

Psychological Monographs: General and Applied

SEMANTIC DIFFERENTIAL PROFILES FOR 1,000 MOST FREQUENT ENGLISH WORDS¹DAVID R. HEISE²*University of Chicago*

Semantic differential (SD) factor scores on the Evaluation, Activity, and Potency dimensions are presented for 1,000 most frequently used English words. Also given are the standard errors of the factor scores, the results of several reliability studies, and a listing (for all words) of 3 types of derived scores: polarizations, *n* Affiliation contents, *n* Achievement contents. Testing procedures and statistics on the sample of raters are detailed. Some uses of the dictionary are suggested, and an example of its use in a study of motivation is presented including empirical results. Conditions favoring further cumulation of SD data are discussed.

THE semantic differential (SD) has proven to be an accurate instrument for recording affective associations of stimuli, particularly to the extent that such associations are culturally or subculturally defined so that measurements may be averaged over groups of individuals (Norman, 1959). In a wide variety of studies, including many involving cross-cultural samples of raters, it has been demonstrated that affective judgments on bipolar adjective scales reliably resolve into three major dimensions or factors which Osgood has named Evaluation, Activity, and Potency

(Osgood, 1962; Osgood, Suci, & Tannenbaum, 1957). Meaningful differences among words, sounds, colors, pictures, facial expressions, and a wide variety of concepts have been found using measurements on these dimensions.

The principles of SD methodology may be summarized as follows:

1. Ratings on bipolar adjective scales—whatever the number and variety of scales used—are largely a function of a few dimensions of judgment.

2. These dimensions or factors are meaningfully related to affect.

3. A few appropriate scales can be used to obtain reliable measurements on any one dimension.

4. Measurements made on a given dimension are comparable for stimuli of greatly different character (words, colors, sounds, etc.).

The instrument's usefulness has been recognized generally, and already applications are too extensive and varied for review here. However, the present eclectic use of SD methodology as "a research tool" does not seem to exploit its potentialities fully.

Unlike most present research instruments in the social sciences, the SD is amenable to standardized application in studies of personality, culture, and society. Using the SD, a systematic body of data can be assembled on the affective associations of sociocultural elements in different

¹This paper is part of a doctoral dissertation submitted to the Department of Sociology at the University of Chicago. The work was done while the author was receiving support from Predoctoral Fellowships 2M 7090-C1 and 2M 7090-C2 from the National Institute of Mental Health, United States Public Health Service. Computing work on the IBM 7090 done at the University of Chicago Computation Center was supported by National Science Foundation grants administered by the Computation Center. Work involving the IBM 1401 was done at the University of Chicago Biological Sciences Computation Center under Grant FR00013 from the United States Public Health Service.

The author wishes to thank Salvatore R. Maddi, Fred L. Strodbeck, and Charles E. Osgood for their suggestions and criticisms. The author also is grateful for the cooperation of the officers and enlisted men at Great Lakes Naval Training Center, Great Lakes, Illinois; the interest and aid of Frank J. Holland, Lt. (jg.), MSC, was especially helpful.

²Now at the University of Wisconsin.

groups. The existence and availability of such a collection of data would be valuable in facilitating new research, in stimulating theoretical developments, and as a handbook with practical uses.

Further, such materials can be assembled without special projects or great expense if investigators using the SD extend their individual efforts only slightly. The present study provides an initial fund of data and also serves as an illustration of the thesis of feasibility.

Immediately following is a brief discussion of the original research out of which the present work grew. Next follows a description of the procedures and analyses involved in assembling the dictionary of semantic profiles given here. In the third section, a return is made briefly to the research program outlined in order to illustrate how such materials can be applied; other uses of the dictionary also are indicated. In the fourth section, some problems of accumulating data are discussed, focusing particularly on SD data. The dictionary of semantic profiles is presented as an appendix.

OPERATIONAL CONSIDERATIONS

The dictionary presented here was assembled to facilitate another research study. This focal study partly determined the form of the dictionary, and thus a brief description is pertinent.

On the basis of theoretical considerations, it was hypothesized that persons aroused in a given motivation (*n* Achievement, *n* Affiliation, *n* Power, etc.) will use words whose affective connotations—as measured on the SD—are congruent with the given motivation. This hypothesis was operationalized roughly according to the following paradigm. (*a*) Arouse a person in a given motivation. (*b*) Take a sample of the words he emits while in this state. (*c*) Determine the affective connotations of these words in terms of the SD. (*d*) Score the word profiles for the motivation being considered. (*e*) See if the average motivation score for the subject's words is high as compared to the average score for words from an unaroused subject.

In order to test the hypothesis, a dictionary was necessary in which the SD profiles for emitted words could be "looked up." One such dictionary existed in published form: "An Atlas of Semantic Differential Profiles for 360 Words" (Jenkins, Russell & Suci, 1958). That publication was a stimulating factor in developing the research program described here. However, words were included in the atlas on the basis of their psychological interest rather than on the basis of frequency of usage, and this fact, plus the relatively small size of the atlas, limited its adaptation. Hence, it was necessary to assemble the dictionary presented here.

Selection of Words

Considering the expense and effort necessary to acquire reliable SD profiles, it was infeasible that the required dictionary should include every English word. Nor was it necessary. In research focusing on subjects' verbal behavior, one need not consider all words emitted but only representative samples. Further, according to the number-frequency phenomenon documented by Zipf (1949) among speakers of any language, a few words occur very frequently and constitute a large proportion of the total number of verbal emissions.

It was decided that a dictionary of 1,000 words was both economically feasible, given frequency as the criterion for selecting words, and adequate for research purposes. (The choice of the exact, rounded figure was arbitrary, of course.)

Pilot studies indicated that the criterion of frequency could be profitably modified in two ways:

1. By excluding "function words" from the dictionary.
2. By treating meanings rather than words as the basic units.

Some very frequent words (e.g., the, and, he, is, to) are function words, i.e., their emission in verbal behavior is determined mainly by grammatical requirements (Miller, 1954). Function words are of little interest in SD work because their SD profiles all tend to be neutral; this was evident from pilot work, but an *ex post facto*

analysis provides some quantitative evidence.

In pilot work, 22 function words were rated. The difference between the mean rating and the neutral point on each of the eight rating scales was determined for each of these words. A rough estimate of the rating variance for individual SD scales was obtained by randomly selecting 30 words from the 1,000 dictionary words of the present study; the variances of the ratings on each scale for all 30 words were pooled to get an overall estimate of rating variance. ($s^2 = 2.76$. Scales and subjects were not identical to those used in pilot work, but the variability statistics for the scales in the two studies may be taken as approximately comparable.) From this estimate of scaling variance, the standard error of the mean scores in the pilot work was estimated ($s_{\bar{x}} = .83$; four subjects rated each word in the pilot study), and a table of normal probability was consulted to see how great a difference between the mean score for a word and the neutral point of a scale was necessary for significance at the .05 level in a two-tailed test. A significant difference was found to be 1.66. Using this value as a criterion it was found that only 4% of the mean SD ratings for function words were significantly different from neutrality. The procedure was repeated for 22 randomly chosen content words from the pilot study: 44% of the mean SD ratings for these words were nonneutral.

Function words were deleted from consideration in compiling the dictionary. A function word was defined operationally as any word which serves as an article, preposition, conjunction, pronoun, or verb auxiliary. Words which serve both as a function word and as a content word (e.g., the word "around" can be a preposition or an adverb) were retained for consideration, and the meaning associated with usage as a content word was included in the dictionary if its frequency was appropriately high.

In studies using the SD, a distinction between words and concepts is crucial because of the frequent case in which a single word designates several different con-

cepts. This problem can be dealt with simply by defining the words used, both when presented as stimuli and when listed in dictionaries. In this way, the goal of having subjects rate a specific concept is more nearly achieved, and one knows definitely, when using the dictionary of SD profiles, whether a given concept is or is not represented. Concepts (a word plus its definition) were used as the units of analysis in this study.

Dimensions To Be Measured

Three factors, Evaluation, Potency, and Activity, typically account for the major portion of the common variance among SD scales. The repeated extraction of these factors with a wide variety of concepts and subjects from various cultures indicated that SD profiles certainly should include measurements on at least these three dimensions. Quite often a fourth factor (which Osgood has named Stability) can be extracted. This factor accounts for less variance than do the first three factors, but it seemed to have potential relevance for the primary study being conducted, so scales were included to measure this factor also. Though measurements on still other factors might have been of interest, the additional factors typically account for so little variance in factor analytic studies that it seemed uneconomical to treat them.

PROCEDURE

Preliminary Work

Semantic Differential Instrument. Three considerations determined the general form of the SD instrument used in the study.

1. It was decided in advance that 1,050 concepts would be scaled (50 concepts were to be scaled twice for information on reliability and other matters), and also it was predetermined that about 340 subjects would be available for 1 hour of rating time. Using the estimating formulas presented by Osgood, Suci, and Tannenbaum (1957, pp. 80-81), it was calculated that a total of 136,000 scaling judgments could be made, or (at most) 129 judgments per concept.

2. To obtain adequate reliability, a sample of 15 different raters per word was deemed minimal.

3. To calculate factor scores relatively free of contamination by the unique variances of scales, at least two scales for each of the four factors to be measured were necessary.

Given these conditions, the instrument for the study was determined as having eight scales; the conditions allowed either 15 or 16 subjects to be used per concept; naturally the larger number was chosen.

Two small-scale pilot studies were run as an aid in choosing the actual scales to be used. On the basis of correlations demonstrated in these studies and considering the factor loadings presented for scales in published works, the following scales were chosen:

<u>Dimension</u>	<u>Scale</u>
Evaluation	Good-Bad Pleasant-Unpleasant
Activity	Active-Passive Lively-Still
Potency	Strong-Weak Tough-Tender
Stability	Rational-Emotional Tamed-Untamed

List of Concepts. West's (1953) frequency count of semantic units in English was used as reference in compiling the list of concepts. For the task, the West book was the most adequate source even though it contains known flaws (see Rosenzweig & McNeill, 1962). Percentages were converted to frequencies for the present work.

Each word concept with a frequency of at least 300 usages per 5 million word occurrences was entered into a preliminary file resulting in a list of 1,047 units. By raising the critical frequency to 337/5-million, the list was reduced by 97 units to 950 word concepts. Then 39 more units were dropped on a subjective basis (the deleted words are listed in Appendix A); these were concepts which, though listed as having frequencies greater than 336/5-million, seemed unlikely to occur in the context of brief, extemporaneous stories. The final list drawn from the published semantic count then amounted to 911 concepts.

It was anticipated that some word concepts might appear in extemporaneous stories more frequently than they do in the formal kinds of writings on which published frequency counts are based. In order to adjust the list for this possibility, a short frequency count (covering about 8,000 word occurrences) was made of words appearing in a published collection of stories (Atkinson, 1958, Appendix I). All concepts which were used at least twice (once in two different stories written to different picture stimuli) were included in the final list. This added 85 units to the 911 units already compiled. Of these 85 additional units, however, 40 were among those dropped from the original file for having frequencies less than 337/5-million though greater than or equal to 300/5-million. Finally, four additional words (admiral, enlist, navy, sailor) were included, which, it was believed, might have frequent use among Navy enlistees (the subjects to be used in the experi-

ment). The final list then contained exactly 1,000 semantic units, and in the list were 778 different words.

Definition of Concepts. Pilot work had indicated that definition of word concepts could not be achieved through the use of synonyms since the mere presence of other content words contaminates the affective connotation of a stimulus word. Pilot work also had indicated, however, that presence of function words has relatively little effect on the affective connotation of a stimulus. Thus it was feasible to define each word concept by giving an example of its use in a sentence composed otherwise of function words only. A 67-word vocabulary of function words was used in constructing defining sentences (see Appendix B); these words alone sufficed to define 90.9 percent of the 1,000 semantic units on the list (for 91 entries, use of a nonfunction word was required to make the concept's meaning clear). A few words on the list do not have multiple meanings: these words, of course, did not require defining sentences, but sentences were provided as a control measure.

Verbs were defined by sentences in which the verb was used in the simple past; nouns were defined by sentences in which the noun was used in the singular (except in a few cases where this seemed awkward and opposed to common usage). The length of each sentence was restricted by the requirement that the word plus its defining sentence, including punctuation and blanks, could not exceed 36 spaces in length—this restriction was necessary since words and defining sentences were to be keypunched into tabulating cards.

Preparation of Stimulus Cards. Mark-sense techniques were used in data collection, thus eliminating steps of coding, transcribing, and manual keypunching of the SD data gathered. Responses were recorded by subjects with an electrolytic pencil on mark-sense tabulating cards prepared especially for the study. These cards presented both the concept to be rated and the set of SD scales.

In the first 36 columns of a card the word concept and its defining sentence were keypunched, these punches being interpreted at the top of the card to provide the printed stimulus. All eight SD scales were preprinted toward the middle of the cards; each pair of adjectives appeared on a separate row; and adjectives were separated by seven mark-sense positions, thus defining the standard 7-point scale.

The following steps were followed in preparing packets of cards for the subjects. First, the 1,000-unit list of concepts and defining sentences (and serialization numbers for alphabetic sequence) was keypunched to form a 1,000-card master deck. This master deck was reproduced and interpreted on the mark-sense cards 16 times (since 16 subjects were to scale each concept). Packets of 50 cards were then sorted out by machine such that each packet contained every twentieth word in the master deck (different packets began with different serialization numbers, e.g., 001, 002, 003, etc. up to

020). This procedure of taking every twentieth word from a list in alphabetical order seemed a satisfactory substitute for the more difficult technique of drawing cards randomly in order to make up packets. To prevent the order to cards within packets from having systematic effect on ratings, the cards in each of the final 320 packets were shuffled by sorting on various alphabetic columns.

Fieldwork

Subjects and Sampling. Subjects who served as raters were Navy enlistees enrolled in a 16 week

training program at the Hospital Corps School, Great Lakes Naval Training Center, Great Lakes, Illinois. The population's average IQ is 110.5 (as estimated by summing scores on the Navy's General Classification Test and Arithmetic Test), education averages 11.9 years, and the average age is 18.9 years. These population statistics are based on 2,621 cases distributed over about 3 years. Additional statistics on the sample of raters are presented in Table 1.

Participation in the project was mandatory for all trainees in the school at the time (except

TABLE 1
DESCRIPTIVE STATISTICS ON SAMPLE OF RATERS
(*N* = 342)

Demographic variable	%	Demographic variable	%
Age in years		Father's occupation	
17	2	Farmer or farm worker	2
18	35	Unskilled	4
19	32	Service	6
20	11	Semiskilled	11
21	9	Skilled	34
22	4	Clerical	5
23	3	Sales	5
24	1	Proprietor or manager	12
25, 25+	1	Professional	14
No answer ^a	3	No answer ^a	6
Father's education		Family income in dollars ^b	
No schooling	0	Less than 3000	5
Less than 5th grade	2	3000-4999	14
5th to 8th grade	18	5000-7499	34
Some high school	20	7500-9999	18
Finished high school	34	10000-14999	13
Some college	12	15000 and above	5
Finished college	6	No answer ^a	10
Graduate work	3		
No answer ^a	4		
Home town		Geographic origin	
Farm or open country	10	New England	9
Suburb in urban area of:		Middle Atlantic	35
Less than 100000	11	East North Central	29
100000 to 499999	6	West North Central	4
500000 to 1999999	6	South	15
2000000 or more	6	South Central	4
City in urban area of:		Mountain	1
Less than 10000	20	West	0
10000 to 99999	17	Alaska or Hawaii	0
100000 to 499999	7	No answer ^c	2
500000 to 1999999	8		
2000000 or more	7		
No answer ^a	2		

Note.—Figures sum to 100 ± 1% within each variable.

^a "No answer" includes "failure to answer," "refusal to answer," and don't know."

^b Before taxes.

^c Here two non-U.S. citizens are included in "No answer" as well as the categories listed in footnote

a.

those with conflicting official duties during testing periods).

Rating Sessions. Subjects did the ratings in a classroom in the administration building of the Hospital Corps School, Great Lakes Naval Training Center, Great Lakes, Illinois. Eleven 1-hour sessions were arranged in the late afternoon and evening during April and May 1963. Attendance at each session varied from 20 to 70, with about 35 persons attending each session on the average. The experimenter was a male civilian, age 26.

On entering the room, subjects were given a packet of IBM cards wrapped in a sheet of paper and a mark-sense pencil. When all subjects for the session were seated, the experimenter instructed them to fill out a questionnaire concerning their social background. Then the experimenter gave the instructions for rating words:

Now let's go on to the instructions for filling out the cards. The purpose of this research is to make a dictionary of the emotional meanings of words. The words you're rating are the 1,000 most frequently used words in English. Each of you has 50 of these words. A regular dictionary tells what a word refers to—what it means logically. We want to make a dictionary that tells what kind of feelings are associated with words—what the emotional meanings of these words are. To do this we're having people rate the words against the adjectives printed on the cards.

You'll notice that in the upper left-hand corner of every card a word is printed. [*E* points to the stimulus word on a large demonstrator.] There is a sentence in parentheses following right after the word. The purpose of the sentence is to tell you in what sense to take the word. Lots of words have a number of different meanings. The word BEAR for example can mean "to carry something" or it can mean "an animal." On your instruction sheet the word BEAR is followed by the sentence, "That is the Bear." This sentence makes clear that the word here refers to an animal. In the same way, the sentences following the words on your cards are to clarify the meaning of the words you're rating. From the sentence you can get an idea of the sense in which to take the word that is printed in the corner of the card. Once you are clear on the meaning of the word, you are to ignore the sentence and rate only the word. The sentence is there only to help you figure out precisely what the word means.

Printed on the center of the card are eight pairs of adjectives. [*E* reads off the adjectives.] Between each pair of adjectives there are seven spaces. You are to rate the words by putting a mark in the appropriate space between each pair of adjectives. Using these spaces you can show which adjective in a pair better fits the word you are rating and how well it fits. For example, the person who rated the word on this card,

TORNADO, thought that a tornado is . . . [*E* interprets each mark on the demonstrator card.] The case here of the person rating a tornado as slightly emotional points out something. The adjectives will not always make logical sense when applied to the words you are rating. You are to make your ratings on the basis of what you *feel* is the best fitting rating rather than what is logical. Rate on the basis of your first impressions.

Notice that if a word doesn't mean something to you, there is a way to show that. Put a mark in the zero position. Not all words are emotional, and you can show that by marking them neutral.

The marks you make are to be converted to punches by machine. Each mark has to carry an electrical current. Every mark you make is, in effect, a printed circuit. Therefore, be sure to make your marks heavy and black. I repeat: make your marks thick and dark. And keep the marks within the rounded brackets.

Are there any questions? Then go ahead and rate the words. You may leave when you are through.

Before the overall program of testing was completed, all packets from the dictionary sessions were examined. Packets which were incompletely marked or which obviously had been faked⁸ were reproduced and given back to new subjects.

ANALYSES

Cards in the packets received back from subjects were punched using a mark-sense reproducer. Since SD scales were printed as rows rather than as columns on the cards, the data were punched row-wise rather than column-wise. In order to prepare the data for use with standard computer programs, the data punched in rows were transposed to columns, using a special program written for the IBM 1401 computer.

After data collection and preliminary machine processing, there were approximately 16,500 punched cards, each card being a record of one person's ratings of one concept on the eight scales. Using the IBM 7090 computer, the average profile over the eight scales was calculated for each of the concepts in the dictionary. These mean scores were the materials used in further analyses.

⁸Faking was detected by regular appearance of geometric patterns in the rating marks and by ratings of "neutral" words as extremely polarized and vice versa. At least a third of the cards in a deck had to demonstrate such characteristics before the deck was rejected.

Factor Analyses

To validate using the chosen scales as measures of Evaluation, Activity, Potency, and Stability, correlations among the eight scales were obtained over the 1,000 observations in the dictionary, and this matrix of correlations was factor analyzed. Factors accounted for 69% of the total variance, and three factors accounted for all of the common variance; these factors were clearly recognizable as Evaluation, Activity, and Potency. The two scales meant to measure the Stability dimension showed almost zero correlation with one another; one of them loaded heavily on the Evaluation factor, the other on the Potency factor.

Examination of the third and fourth moments of the scale means (for the 1,000 dictionary concepts) indicated that the distributions on all eight scales were highly skewed and peaked (skew and kurtosis measures for the scales were all significantly different from zero). Since product-moment correlations depend on the assumption that scores are normally distributed, it was possible that correlations based on these clearly abnormal distributions might be distorted and that the factor analysis results might therefore be misleading. Scales were transformed (using a square root transformation—see Walker and Lev, 1953, p. 424) so that all distributions of scores approached normality, and the correlation and factor analyses were

run again. The results of the factor analysis based on the transformed scores are presented in Table 2 along with the results of the factor analysis based on untransformed scores. In the second factor analysis, three factors—Evaluation, Activity, and Potency—again accounted for all of the common variance (Potency accounted for somewhat more of the variance in the second analysis), and the pattern of factor loadings was nearly the same as in the first analysis. It was concluded that the deviations from normality did not significantly affect the validity of the factor structure found in the first analysis.

Since a Stability factor accounted for none of the common variance in the factor analyses of scales, consideration of this dimension was discontinued for the remainder of the study. The Stability scales were reassigned to the factors on which they loaded empirically.

Calculation of Factor Scores

Regression equations for calculating factor scores were derived by the short method given by Harman (1960, pp. 349-356). Evaluation and Activity factor scores were based only on scales loading on these factors, respectively. However, Potency factor scores were corrected for Evaluation and Activity contamination, and thus the regression equation for this factor includes several non-Potency scales. The equations

TABLE 2
FACTOR LOADINGS OF SD SCALES, USING UNCORRECTED SCORES AND SCORES
CORRECTED FOR SKEW AND KURTOSIS
(Based on correlations for 1,000 dictionary concepts)

Scale	Scores uncorrected				Scores corrected			
	Factor			h ²	Factor			h ²
	1	2	3		1	2	3	
Tough-Tender	-.58	-.28	-.62	.79	-.58	-.30	-.60	.79
Still-Lively	.07	.83	-.07	.70	.07	.83	-.08	.70
Pleasant-Unpleasant	.88	-.20	.21	.86	.87	-.22	.25	.86
Untamed-Tamed	-.72	-.24	-.09	.59	-.72	-.24	-.09	.58
Strong-Weak	.17	-.70	-.30	.60	.19	-.70	-.34	.64
Passive-Active	-.04	.89	.02	.79	-.05	.88	.03	.78
Emotional-Rational	.09	.00	.59	.35	.11	.00	.54	.30
Good-Bad	.90	-.28	.05	.88	.88	-.30	.07	.88

Note.—The factor matrices are the result of machine rotation using the varimax criterion.

used to convert the scale means into factor scores were as follows.

Evaluation factor score

$$= \frac{-.297(\text{UP}) + .338(\text{TU}) - .458(\text{BG}) + 1.067}{.938}$$

Activity factor score

$$= \frac{.356(\text{LS}) + .822(\text{AP}) - 5.657}{.908}$$

Potency factor score

$$= \frac{-.683(\text{TT}) - .326(\text{LS}) - .113(\text{WS}) + .420(\text{RE}) - .334(\text{BG}) + 3.973}{.798}$$

The initials refer to SD scales as indicated below.

1. TT: Tender-Tough
2. LS: Lively-Still
3. UP: Unpleasant-Pleasant
4. TU: Tamed-Untamed
5. WS: Weak-Strong
6. AP: Active-Passive
7. RE: Rational-Emotional
8. BG: Bad-Good

The factor scores presented in the dictionary can be considered independent measurements. The maximum correlation between any two sets of factor scores is .17 (this being between Evaluation and Potency). Scores presented in the dictionary (Appendix C) are fully standardized: summing over all dictionary concepts, means of the factor scores are zero and standard deviations are 1.

Standard Error of Factor Scores

In order to obtain an estimate of the average standard error of the SD factor scores, 15 words were selected from the list of 1,000 words (using random numbers) and scaled a second time by subjects from the same population. These ratings were made during regular sessions, and subjects who received the reliability-study packets were unaware of their special role. Just as with the words in the dictionary, the ratings for these 15 words were converted to mean scale scores and then to factor scores. Hence, for 15 randomly selected

TABLE 3
ANALYSES OF VARIANCE OF SD SCORES FOR 15 RANDOMLY SELECTED WORDS, WITH ERROR TERMS BASED ON TWO SCALING REPETITIONS

Source of variation	<i>df</i>	<i>SS</i>	<i>MS</i>
Evaluation factor scores			
Words	14	35.935	2.567
Repetitions	15	3.409	.227
Total	29	39.344	
Activity factor scores			
Words	14	15.406	1.100
Repetitions	15	2.440	.163
Total	29	17.846	
Potency factor scores			
Words	14	26.070	1.862
Repetitions	15	4.033	.269
Total	29	30.103	

words, two SD profiles were available—one from the regular dictionary work and another from a second group of subjects.

These two sets of data were combined in one-way analyses of variance (one separate analysis was carried out for each factor score—Evaluation, Activity, and Potency). In these analyses of variance, words represented the different variables (or levels)—hence there were 15 variables in each, and the two sets of factor scores for each word constituted repetitions. Thus, three analyses of variance were carried out, each with 15 variables and two repetitions (see Table 3).

In these analyses the error variance based on repetitions provides a basis for estimating the standard error of the factor scores. The error variance of the Evaluation factor scores based on repetitions is .227; therefore an estimate of the standard error of Evaluation scores in the dictionary is .48 (i.e., the square root of .227). Similarly, on the basis of these analyses of variance, the standard error of Activity scores can be estimated as .40 and the standard error of Potency scores as .52.

These estimates of the standard error (combined with the fact that every score in the dictionary is based on ratings by 16 subjects) indicate that any two factor scores in the dictionary which differ by as much as 1.00 units may be taken as sig-

nificantly different at the .05 level (in a two-tailed test).

Effects of Defining-Sentences on SD Scores

In preparing words for rating, several conventions were adopted. Nouns were defined by usage in the singular form in defining sentences; verbs were defined by presenting them in the simple past tense. In so doing, it was assumed that plurality in the case of nouns and tense in the case of verbs have no systematic effect on words' connotative meaning. Also it was assumed that, while a defining sentence clarifies denotative meaning, its mere presence does not affect a word's connotation. In the course of the study, data were gathered to test the validity of these assumptions.

The subjects who rated the 15 words used in deriving standard errors of factor scores also rated 35 other words, specially selected and prepared as follows.

Verbs. Fifteen verbs were selected randomly from the dictionary list. For 10 of these, defining sentences were written with the verb appearing in the perfect tense; for the other 5 the sentences were written with the verb in the present tense. Otherwise the defining sentences were the same as those used in the dictionary work.

Nouns. Ten nouns were randomly selected from the dictionary list. For each of these, the defining sentence was phrased so that the plural form of the noun was used instead of the singular.

Single-Meaning Words. Ten words were picked from the dictionary, each of which has but a single meaning or else has secondary meanings which are extremely rare (according to information in West's [1953] semantic frequency count). In presenting these words as stimuli, no defining sentences at all were provided.

Ratings for all these special stimuli were converted to factor scores in the usual way. Hence, for each of the words treated, two SD ratings were available: one from the dictionary work and one from the second set of ratings. These two sets of data were merged into a series of analyses of variance as described in the preceding section.

TABLE 4
ANALYSES OF THE EFFECTS OF DEFINING SENTENCES ON SD RATINGS OF WORDS: VARIANCES DUE TO TREATMENTS-PLUS-ERROR COMPARED TO VARIANCES DUE TO ERROR ALONE

Source of variance	df	MS	F
Evaluation factor scores			
Treatment in sentence:			
Perfect tense	10	.075	.330
Present tense	5	.230	1.013
Plurals	10	.197	.868
No defining sentence	10	.183	.806
Error variance ^a	15	.227	
Activity factor scores			
Treatment in sentence:			
Perfect tense	10	.237	1.454
Present tense	5	.094	.577
Plurals	10	.280	1.718
No defining sentence	10	.370	2.270
Error variance ^a	15	.163	
Potency factor scores			
Treatment in sentence:			
Perfect tense	10	.238	.885
Present tense	5	.154	.572
Plurals	10	.100	.372
No defining sentence	10	.202	.751
Error variance ^a	15	.269	

Note.— $F_{.05} = 2.55$ for $n_1 = 10$ and $n_2 = 15$.

^a Based on simple repetitions of scaling procedure (see Table 3).

Again, the "error" variance in each analysis was of special interest: it constituted a measure of the average difference between the factor scores for dictionary words and the factor scores for the specially treated words. If the treatments had any systematic effects on SD ratings, then this error variance would be larger than expected because of mere sampling variability. The error variance in such an analysis would be inflated since it would be composed of both actual error variance and variance due to the treatment.

Estimates of the actual error variance due to simple repetition have been derived in the preceding section for each type of factor score. These estimates of true error variance can be used as a base in comparisons with the variances obtained in this section using the F statistic. Thus it can be determined if the error variances derived in this section are significantly larger than

the true error variances estimated in the preceding section.

The end results of the analyses are presented in Table 4. None of the special treatments are associated with significantly large F values. The single case of near significance is the effect of "no defining sentence" on Activity scores. In this case, a more detailed analysis indicates that the influence (if any) of mere presence of a defining sentence is not uniform. Words with defining sentences are rated neither consistently more active nor consistently more passive than the same words without defining sentences. (Student's t equals .117 in the appropriate statistical test.)

It can be concluded that the SD ratings presented in the dictionary would be substantially the same even if: (a) verbs had been defined using some tense other than the simple past; (b) nouns had been defined in the plural form; or (c) definition had been achieved somehow without using defining sentences.

APPLICATIONS

Once the dictionary was assembled, it became possible to continue with the original research. A preliminary study was conducted whose procedures and results may serve as an illustration of the dictionary's use.

Subjects from the same population as those who had done the dictionary ratings were asked to make SD ratings for descriptions of two motivations— n Affiliation and n Achievement. Each motivation description listed a series of activities which are characteristic of persons aroused in that motivation. Averaging subjects' ratings for these descriptions and converting to SD factor scores yielded profiles which represented the two motivations in terms of SD dimensions.

These two profiles were used as reference profiles in calculating motivation scores for the words in the dictionary. In calculating word scores, all SD profiles were treated as points in a three-dimensional space. Motivation scores were assigned to words on the basis of their "distance" (i.e., D score; see Osgood et al., 1957, pp. 90-97) from

the motivation reference points. The motivation scores thus calculated are included as part of the dictionary presented here. (Further details of the calculations are given in Appendix C.)

These motivation scores for words were used to score a set of published stories (Atkinson, 1958, Appendix I) for both n Affiliation (n Aff) and n Achievement (n Ach). To score a story, a list was made of the word concepts appearing in the story which also were in the dictionary (repeated usages of the same word concept in the same story were ignored). For each story and for both n Aff and n Ach scores, the mean motivation score of the words in the story was calculated. A correlation analysis was run comparing these mean word-scores with the published motivation scores for the same stories based on imagery scoring. The hypothesis of the focal study predicted a positive correlation between the two types of motivation scores—those based on the dictionary of SD profiles and those derived by the independent technique of imagery scoring, and this was the case: for n Aff, $r = .43$, and for n Ach, $r = .40$ ($N = 69$ and $p < .001$ in both cases). Such results indicate that the SD profiles presented in the dictionary have real meaning as a basis for psychological research. The technique of calculating motivation scores demonstrates one way in which the materials can be put to use.

Some other uses for the dictionary are also evident. Using the dictionary as a source of data, a variety of psycholinguistic and social psychological experiments are possible: studies of phonetic symbolism, studies of factors related to polarization (emotionality) of words, studies of role images in the family (father, son, sister, etc.) are all possible using the materials presented. Additional studies could be developed by combining the materials with additional data (the above derivation of profiles for motivations serves as illustration of such a procedure). As a handbook, the dictionary could serve as a useful research aid, as, for example, in balancing the social desirability of items in questionnaires. As a sample of ratings indicating

the affective connotations of words for a well-defined population of subjects, it could stand as one of a set of research dictionaries, such as the cross-cultural series planned by Osgood (1964).

DATA CUMULATION

Efforts toward data cumulation are underway in behavioral sciences. For example, in anthropology there exist the Human Relations Area Files and Murdock's (1957) "World Ethnographic Sample" (which is being continuously improved and extended through a special department in the journal *Ethnography*.) The American Documentation Institute provides a depot for raw and partially summarized data which someday might be organized into useful and accessible reference materials. Also, here and there in the literature, compendiums of data have been assembled which are of considerable value to researchers, e.g., Hilgard's (1951) presentation of the association values of nonsense syllables. Such efforts gain their significance from the fact that data cumulation reduces redundancies of effort and thereby can lead to more efficient use of resources and accelerated progress in research.

Regretfully, much of the data gathered in psychology is not subject to cumulation, because of lack of standardization of measuring procedures. Though standardization in many areas is still infeasible and in some instances undesirable, SD data can be treated as standardized or semistandardized (i.e., different sets of data can be made comparable through mathematical translations). Hence, fulfillment of the following two additional requirements would allow cumulation of SD data to begin.

Systematic Choice of Stimuli. If investigators using semantic differentials follow systematic criteria in choosing concepts for scaling, useless redundancies and unmeasured voids can be avoided in the cumulation process. For example, if an investigator is intending to present the images MOTHER and SISTER to a group of subjects, he should include other family figures as well, even though he himself

may have no immediate use for this additional data.

Specification of Sample of Raters. Data should be presented concerning the conditions under which measurements were made and concerning the sample of raters. In this way, information is available so that at some later time studies can be grouped on the basis of experimental variables and the populations of raters.

How does the present study fit these criteria for data cumulative-ability?

It was with standardization in mind that the scales Good-Bad, Active-Passive, and Strong-Weak were chosen. These had been widely used and verified in previous works as useful measures of the three major SD factors. (It later was found that Osgood is developing a set of standard SD scales for American subjects based on pancultural factorizations. The ratings reported here should be convertible mechanically to "standardized ratings," i.e., ratings equivalent to those which would be attained with Osgood's standard scales, with a reasonable degree of precision.) Further, measurements are reported as factor scores. Through this procedure, the effects of the unique variances of scales are minimized, and measurements can be taken as relatively comparable to those of other studies even though based on different scales.

The criterion for selecting concepts was frequency of use. All word concepts which are listed as having a frequency of 337/5-million or more in West's semantic frequency count are given here with the exception of the words listed in Appendix A and the well-defined class of function words. Thus, if it is decided to extend the size of the dictionary using the same frequency criterion for selecting words there is little danger of redundancy or gaps.

Full details on procedure have been given in this report. A questionnaire was administered to all subjects who served as raters specifically in order to define the social characteristics of the sample of raters. Information was gathered on age, socioeconomic status, urbanization, and geographic origin. These data are presented in full as Table 1.

The dictionary presented is a start in the process of systematically accumulating SD data. The study illustrates how, with little additional effort, investigators pursuing their own interests can contribute to the data cumulation process.

REFERENCES

- ATKINSON, J. W. (Ed.) *Motives in fantasy, action, and society*. New York: Van Nostrand, 1958.
- HARMAN, H. H. *Modern factor analysis*. Chicago: Univer. Chicago Press, 1960.
- HILGARD, E. R. Methods and procedures in the study of learning. In S. S. Stevens (Ed.), *Handbook of experimental psychology*. New York: Wiley, 1951. Pp. 517-567.
- JENKINS, J. J., RUSSELL, W. A., & SUCI, G. J. An atlas of semantic differential profiles for 360 words. *American Journal of Psychology*, 1958, **71**, 688-699.
- MILLER, G. A. Psycholinguistics. In G. Lindzey (Ed.), *Handbook of social psychology*. Reading, Mass.: Addison-Wesley, 1954. Pp. 693-708.
- MURDOCK, G. P. World ethnographic sample. *American Anthropologist*, 1957, **59**, 664-687.
- NORMAN, W. T. Stability characteristics of the semantic differential. *American Journal of Psychology*, 1959, **72**, 581-584.
- OSGOOD, C. E. Studies on the generality of affective meaning systems. *American Psychologist*, 1962, **17**, 10-23.
- OSGOOD, C. E. Semantic differential technique in the comparative study of cultures. *American Anthropologist*, 1964, **66** (No. 3, Part 2), 171-200.
- OSGOOD, C. E., SUCI, G. J., & TANNENBAUM, P. H. *The measurement of meaning*. Urbana: Univer. Illinois Press, 1957.
- ROSENZWEIG, M. R., & MCNEILL, D. Inaccuracies in the semantic count of Lorge and Thorndike. *American Journal of Psychology*, 1962, **75**, 316-319.
- WALKER, HELEN M., & LEV, J. *Statistical inference*. New York: Holt, Rinehart & Winston, 1953.
- WEST, M. *A general service list of English words*. New York: Longmans, Green, 1953.
- ZIFF, G. K. *Human behavior and the principle of least effort*. Cambridge, Mass.: Addison-Wesley, 1949.

(Received November 19, 1964)

APPENDIX A

All of the following word concepts are listed by West (1953) as having frequencies greater than 336/5-million. However they were deleted on a subjective basis from the list because: (a) they seemed unlikely to appear in extemporaneous stories, (b) they seemed unlikely to be a part of the working vocabulary of the subjects being tested, and/or (c) the frequency cited for them appeared to be grossly inaccurate on consulting other published frequency counts.

Account (That is his account of it.)	Number (It is the number 50.)
Age (What is his age?)	Observation (It takes observation.)
Air (It is air.)	Press (He is from the press.)
Animal (There is the animal.)	Railroad (There is the railroad.)
Board (He is on the board of directors.)	Record (He recorded their times.)
Case (That was the case then.)	Size (It is that size.)
Church (It is about the church.)	Song (It is a song.)
Clothing (His clothing is there.)	Study (There is a study of it.)
Clouds (They are clouds of war.)	Sugar (It is sugar.)
Coal (That is coal.)	System (He has a system.)
Coin (He has some coins.)	System (It is a system of ideas.)
Corn (He has some corn.)	Table (It is on the table.)
District (It is in that district.)	Today (It is so today as always.)
Earth (It is of the earth.)	Union (They have union.)
Figure (He added the figures.)	Up (It is up to them.)
Figure (The figure is on page 50.)	Upper (It is the upper one.)
Gold (That is gold.)	Village (He is in the village.)
Industrial (It is industrial.)	Weight (That is its weight.)
Language (That is his language.)	Year (It is once a year.)
Leaf (It is about leaves.)	

APPENDIX B

Following are the words used in constructing the definition sentences for words in the dictionary. It was necessary to include some content words: nouns (50, idea, number, person, street, thing, and time) were chosen for their maximal utility and their minimal affective content: verb forms (be, do, have) were chosen because they commonly serve as auxiliaries and thus might be expected to be more neutralized than other verbs. Using only the following 67 words, 90.9 percent of the words were defined.

a, an	here	some
about	idea	street
along	in	than
all	into	that
and	it	the
as	not	then
at	now	there
away	number	these
be, are, is, was, were, will	of	they, their, them
by	often	thing
do, did, does, doing, done	on	this
50	one	those
for	out	time
from	own	to
has, had, have	person	up
he, him, himself, his	same	with
her	so	

APPENDIX C

In the following dictionary the affective content of frequent words is indicated through a series of numerical indexes. The first four numbers following any word represent customary SD information. The number listed in the "Eval" column is the word's score on the Evaluation dimension, the number in the "Actv" column is the word's rating on the Activity dimension, and the number in the "Potn" column is the word's rating on the Potency dimension. The number in the "Plr" column is the word's polarization or "distance" from neutrality in the semantic space: it is obtained by squaring and adding the first three scores and taking the square root of the sum.

The SD scores given are standardized factor scores. They were computed by regression equation and have a high degree of orthogonality. For Evaluation, positive scores mean good. For Activity, positive scores mean active. For Potency, positive scores mean tough (strong, hard).

The numbers in columns five and six are measures of the words' *n* Affiliation and *n* Achievement content. A position in the semantic space was located to represent each of these motivations.

The profile of the motivation reference point can be represented as E_m, A_m, P_m . The profile of a word to be scored can be represented as E_w, A_w, P_w . The distance between the word and the motivation reference point is

$$D_{mw} = \sqrt{(E_m - E_w)^2 + (A_m - A_w)^2 + (P_m - P_w)^2}$$

If D_{mw} was greater than or equal to 4.0 then D_{mw}' was set equal to 4.5; otherwise D_{mw}' was the same as D_{mw} . To obtain the final score which appears here (and which increases as motivation word association increases) D_{mw}' was subtracted from 4.5. For words outside the motive region, this score is always zero; for words within the region the score varies from 0.5 to 4.5. The actual profiles (E_m, A_m, P_m) used in calculations were the following:

n Aff: 3.12, 1.11, -3.75

n Ach: 1.97, 3.56, 2.90

High positive scores indicate high motivation content.

Users of the dictionary may find the ID numbers of aid in drawing random samples from the total set of words.

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Plr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
ABLE (He is an able person)	1.45	0.44	0.93	1.78	0.	0.77	000
ABOUT (There are about 50 of them)	-1.75	0.31	-0.16	1.78	0.	0.	001
ABOVE (It is above that thing)	0.05	-0.68	0.05	0.69	0.	0.	002
ACCEPT (He accepted the things)	0.80	-0.10	-0.67	1.05	0.	0.	003
ACCEPT (He accepted the ideas)	0.77	0.84	0.20	1.16	0.	0.	004
ACROSS (It is across the street)	-0.36	-0.40	0.18	0.57	0.	0.	005
ACT (He acted on the idea)	0.47	0.55	0.45	0.85	0.	0.	006
ACT (It was an act, not an idea)	0.35	0.13	-0.29	0.47	0.	0.	007
ACTION (It was action, not an idea)	-0.37	1.43	0.23	1.50	0.	0.	008
ACTUAL (The actual number was 50)	-0.14	-0.30	0.13	0.35	0.	0.	009
ADMIRAL (He is an admiral)	0.58	0.72	1.49	1.75	0.	1.03	010
ADMIT (He admitted it)	-0.25	-0.16	0.21	0.36	0.	0.	011
ADOPT (He adopted their ideas)	0.54	-0.31	-0.80	1.02	0.	0.	012
ADVANTAGE (He had an advantage)	0.71	0.62	1.14	1.48	0.	0.85	013
AFFAIR (It is his own affair)	0.23	0.30	-1.53	1.58	0.77	0.	014
AFFECT (It affected him)	-0.68	-0.66	-0.85	1.27	0.	0.	015
AGAIN (He did it again)	-0.81	0.06	-0.41	0.91	0.	0.	016
AGAIN (He is himself again)	0.52	-0.12	-0.98	1.11	0.51	0.	017
AGO (It was some time ago)	-0.65	-1.09	-0.17	1.28	0.	0.	018
AGREE (He agreed to it)	0.26	-0.90	-0.28	0.98	0.	0.	019
ALL (All were there)	0.23	0.98	-0.52	1.13	0.	0.	020
ALL (It was all his own idea)	-0.02	0.88	-0.00	0.88	0.	0.	021
ALLOW (He allowed it)	0.05	-0.70	-0.35	0.78	0.	0.	022
ALMOST (There are almost 50)	-0.11	0.31	0.21	0.39	0.	0.	023
ALONE (He is alone)	-1.96	-1.88	-1.26	2.99	0.	0.	024
ALONG (It is along the street)	-0.72	-0.88	-0.12	1.14	0.	0.	025
ALREADY (He already has it)	-0.60	-0.26	-0.34	0.74	0.	0.	026
ALSO (He also has it)	-0.59	-0.65	-0.38	0.95	0.	0.	027
ALWAYS (He always does it)	0.11	0.41	-0.93	1.02	0.	0.	028

	<i>Eval</i>	<i>Actv</i>	<i>Poin</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
AMOUNT (It is that amount)	0.33	-0.82	0.75	1.16	0.	0.	029
ANOTHER (He has another)	-0.24	-0.90	-0.51	1.07	0.	0.	030
ANOTHER (That is another matter)	-0.41	-0.82	-0.25	0.95	0.	0.	031
ANSWER (He answered)	0.48	0.33	0.11	0.59	0.	0.	032
ANSWER (He had the answer)	0.72	0.47	0.85	1.21	0.	0.58	033
ANYTHING (He does anything)	-0.67	0.36	-0.34	0.84	0.	0.	034
APPEAR (It appeared to be that)	-0.06	-0.23	0.59	0.63	0.	0.	035
APPEAR (Then he appeared)	0.53	-0.65	-0.50	0.98	0.	0.	036
APPOINT (They appointed him)	1.15	1.08	0.58	1.68	0.	1.01	037
APPRENTICE (He is an apprentice)	0.50	-0.23	-0.03	0.55	0.	0.	038
ARGUE (They argued)	-2.85	1.32	-0.50	3.18	0.	0.	039
ARGUMENT (They had an argument)	-2.47	1.38	0.23	2.84	0.	0.	040
ARISE (The idea arose)	0.63	0.88	-0.44	1.17	0.	0.	041
ARM (It is his arm, not his leg)	0.05	0.92	0.84	1.25	0.	0.64	042
ARM (They armed themselves)	-1.10	1.89	1.21	2.50	0.	0.62	043
ARMS (They brought arms with them)	-1.81	2.04	0.92	2.88	0.	0.	044
ARMY (He is in the Army)	-0.60	0.93	1.77	2.09	0.	0.65	045
AROUND (They are all around)	-0.93	0.99	0.17	1.37	0.	0.	046
ARRIVE (Then he arrived)	0.71	1.20	-0.83	1.62	0.71	0.	047
ART (It is an art)	0.76	-0.34	-1.61	1.82	1.01	0.	048
ARTIST (He is an artist)	0.66	0.48	-1.37	1.60	1.03	0.	049
ARTICLE (This is the article)	0.43	-0.37	-0.38	0.68	0.	0.	050
ASK (He asked about it)	-0.08	0.39	0.34	0.52	0.	0.	051
ASK (He asked for it)	-0.27	-0.66	-0.24	0.75	0.	0.	052
ATTACK (It was an attack)	-2.27	2.36	0.94	3.41	0.	0.	053
ATTEMPT (It was his own attempt)	0.05	0.95	0.82	1.25	0.	0.64	054
ATTEMPT (He attempted it)	-0.35	1.12	1.87	2.21	0.	0.97	055
ATTENTION (He had their attention)	-0.19	0.17	1.09	1.12	0.	0.	056
AWAY (He is away)	-1.43	-0.47	-1.44	2.08	0.	0.	057
AWAY (He did away with it)	-1.75	0.03	-0.87	1.95	0.	0.	058
BABY (It is her baby)	1.39	1.42	-3.20	3.76	2.66	0.	059
BACK (He is back)	0.48	-0.34	-0.39	0.71	0.	0.	060
BACK (It is in the back)	-1.39	-0.80	-0.29	1.63	0.	0.	061
BAD (It was a bad idea)	-3.35	-0.79	0.50	3.48	0.	0.	062
BALL (He has the ball)	0.43	1.40	1.06	1.80	0.	1.26	063
BANK (He is at the bank)	1.52	0.66	2.35	2.88	0.	1.51	064
BANK (He is on the river bank)	0.95	-0.77	0.83	1.48	0.	0.	065
BATTLE (They had a battle)	-2.93	1.82	0.53	3.49	0.	0.	066
BEAUTY (It had beauty)	2.21	-1.23	-2.40	3.49	1.65	0.	067
BEAUTIFUL (It was beautiful)	0.81	-0.34	-2.83	2.97	1.62	0.	068
BECOME (Then it became that)	-0.59	0.62	-0.19	0.88	0.	0.	069
BED (It is a bed)	1.37	-1.40	-0.63	2.06	0.	0.	070
BEFORE (He was there before)	-0.45	-0.52	-0.02	0.69	0.	0.	071
BEGIN (Then it began)	0.25	1.26	-0.42	1.35	0.	0.	072
BEGINNING (That was the beginning)	0.70	-0.33	-0.13	0.78	0.	0.	073
BEHIND (He was behind)	-1.03	-0.71	-0.29	1.28	0.	0.	074
BELIEVE (He believed it)	0.39	-0.42	-0.79	0.98	0.	0.	075
BELONG (It belonged to him)	0.22	-0.88	0.03	0.91	0.	0.	076
BEST (That is best)	1.31	1.01	0.71	1.80	0.	1.07	077
BETTER (That is better)	0.54	-0.51	-0.52	0.91	0.	0.	078
BIG (It is big)	-0.94	0.77	0.67	1.39	0.	0.	079
BIRD (It is a bird)	1.07	2.05	-2.17	3.17	1.74	0.	080
BLACK (It is black)	-1.80	-2.07	1.24	3.01	0.	0.	081
BLOOD (That is blood)	-1.11	1.33	-0.49	1.80	0.	0.	082
BLOW (The wind blew)	-1.09	1.21	-0.00	1.63	0.	0.	083
BLUE (It is blue)	0.84	-0.91	-0.37	1.30	0.	0.	084
BOAT (There is the boat)	1.08	0.67	0.84	1.53	0.	0.84	085
BODY (It is of the body, not mind)	0.83	0.31	-0.08	0.89	0.	0.	086
BODY (There was a body of them)	-0.10	0.85	-0.63	1.06	0.	0.	087
BOOK (That is the book)	1.07	-0.56	0.22	1.22	0.	0.	088
BORN (He was born there)	1.01	-0.82	-1.71	2.15	0.99	0.	089
BOTH (He has both)	0.06	-0.46	-0.19	0.50	0.	0.	090
BOTH (It is both this and that)	-0.40	-0.52	-0.10	0.66	0.	0.	091

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
BOX (It is in the box)	0.07	-1.38	0.62	1.52	0.	0.	092
BOY (The boy is there)	0.72	1.16	-0.57	1.48	0.52	0.	093
BREAD (The bread is there)	1.14	-1.75	-0.20	2.10	0.	0.	094
BREAK (He broke it)	-2.44	0.73	-0.97	2.72	0.	0.	095
BRIDGE (They are on the bridge)	0.96	-1.34	1.80	2.44	0.	0.	096
BRIGHT (It is bright)	-0.11	0.50	-0.08	0.52	0.	0.	097
BRING (He brought them)	0.50	-0.31	-0.59	0.83	0.	0.	098
BROAD (It is broad)	-0.72	-1.41	0.66	1.72	0.	0.	099
BROAD (He has broad ideas)	0.65	0.49	0.57	0.99	0.	0.	100
BROTHER (It is his brother)	1.41	1.13	-0.14	1.81	0.51	0.56	101
BUILD (He built it)	1.03	1.54	1.45	2.35	0.	1.84	102
BUILDING (It is that building)	0.89	-1.42	2.40	2.93	0.	0.	103
BURN (It burned)	-2.47	0.74	-0.52	2.63	0.	0.	104
BUSINESS (He is there on business)	-0.06	0.60	0.60	0.85	0.	0.	105
BUSINESS (He has his own business)	0.20	0.90	0.97	1.34	0.	0.76	106
BUY (He bought it)	0.69	0.20	0.68	0.99	0.	0.	107
CALL (He called them)	-0.25	0.63	-0.84	1.08	0.	0.	108
CAN (He can do it)	0.40	0.35	0.80	0.96	0.	0.	109
CAR (He has a car)	0.24	0.49	1.04	1.18	0.	0.51	110
CARE (He is in their care)	1.24	-0.90	-0.97	1.81	0.59	0.	111
CARRY (He carried it)	-0.16	0.05	0.82	0.83	0.	0.	112
CARRY (He carried on)	-0.38	1.20	-0.62	1.40	0.	0.	113
CATCH (Then they caught him)	-0.80	0.51	0.86	1.28	0.	0.	114
CAUSE (That caused it)	-2.06	0.16	0.58	2.14	0.	0.	115
CAUSE (That was the cause of it)	-1.23	-0.60	0.28	1.40	0.	0.	116
CENTER (It is in the center)	-0.08	-1.39	0.03	1.39	0.	0.	117
CERTAIN (It is at a certain time)	-0.02	-0.83	-0.33	0.89	0.	0.	118
CERTAINLY (He certainly does)	-0.28	0.37	-0.28	0.54	0.	0.	119
CHANCE (There is a chance of it)	-0.02	0.21	-0.49	0.53	0.	0.	120
CHANGE (It is a change)	0.29	0.38	0.56	0.74	0.	0.	121
CHANGE (He changed)	-0.22	-0.11	0.61	0.66	0.	0.	122
CHARACTER (It is of this character)	0.83	0.77	0.39	1.20	0.	0.57	123
CHARACTER (He has character)	1.59	1.58	-0.09	2.24	0.50	0.89	124
CHIEF (That is the chief thing)	0.16	0.72	1.62	1.78	0.	0.90	125
CHIEF (He is their chief)	-0.62	1.31	1.21	1.89	0.	0.67	126
CHILD, CHILDREN (It is a child)	1.54	2.32	-2.93	4.04	2.35	0.	127
CHILD, CHILDREN (It is his child)	1.10	0.77	-2.44	2.78	2.07	0.	128
CHOOSE (He chose that)	0.09	0.68	-0.11	0.69	0.	0.	129
CHURCH (He is at the church)	2.01	-1.05	0.11	2.27	0.	0.	130
CHURCH (He is at church)	2.40	-0.48	-0.77	2.57	1.05	0.	131
CITY (He is in the city)	-0.75	1.08	0.52	1.41	0.	0.	132
CLASS (It is in that class)	-0.14	-0.23	0.11	0.29	0.	0.	133
CLASS (There are social classes)	0.10	0.39	0.43	0.59	0.	0.	134
CLASS (He is at class)	0.32	0.02	1.40	1.43	0.	0.	135
CLASSROOM (He is in the classroom)	0.29	-1.04	0.92	1.42	0.	0.	136
CLEAR (It is clear)	0.76	-0.23	0.80	1.13	0.	0.	137
CLOSE (They are close)	-0.88	-0.34	-1.01	1.38	0.	0.	138
CLOSE (He closed it)	-0.93	-0.27	-0.07	0.97	0.	0.	139
CLOUD (It is a cloud)	0.19	-0.41	-0.68	0.82	0.	0.	140
CLUB (He is in the club)	0.62	1.78	-0.14	1.89	0.	0.72	141
COLD (It is cold)	-2.41	0.05	1.39	2.78	0.	0.	142
COLLEGE (He is in college)	1.07	1.29	1.98	2.59	0.	1.88	143
COLOR (That is the color)	1.09	-0.35	-0.36	1.19	0.	0.	144
COME (He came to the thing)	0.04	-0.17	-0.39	0.43	0.	0.	145
COME (It came to be)	0.09	0.29	-0.66	0.73	0.	0.	146
COME (It came from that)	0.16	-0.27	-0.01	0.31	0.	0.	147
COMMITTEE (He is on the committee)	-0.35	0.38	0.27	0.59	0.	0.	148
COMPANY (The company employs 50)	0.66	0.83	0.96	1.43	0.	0.90	149
COMPLETE (It is complete)	-0.08	-0.18	-0.06	0.21	0.	0.	150
COMPLETE (He completed it)	0.66	-0.17	0.27	0.73	0.	0.	151
CONCERN (It concerned him)	-0.79	-0.00	-0.94	1.22	0.	0.	152
CONDITIONS (Conditions are the same)	-0.16	-0.89	0.68	1.13	0.	0.	153
CONDITION (It is in that condition)	-0.79	-0.80	0.51	1.23	0.	0.	154

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
CONNECTION (That is the connection)	-0.11	-0.79	0.56	0.98	0.	0.	155
CONSIDER (He considered the idea)	0.49	0.14	-0.01	0.51	0.	0.	156
CONTAIN (It contained things)	0.20	-1.48	0.54	1.58	0.	0.	157
CONTENT (He is content)	1.28	-1.02	-1.40	2.15	0.84	0.	158
CONTINUE (It continued)	-0.85	-1.11	-0.20	1.41	0.	0.	159
CONTROL (He has control of it)	0.89	0.75	1.69	2.05	0.	1.25	160
COST (That is its cost)	-1.00	-0.40	0.62	1.24	0.	0.	161
COUNTRY (He is in the country)	1.16	0.08	-0.74	1.38	0.77	0.	162
COUNTRY (He did it for his country)	1.33	1.37	0.21	1.92	0.	0.97	163
COURSE (Of course he is)	-0.47	0.25	0.44	0.69	0.	0.	164
COURSE (It is the course of things)	-0.02	0.78	-0.01	0.78	0.	0.	165
COURT (He is in court)	-1.31	0.85	0.95	1.82	0.	0.	166
COVER (He covered it)	0.49	-0.80	0.50	1.06	0.	0.	167
CROSS (He crossed the street)	-0.05	0.46	-0.50	0.68	0.	0.	168
CROWD (There is a crowd)	-1.80	1.16	-0.19	2.15	0.	0.	169
CRY (He cried out)	-1.30	0.19	-1.61	2.08	0.	0.	170
CUSTOM (It is their custom)	-0.05	0.60	-0.61	0.85	0.	0.	171
CUT (He cut it)	-1.88	0.95	-0.67	2.21	0.	0.	172
DANGER (He is in danger)	-2.75	1.49	0.53	3.17	0.	0.	173
DANGEROUS (That is dangerous)	-2.43	1.86	1.04	3.23	0.	0.	174
DAUGHTER (It is his daughter)	1.68	-0.18	-2.46	2.98	2.18	0.	175
DAY (It was so in those days)	0.20	-0.37	-0.21	0.47	0.	0.	176
DAY (He did it on that day)	0.93	0.28	0.06	0.98	0.	0.	177
DAY (He did it during the day)	0.07	-0.56	-0.18	0.59	0.	0.	178
DAYDREAM (He daydreamed)	0.42	-1.76	-1.75	2.51	0.	0.	179
DEAD (He is dead)	-1.77	-4.17	-0.64	4.58	0.	0.	180
DEATH (It is about death)	-2.76	-2.29	0.10	3.59	0.	0.	181
DEBT (He has debts)	-3.08	-0.39	0.01	3.11	0.	0.	182
DECIDE (He decided to do it)	0.42	0.71	0.59	1.01	0.	0.51	183
DECISION (It is his decision)	-0.46	-0.16	0.40	0.63	0.	0.	184
DEEP (It is deep)	-1.30	-1.37	1.38	2.34	0.	0.	185
DEGREE (It is to that degree)	-0.57	-0.17	0.90	1.08	0.	0.	186
DEMAND (There is a demand for it)	-0.15	0.91	0.87	1.27	0.	0.54	187
DEMAND (He demanded it)	-1.41	1.80	0.67	2.38	0.	0.	188
DEPARTMENT (He is in the department)	0.15	0.25	0.60	0.67	0.	0.	189
DESCRIBE (He described it)	-0.06	-0.59	-1.35	1.47	0.	0.	190
DESIRE (He has a desire for it)	0.65	1.55	-1.96	2.59	1.42	0.	191
DESIRE (He desired it)	0.43	0.58	-1.28	1.47	0.81	0.	192
DESTROY (He destroyed it)	-1.89	1.50	0.07	2.42	0.	0.	193
DEVELOP (He developed the idea)	0.35	0.64	1.44	1.62	0.	0.85	194
DEVELOPMENT (It is in development)	1.10	0.68	0.26	1.32	0.	0.	195
DIE (He died)	-1.54	-2.54	-0.82	3.08	0.	0.	196
DIFFERENCE (That is the difference)	-0.10	-0.28	0.34	0.45	0.	0.	197
DIFFERENT (That one is different)	-0.76	-1.28	0.49	1.57	0.	0.	198
DIFFICULT (It is difficult)	-2.11	0.13	0.88	2.30	0.	0.	199
DIFFICULTY (That is a difficulty)	-1.97	-0.68	-0.28	2.10	0.	0.	200
DIRECT (He is a direct person)	0.12	1.40	0.76	1.60	0.	0.94	201
DIRECTION (It is in that direction)	-0.14	-0.66	0.22	0.71	0.	0.	202
DISCOVER (He discovered it)	0.53	1.03	0.65	1.33	0.	0.81	203
DISCOVERY (It is his discovery)	0.90	1.47	0.39	1.77	0.	1.06	204
DISCUSS (They discussed it)	0.17	0.82	0.15	0.85	0.	0.	205
DISEASE (It is a disease)	-3.46	0.70	0.15	3.54	0.	0.	206
DISTANCE (That is the distance)	-0.42	-0.13	1.09	1.18	0.	0.	207
DO (He did it)	-0.72	0.39	0.15	0.84	0.	0.	208
DO (He did without it)	-0.71	-0.91	0.54	1.27	0.	0.	209
DOCTOR (The doctor is there)	0.88	0.73	-0.66	1.32	0.67	0.	210
DOG (The dog is there)	1.30	0.93	-0.90	1.84	1.12	0.	211
DOLLAR (There are 50 dollars)	0.30	0.59	1.07	1.26	0.	0.63	212
DOOR (The door is locked)	-0.42	-1.57	1.19	2.01	0.	0.	213
DOORWAY (He is in the doorway)	0.09	-1.63	1.38	2.14	0.	0.	214
DOUBT (There is doubt about it)	-1.19	-0.81	-1.00	1.75	0.	0.	215
DOWN (It is down there)	-1.04	-0.38	-0.06	1.11	0.	0.	216
DOWN (He is down and out)	-1.60	-2.29	-0.18	2.80	0.	0.	217

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
DRAW (He drew it behind him)	-0.80	0.35	-1.43	1.67	0.	0.	218
DREAM (He dreamed)	0.63	-1.03	-1.97	2.31	0.77	0.	219
DRINK (He drank to them)	-0.25	0.91	0.46	1.05	0.	0.	220
DRIVE (He drove them hard)	-1.41	2.05	0.84	2.63	0.	0.	221
DRIVE (He drove there)	0.58	0.76	0.14	0.97	0.	0.	222
DUE (This is due to that)	-0.36	-0.54	0.61	0.89	0.	0.	223
DUTY (He is duty-bound)	-0.73	0.76	1.08	1.51	0.	0.	224
DUTY (He is on duty)	-1.00	-0.28	2.03	2.29	0.	0.	225
EAR (It is his ear)	0.42	-0.58	-0.02	0.72	0.	0.	226
EARLY (It is early)	0.27	-0.25	-0.56	0.67	0.	0.	227
EASY (It is easy)	0.58	-1.09	-0.84	1.49	0.	0.	228
EASILY (He did it easily)	1.05	0.13	-0.09	1.07	0.	0.	229
EAT (He ate)	0.63	0.34	0.59	0.93	0.	0.	230
EFFECT (It has an effect)	-0.28	0.29	0.42	0.59	0.	0.	231
EFFORT (He did it with effort)	-0.68	1.07	0.78	1.49	0.	0.	232
EGG (It is an egg)	1.12	-3.13	-0.71	3.40	0.	0.	233
ELECT (They elected him)	0.51	0.64	0.44	0.93	0.	0.	234
ELECTION (There was an election)	-0.13	0.24	1.09	1.12	0.	0.	235
ELECTRIC (It is electric)	-0.17	0.76	1.36	1.57	0.	0.65	236
ELSE (He has nothing else)	-1.23	-1.82	-0.95	2.39	0.	0.	237
EMPIRE (He has his own empire)	-0.54	1.03	1.07	1.58	0.	0.	238
EMPLOY (He employed the idea)	0.56	0.24	0.41	0.74	0.	0.	239
END (That is the end)	-0.83	-1.93	0.60	2.19	0.	0.	240
END (He ended that)	-1.29	0.39	0.81	1.57	0.	0.	241
ENEMY (He has enemies)	-3.33	0.33	0.30	3.36	0.	0.	242
ENJOY (He enjoyed it)	1.75	1.23	-1.58	2.66	1.93	0.	243
ENLIST (He enlisted)	-0.92	0.14	0.83	1.24	0.	0.	244
ENOUGH (He has enough)	-0.22	-0.66	-0.02	0.70	0.	0.	245
ENOUGH (It is smooth enough)	-0.01	-2.17	-0.30	2.19	0.	0.	246
ENTER (He entered on the stage)	1.04	0.92	-0.41	1.45	0.56	0.	247
ENTIRE (He has the entire thing)	-0.42	-0.04	0.13	0.44	0.	0.	248
ENTIRELY (He did it entirely)	0.51	0.23	0.75	0.93	0.	0.	249
ESCAPE (He escaped)	-0.84	0.95	1.80	2.20	0.	0.51	250
EVEN (Even he does)	-0.56	-0.98	-0.37	1.19	0.	0.	251
EVENING (It is evening)	1.18	-1.26	-1.25	2.13	0.55	0.	252
EVENT (It is an event in time)	0.11	0.19	-0.49	0.53	0.	0.	253
EVER (Was he ever there)	-0.44	-1.73	0.16	1.79	0.	0.	254
EVER (It will be for ever and ever)	0.86	-0.50	-0.64	1.18	0.	0.	255
EVERY (This is for every person)	0.27	-0.42	-0.32	0.59	0.	0.	256
EVERYTHING (He has everything)	0.17	-0.13	0.05	0.21	0.	0.	257
EVERYWHERE (They are everywhere)	-1.03	0.73	-0.29	1.30	0.	0.	258
EXAMPLE (It is an example)	-0.33	-0.95	-0.02	1.01	0.	0.	259
EXCELLENT (It is excellent)	1.64	1.67	0.48	2.39	0.	1.41	260
EXIST (They existed for some time)	0.12	0.84	1.19	1.46	0.	0.79	261
EXPECT (He expected it)	-0.75	-0.50	-0.25	0.94	0.	0.	262
EXPERIENCE (He experienced it)	0.56	0.83	0.26	1.04	0.	0.	263
EXPERIMENT (It is an experiment)	0.00	1.38	0.88	1.63	0.	0.93	264
EXPLAIN (He explained it)	0.50	0.44	-0.06	0.67	0.	0.	265
EXPRESS (He expressed the idea)	-0.26	-0.09	-0.14	0.31	0.	0.	266
EXTENT (That is the extent of it)	-0.88	-0.78	0.23	1.20	0.	0.	267
EYE (That is his eye)	0.67	0.68	-0.69	1.18	0.56	0.	268
FACE (That is his face)	0.23	-0.63	-1.20	1.38	0.	0.	269
FACT (It is a fact)	0.11	0.07	0.78	0.79	0.	0.	270
FACTORY (He is at the factory)	-0.93	0.44	0.92	1.38	0.	0.	271
FAIL (He failed)	-2.45	-1.66	-0.34	2.98	0.	0.	272
FAILURE (It is a failure)	-2.96	-1.58	-0.69	3.43	0.	0.	273
FAIR (It is fair in quality)	0.30	-1.03	-1.41	1.77	0.	0.	274
FALL (It fell)	-2.28	-0.29	-0.96	2.49	0.	0.	275
FALL He fell	-2.06	0.22	-0.33	2.09	0.	0.	276
FAMILY (He has a family)	1.78	1.26	-2.12	3.04	2.39	0.	277
FAMOUS (He is famous)	0.74	0.65	0.03	0.99	0.	0.	278
FAR (It got this far)	-0.36	-0.59	0.50	0.85	0.	0.	279
FAR (That is far more)	-0.56	-0.48	0.17	0.76	0.	0.	280

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
FAR (It is far off)	-0.32	-1.67	0.48	1.76	0.	0.	281
FARM (He is on the farm)	1.48	0.56	0.01	1.58	0.	0.	282
FARMER (He is a farmer)	1.08	1.69	1.86	2.73	0.	2.18	283
FAST (It is fast)	-0.37	1.65	0.82	1.88	0.	0.83	284
FATHER (It is his father)	1.22	0.64	0.20	1.39	0.	0.	285
FAVOR (He favored it)	0.50	-0.65	-0.74	1.10	0.	0.	286
FEAR (He has fear of it)	-2.68	-0.16	-1.44	3.05	0.	0.	287
FEAR (He feared it)	-1.82	0.07	-0.54	1.90	0.	0.	288
FEEL (He felt it)	0.80	-0.14	-1.45	1.66	1.01	0.	289
FELLOW (It is that fellow)	0.53	-0.06	0.96	1.10	0.	0.	290
FEW (There are a few)	-0.12	-0.64	-0.11	0.67	0.	0.	291
FIELD (He is on the field)	0.21	0.48	0.73	0.90	0.	0.	292
FIGHT (He fought)	-1.77	2.36	0.69	3.03	0.	0.	293
FIGHT (It is a fight)	-2.77	1.85	-0.17	3.34	0.	0.	294
FIGURE (He saw a figure there)	0.87	-1.10	-1.24	1.88	0.	0.	295
FILL (He filled it)	-0.13	0.07	-0.07	0.16	0.	0.	296
FULL (It is full)	0.08	-0.67	0.86	1.10	0.	0.	297
FINALLY (He finally did it)	-0.45	-0.24	-0.34	0.62	0.	0.	298
FIND (He found it)	0.16	0.13	-0.48	0.52	0.	0.	299
FIND (They found him guilty)	-1.54	-0.42	0.13	1.60	0.	0.	300
FINE (He is a fine person)	2.11	0.73	-1.53	2.70	2.03	0.	301
FIRE (It is a fire)	-3.53	2.66	0.11	4.43	0.	0.	302
FIRST (That is first)	0.43	-0.42	0.47	0.77	0.	0.	303
FIX (He fixed it up)	1.26	0.38	0.79	1.53	0.	0.62	304
FIX (He fixed his eyes on it)	0.40	-0.09	0.72	0.83	0.	0.	305
FLOW (It flowed)	-0.36	0.28	-0.70	0.84	0.	0.	306
FLOWER (There is the flower)	1.67	-0.30	-2.20	2.77	1.95	0.	307
FOLLOW (It follows from that idea)	0.16	-0.52	0.44	0.70	0.	0.	308
FOLLOW (They followed him home)	-0.12	-0.27	-0.82	0.88	0.	0.	309
FOLLOW (They followed their chief)	-0.01	0.67	-0.28	0.73	0.	0.	310
FOOTBALL (It is about football)	0.66	1.75	1.41	2.34	0.	1.81	311
FORCE (His ideas have force)	-1.00	1.20	1.36	2.07	0.	0.	312
FORCE (He is in the force)	0.20	2.04	2.39	3.15	0.	2.11	313
FORCE (He forced it)	-1.70	1.29	1.51	2.62	0.	0.	314
FOREIGN (It is foreign)	-1.39	-0.09	-0.38	1.44	0.	0.	315
FORGET (He forgot)	-0.83	-1.60	0.05	1.80	0.	0.	316
FORM (It has this form)	0.26	-0.56	0.09	0.63	0.	0.	317
FORM (He formed this from that)	-0.07	-1.03	-0.55	1.17	0.	0.	318
FORMER (That was in former times)	-0.65	-1.70	0.09	1.82	0.	0.	319
FRATERNITY (He is in a fraternity)	0.77	1.58	0.36	1.79	0.	1.06	320
FREE (He is a free person)	1.02	1.28	-0.04	1.63	0.	0.65	321
FREEDOM (He has freedom)	1.70	1.17	-0.88	2.25	1.30	0.	322
FRESH (That is fresh)	1.60	-0.38	-0.68	1.78	0.77	0.	323
FRIEND (It is his friend)	2.06	0.88	-1.55	2.72	2.05	0.	324
FRIENDLY (He is friendly)	1.92	1.23	-1.81	2.91	2.22	0.	325
FRONT (It is in front)	-0.63	-0.49	0.18	0.82	0.	0.	326
FULL (He has the full set)	0.81	-0.53	0.70	1.19	0.	0.	327
FUTURE (It is about the future)	-0.82	-0.23	0.47	0.97	0.	0.	328
GAIN (He gained from it)	1.13	0.65	0.15	1.32	0.	0.	329
GAIN (That is a gain)	0.92	1.19	0.82	1.71	0.	1.17	330
GAME (He is at the game)	0.81	1.51	0.66	1.84	0.	1.25	331
GARDEN (He is in the garden)	1.42	-1.17	-0.69	1.96	0.	0.	332
GATHER (He gathered them)	0.74	0.78	-0.12	1.09	0.	0.	333
GENERAL (It is a general election)	0.22	0.47	0.43	0.67	0.	0.	334
GENERAL (That is the general idea)	0.33	-0.78	0.26	0.89	0.	0.	335
GENERAL (There is the general)	0.65	0.51	1.94	2.11	0.	1.03	336
GENTLEMAN (He is a gentleman)	1.42	0.92	0.58	1.79	0.	0.94	337
GET (He got done)	-0.74	-0.36	-0.04	0.83	0.	0.	338
GET (He got the things)	-0.32	-0.29	-0.01	0.43	0.	0.	339
GET (He got it done)	0.03	0.41	0.11	0.43	0.	0.	340
GET (He got off the bus)	-0.35	1.12	0.22	1.20	0.	0.	341
GIRL (There is the girl)	1.42	0.59	-3.01	3.38	2.58	0.	342
GIRL (There is his girl)	1.48	0.58	-2.97	3.37	2.62	0.	343

	<i>Eval</i>	<i>Actv</i>	<i>Poin</i>	<i>Poiv</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
GIVE (He gave it to them)	0.86	0.36	-1.10	1.44	0.94	0.	344
GIVE (He gave a speech)	1.16	1.35	-0.36	1.81	0.58	0.	345
GIVE (He gave in to them)	-0.00	-1.07	-1.76	2.06	0.	0.	346
GLAD (He is glad about it)	1.19	0.29	-2.39	2.68	2.00	0.	347
GO (He went on—goes on)	-0.41	0.77	-0.21	0.90	0.	0.	348
GO (He went to them—goes to them)	-0.11	0.60	-0.69	0.92	0.	0.	349
GO (It went sour—goes sour)	-1.37	-0.39	1.27	1.91	0.	0.	350
GOD (It is about God)	2.35	0.73	-1.60	2.94	2.19	0.	351
GOOD (It is a good taste)	1.57	-0.36	-0.71	1.77	0.79	0.	352
GOOD (He is a good person)	2.05	0.86	-1.41	2.63	1.92	0.	353
GOOD (It is a good job)	1.47	-0.25	-0.57	1.60	0.67	0.	354
GOOD (It is for his own good)	0.14	-0.51	1.41	1.51	0.	0.	355
GOOD (He has the goods)	-0.09	-1.11	-0.29	1.16	0.	0.	356
GOVERNMENT (He is in the government)	0.56	1.30	1.26	1.90	0.	1.37	357
GOVERNMENT (It is about government)	-0.02	1.31	1.11	1.72	0.	1.00	358
GREAT (It is for great persons)	0.92	0.60	0.19	1.12	0.	0.	359
GREAT (They come in great numbers)	-0.50	1.16	0.86	1.53	0.	0.	360
GREAT (He had a great time)	1.55	2.41	-1.85	3.42	1.72	0.	361
GREEN (It has green in it)	0.84	-1.11	-0.92	1.67	0.	0.	362
GREY—GRAY (It has grey in it)	-0.12	-1.60	0.15	1.61	0.	0.	363
GROUND (It is on the ground)	-0.05	-0.78	0.73	1.07	0.	0.	364
GROUP (He is in that group)	-0.73	1.12	0.20	1.35	0.	0.	365
GROW (Their numbers grew)	-0.33	0.69	0.42	0.88	0.	0.	366
GROW (He grew up)	0.79	1.68	-0.19	1.87	0.	0.69	367
HAND (That is his hand)	0.51	0.46	0.62	0.93	0.	0.	368
HAND (It is out of hand)	-2.13	1.42	-0.40	2.59	0.	0.	369
HANG (He hung it there)	-0.91	-1.44	1.54	2.30	0.	0.	370
HAPPEN (Then it happened)	-0.53	-0.23	-0.49	0.76	0.	0.	371
HAPPY (He is happy)	1.64	1.79	-2.29	3.34	2.32	0.	372
HARD (He tries hard)	0.64	1.76	1.47	2.38	0.	1.84	373
HARD (That is hard to do)	-1.69	0.13	1.81	2.48	0.	0.	374
HARD (That is hard as rock)	-0.91	-1.78	3.77	4.27	0.	0.	375
HARD (He is a hard person)	-1.56	0.20	2.45	2.91	0.	0.	376
HARDLY (There is hardly time)	-1.46	-0.68	0.05	1.61	0.	0.	377
HATE (He hated them)	-3.11	0.11	-0.61	3.17	0.	0.	378
HAS, HAVE (He had it)	-0.17	-0.36	0.49	0.63	0.	0.	379
HAS, HAVE (He had to do it)	-0.37	-0.04	-0.48	0.61	0.	0.	380
HAS, HAVE (He had it done)	-0.25	0.70	0.38	0.84	0.	0.	381
HEAD (That is his head)	0.13	0.36	0.87	0.95	0.	0.	382
HEALTH (It is about health)	1.29	0.70	0.07	1.47	0.	0.	383
HEAR (He heard it)	-0.07	0.37	-0.45	0.59	0.	0.	384
HEAR (They heard his idea)	0.36	-0.01	0.00	0.36	0.	0.	385
HEAR (He heard from them)	0.19	0.12	-1.16	1.18	0.	0.	386
HEART (The idea is from his heart)	1.53	1.07	-2.67	3.26	2.58	0.	387
HEAT (It is about the heat)	-0.52	-0.12	0.17	0.56	0.	0.	388
HEAVY (That thing is heavy)	-1.68	-1.40	1.85	2.86	0.	0.	389
HELP (He helped them)	1.08	0.24	-1.48	1.84	1.32	0.	390
HERE (He is here)	0.25	-0.53	-0.22	0.62	0.	0.	391
HIDE (He hid it)	-1.59	0.22	-1.19	2.00	0.	0.	392
HIDE (He hid there)	-1.27	-0.90	-0.94	1.82	0.	0.	393
HIGH (It is a high number)	-0.32	-0.30	0.17	0.48	0.	0.	394
HIGH (It is up high)	-0.68	0.51	0.92	1.25	0.	0.	395
HILL (There is the hill)	0.29	-1.19	1.35	1.82	0.	0.	396
HISTORY (That is its history)	0.27	0.77	0.62	1.03	0.	0.52	397
HOLD (He held on to it)	-0.07	0.32	0.33	0.47	0.	0.	398
HOLD (He held his own)	0.31	1.04	1.49	1.85	0.	1.17	399
HOME (He is at his home)	1.48	0.84	-1.17	2.07	1.44	0.	400
HOME (He went home)	2.12	1.73	-2.44	3.66	2.74	0.	401
HOPE (He hoped for it)	0.64	-0.58	-1.50	1.73	0.75	0.	402
HOPE (He has hope)	1.15	0.77	-0.96	1.69	1.07	0.	403
HOSPITAL (There is a hospital)	0.96	0.65	-0.26	1.19	0.	0.	404
HOT (That thing is hot)	-2.05	1.10	0.94	2.51	0.	0.	405
HOUR (He did it in an hour)	0.04	0.63	0.77	1.00	0.	0.	406

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
HOUSE (They are at his house)	0.77	0.33	0.01	0.84	0.	0.	407
HOUSE (It is a business house)	-0.25	0.73	0.55	0.95	0.	0.	408
HOW (That is how it is done)	-0.57	-0.11	0.34	0.67	0.	0.	409
HUMAN (It is about humans)	-0.18	0.56	-0.90	1.07	0.	0.	410
HUSBAND (There is her husband)	0.47	0.14	0.07	0.49	0.	0.	411
HURT (He hurt himself)	-2.65	-0.03	-1.88	3.25	0.	0.	412
IDEA (It is his idea)	0.77	1.07	0.27	1.34	0.	0.68	413
IMAGINE (He imagined it)	-0.35	-0.86	-1.17	1.49	0.	0.	414
IMPORTANT (It is important)	0.10	0.64	0.23	0.69	0.	0.	415
IMPORTANCE (It has importance)	0.38	-0.53	0.58	0.87	0.	0.	416
IMPOSSIBLE (It is impossible)	-1.93	-0.56	1.06	2.27	0.	0.	417
INCLUDE (It included that)	-0.07	-0.42	-1.04	1.13	0.	0.	418
INCREASE (The number increased)	0.09	0.28	0.38	0.48	0.	0.	419
INCREASE (It is an increase of 50)	0.62	1.16	0.25	1.34	0.	0.67	420
INDEED (It is indeed)	0.34	0.23	-1.04	1.11	0.52	0.	421
INDEPENDENT (He is independent)	0.23	0.49	0.59	0.80	0.	0.	422
INDICATE (He indicated that)	0.44	0.71	-0.01	0.83	0.	0.	423
INDUSTRY (It is an industry)	0.96	1.74	1.78	2.67	0.	2.13	424
INFLUENCE (He influenced them)	0.44	1.10	0.94	1.51	0.	0.99	425
INFLUENCE (He has influence)	-0.43	0.47	0.27	0.69	0.	0.	426
INFORMATION (He has information)	-0.62	0.12	0.86	1.07	0.	0.	427
INSTRUCTOR (He is an instructor)	0.02	0.61	0.62	0.87	0.	0.	428
INTEREST (It is an interest of his)	1.01	1.34	-0.22	1.70	0.	0.55	429
INTEREST (It interested him)	0.03	-0.18	-0.87	0.89	0.	0.	430
INTRODUCE (He introduced it)	0.69	0.90	-0.84	1.40	0.70	0.	431
INVENTION (It is an invention)	0.33	0.62	0.69	0.98	0.	0.	432
INVENTOR (He is an inventor)	1.06	1.53	0.42	1.91	0.	1.17	433
INVITE (He invited them)	0.93	0.32	-0.10	0.99	0.	0.	434
IRON (It is iron)	0.64	-2.32	4.50	5.10	0.	0.	435
JOB (He has a job)	1.06	0.78	0.55	1.43	0.	0.75	436
JOB (He did the job)	1.00	1.63	1.07	2.19	0.	1.66	437
JOIN (He joined in)	-0.32	0.33	-1.44	1.51	0.	0.	438
JOY (That is joy)	1.61	1.73	-2.42	3.38	2.39	0.	439
JUDGE (He is a judge)	-0.65	0.63	1.80	2.02	0.	0.	440
JUST (Just then he did it)	-0.33	0.78	-0.33	0.91	0.	0.	441
JUST (He was just there)	-0.61	-1.08	-0.43	1.31	0.	0.	442
KEEP (He kept on doing it)	-0.72	1.35	-0.05	1.53	0.	0.	443
KEEP (He kept it for them)	0.19	0.04	-0.46	0.50	0.	0.	444
KILL (He killed them)	-3.29	0.98	-0.27	3.44	0.	0.	445
KIND (It is that kind)	0.59	-0.76	-0.98	1.37	0.	0.	446
KISS (They kissed)	1.85	1.90	-3.52	4.41	2.99	0.	447
KNOW (He knew about it)	-0.39	-0.61	0.40	0.73	0.	0.	448
KNOW (He knew them)	0.75	0.01	-0.98	1.24	0.70	0.	449
KNOWLEDGE (He has knowledge)	1.50	0.98	1.21	2.16	0.	1.38	450
LADY (That is the lady)	1.37	0.91	-2.37	2.89	2.27	0.	451
LAKE (That is the lake)	0.77	-0.26	-0.22	0.84	0.	0.	452
LAND (It is his native land)	1.19	0.34	0.14	1.25	0.	0.	453
LAND (It is on land, not sea)	0.46	-0.89	1.28	1.63	0.	0.	454
LAND (He owns this land)	1.23	-0.64	1.49	2.04	0.	0.	455
LARGE (It is large)	-0.56	-0.04	0.93	1.09	0.	0.	456
LAST (It is the last time)	-2.08	-0.93	-0.68	2.38	0.	0.	457
LAST (At last it is done)	-0.14	0.02	-0.17	0.22	0.	0.	458
LATE (He is late)	-1.98	-1.53	-0.36	2.53	0.	0.	459
LATE (It is late)	-0.72	-0.78	-0.89	1.38	0.	0.	460
LATE (It is about the late Mr. X)	-1.17	-2.39	0.34	2.68	0.	0.	461
LATER (He did it later)	-1.46	-1.95	-0.19	2.44	0.	0.	462
LAUGH (He laughed)	0.73	1.93	-1.59	2.61	1.18	0.	463
LAW (It is a law)	0.46	1.05	2.36	2.62	0.	1.52	464
LEAD (He led them there)	-0.45	0.97	0.45	1.16	0.	0.	465
LEADER (He is the leader)	0.02	1.40	1.62	2.14	0.	1.32	466
LEARN (He learned it)	0.77	0.33	0.49	0.97	0.	0.	467
LEARN (He learned of it)	0.28	-0.56	0.53	0.83	0.	0.	468
LEARNING (He has learning)	0.79	0.36	0.75	1.15	0.	0.	469

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
LEAVE (He left)	-0.28	-0.23	0.09	0.38	0.	0.	470
LEAVE (He left it)	-1.10	-1.53	-0.37	1.92	0.	0.	471
LEFT (It is on his left)	-0.62	-1.18	-0.58	1.45	0.	0.	472
LENGTH (It is a length of time)	-0.53	-1.20	0.25	1.33	0.	0.	473
LESS (There are less of them)	-0.94	-1.70	-0.71	2.07	0.	0.	474
LET (He let them do it)	0.37	-0.71	-0.26	0.85	0.	0.	475
LETTER (It is a letter)	0.54	-1.04	-0.62	1.32	0.	0.	476
LIE (He lay on the bed)	1.05	-2.53	-0.77	2.84	0.	0.	477
LIE (It lay there)	-0.03	-3.16	-0.02	3.16	0.	0.	478
LIFE (It is his own life)	0.65	0.49	-0.66	1.05	0.	0.	479
LIFE (He is the life of the party)	1.30	1.73	-0.73	2.28	0.92	0.	480
LIFE (Things do not have life)	0.68	0.86	-1.67	1.99	1.28	0.	481
LIFT (He lifted it)	-0.55	1.70	1.45	2.30	0.	1.04	482
LIGHT (It is in the light)	0.40	0.58	-0.61	0.93	0.	0.	483
LIKE (He does it like this)	0.60	-0.13	-0.74	0.96	0.	0.	484
LIKE (He liked it)	0.88	0.68	-0.34	1.17	0.	0.	485
LIKELY (It is likely)	-0.43	-1.61	-0.72	1.81	0.	0.	486
LIMIT (He limited himself)	-0.07	-0.82	1.50	1.71	0.	0.	487
LIMIT (There is a limit)	-0.36	-0.66	0.20	0.78	0.	0.	488
LINE (It is in the line of sight)	0.21	-0.37	0.22	0.48	0.	0.	489
LINE (He read this line)	0.22	-1.08	0.11	1.11	0.	0.	490
LISTEN (He listened to it)	0.48	-2.09	0.03	2.14	0.	0.	491
LITERATURE (It is literature)	0.77	0.83	-0.38	1.20	0.	0.	492
LITTLE (It is little)	1.40	-0.72	-2.35	2.83	1.63	0.	493
LITTLE (He has little)	0.11	-0.04	-1.88	1.89	0.78	0.	494
LITTLE (It is little known)	-0.40	-1.59	-0.64	1.76	0.	0.	495
LIVE (He lived to be 50)	1.29	0.87	0.26	1.58	0.	0.67	496
LIVE (He lived there)	1.14	0.79	-0.12	1.39	0.	0.	497
LOCAL (It is a local street)	0.56	-0.64	0.44	0.96	0.	0.	498
LONG (It was a long time)	-1.37	-1.15	-0.07	1.79	0.	0.	499
LONG (He did as long as they did)	-0.04	-0.64	0.70	0.95	0.	0.	500
LONG (That was long before)	-0.17	-1.91	-0.07	1.92	0.	0.	501
LOOK (He looked at them)	0.18	-0.08	-0.64	0.67	0.	0.	503
LOOK (It looked like that)	0.95	0.24	-0.24	1.01	0.	0.	502
LOSE (He lost it)	-2.39	-0.79	-1.45	2.91	0.	0.	504
LOSS (It is a loss)	-1.72	-1.32	-0.72	2.29	0.	0.	505
LOVE (He is in love)	1.40	0.14	-3.04	3.35	2.41	0.	506
LOVE (He loved)	2.11	2.06	-3.62	4.67	3.11	0.	507
LOW (The land is low)	-0.25	-2.44	0.02	2.45	0.	0.	508
LOW (It is a low number)	-0.84	-1.65	-0.48	1.91	0.	0.	509
MACHINE (It is a machine)	0.26	1.02	1.67	1.97	0.	1.20	510
MACHINERY (It is machinery)	0.07	0.92	1.60	1.85	0.	1.00	511
MAIN (That is the main thing)	0.08	-0.34	0.13	0.37	0.	0.	512
MAKE (He made ready)	-0.14	1.24	1.02	1.61	0.	0.83	513
MAKE (He made that)	0.45	0.54	-0.05	0.70	0.	0.	514
MAKE (He made it do)	0.47	0.68	1.09	1.37	0.	0.78	515
MAN (That is the man)	0.05	0.64	1.31	1.46	0.	0.66	516
MAN (He is a man now)	0.98	1.82	1.45	2.53	0.	2.03	517
MANUFACTURE (They manufactured them)	-0.07	0.53	0.23	0.58	0.	0.	518
MANY (There are many)	-0.24	0.14	-0.47	0.55	0.	0.	519
MARK (He marked it there)	0.03	-0.28	0.07	0.29	0.	0.	520
MARKET (There is a market for it)	-0.13	0.75	0.99	1.25	0.	0.50	521
MARRY (He married her)	1.94	0.68	-2.34	3.12	2.62	0.	522
MATERIAL (He has the materials)	0.59	-0.77	1.92	2.15	0.	0.	523
MATTER (He looked into the matter)	-0.69	-0.09	0.47	0.84	0.	0.	524
MAY, MIGHT (He may be there)	-1.19	-0.89	-0.04	1.48	0.	0.	525
MAY, MIGHT (He may as well do it)	-1.29	-0.85	-0.54	1.64	0.	0.	526
MAY, MIGHT (He may go if he wants)	0.30	0.45	0.02	0.54	0.	0.	527
MEAN (He did it by that means)	-0.66	-0.89	0.30	1.15	0.	0.	528
MEAN (He meant to do it)	-0.69	-0.22	-0.82	1.09	0.	0.	529
MEAN (It meant this)	-0.46	-1.47	0.59	1.65	0.	0.	530
MEET (He met them)	1.15	0.21	-1.07	1.59	1.06	0.	531

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
MEETING (The meeting is there)	-0.03	0.47	-0.50	0.69	0.	0.	532
MEMBER (He is a member)	1.14	1.51	0.22	1.90	0.	1.02	533
MENTION (He mentioned it)	-0.07	-0.47	-0.42	0.63	0.	0.	534
MERELY (It is merely that)	-0.22	-1.25	-0.56	1.39	0.	0.	535
METAL (It has metal in it)	0.58	-1.82	3.44	3.93	0.	0.	536
MIDDLE (It is in the middle)	-1.14	-1.63	-0.71	2.11	0.	0.	537
MILE (It is a mile to there)	-0.97	-0.42	0.26	1.09	0.	0.	538
MILK (He has the milk)	1.38	-0.96	0.15	1.68	0.	0.	539
MIND (It is about the mind)	0.56	0.86	-0.68	1.24	0.50	0.	540
MINUTE (He did it in a minute)	0.38	0.70	1.05	1.32	0.	0.74	541
MISS (It missed)	-1.82	0.09	-0.86	2.01	0.	0.	542
MISSING (It is missing)	-2.12	0.11	-0.48	2.18	0.	0.	543
MODERN (It is modern)	0.86	1.13	0.55	1.52	0.	0.94	544
MOMENT (He was there for a moment)	0.06	0.30	-0.73	0.79	0.	0.	545
MONEY (He has the money)	-0.24	0.94	0.17	0.99	0.	0.	546
MONTH (It was in that month)	0.36	-0.10	-0.77	0.85	0.	0.	547
MOON (The moon is up)	0.83	-1.71	-0.64	2.00	0.	0.	548
MORE (The idea is more than that)	-0.14	-0.17	-0.20	0.30	0.	0.	549
MORE (He has more of these)	-0.30	-0.88	1.15	1.48	0.	0.	550
MORNING (It is morning)	0.42	-0.41	-0.09	0.59	0.	0.	551
MOTHER (It is his mother)	1.68	1.38	-2.77	3.52	2.74	0.	552
MOTOR (The motor is there)	0.15	0.81	1.13	1.40	0.	0.76	553
MOUNTAIN (There is the mountain)	0.00	-1.13	2.13	2.42	0.	0.	554
MOUTH (That is his mouth)	-0.65	0.68	-0.70	1.17	0.	0.	555
MOVE (It moved)	-0.74	0.67	0.13	1.01	0.	0.	556
MOVEMENT (They are in that movement)	-0.65	1.57	-0.25	1.72	0.	0.	557
MOVEMENT (There is movement there)	-0.10	0.82	-0.89	1.22	0.	0.	558
MUCH (That is much of it)	-1.09	-1.38	-0.64	1.87	0.	0.	559
MUCH (That is much more)	-0.77	-0.32	-0.44	0.94	0.	0.	560
MUSIC (It is music)	2.08	1.33	-2.57	3.57	2.92	0.	561
MUST (He must do it)	-1.51	0.09	0.96	1.79	0.	0.	562
NAME (It is his name)	0.43	0.23	0.43	0.65	0.	0.	563
NAME (He named it)	0.07	-0.60	-0.27	0.67	0.	0.	564
NATION (He is from that nation)	1.42	0.38	1.37	2.01	0.	0.92	565
NATIONAL (It is national)	0.21	0.28	0.61	0.70	0.	0.	566
NATIVE (He is a native of the state)	0.62	-0.11	-0.28	0.69	0.	0.	567
NATURE (That is the nature of it)	0.02	-1.06	-0.46	1.15	0.	0.	568
NAVY (He is in the Navy)	0.62	1.41	1.56	2.19	0.	1.62	569
NEAR (It is near that)	-0.14	-1.34	0.18	1.36	0.	0.	570
NEARLY (He is nearly there)	-0.34	-0.83	-0.61	1.09	0.	0.	571
NECESSARY (It is necessary)	-0.65	-0.24	0.12	0.71	0.	0.	572
NEED (He needed it)	0.14	0.00	-0.79	0.80	0.	0.	573
NEED (He need not have done it)	-1.04	0.34	-0.86	1.40	0.	0.	574
NEED (There is a need for it)	-0.27	0.05	-0.48	0.55	0.	0.	575
NEIGHBOR (It is his neighbor)	0.40	-0.10	-0.18	0.45	0.	0.	576
NERVOUS (He is nervous)	-1.99	-0.53	-1.76	2.71	0.	0.	577
NEVER (He never does)	-1.03	-0.83	-0.09	1.33	0.	0.	578
NEW (It is new)	0.89	-0.31	0.20	0.96	0.	0.	579
NEWSPAPER (There is a newspaper)	0.78	0.64	0.58	1.17	0.	0.58	580
NEXT (That is next)	0.16	-0.04	0.25	0.30	0.	0.	581
NICE (It is nice)	1.76	-1.28	-1.42	2.60	0.90	0.	582
NIGHT (It is night)	1.15	-1.05	-1.01	1.86	0.	0.	583
NO (No, it is not)	-2.09	0.27	0.37	2.14	0.	0.	584
NONE (There are none)	-1.82	-2.00	0.27	2.72	0.	0.	585
NOT (It is not)	-1.36	-0.57	0.68	1.62	0.	0.	586
NOTE (He noted it)	-0.05	-0.37	-0.30	0.48	0.	0.	587
NOTHING (There is nothing)	-1.01	-2.00	-0.13	2.25	0.	0.	588
NOTICE (He noticed it)	0.19	-0.42	0.11	0.47	0.	0.	589
NOW (He is there now)	0.24	0.24	0.31	0.46	0.	0.	590
NOW (Now it was done)	0.11	-0.36	0.36	0.52	0.	0.	591
NUMBER (There are a number of them)	-0.34	-0.28	0.49	0.66	0.	0.	592
NUMEROUS (They are numerous)	-0.56	0.16	-0.33	0.67	0.	0.	593
OBJECT (The object is there)	0.22	-1.28	0.37	1.35	0.	0.	594

	<i>Eval</i>	<i>Actv</i>	<i>Poln</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
OBSERVE (He observed the things)	.96	-0.96	0.19	1.37	0.	0.	595
OCCASION (It is an occasion)	1.00	0.40	-1.14	1.56	1.06	0.	596
OFF (It is off from the others)	-0.53	-0.93	0.54	1.19	0.	0.	597
OFFER (He offered it to them)	1.00	-0.26	-0.43	1.12	0.	0.	598
OFFICE (He is in office)	0.19	-0.26	0.47	0.57	0.	0.	599
OFFICE (That is his office)	0.79	0.66	0.61	1.20	0.	0.61	600
OFFICER (He is the officer)	0.19	1.54	1.89	2.45	0.	1.62	601
OFFICIAL (He is an official)	-0.87	0.29	0.70	1.15	0.	0.	602
OFFICIAL (It is official)	-0.40	0.75	1.93	2.11	0.	0.69	603
OFTEN (He often does)	0.31	0.80	-0.32	0.91	0.	0.	604
OIL (It is oil)	0.36	-0.35	2.13	2.19	0.	0.	605
OLD (He is old)	-0.70	-2.91	-0.73	3.08	0.	0.	606
OLD (It is old)	-0.53	-1.92	0.29	2.01	0.	0.	607
OLD (He spoke of old times)	0.62	-0.78	1.27	1.61	0.51	0.	608
OLDER (He is older)	0.08	-1.27	0.34	1.32	0.	0.	609
ONCE (He did it once)	0.09	-1.00	-0.11	1.01	0.	0.	610
ONCE (Once it was so)	-0.18	-1.04	-1.00	1.45	0.	0.	611
ONE (He is one of them)	-0.60	-1.44	-0.11	1.57	0.	0.	612
ONE (One is a number)	0.34	-0.93	1.02	1.42	0.	0.	613
ONLY (There are only 50)	-0.40	-0.48	0.38	0.73	0.	0.	614
OPEN (It is open to them)	1.15	-0.27	0.25	1.20	0.	0.	615
OPINION (It is an opinion)	-0.02	-0.08	0.27	0.28	0.	0.	616
OPPOSE (He opposed it)	-1.04	1.05	1.35	2.00	0.	0.	617
ORDER (It has order)	-0.00	0.46	-0.43	0.63	0.	0.	618
ORDER (That is an order)	-1.44	0.52	1.34	2.03	0.	0.	619
ORDER (He ordered them to do it)	-1.20	1.29	1.29	2.18	0.	0.	620
ORIGINAL (It was the original idea)	1.09	1.05	0.08	1.51	0.	0.62	621
OTHER (He has the other)	-1.08	-1.05	-0.09	1.51	0.	0.	622
OTHER (He has other ideas)	-0.27	0.54	-0.18	0.63	0.	0.	623
OUGHT (It ought to be)	-0.57	-1.14	-0.00	1.28	0.	0.	624
OUT (He is out in the street)	-0.96	-0.17	0.40	1.05	0.	0.	625
OUT (That is out of bounds)	-2.10	0.17	0.40	2.14	0.	0.	626
OUT (It is out now)	-1.62	-1.05	0.37	1.97	0.	0.	627
OUT (They are out of them)	-1.77	-0.65	-0.66	1.99	0.	0.	628
OUTSIDE (He is outside)	-0.14	0.46	-0.36	0.60	0.	0.	629
OVER (It is over there)	-0.43	-0.37	-0.20	0.60	0.	0.	630
OVER (It is over the others)	-0.87	-0.32	-0.05	0.93	0.	0.	631
OVER (They are all over)	-0.69	-0.69	-0.17	0.99	0.	0.	632
OVER (It was all over nothing)	-1.57	-0.36	0.10	1.61	0.	0.	633
OWN (It is his own)	0.52	-0.12	0.45	0.70	0.	0.	634
PAPER (There is some paper)	0.20	-1.18	1.05	1.59	0.	0.	635
PARENTS (His parents are there)	1.34	-0.02	-1.41	1.95	1.35	0.	636
PART (That is part of it)	-0.12	-0.02	0.41	0.43	0.	0.	637
PART (He did his part)	0.46	-0.05	-0.83	0.95	0.	0.	638
PARTICULAR (It is a particular kind)	-0.06	-0.89	0.37	0.97	0.	0.	639
PARTY (He is in the party)	0.61	2.10	-0.71	2.29	0.	0.	640
PASS (He passed by them)	-0.72	0.94	0.14	1.19	0.	0.	641
PASS (He passed the test)	1.14	0.80	0.53	1.49	0.	0.76	642
PASS (He passed them in)	0.19	-0.33	0.07	0.39	0.	0.	643
PAST (That is his past)	0.19	-0.30	-0.37	0.51	0.	0.	644
PAY (He paid)	-0.19	-0.27	0.75	0.82	0.	0.	645
PEACE (There was peace)	2.03	-1.82	-0.30	2.74	0.	0.	646
PEOPLE (There are the people)	0.37	1.56	-1.18	1.99	0.71	0.	647
PEOPLE (It is for the people)	-0.01	0.21	-0.94	0.96	0.	0.	648
PERHAPS (Perhaps it is)	-0.79	-0.73	-0.30	1.12	0.	0.	649
PERMANENT (It is permanent)	0.02	-1.99	1.66	2.59	0.	0.	650
PERMIT (He permitted it)	0.06	-0.99	-0.76	1.25	0.	0.	651
PERSON (There is the person)	0.19	0.19	-0.73	0.78	0.	0.	652
PERSONAL (It is personal)	0.19	-1.76	-0.84	1.96	0.	0.	653
PICTURE (That is his picture)	1.41	-1.79	-0.22	2.28	0.	0.	654
PIECE (That is a piece of it)	-0.41	-0.91	-0.85	1.31	0.	0.	655
PLACE (It is a public place)	0.88	-0.70	0.32	1.17	0.	0.	656
PLACE (It is in its place)	0.57	-1.58	0.19	1.70	0.	0.	657

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
PLACE (He placed it there)	0.38	-0.88	-0.40	1.04	0.	0.	658
PLAN (That is the plan)	-0.54	-0.52	0.16	0.77	0.	0.	659
PLAY (He played)	0.29	1.85	-0.39	1.91	0.	0.	660
PLAY (He wrote a play)	1.28	1.16	-1.37	2.21	1.50	0.	661
PLEASANT (It is pleasant)	2.18	-1.63	-1.28	3.01	0.69	0.	662
POET (He is a poet)	0.93	-0.84	-2.39	2.70	1.27	0.	663
POINT (He pointed to it)	-0.10	-0.49	0.18	0.53	0.	0.	664
POINT (He is at that point)	-0.23	-0.38	0.24	0.51	0.	0.	665
POINT (He has a point)	-0.13	0.40	0.74	0.85	0.	0.	666
POLITICS (He is in politics)	-1.38	1.11	1.81	2.54	0.	0.	667
POOR (The poor thing is cold)	-1.14	-0.98	-2.22	2.68	0.	0.	668
POOR (He is poor)	-2.11	-2.02	-1.16	3.14	0.	0.	669
POPULAR (It is a popular idea)	0.91	0.83	-0.80	1.47	0.81	0.	670
POSITION (It is in position)	0.36	0.07	0.94	1.01	0.	0.	671
POSSESS (He possessed it)	0.37	0.05	0.02	0.38	0.	0.	672
POSSIBLE (It is possible)	0.73	0.31	0.82	1.14	0.	0.	673
POWER (It has the power)	-0.13	1.90	2.08	2.82	0.	1.70	674
POWER (He is a power)	-0.59	1.12	2.05	2.41	0.	0.86	675
PRACTICALLY (It is practically done)	0.04	-0.07	-0.04	0.09	0.	0.	676
PREPARE (He prepared for it)	0.48	1.38	1.28	1.94	0.	1.40	677
PRESENT (He does at present)	-0.32	-1.09	-0.42	1.21	0.	0.	678
PRESENT (He presented it to them)	0.53	-0.21	-1.00	1.15	0.	0.	679
PRESENT (He is present)	0.62	0.12	-0.20	0.66	0.	0.	680
PRESENCE (It is the presence of it)	-0.28	-0.00	-0.46	0.54	0.	0.	681
PRESSURE (It is a pressure)	-0.99	0.88	0.96	1.64	0.	0.	682
PREVENT (He prevented it)	0.49	0.82	1.63	1.89	0.	1.13	683
PRICE (That is the price)	-1.33	0.21	0.19	1.36	0.	0.	684
PRIVATE (It is private)	0.31	-0.51	-0.13	0.61	0.	0.	685
PROBABLY (It probably is)	-0.94	-0.64	-0.29	1.17	0.	0.	686
PROBLEM (He has a problem)	-1.60	-0.43	-0.21	1.67	0.	0.	687
PRODUCE (They produced it)	0.60	1.06	0.75	1.44	0.	0.93	688
PRODUCT (He sells the product)	0.16	-0.15	0.23	0.32	0.	0.	689
PROFESSION (It is his profession)	0.67	0.82	0.29	1.09	0.	0.	690
PROFIT (There is a profit)	0.78	0.14	0.84	1.15	0.	0.	691
PROGRESS (That is progress)	0.87	1.39	1.15	2.00	0.	1.50	692
PROPER (It is the proper thing)	0.45	-0.90	0.12	1.01	0.	0.	693
PROPERTY (It is his property)	1.07	-0.62	1.22	1.74	0.	0.	694
PROTECT (He protected it)	1.32	1.19	0.04	1.78	0.	0.72	695
PROVE (It proved to be so)	-0.27	-0.14	0.83	0.88	0.	0.	696
PROVE (He proved it)	0.00	1.31	0.49	1.40	0.	0.66	697
PROVIDE (He provided it)	0.13	-0.55	-0.92	1.08	0.	0.	698
PUBLIC (It is public)	-0.77	0.86	0.29	1.19	0.	0.	699
PUBLIC (It is for the public)	0.50	0.86	0.10	1.00	0.	0.	700
PULL (He pulled it)	-0.44	1.64	0.32	1.73	0.	0.	701
PURPOSE (That is the purpose)	-0.11	0.19	0.68	0.71	0.	0.	702
PUT (He put it there)	0.14	0.27	0.22	0.38	0.	0.	702
QUALITY (It is of quality)	1.35	-0.18	-0.34	1.40	0.	0.	704
QUANTITY (There is a quantity of it)	-0.38	-0.51	0.72	0.96	0.	0.	705
QUESTION (It is a question of time)	-0.61	-0.61	0.66	1.09	0.	0.	705
QUESTION (That is his question)	-0.51	-0.08	0.39	0.65	0.	0.	707
QUICK (It was quick)	-0.12	1.73	0.10	1.74	0.	0.55	708
QUICKLY (He did it quickly)	0.44	1.36	0.74	1.61	0.	1.05	709
QUIET (It is quiet)	1.17	-2.57	-0.82	2.94	0.	0.	710
QUIT (He quit)	-1.83	-0.39	0.76	2.02	0.	0.	711
QUITE (That is quite so)	-0.11	-0.97	-0.79	1.26	0.	0.	712
RATE (That is the rate)	0.28	-0.57	1.06	1.23	0.	0.	713
RATHER (It is this rather than that)	-0.57	-0.59	-0.22	0.85	0.	0.	714
RATHER (That is rather often)	-0.70	-1.49	0.53	1.73	0.	0.	715
REACH (Then it reached here)	-0.55	0.37	-0.27	0.72	0.	0.	716
READ (He read of it)	0.58	-0.04	-0.01	0.58	0.	0.	717
READY (He is ready)	-0.10	0.55	0.47	0.73	0.	0.	718
REAL (It is real)	0.52	0.44	0.05	0.68	0.	0.	719
REALLY (It is this really)	-0.11	-0.40	-0.39	0.57	0.	0.	720
REALLY (That is really often)	-0.18	0.25	0.01	0.30	0.	0.	721

	<i>Eval</i>	<i>Actv</i>	<i>Poin</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
REALIZE (He realized that it was so)	-0.26	-0.92	0.31	1.00	0.	0.	722
REASON (That is the reason)	0.26	-0.54	0.04	0.60	0.	0.	723
RECEIVE (He received it)	1.08	0.73	-1.33	1.86	1.32	0.	724
RECENT (It is recent)	0.10	-0.50	-0.27	0.58	0.	0.	725
RECENTLY (It was recently done)	-0.53	-0.56	0.21	0.79	0.	0.	726
RECORD (That is the record of it)	0.26	0.24	0.04	0.35	0.	0.	727
RED (It is red)	-0.84	0.90	-0.21	1.24	0.	0.	728
REDUCE (They reduced it)	-0.32	-0.39	0.69	0.86	0.	0.	729
REFUSE (He refused)	-1.73	0.21	0.89	1.95	0.	0.	730
REGARD (He regarded it with care)	0.75	-0.09	0.13	0.76	0.	0.	731
RELATION (That is the relation)	0.09	-1.04	-0.39	1.11	0.	0.	732
RELIGION (That is his religion)	1.57	0.59	-1.75	2.42	1.92	0.	733
RELIGIOUS (He is religious)	2.07	0.02	-0.79	2.22	1.18	0.	734
REMAIN (He remained there)	-0.56	-1.96	-0.17	2.04	0.	0.	735
REMAIN (He remained)	-0.34	-1.26	0.48	1.39	0.	0.	736
REMEMBER (He remembered)	0.57	-0.20	-0.56	0.82	0.	0.	737
REPLY (He replied)	0.62	0.12	-1.07	1.24	0.71	0.	738
REPORT (That is his report)	-0.27	-1.07	0.73	1.33	0.	0.	739
REPORT (He reported on it)	0.30	0.53	0.29	0.68	0.	0.	740
REPRESENT (It represented that)	0.44	0.20	0.83	0.95	0.	0.	741
REST (Here are the rest)	-0.05	-0.43	-0.84	0.95	0.	0.	742
REST (He rested)	1.90	-2.55	-0.04	3.18	0.	0.	743
RESULT (That is the result)	-0.40	0.08	0.29	0.50	0.	0.	744
RESULT (It resulted from that)	-0.97	-0.79	1.14	1.69	0.	0.	745
RETURN (He returned)	0.78	-0.71	-0.63	1.23	0.	0.	746
RETURN (It is the return of spring)	1.03	-0.02	-1.90	2.16	1.49	0.	747
RICH (He is rich)	-0.19	0.24	0.00	0.31	0.	0.	748
RIDE (He rode on it)	0.29	1.11	0.33	1.19	0.	0.57	749
RIGHT (It is his right)	0.54	0.51	0.04	0.74	0.	0.	750
RIGHT (That is the right one)	0.48	0.24	-0.28	0.61	0.	0.	751
RIGHT (It is on his right)	0.19	-0.47	-0.01	0.50	0.	0.	752
RIGHT (He is in the right)	0.93	0.69	1.06	1.58	0.	0.94	753
RISE (It rose)	0.08	0.75	0.27	0.80	0.	0.	754
RIVER (There is the river)	-0.24	1.07	0.61	1.25	0.	0.	755
ROAD (That is the road)	0.48	-1.53	2.00	2.56	0.	0.	756
ROCK (It is a rock)	-0.30	-3.16	3.85	4.99	0.	0.	757
ROOM (That is his room)	0.43	-0.96	-1.07	1.50	0.	0.	758
RUN (He ran to them)	0.20	0.98	-0.58	1.16	0.	0.	759
SAFE (He is safe now)	0.99	-0.13	-0.69	1.21	0.57	0.	760
SAILOR (He is a sailor)	0.67	2.43	1.21	2.80	0.	2.08	761
SAND (That is sand)	0.38	-1.24	1.34	1.87	0.	0.	762
SATISFY (He satisfied himself)	1.66	0.04	0.09	1.66	0.	0.	763
SAVE (He saved them in time)	1.11	0.87	-0.19	1.42	0.	0.	764
SAY (He said it)	-0.66	0.23	-1.12	1.32	0.	0.	765
SCARCE (These are scarce)	-0.80	-1.04	-0.05	1.32	0.	0.	766
SCENE (He was at the scene)	-0.73	-0.48	-0.12	0.88	0.	0.	767
SCHOOL (He is at school)	0.66	-0.09	0.21	0.70	0.	0.	768
SCIENCE (It is a science)	0.40	0.69	2.03	2.19	0.	1.12	769
SEA (There is the sea)	0.13	1.29	0.80	1.52	0.	0.90	770
SECOND (He did it a second time)	-0.87	-0.51	0.39	1.08	0.	0.	771
SEE (He saw the thing)	0.32	0.05	-0.27	0.42	0.	0.	772
SEE (He saw how to do it)	0.84	0.69	0.14	1.10	0.	0.	773
SEE (He saw them about it)	0.10	-0.37	-0.45	0.59	0.	0.	774
SEEM (It seemed to be that)	0.34	-1.89	-0.31	1.95	0.	0.	775
SELL (He sold it)	0.30	0.03	0.17	0.34	0.	0.	776
SEND (He sent it to them)	0.27	0.09	-0.05	0.29	0.	0.	777
SENSE (It is one of the senses)	0.31	-0.52	-0.00	0.61	0.	0.	778
SERIOUS (He is a serious person)	0.08	-1.05	0.51	1.17	0.	0.	779
SERVE (It served for that)	0.49	-0.33	0.14	0.61	0.	0.	780
SERVICE (He did them a service)	1.48	1.32	-0.77	2.13	1.09	0.	781
SERVICE (He is in the service)	-0.33	1.06	1.14	1.59	0.	0.67	782
SET (He set the date)	0.54	-0.13	0.12	0.57	0.	0.	783
SET (He set it there)	0.15	-0.24	0.58	0.65	0.	0.	784

	<i>Eval</i>	<i>Actv</i>	<i>Potn</i>	<i>Polr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
SET (He set it free)	0.20	0.08	-1.26	1.28	0.53	0.	785
SETTLE (He settled for that)	-0.47	-0.10	-0.31	0.57	0.	0.	786
SETTLE (He settled in that town)	0.66	0.30	-0.45	0.86	0.	0.	787
SEVERAL (There are several)	-0.13	-0.28	-0.08	0.32	0.	0.	788
SHIP (There is the ship)	0.70	0.77	1.45	1.78	0.	1.10	789
SHOOT (He shot at them)	-2.46	0.30	0.04	2.48	0.	0.	790
SHORE (It is along the shore)	0.50	1.01	0.10	1.13	0.	0.	791
SHORT (It is short)	-0.91	-1.08	0.42	1.47	0.	0.	792
SHOULD (He should do it)	0.03	0.95	0.23	0.98	0.	0.	793
SHOULD (It should be there)	-0.31	-0.92	0.46	1.07	0.	0.	794
SHOULDER (That is his shoulder)	-0.12	0.26	0.68	0.74	0.	0.	795
SHOW (He showed it to them)	0.37	0.85	-0.56	1.08	0.	0.	796
SIDE (It is on that side)	-0.34	-0.41	0.55	0.76	0.	0.	797
SIDE (He is on their side)	-0.69	0.42	-0.69	1.06	0.	0.	798
SIGN (That is a sign of it)	0.01	-0.61	0.07	0.62	0.	0.	799
SIGN (He signed)	0.08	-0.04	-0.55	0.56	0.	0.	800
SILENCE (There was silence)	0.63	-2.74	-0.06	2.81	0.	0.	801
SILENT (It was silent)	1.63	-3.41	0.21	3.79	0.	0.	802
SILVER (It is silver)	1.23	-0.85	1.40	2.05	0.	0.	803
SIMPLE (It is simple)	0.81	-0.43	-0.29	0.97	0.	0.	804
SIMPLY (He simply does)	-0.77	-1.58	-1.12	2.08	0.	0.	805
SING (He sang)	0.65	0.78	-2.38	2.59	1.66	0.	806
SINGLE (Not a single thing is there)	-1.73	-2.08	0.21	2.72	0.	0.	807
SINGLE (He is single)	-0.72	0.56	0.05	0.92	0.	0.	808
SISTER (It is his sister)	1.11	0.48	-2.80	3.05	2.19	0.	809
SIT (He sat there)	-0.15	-1.53	-0.10	1.54	0.	0.	810
SITUATION (That is the situation)	-1.40	-0.15	-0.59	1.53	0.	0.	811
SKY (It is in the sky)	0.48	-0.87	-0.90	1.34	0.	0.	812
SLEEP (He slept)	1.67	-3.20	-0.67	3.67	0.	0.	813
SLOW (It is slow)	-0.66	-2.09	-0.17	2.19	0.	0.	814
SMALL (It is small)	1.08	-0.91	-0.76	1.60	0.	0.	815
SO (That is so often)	-0.46	-0.44	-0.05	0.64	0.	0.	816
SO (So it is)	-0.26	-0.90	0.48	1.05	0.	0.	817
SOCIAL (It is a social matter)	0.55	0.31	-1.09	1.26	0.72	0.	818
SOFT (It is soft)	1.49	-2.16	-1.38	2.97	0.	0.	819
SOLDIER (He is a soldier)	0.43	1.13	1.44	1.88	0.	1.27	820
SOLVE (He solved it)	0.59	1.25	1.26	1.87	0.	1.35	821
SOME (There are some)	-0.48	-0.63	0.01	0.79	0.	0.	822
SOME (He has some things)	0.48	-0.41	0.74	0.97	0.	0.	823
SOMETHING (That is something)	0.01	-0.14	-0.66	0.68	0.	0.	824
SOMETIMES (It is sometimes)	-1.04	-1.23	-0.53	1.69	0.	0.	825
SOMEWHAT (It is somewhat)	-1.02	-0.77	-0.34	1.32	0.	0.	826
SON (It is his son)	1.45	1.49	-2.00	2.89	2.06	0.	827
SOON (It soon will be)	0.03	0.26	-0.61	0.67	0.	0.	828
SORROW (He has sorrows)	-1.71	-1.70	-2.52	3.49	0.	0.	829
SORRY (He is sorry)	0.13	-1.57	-0.60	1.69	0.	0.	830
SORT (It is some sort of thing)	-0.71	-0.65	-0.37	1.03	0.	0.	831
SOUL (It is about the soul)	0.63	-0.24	-1.87	1.99	1.11	0.	832
SOUND (It sounded the same)	0.46	0.11	-0.46	0.66	0.	0.	833
SPACE (There is a space)	-0.08	-1.64	1.03	1.94	0.	0.	834
SPEAK (He spoke of it)	0.50	-0.00	-0.27	0.57	0.	0.	835
SPECIAL (It is special)	0.86	-0.63	-0.68	1.27	0.	0.	836
SPEECH (There was a speech)	0.62	0.80	-0.13	1.02	0.	0.	837
SPEND (He spent time with them)	0.87	0.60	-0.52	1.18	0.53	0.	838
SPEND (He spent himself)	-1.09	0.14	-0.79	1.35	0.	0.	839
SPIRIT (How are his spirits)	0.37	0.15	-0.20	0.45	0.	0.	840
SPREAD (It spread)	-0.86	-0.09	0.12	0.88	0.	0.	841
SPRING (It is spring)	1.59	1.05	-2.33	3.01	2.41	0.	842
STAND (He stood)	0.15	-0.70	1.09	1.30	0.	0.	843
STAND (It is to stand as it is)	-0.87	-0.54	0.91	1.37	0.	0.	844
STANDARD (This is the standard)	0.03	-0.48	0.87	0.99	0.	0.	845
STAR (The stars are out)	1.23	-1.83	-1.40	2.61	0.	0.	846
STAR (He is a star)	1.55	1.93	-0.15	2.48	0.	1.01	847

	<i>Eval</i>	<i>Actn</i>	<i>Poin</i>	<i>Poiz</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
START (He started to do it)	-0.50	0.65	-0.07	0.82	0.	0.	848
STATE (There are 50 states)	1.11	1.02	0.87	1.74	0.	1.13	849
STATE (He is in a state of shock)	-2.80	-1.79	-0.18	3.33	0.	0.	850
STATE (He stated that it is so)	-0.60	-0.00	0.38	0.72	0.	0.	851
STATEMENT (It is his statement)	-0.27	-0.18	0.30	0.44	0.	0.	852
STATION (There is the station)	0.57	-0.26	0.41	0.75	0.	0.	853
STAY (He stayed)	-0.00	-0.81	-0.24	0.84	0.	0.	854
STEEL (It is of steel)	0.37	-2.01	4.60	5.04	0.	0.	855
STEP (It is a step forward)	0.83	0.97	0.38	1.33	0.	0.70	856
STEP (He stepped out)	-0.23	0.76	-0.28	0.84	0.	0.	857
STILL (He is still there)	-0.82	-1.02	-1.04	1.67	0.	0.	858
STILL (There is still more)	-1.03	-0.73	-0.20	1.28	0.	0.	859
STILL (All was still)	1.24	-2.96	-0.05	3.21	0.	0.	860
STONE (It is a stone)	-0.50	-2.87	2.68	3.96	0.	0.	861
STOP (It stopped)	-1.19	-0.80	1.27	1.92	0.	0.	862
STORY (That is the story)	0.83	-0.12	-1.18	1.45	0.85	0.	863
STRANGE (It is strange)	-1.46	-1.00	0.23	1.78	0.	0.	864
STREAM (There is a stream of them)	0.04	1.56	-1.04	1.88	0.	0.	865
STREET (This is the street)	-0.31	0.71	0.73	1.06	0.	0.	866
STRONG (It is strong)	-0.42	1.09	2.21	2.50	0.	0.99	867
STUDENT (He is a student)	0.48	0.27	-0.20	0.58	0.	0.	868
STUDY (He studied)	0.06	-0.20	1.13	1.15	0.	0.	869
SUBJECT (That is the subject)	-0.17	-0.87	0.87	1.24	0.	0.	870
SUCCEED (He succeeded)	1.12	0.36	0.40	1.24	0.	0.	871
SUCCESS (He succeeded)	1.56	1.46	0.76	2.27	0.	1.47	872
SUCCESSFUL (He was successful)	1.75	1.75	0.90	2.63	0.	1.79	873
SUCH (He had such a time)	0.10	0.13	-0.25	0.30	0.	0.	874
SUFFER (He suffered)	-2.23	-0.95	-1.93	3.10	0.	0.	875
SUGGEST (He suggested it)	0.00	-0.11	-0.20	0.23	0.	0.	876
SUMMER (It is summer)	1.22	1.27	-1.59	2.37	1.62	0.	877
SUN (There is the sun)	0.64	0.08	0.52	0.83	0.	0.	878
SUPPLY (He has a supply of them)	0.21	-0.98	1.10	1.49	0.	0.	879
SUPPLY (He supplied them)	0.35	0.63	0.80	1.07	0.	0.54	880
SUPPORT (He supported them)	1.32	1.54	-0.11	2.03	0.	0.82	881
SUPPOSE (He supposed it to be so)	-0.88	-0.41	-0.03	0.97	0.	0.	882
SUPPOSE (He was supposed to do it)	-0.48	-1.01	-0.51	1.22	0.	0.	883
SURE (He is sure)	0.64	0.51	0.97	1.27	0.	0.65	884
SURE (It is a sure thing)	0.38	-0.54	0.22	0.70	0.	0.	885
SURFACE (That is the surface of it)	0.02	-0.78	1.51	1.70	0.	0.	886
SURPRISE (He surprised them)	0.52	1.63	-1.12	2.05	0.77	0.	887
SURROUND (They surrounded it)	-1.40	0.78	0.79	1.79	0.	0.	888
SWEET (They were sweet to him)	1.83	-0.09	-2.44	3.05	2.31	0.	889
TAKE (He took the prize)	0.36	0.03	0.45	0.58	0.	0.	890
TAKE (He took it away)	-2.31	0.11	-0.27	2.33	0.	0.	891
TAKE (He took that street)	-0.45	0.81	0.68	1.15	0.	0.	892
TAKE (He took hold of it)	0.24	0.90	-0.08	0.93	0.	0.	893
TAKE (He took interest in them)	-0.01	0.52	-1.50	1.59	0.60	0.	894
TAKE (He took it down)	-1.14	-0.19	-0.08	1.16	0.	0.	895
TALK (He talked)	0.57	1.04	-0.28	1.22	0.	0.	896
TAX (It is a tax)	-1.76	1.19	1.26	2.47	0.	0.	897
TEACH (He taught it)	0.80	0.22	-0.03	0.83	0.	0.	898
TEACHER (He is a teacher)	0.28	0.20	1.08	1.13	0.	0.	899
TELL (He told them about it)	-0.11	-0.11	-0.42	0.45	0.	0.	900
TERRIBLE (That is terrible)	-3.26	0.33	-0.26	3.29	0.	0.	901
THEIR (It is theirs)	-0.14	-0.84	-0.37	0.93	0.	0.	902
THEN (Then he was done)	0.19	-0.35	0.07	0.40	0.	0.	903
THEN (If this is so then so is that)	-0.98	0.26	-0.06	1.01	0.	0.	904
THING (The thing is there)	-1.63	-0.43	0.11	1.69	0.	0.	905
THINK (He thought about things)	0.58	-0.22	-0.68	0.92	0.	0.	906
THINK (He thought it so)	0.42	0.66	0.25	0.82	0.	0.	907
THINK (He thought it through)	0.07	-0.22	0.72	0.75	0.	0.	908
THINKING (He is thinking)	0.41	0.83	-0.29	0.97	0.	0.	909
THOUGHT (It is a thought)	0.63	-0.43	-0.62	0.98	0.	0.	910

	<i>Eval</i>	<i>Actv</i>	<i>Poin</i>	<i>Poir</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
THOUGHT (He is deep in thought)	0.91	-0.69	0.26	1.17	0.	0.	911
THROW (He threw it)	-1.20	0.53	-0.02	1.32	0.	0.	912
THUS (It was thus)	-0.47	-1.07	-0.25	1.20	0.	0.	913
TIME (This is the time to do it)	0.23	0.24	0.73	0.80	0.	0.	914
TIME (It was in those times)	-0.07	0.18	-0.62	0.64	0.	0.	915
TIME (It will be so in time)	-0.17	-0.72	-0.03	0.74	0.	0.	916
TIME (He has time for it)	0.01	0.19	-0.24	0.30	0.	0.	917
TOGETHER (They are together)	1.22	-0.41	-1.55	2.02	1.22	0.	918
TOO (That is too often)	-1.40	-0.09	-0.44	1.47	0.	0.	919
TOTAL (That is the total number)	0.38	0.12	0.42	0.58	0.	0.	920
TOWN (He is in town)	0.70	0.41	-0.64	1.04	0.50	0.	921
TRAIN (He trained them)	0.38	1.12	1.35	1.80	0.	1.20	922
TREE (It is a tree)	1.23	-0.65	2.17	2.58	0.	0.	923
TROUBLE (He has troubles)	-2.75	0.86	-0.08	2.88	0.	0.	924
TROUBLE (It troubled him)	-2.42	0.11	-0.54	2.48	0.	0.	925
TRUE (It is true)	0.66	-0.36	0.25	0.79	0.	0.	926
TRUE (He is a true person)	1.80	1.17	-0.60	2.23	1.09	0.	927
TRUTH (It is the truth)	0.29	0.39	0.75	0.89	0.	0.	928
TRY (He tried to do it)	0.03	0.26	0.03	0.26	0.	0.	929
TURN (He turned around)	0.13	0.09	-0.24	0.29	0.	0.	930
TURN (He turned it around)	-0.18	-0.04	-0.33	0.38	0.	0.	931
TURN (It turned into that)	-0.91	-0.91	-0.25	1.31	0.	0.	932
TYPE (It is a type)	-0.16	-1.16	-0.07	1.17	0.	0.	933
UNCLE (It is his uncle)	1.36	0.29	-0.23	1.41	0.	0.	934
UNDERSTAND (He understood)	0.95	-0.97	0.27	1.38	0.	0.	935
UNITE (They united)	1.51	-0.07	0.19	1.52	0.	0.	936
UNIVERSITY (He is at a university)	0.99	1.41	0.16	1.73	0.	0.88	937
UP (It is up there)	-0.82	-0.77	-0.48	1.22	0.	0.	938
UP (Time is up)	-0.49	-0.64	-0.05	0.80	0.	0.	939
UP (He spoke up)	0.17	0.59	1.09	1.25	0.	0.58	940
USE (He used that one)	-0.27	0.50	-0.20	0.60	0.	0.	941
USE (He used it up)	-1.17	-0.57	-0.55	1.41	0.	0.	942
USE (He used to do it)	-0.30	-0.43	0.27	0.59	0.	0.	943
USE (It is in use)	-0.03	1.08	0.71	1.29	0.	0.63	944
USUAL (That is the usual thing)	-0.49	-1.18	-0.02	1.28	0.	0.	945
USUALLY (He usually does)	-0.22	-0.93	-0.41	1.04	0.	0.	946
VALUE (It has value)	0.77	-0.37	0.34	0.92	0.	0.	947
VARIOUS (There are various things)	0.42	-0.25	-0.36	0.61	0.	0.	948
VERY (That is very often)	-0.09	0.39	0.04	0.40	0.	0.	949
VICTORY (It is a victory)	1.06	1.35	1.30	2.15	0.	1.62	950
VIEW (That is his view)	0.22	-0.25	-0.18	0.38	0.	0.	951
VISIT (He visited them)	0.71	-0.14	-1.13	1.35	0.73	0.	952
VOICE (It is a voice)	1.08	-0.02	-1.77	2.08	1.45	0.	953
VOTE (They voted on it)	0.86	-0.01	1.02	1.33	0.	0.	954
VOTE (They took a vote)	0.64	0.39	1.35	1.55	0.	0.73	955
WAIT (He waited)	-0.39	-1.29	0.56	1.46	0.	0.	956
WALK (He walked)	0.45	1.24	0.13	1.32	0.	0.57	957
WALL (It is on the wall)	0.24	-1.99	0.43	2.05	0.	0.	958
WANT (He wanted that)	-0.43	-0.06	-0.19	0.47	0.	0.	959
WAR (It is war)	-3.96	2.22	-0.04	4.54	0.	0.	960
WARN (He warned them)	-0.64	1.88	0.07	1.99	0.	0.	961
WATCH (He watched)	-0.07	-0.90	-0.75	1.17	0.	0.	962
WATER (There is water)	0.66	1.18	-0.30	1.39	0.	0.	963
WAY (That is the way to do it)	0.02	0.44	0.84	0.95	0.	0.	964
WAY (It is along the way)	-0.61	-0.15	0.15	0.65	0.	0.	965
WEALTH (He has wealth)	0.35	1.08	-0.33	1.18	0.	0.	966
WEAR (He wore that)	-0.01	0.51	-0.44	0.68	0.	0.	967
WEEK (This is the week for it)	-0.24	0.78	0.15	0.83	0.	0.	968
WELL (He is well along)	0.57	0.68	-0.21	0.91	0.	0.	969
WELL (He is doing well)	1.18	0.00	-0.03	1.18	0.	0.	970
WHEN (He will when they are done)	-0.84	-0.61	0.12	1.04	0.	0.	971
WHITE (It is white)	1.13	-1.31	-0.41	1.77	0.	0.	972
WHOLE (That is the whole thing)	0.66	-1.33	0.53	1.58	0.	0.	973

	<i>Eval</i>	<i>Actv</i>	<i>Poin</i>	<i>Potr</i>	<i>n Aff</i>	<i>n Ach</i>	<i>ID</i>
WIDE (It is wide)	-0.54	-1.21	0.30	1.36	0.	0.	974
WIFE (It is his wife)	0.97	-0.32	-3.12	3.28	1.85	0.	975
WILD (It was wild talk)	-1.94	1.42	0.17	2.41	0.	0.	976
WIN (He won it)	1.28	2.20	0.43	2.58	0.	1.59	977
WIND (It is the wind)	-0.83	0.69	0.57	1.22	0.	0.	978
WINDOW (There is the window)	0.65	-2.69	0.77	2.87	0.	0.	979
WINTER (It is winter)	-2.21	1.06	1.36	2.80	0.	0.	980
WISE (He is wise)	1.49	0.88	1.26	2.14	0.	1.32	981
WISH (He wished for it)	1.14	-0.75	-1.25	1.85	0.81	0.	982
WOMAN (That is the woman)	1.65	0.73	-2.69	3.24	2.65	0.	983
WONDER (He wondered about it)	-0.13	-0.82	-0.94	1.26	0.	0.	984
WONDERFUL (It is wonderful)	1.42	1.00	-1.73	2.45	1.86	0.	985
WORD (He had words for it)	-0.06	-0.33	-0.56	0.65	0.	0.	986
WORK (What is his work)	0.53	1.19	1.38	1.90	0.	1.34	987
WORK (That is work)	-0.50	1.07	0.71	1.38	0.	0.	988
WORK (He worked for them)	0.06	0.97	0.75	1.23	0.	0.62	989
WORK (He worked at it)	0.14	1.06	1.78	2.08	0.	1.20	990
WORLD (He went out into the world)	-1.03	0.94	0.05	1.39	0.	0.	991
WORRY (He worried)	-2.20	0.25	-1.64	2.75	0.	0.	992
WORTH (It is worth it)	0.65	0.11	0.42	0.78	0.	0.	993
WRITE (He wrote it)	0.51	0.21	0.25	0.61	0.	0.	994
YEAR (It was years ago)	0.24	-0.26	-0.18	0.40	0.	0.	995
YES (Yes, it is)	0.38	0.86	-0.35	1.01	0.	0.	996
YET (He has yet to do it)	-1.45	-1.16	-0.51	1.93	0.	0.	997
YOUNG (He is young)	0.98	1.02	-2.60	2.96	2.07	0.	998
YOUNGER (He is younger)	0.18	0.74	-1.82	1.97	0.97	0.	999