy, free, friendly, funny, gently, Good, good-looking, great, green, handsome, happy, hard, heavy, historical, high, here, homesick, honestly, hungry, ill, immediately, important, industrial, informal, inside, interesting, international, late, lazy, lively, less, little, lonely, long, loudly, lovely, low, main, many, married, left, maybe, least, more, most, much, near, nervously, never, new, next, nice, noisy, often, now, old, once, only, open, air, opposite, outside, particularly, patterned, perfectly, permanent, pink, plain, plenty, polluted, yes, no, poor, postal, pretty, proud, last, punctually, purple, quickly, quietly, quite, really, rear, recently, red, rich, right, romantic, rudely, sad, same, second, short, sick, simple, since, single, sleeping, slowly, slim, small, smart, so, some, sometimes, somewhere, modern, soon, sorry, sour, speaking, spotted, still, straight, strange, striped, successful, surprising, sweet, swimming, tall, temporal, temporary, thin, thirsty, tight, tired, together, total, tough, typical, under, undressed, unfortunately, until, unusual, upstairs, upset, usually, valuable, very, warm, wavy, well, wet, white, whole, wonderful, worse, worst, wrong, yellow, young (ibid.)

A total of 111 adjectives and adverbs coincide with the Basic words and their derivatives.

The final part of the textbook vocabulary consists of 63 repositions, pronouns, exclamations, auxiliaries, articles and numerals. They have been grouped together as their quantity is the most limited one. The coinciding words from the *Basic list* and their obvious derivatives have been underlined.

about, out, a, all, and, another, any, anyway, as, at, because, between, bit, both, but, by, bye, could, double, except, first, for, from, Goodbye, Hello, Hi, How, I, in, into, it, just, lot, must, of, off, on, over, that, the, there, these, this, those, thousands, throughout, to, too, twice, up, What, when, Where, Which, while, Who, Whose, Why, with, you, an, your, yourself

(Abbs, Freebairn 1990)

A total of 49 elements share their being in both Basic list and the vocabulary of the course book.

The lists presented above consist of common words that people use in everyday life. They are essential for communicating as they are connected with basic topics. The book has 40 units and each represents a topic crucial for beginners of English. The outline of units in order intended by authors is following:

names, greetings and good-byes, nationalities, objects, personal information, skills and abilities, family, jobs and lifestyles, likes and dislikes, places, times, routines, journeys, the home, present activities, prices, food and drink, location, weather and seasons, past events (1), personal property, clothes, future plans, personal appearance, past events (2), dates and arrangements, telephoning, comparison (1), comparison (2), temporary activities, eating out, recent events, experiences, illness and discomfort, things to do, shopping for clothes, instructions, rules, feelings and emotions, biography (ibid.)

As can be seen from the list of units, they are relevant for the discussion of general themes and the vocabulary from the textbook represents those units adequately.

436 words from the *Basic list* coincide with the words from the lists above which means that approximately 39.53% the words of elementary level are also part of the Basic List.

2.2 The Analysis of *Blueprint Two* Vocabulary

Similarly to the previous analysis, the vocabulary of *Blueprint Two* is divided into several parts. As it is more complicated, the parts are grouped based on a different principles. There is a total of 1174 words and expressions in the lists.

The first part contains 648 words that are mostly nouns, but some are combined with specialized adjectives. Coincidences are count as match only in cases of full correlation between words or logical understanding of a group of words.

aborigine, accent, accommodation, accounts, adventure, advice, advertisement, dark, Agency, aid, air, airfare, aisle, alcohol, alien, time, altitude, ambition, animal, announcement, anorak, area, army, arrangement, art, dealer, artist, ashtray, associate, asthma, attack, age, bottom, atmosphere, attention, attic, attitude, aunt, baggage, bagpipes, balcony, ballet, ban, battle, bead, beard, belief, bill, bike, binoculars, bird, bite, blanket, block, bloodstain, card, bomb, booking, bracelet, brain damage, brand, breath, brochure, bush, business, busk, buzz, camp, site, candle, cardboard box, catastrophe, cathedral, cattle, cause, caviar, century, certificate, chain, chance, change, charge, chat, show, check, cheekbone, gum, choice, food, chopstick, cigar, cigarette, circle, claim, clarinet, climb, climate, cliff, coach, cockpit, code, comedy, comfort, compass, composer, condition, conflict, consequence, convention, cornfield, correspondent, cost of living, cough, cover, crack, crash, crew, crime, crop, crossing, crowd, cry, culture, cure, curl, death, delay, degree, freeze, demand, desert, designer, diameter, direction, director, document, divorce, disaster, documentary, dolphin, doorway, drama, dream, license, test, drop, drug, drum, duty, eagle, ear, earring, call, earthquake, effect, election, electricity, elephant, embassy, emergency, rations, employment, end, engagement, engine, entertainment, entrance, environment, dishwasher, equipment, escape, explosion, exploitation, expert, experiment, experience, exhibition, drought, famine, fairy tale, fabric, fact, fashion, show, machine, fax, festival, fine, fingerprint, firefighter, fireplace, flame, flash, flight, flood, shortage, example, forest fire, fork, frankfurter, freedom, freestyle, frying pan, game, reserve, garage, genius, gift, glass, jar, globe, grocer, grain, goodness, ground, guest, gun, habit, hair comb, hairdresser, half board, handle, hedgehog, helicopter, help, hero, hoax, hole, holiday, village, holidaymaker, homeless, hope, horoscope, signs, household, job, hug, hurricane, ice, iceberg, idea, idiot, image, impression, incident, influence, au pair, birdwatching, central heating, brandy, end, cloth, compartment, crime series, dating, agency, early morning, expression, equivalent, fear, field, fight, flippers, folk dancing, food, forecast, goldfish bowl, golf, heatwave, hijacker, search, save, surprise, weight belt, information, inhabitant, insomnia, institute, instructor, interview, iron, item, island, ivory, jet lag, jeweler, joke, jug, jumbo jet, junior, kangaroo, laboratory, knowledge, knock, lake, landmark, land, lamb, high heels, latitude, laundry, law, leader, leg, legal, age, lifestyle, lifetime, lift, light, literature, look, lorry, lots of love, luck, luggage, lungs, luxury,

madness, make up, mammal, manager, market town, mask, massage, match, meeting, memory, mention, microwave, military, service, mind, miss, model, monsoon, monument, motorway, mountain, movement, mugger, musical instrument, musician, mystery, nation, needle, nerve, new year's eve, night, nightmare, noon, novel, octopus, officer, onion, opportunity, ordeal, organization, original, ornament, oven, owner, package, painting, palace, pan, paradise, part, pass, passenger, past, path, patient, pattern, pay, pension, per cent, percussion, permission, personal assistant, personality, pickpocket, piece, pilot, pipe, place, plant, plastic, platinum, poet, point, policy, portion, power, prayer, preacher, president, pressure, priest, prime minister, print, product, property, questionnaire, quantity, queue, quiz show, race, rainbow, raise, rat, receptionist, reception, reaction, region, relationship, religion, remedy, rent, reporter, request, rescue, research, researcher, resident, resort, reason, reward, rifle, robbery, rock, roll, romance, rubbish, rule, rush hour, sacrifice, sadness, safe, sage, sail, sample, sand, satisfactory, sauce, sausage, saxophone, scheme, scientist, scream, seagull, seal, seat, seat belt, seaweed, secretary, section, sensation, settler, shark, sheep, shelter, shine, shock, shore, side, sight, sink, situation, skipper, sky, sleeping pill, slide, slogan, smell, smoke, snack, snake, sniff, soap opera, soldier, song, sound, sound effect, spaceship, spider, square, stadium, stage, standard of living, star sign, state, status, stereotype, steward, sticky tape, stock, stone, storm, strand, straw, stream, stress, studio, suggestion, sunflower, sunlight, sunset, surface, survey, surrender, suspect, symphony, tablet, talent, tandem, tap, tap water, tartan, taste, team, sport, tent, theory, tip, toilet, tongue, tortoiseshell, touch, tour guide, tourist, towel, tractor, trade, traffic, traffic lights, train, tranquillizer, tray, treatment, trip, trumpet, tusk, tv channel, tweed, type, typewriter, undergraduate, unrest, vacancy, vacuum, vacuum cleaner, valley, value, vase, vegetarian, vibration, victory, video screen, violence, violin, visit, volcano, wait, walking stick, warning, washing machine, wave, way, weapon, wedding, welcome, wetsuit, whirlwind, whisky, wilderness, wildlife, witness, wood, yacht, yoga (Abbs, Freebairn 1991)

The nouns have become more varied with a good number of vague word combinations. A total of 137 words from the Basic list coincide with words from the list above.

The second part of vocabulary consists of 234 verbs. A significant portion of them are phrasal verbs and frequently used expressions. The coincidences are underlined.

advertise, apply, appear, attack, attract, avoid, bake, be able, to, be allowed to, be annoyed with someone, be careful, be worth, beg, believe in, break down, break out, breathe, bring, bring up, build, burn, burst into tears, cancel, carry, catch somebody doing something, celebrate, chat, close, party, collect, communicate, compare, compete, complain, complete, concentrate, confess, continue, cope with, create, creep, cut off, decide, destroy, detect, develop, die, disappear, disapprove, dive, worry, earn, emigrate, enjoy, examine, excite, expect, faint, fall, asleep, fasten, fed up with, feel, fill in, fit, fly away, forget, frighten, get angry, get off work, get on with something, get out of, get through to someone, give my regards to, give somebody a ring, go away, go through, go well, grab, hide, hang, hijack, hire, hold, integrate, interpret, invent, jump, keep fit, keep something safe, kill, let down, let somebody do something, look for, look forward to, look out, make friends, make sure, manage, melt, mist up, motivate, organize, ought to, percolate, poach, own, predict, promise, protect, pull, push, put down, put off, put out, reach, realize, receive, recognize, recommend, recover, regret, relax, relieve, remember, send to prison, serve, run out of, rest, result, rinse out, separate, smuggle, solve, stay, steal, sterilize, suck, suffer, sway, survive, seem, sweep, take, take care, take out, tease, threaten, throw away, tidy, tremble, turn off, turn up, use, vary, warn, watch out, work (ibid.)

The number of coincidences is 13. The dependence of Basic English on the use of phrasal verbs can be seen, as the number is slightly higher than that in the previous analysis.

The next part of the textbook vocabulary contains 258 adjectives and adverbs, as in many cases they are formed similarly. The textbook provides a significant number of picturesque words as well as complex adverbs. Evident derivatives have been underlined in addition to the coinciding words.

absolutely, abroad, few, a, conditioning, actually, alcoholic, almost, alone, along, already, amazing, amorous, angrily, annoyed, anxious, anyway, apparently, appetizing, approximately, around, as advertised, ashamed, astonishing, at last, at least, attractive, behind, boarding, bossy, boxing, bright,

brilliant, broke, calm, by hand, camping , chewing , chlorinated, circular, colorful, comfortable, common, compulsory, confident, confused, contented, correctly, crazy, creative, criminal, crowded, current, cute, daily, deaf, deep , definitely, degrading, delicious, delighted, depressed, depressing, devoted, dreadful, driving , dull, during, ecstatic, efficient, elegant, embarrassing, emotional, empty, encouraging, energetic, enthusiastic, envious, especially, eventually, estimate, exaggerated, excellent, exciting, explosive, extremely, fairly, fantastic, finally, foreign, frequently, fresh, frightened, golden, greedy, guilty, hardly ever, hardworking, helpful, homesick, honest, hopeless, horrible, hysterical, imaginative, impatient, impossible, impressive, intelligent, interested, jealous, juicy, kind, just, late, last, local, lonely, loud, lost, major, male, mentally ill, frustrated, fully-grown, funny, fussy, generally, generous, genetic, glad, global, frozen, frightening, miraculously, miserable, moody, mouth watering, narrowly, nasty, nearly, normal, not enough, nowadays, old enough, optimistic, ordinary, overlooking, overseas, painful, partly, pointed, political, polluted, popular, possible, practical, previously, priceless, primitive, private, probably, proud, purple, rare, really, recent, regularly, relaxed, reliable, religious, remote, resourceful, responsible, retired, safely, sacred, royal, romantic, rocky, ripe, scruffy, secondary, secure, selfish, sensible, sensitive, sensual, separately, serious, seriously, several, shocked, silly, softly, smart, sizzling, similar, simple, sophisticated, somewhere, spare, special, spectacular, starving, still, strict, strong, stubborn, suitable, surprising, temporary, terrible, terrified, the same, thoughtful, tiring, traditional, tragic, tropical, trumpeting, turning, twin, bedded, uncontrolled, unpleasant, untidy, untrue, unusual, upset, urgently, useful, useless, violent, visible, weak, wild, wise, wonderful, woolen, worried, worthwhile. (Abbs, Cairne 1991)

The total of 54 adjectives, adverbs and relevant derivatives coincide with the Basic List and supplementary international words.

The final part of the vocabulary contains 34 special expressions and exclamations which are used in colloquial and written speech. The application of such expressions is a sign of a fluent English speaker.

according to, as far as, as for, good heavens, good luck, how are things are with, I don't care, if necessary, if not, in aid of, in fact, in my opinion, in sight of, in tears, in the dark, in the distance, in their twenties, kind regards, nice to meet you, on record, on sale, on the spot, on the whole, on your toes, out of sight, pace of life, short of, supposed to be, the trouble is, to my great relief, what a surprise, when it comes to, yours sincerely, you're joking (ibid.)

Only 7 expressions can be understood with the help of the Basic starting vocabulary and supplementary international words. This means that those expressions are more advanced and are not designed for Basic users.

As can be seen from the vocabulary lists from the *Blueprint Two*, it possesses superior word-lists and is aimed to teach the learners for the pre-intermediate level. The use of phrasal verbs, structurally complex expressions, a wide range of different combinations of noun and adjectives – all point to the fact that a student can express themselves freely after acquiring the course book. The vocabulary of the text book adequately represents 40 topics oriented for pre-intermediate learner in order given by authors:

About you, job interview, daily life, leisure habits, oxford, directions, duties, polite situations, consequences, Scotland, predictions and promises, quantity (1), suggestions, completed activities, past activities, quantity (2), advice, rules, warnings, Van Gogh, possibility, requests and instructions, the senses, conclusions, reported requests, checking facts, surprise, everything you want, comparison, aborigines, past habits, result, what will happen if...?, past background, dog detectives, reported statements, personality, reported questions, fear, short story. (Abbs, Freebairn 1991)

211 words from the Basic list and supplementary international words coincide with the words the vocabulary meaning that approximately 17.97% the words of pre-intermediate level are part of the Basic List and supplementary international words.

2.3 The Analysis of *Blueprint Intermediate* vocabulary

The vocabulary of *Blueprint Intermediate* contains 339 words. As the textbook has the fewest words in its vocabulary, no division has been made. The coinciding words with evident derivatives are underlined.

Ability, able, academic, admit, adore, affectionate, afford, aggressive, alien, although, angry, annoy, armchair, aromatic, arrogant, athletics, attic, autobiography, awful, banquet, beautiful, biography, blank, block, boarding school, bookcase, borough, boxing, boycott, bracelet, brains, brave, brilliant, bring up, brooch, browse, bully, bungalow, burglar, burglary, bursting out, candle, candlestick, cap, capability, care, careless, chase, commercial, compete, competitive, complex, complicated, conformist, confused, constantly, contradict, convinced, cooker, cottage, cough, courier, course, court, crackle, crawling, crime, criminal, cruel, cuff-links, day school, decide, decision, degree, deliver, demonstration, detached house, detective story, develop, dilemma, disease, disgusting, district, do someone a favor, dreadful, drown, earrings, embark, emergency, eminent, energy, enough, enthusiastic, essential, ethical, ethnic, evening class, exhausted, experiment, extrovert, factory, fanatic, fail, fascinate, fees, fireguard, fireplace, finally, financial, floodlit, flushed, football, fortune, fortunate, freedom, funny, get into college, ghost, go to college, golf, gold chain, go up, grade, grin, guilty, gymnastics, half-hearted, handicap, handle, hard, hardworking, heart, heartless, helpful, home, homeless, hopeful, hurricane, hut, ice rink, ice skating, ideal, important, independence, instantly, interesting, invade, job, jobless, kind, mantelpiece, matting, mess, motor racing, mugging, murder, necessary, necklace, nervous, nice, noisy, nought, on board, off duty, office block, old-fashioned, one bedroom flat, otherwise, outstanding, overlooking, package, pain, painless, palace, pass, patrol, pendant perceptive, persecute, pickpocketing, piles, pitch, poison, political, pool, popular, possibility, power, prevent, primary school, private school, privileged, probability, procession, profit, proof, protect, puzzled, qualification, rape, rebel, recommend, recommendation, reduce, refined, refreshing, reservation, resilient, ridiculous, ring, riot, rise, robbery, romantic novel, rough, rubbish, rude, run away from, run into, run out of, run over, ruthless, scrape, scrambling, secondary school, security, semi-detached house, sensible, shape, shapeless, share, shoplifting, short stories, silly, skating, skiing, skyscraper, slope, smuggling, spectacular, spoil, stab, stand up for himself, state school, stereotypical, storm, street-wise, strong, suffer, suitable, superficial, swimming, symbol, tablecloth, table tennis, take, tall, tease, tennis, terraced house, terrific, tidy, theft, thriller, though, thoughtless, through, tired, tough, track, traffic jam, transform, travel book, trod, tread, true, under pressure, unforgettable, unhappy, universe, unscrupulous, use, useless, usual, vaguely, vast, volleyball, warehouse, washbasin, windowsill, witty, wonderful, wound, xenophobic
(Abbs, Freebairn 1989)

As can be expected from an intermediate level textbook, its vocabulary sheds light on the most difficult expressions and words from the three. With such knowledge one should sufficiently convey their thoughts freely in any conversation. There is a total of 50 various topic presented in the course book for reading, discussing and learning grammar rules put together logically by authors:

A schoolboy at Eton, present simple and continuous, shopping, not supposed to/not allowed to, understanding boys, past simple and continuous, living at home, apologies, used to/be used to, cider with Rosie, a motorcycle courier, future tense: going to/will, ability and possibility: can/could/be able to, hidden London, first conditional and time clauses, sport, check information, in case, the loneliness of the long-distance runner, an American in Britain, Present perfect simple and continuous, making complaints, make/do, Hamlet, prince of Denmark; the passive, the USA, obligation and prohibition, defining relative pronouns, how to be an alien, a jewellery maker, second conditional *if* clauses, polite requests for information, have/get something, competitive women, past modal verbs: should have/ought to have, ethics, explanation and clarification, past modal verbs: could have/might have/must have/can't have, gather together in my name, a

police officer, reported speech (1) statements and questions, closing strategies, reported speech (2) verbs of reporting, the changing role of the police, past perfect simple, mysteries and thrillers, expressing regrets, third conditional *if* clauses, a judgment in stone.

53 words from the Basic list are presented in the vocabulary of Blueprint Intermediate, meaning that approximately 15.63% of the starting Basic vocabulary is part of word list meant for intermediate level students.

CONCLUSION

The present researched was aimed to determine the most preferable level of the English language for learning *Basic English* on the basis of analyzing vocabularies of three levels (elementary, pre-intermediate, intermediate) and to either proof or refute the hypothesis that the preferable English level for learning *Basic English* is elementary level students.

The first chapter was dedicated fully to elaborating on the subject of *Basic English*, introducing its simplified grammar rules and the *Basic List* with supplementary international words. It has been aimed to show that the system is efficient and can be learned in a short term by everybody who is struggling with regular English. From that point an eager learner will have no difficulty with moving towards mastering all the subtleties of the language. The word-order of *Basic* is standard (subject-verb-object). The *Basic List* of 850 words as well as 50 supplementary international words is very flexible and has been put together by Ogden thoroughly. The differentiation between pictorial words and general names is an easier way to understand and to learn those words. The combination of 16 operators with two auxiliaries and 25 creates about 200 additional verbs. The use of words is made more effective with the help of extension (one word for several meanings) and specialization (a particular word has certain connotations to it). Some words are also available for use as other parts of speech. There are two types of adjectives: qualifiers and quantifiers. The prepositions (directives) may act as adverbs and be expanded with the help of metaphor. It shows that Basic English possesses flexibility and can be useful.

The empirical part of the research consists of analysis of three vocabularies of three English levels – elementary, pre-intermediate and intermediate – for coinciding words from the *Basic list* and supplementary international words. The results are 39.53%, 17.97% and 15.63% respectively. This analysis has revealed that the most words of the Basic starting vocabulary and supplementary international words are presented in the vocabulary for elementary English level students. It is logical, as the name ‘*Basic*’ implies the simplicity of it and thus the other two higher levels should have less basic words and more advanced. This information allows us to prove the hypothesis that *Basic English* is aimed at elementary level students as the *Basic List* and supplementary international words coincide the most with the vocabulary presented in the course book of the elementary level. On the basis of this hypothesis one can suggest using the support of *Basic English* to acquire regular English in a smoother way. Perhaps one way to do it is to learn combination of basic operators with the directives, as they are very logical and give a substantial number of substitute verbs. It should

also be noted that the chosen adjectives of Basic make sense in the way they are presented in opposites. It is an easy first step towards acquiring Standard English.

SUMMARY IN ESTONIAN

Käesoleva uurimuse eesmärk oli analüüsida sõnavarad kolmest õpikute kolme inglise taset ja võrrelda *Basic English*'i sõnavaraga ning tõestada või tagasi lükata esitatud hüpoteesi, mis seisneb selles, et *Basic English* on mõeldud inglise keeles elementaarne tase üliõpilastel.

Enne uurimuse empiirilise osa täitmist, oli vaja uurida ühist teavet teema eest, mis on *Basic English*, kes väljamõeldud seda ja kuidas see töötab. See kõik on esitatud sissejuhatuses. Seal on ka esitatud uurimuse empiirilise osa arusaamiseks vajaliku terminoloogia ülevaade.

Esimeses peatükis on esitatud teave *Basic English*'i grammatikast ja Basic nimekiri koos rahvusvahelise sõnadega. Selle peatüki eesmärk oli tutvustama *Basic English*'iga ja luua kontekst selle oma efektiivsus.

Käesoleva uurimuse autor valis kolm õpikut kolme inglise tasemel (*elementary, pre-intermediate, intermediate*) ja teostas analüüsi püstitatud eesmärkide kohaselt. Sõnavarade analüüs näitas, et kõige rohkem sõnu *Basic English*'i sõnavarast ja rahvusvahelisi sõnu on elementary inglise tasemel. Seega hüpotees oli edukalt tõestatud.

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A PREFERABLE LEVEL OF ENGLISH FOR LEARNING *BASIC ENGLISH*

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