

CHAPTER ONE

INTRODUCTION

This study is titled "Vocabulary Achievement of Grade Seven Students in Content Words." This section introduces the research in terms of its general background. In brief, general background consists of classification, aspects, importance, principles, vocabulary achievement and some techniques of teaching vocabulary, and then review of related literature, objectives and significance of the study.

1.1 General Background

As we know that we are living in the world of globalization, English language is a common language and is used or spoken in many countries. So, English language is considered as universal language. It is used in many international organizations like UNO, UNESCO, SAARC etc.

Harmer (2008) mentions the following elements of language in order to get meaning: Grammar, vocabulary, and pronunciation. Among these elements of language, vocabulary is the most important one. In several areas of applied linguistics, vocabulary can be defined as a fixed set of words used as the parts of the definition of other words which is found in the lexicography and language teaching. Vocabulary is used as lexical items i.e. active vocabulary and passive vocabulary-David Crystal. Richards et al. (1985, p. 307) defined "Vocabulary as a set of lexemes including single word, compound word and idioms". It means its grammar and structure is also important how the plural is formed, how past tense is signified.

Vocabulary is the store of words as the union of a particular meaning with a particular complex of sounds and capable of a particular grammatical employment. It is such a vital aspect of language, in the lack of which, it is difficult to communicate even if some one has a good knowledge of the system of language in question. Vocabulary can also be defined as the list of words without which we can not communicate in our daily life communication. Crystal (2003, p. 126) defines "A fixed set of words used as a part of definition of other

words". Similarly, Hornby (2000, p. 1447) says, " The words that people use when they talking about a particular subject". The learners having the ability to know a word in a target language can spell the word correctly while writing. It also makes the learners be aware of its connotation and association.

According to Harmer (2008, p. 173) vocabulary of a language consists of different types of words, phrases, idioms, collocations, lexical chunks etc.

Words: Words are the smallest unit of discourse. They function as fundamental unit which are minimal units of grammatical units. Aarts and Aarts (1986, p. 21) have given following types of words.

Simple words: It consists of a single root morpheme. These words can't be segmented further as a meaningful unit. For example -go, come, house, cat, eat etc. It does not take any suffix.

Compound word: It consists of two single words or two single root morphemes, e.g. playground, sleeping bed, pocket chart, blackboard etc. Both words have their own meaning in compound word.

Complex word: It consists of a root morpheme plus affix. These words can be segmented further but don't have meaning of suffix, prefix and infix, e.g. usefulness, lovely, kindness.

Phrase: A group of words which functions as a unit and with the exception of the verb phrase itself does not contain a finite verb is known as phrase. It is smaller than clause and higher than word. Sometime a single word also functions as a phrase. There are different types of phrases, they are as follows:

Noun phrase: It is a group of words with a noun as its head and functions like a noun. It functions as a subject and an object, complement of sentence. For example - The beautiful girl proposed the handsome man for marriage.

Adjective phrase: It is a word or group of words function as the adjective. It usually precedes the noun or occasionally follows the noun. For example– Ram is writing an extremely interesting novel.

Verb phrase: Verb is the head word in verb phrase. It occurs the subject. For example– She has been playing.

Adverbial phrase: Adverb is the head in adverb phrase. It doesn't have a particular position in the sentences. For example– They were speaking quite seriously.

Prepositional phrase: Preposition is the head in prepositional phrase and it begins with preposition. For example– The book is on the table.

Idiom: An idiom is a group of words which has a single meaning and which can't be deduced from the habitual meanings of the words that part in the idiom. It does not give literal meaning but understood by the context. It is a lexical phrase where the meaning of the whole phrase may not be comprehensible even if we know the meaning of individual word.

Collocations: According to Harmer, "If any two words occur together more often than just by chance, we often call them collocations".

Some collocations are fixed than others: binominals, such as high and dry, that and coat, and pick and choose, and trinomials. The difference between these fixed collocations and idioms has to do with the transparency of meaning. Idioms have meaning that are difficult to retrieve from the lexical items themselves. (Murcia and freeman: 199, p. 43)

Lexical Chunks: Lexical chunks are strings of words which behave almost as one unit. Some of these are fixed, it means we can't change any of the words, e.g. over the moon, out of the blue and some of them are semi- fixed, which means we can change some of the words e.g. nice to see you, nice to meet you etc.

1.1.1 Classification of Vocabulary

Vocabulary has been classified in differently by different scholars. Generally, vocabulary can roughly be defined as the words which are used in our day to day communication.

Vocabulary of any language is a vast ocean. One cannot speak any language fluently and appropriately without having an adequate number of vocabulary.

Vocabulary can be classified into two types regarding the performance of the learner such as active vocabulary and passive vocabulary.

a distinction is frequently made between 'active and passive' vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce. (Harmer, 1997,p.153)

This description reveals that those words that an individual uses more frequently are called active vocabulary. On the other hand, those words which can be understood but not frequently used are called passive vocabulary. But this distinction is not much reliable because an active vocabulary can be a passive one and vice versa in course of time.

Similarly, vocabulary is classified as content and function words. Words with meaning in isolation and which have lexical meaning are content words. They carry the main content of the message and also major word class which refer to a thing, quality, state or action, e.g. noun, verb, adjective and adverb. Function words, on the other hand, are called structural, empty, grammatical words, which have little meaning on their own but show grammatical relationship in and between sentences. For example- conjunctions, prepositions, articles, auxiliaries, negative particles. This classification of word is classified as major and minor word classes by Aarts and Aarts (1986, p. 22).

Fries (1952, pp 44-50) classified vocabularies into four types I. Function words, II. Substitute words, III. Grammatically distributed words and IV. Content words.

Function or structural words are also known as the empty or form words, e.g. is, am, was, a, an etc. In isolation, they have almost zero meaning but they show the structural relation within and between the sentences. The substitute words replace a class and several

subclasses of the words. For example- synonyms, pronoun, cataphora and anaphora. Grammatically distributed words show the unusual grammatical restrictions in distribution, e.g. so, any, some etc. These words serve as linker in syntactic string. Content words convey the primary meaning in entire area. They constitute the bulk of the vocabulary of the language.

Wallace (1982, p. 23) has given two types of vocabulary as productive and receptive vocabulary. Everyone who learns a foreign language is usually able to recognize many more words and than he can produce. It is much more difficult to produce a word correctly. One has to produce or spell it right way. The words which are produced correctly are productive and which are recognized by the learners but not produced are receptive vocabulary.

Vocabulary also can be classified into two categories on the basis of the types of meaning they convey: concrete and abstract vocabulary. If a word refers to a visible object with concrete space is known as concrete vocabulary. On the contrary, if it signifies something which has no definite shape, size and measurement and is entirely depend on our personal imagination is called abstract vocabulary. For example-love, kindness, bravery etc. (Cited in Harmer, 1997, p. 149).

1.1.2 Aspects of Learning Words

Learning a word means learning different aspects of that word like meaning, use, formation, grammar. Aspects of learning words mean learning and teaching different aspect of that word. Knowing a word means far more than just understanding its meaning (Harmer, 1997, p. 158).

Based on Harmer (1997, p. 173) there are four aspects of learning word

-) Word meaning (meaning in context and sense relation)
-) Word use (metaphor and idiom, collocation, style and register)
-) Word formation (parts of speech, prefixes and suffixes, spelling and pronunciation)
-) Word grammar (nouns: countable and uncountable etc., verb complementation, phrasal verbs, etc adjectives and adverbs etc.)

I. Word Meaning

Harmer (1991, p. 156) has described the trend of meaning change in different contexts giving example of the word 'book' with its various meanings. The word 'book' has been presented as nouns, verb and phrasal word with different meanings. It is obvious that the context determines the meaning of words.

Similarly, sense relation is another aspect of meaning to be considered. The meaning of the word can be learnt in terms of the relationship with other words in the language. In this regard, Yule (1985, p. 118) says, "Words are not only meaning containers and role players but they have relationship". We also understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and so on.

II. Word Use

Word meaning is stretched through the use of metaphor and idiom. Similarly, word meaning is also governed by collocation, style and register. The word meaning of the phrase 'kicked the bucket' is used in the sentence ... Ram kicked the bucket', here it means Ram died.

Abrams (1993, p. 102) says, "In a metaphor a word or expression that in literal usage denotes one kind of thing or action is applied to distinctly different kind of thing, without asserting a comparison," for example- my wife is a tiger.

III. Word Formation

Generally, word formation refers to know how words are written and spoken and how they can change their form. We need to know how suffixes and prefixes change the shape and meaning of the word. For example, if we add 'in' to the word correct and 'ly' to the word usual, both word form and meaning will be entirely changed. So, Harmer says words are formed by the use of suffixes and prefixes which change the shape and meaning of word. That's why we need to know the word formation process as well.

IV. Word Grammar

Some words reflect certain grammatical patterns. For example, countable noun can be both singular and plural (one desk, two desks) but an uncountable noun only be singular (news, furniture). This difference is reflected in grammatical rules, the word desk can collocate with plural verbs whereas the word furniture never can.

Wallace (1982, p. 23) mentions pronunciation, spelling also as aspects of vocabulary.

Aspects of teaching vocabulary includes pronunciation of words too. If we teach vocabulary we should teach pronunciation of that words also. Teaching vocabulary means also teaching spelling without being able to spell the word students can not learn word easily. So that spelling is taken an important aspect of vocabulary leaning.

1.1.3 Importance of Teaching Vocabulary

Vocabulary is the most important unit of language. Vocabulary is such important aspects of language without which communication is rather difficult even if one who has good knowledge of a language. Although, we have much vocabulary, we choose right vocabulary according to situation, subject matter of communication, the person with whom we are talking. The complexity or simplicity of our thought, the formality and informality of our knowledge and degree of politeness all are reflected by the words used. So, in order to communicate appropriately he/she should learn the adequate number of vocabulary of language. Vocabulary and grammar are equally important components of language for effective communication. In this regard Wilkins (1972, p. 111) says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Earlier, learning vocabulary can not given much important and can neglected. Actually, people thought that learning vocabulary is not important for learning the language.

In foreign language teaching vocabulary has for long time been neglected area.

Course book have provided little guidance other than word lists. So, that part from turning to the specialized supplementary materials such as dictionary, work books, have been hard to put satisfy their students' demand for word. (Taylor, 1990, p.1)

In this way, people start thinking that it is very difficult to learn language or to take part in communication without the knowledge of vocabulary. Harmer states the importance of vocabulary as, "If language structure makes the skeleton of language than it is vocabulary that provides the vital organs and flesh" (1991:153).

Vocabulary plays an important role for expressing complex thoughts and ideas. Therefore, vocabulary learning and teaching should not be neglected. The knowledge of vocabulary and structure is very much important for all the learners. Learning English means learning a foreign language and learning foreign language is a matter of learning the vocabulary of that language.

It has often been remarked how strange that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is sense in

which learning a foreign language is basically matter of learning the vocabulary of that language. (Wallace 1982, p. 9)

Thus, I would like to say that vocabulary plays an important role in making ideas and thoughts. Teaching vocabulary in isolation is not found to be productive. So, we need context and situation to understand the meaning of particular words.

1.1.4 Principles of Teaching and Learning Vocabulary

Principles of teaching and learning vocabulary pave the path of teacher and student in teaching and learning vocabulary. Learning vocabulary is not the same as memorizing the list of words. It will be very difficult for the teachers as well as students for teaching and learning vocabulary without knowing the principles of teaching and learning vocabulary. Wallace (1982, p. 27) has discussed the following principles of teaching and learning vocabulary.

- a. Aims:** At first, the teacher has to be clear about his/her aims. How many of the things listed does the teacher expect the learner to be able to do? If the teacher is not clear on this topic, it will be difficult to assess how successful the vocabulary learning has been.
- b. Quantity:** After determining the aims the teacher should make decision on the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner.
- c. Need:** The vocabulary should be presented in response to the student's need and interest and they are perhaps more likely to remember it. So, the teacher should try to bring such situations in the classroom by which the students should feel that they need target words.
- d. Frequent exposure and repetitions:** We can't remember a new word simply by learning it at once. It has to be repeated frequently. The students should be given the opportunity to response the new words frequently.

- e. **Meaningful presentation:** The vocabulary must be used in an unambiguous way. A word may have different meanings in different situations. The words that are going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous.
- f. **Presentations in context:** The words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

1.1.5 Vocabulary Achievement

Achievement simply refers to the gain or reach something by effort. Unless there is something wrong with them mentally or physically all children acquire a language as they develop. Indeed, any children around the world acquire more than one language and by the age of six or seven are speaking as confident bi-or tri languages.

Learning is never ending process so students increase new vocabulary day by day with repetition and the rate of learning. They learn from foreigner, talk and study of discourse. An extensive vocabulary is one of the largest challenges in learning a second language. (Ellis, 1985)

At the age of 18 months from birth children's vocabulary is supposed to reach 20. At the age of 18 to 24 months, it is supposed to increase from 20 to 200 words. These words are single word utterance. The child starts to learn syntax at the age of 24 to 30 months. This age is also taken as pivot grammar age. At 30 to 48 months of birth a child learns to a great portion of language as he becomes fully creative (Gass and Silinker, 2009, p. 33).

1.1.6 Some Techniques of Teaching Vocabulary

To increase the vocabulary power of the students different activities can be done. Different kinds of vocabulary games can be played. Vocabulary is an important aspect of language. It should be taught by applying different techniques. Followings are the techniques of introducing meaning of vocabulary.

1. **Pictures:** If objects to be shown cannot be brought into the classroom, pictures can be used to explain the meaning of vocabulary items. The teacher can draw things on the board or bring in pictures.
2. **Self defining context:** Some words can be taught by using them in a self- defining context, e.g. there are different wild animals kept in the zoo. For example-tiger, elephant, lion, rhino etc. This context can use to define the word 'zoo'.
3. **Real objects:** Concrete word can be taught by showing the actual objects or their models. Actual or real objects help the students to memorize things.
4. **Synonyms:** To teach the meaning of new words, the acceptable synonymous terms which are already known to the students can be used, for example- Goma is a pretty (beautiful) girl.
5. **Antonyms:** Many words can be taught by using antonyms, for example, Parijat is a brave woman. She is not coward. Hence, coward is the antonymous term of brave.
6. **Dramatization:** Abstract nations such as smile, sad etc. can be illustrated by dramatizing them.
7. **Word series:** Some words that occur in series such as January, February . . . do not pose much difficulty in learning. Such kinds of words can be memorized by heart also.
8. **Translation:** This is the least satisfactory means of teaching vocabulary. It refers to the techniques of telling the target language equivalent word in the students' native language. This is the easiest and economical way of showing meaning of a word.
9. **A combined technique:** No single technique would be found sufficient in actual practice. The teacher can use several techniques to teach the same item. The combined technique can be applied to teach difficult words.
10. **Definition:** Several words can be taught by giving their definitions, e.g. Sickle: a short handled tool with a curved blade for cutting grass, corn etc.

1.2 Review of Related Literature

Vocabulary development is an important and essential for learning a language. It helps the learner to develop the input for the target language learning. To command over any target language learning, one should develop his/her vocabulary power by means of different sources of knowledge. So, several studies have been carried out on vocabulary achievement focusing on different levels and variables. But, no research has been carried out in vocabulary achievement related to content items. However, several studies have been carried out on vocabulary in the department of English education. Some of them are related to this study can be reviewed as follows:

Chudal (1997) has carried out a research entitled "A Study of the Vocabulary Achievement of the Students of Grade Six in Jhapa District." His objectives of the study was to investigate the students' achievement of English vocabulary used in the English textbook for grade six and to make gender-wise comparison of the vocabulary achievement. The finding of the study showed that English vocabulary achievement was poor in aggregate. The girls proficiency was found satisfactory than the boys' in the achievement of English vocabulary.

Tiwari (2001) has carried out a research entitled "A Study of Vocabulary Achievement of the Students of Grade Ten." The purpose of the study was to find out the students' proficiency in the achievement of English vocabulary used in the English textbook of grade ten. It has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the students intellectual maturity. The findings of his study reveal that the English vocabulary achievement of the students of grade ten was not found satisfactory in total. So far as the difficulty level of vocabulary items is concerned.

Poudel (2005) has carried out a research entitled "A Study on English Vocabulary Achievement by the Students of Grade Nine". His objectives of the study was to investigate the students' achievements of English vocabulary items used in English textbook of grade nine and to compare the vocabulary of grade nine students in terms of different variables, e.g. urban vs. sub-urban schools, boys vs. girls etc. And the findings of the study showed that the vocabulary achievement of the students was satisfactory in aggregate on the basis of the norm of secondary school, i.e. 98.75 percent of the students were found above the norm.

Ghimire (2007) has carried out a research entitled “A Study on Vocabulary Development of the Students of Grade Six”. The objectives of the study were to study the vocabulary development of grade six students and to make comparative study of the vocabulary development of grade six students and to make a comparative study of the vocabulary development of the students on the basis of different variables, such as active vs. passive vocabulary, boys' vs. girls' performance, schools wise and district wise comparison. And the finding of the study showed that the performance of the students in passive vocabulary is far better than in active vocabulary. The students of private and urban schools were better than those of government aided and rural schools on their vocabulary development.

Although, these studies mentioned above are related to vocabulary development, no research has been done on the study of vocabulary development of grade seven in content words. So, I conducted this study to find out the vocabulary achievement of students of grade seven in content words on the basis of sex and school wise as well.

1.3 Objectives of the Study

The objectives of the present study are as follows:

- a. To investigate the students' achievement of English vocabulary of content words used in the English textbook of grade seven.
- b. To compare the vocabulary achievement of grade seven students in terms of the following variables.
 - Boys vs. girls.
 - Urban vs. rural schools' students
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

English has been learnt and taught as a foreign language in Nepal which offers immense opportunities for research. So, I conducted to find out whether the achievement was satisfactory or not. The significance of the study will be as follows:

This study will be useful to achieve how far the learners of grade seven students have achieved the vocabulary based on the English textbook. This study will also be equally beneficial to the students, teachers, curriculum designers, textbook writers, language trainers.

CHAPTER TWO

METHODOLOGY

Research is a scientific and systematic process. It asks for serious attention on the part of the researcher. So that the process carried out throughout the whole work needs to be systematic for the achievement of the objectives. A systematic study needs to follow a proper methodology to achieve the pre-determined objectives. To quote Kothari (1993, p. 19) "Research methodology is a sequential procedures and methods to be adopted in a systematic study". The methodology adopted during the study is discussed below:

2.1 Sources of Data

I used both primary and secondary sources to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the learners of grade seven students of urban and rural schools

2.1.2 Secondary Sources of Data

I studied some related books, journals, articles, encyclopedia, dictionary, unpublished thesis and website to widen inside and knowledge in the related area as a secondary sources of data collection.

2.2 Sampling Procedure

I used random sampling procedure to select equal representation. I also used the equal number of students from each selected schools of urban and sub-urban schools.

2.3 Tools of Data Collection

I basically used test items to fulfill the objectives. The vocabulary items to be included in the test were based on the English textbook of grade seven. There were two passages, i.e. seen and unseen (see appendix II, group 'B') and different types of test items. For example- multiple choices such as fill in the blanks, look and write, rearrangements of jumbled letters, completing words, using words in sentence, synonyms, antonyms, matching, cross-word puzzle, odd out etc. (see appendix II, group 'A').

2.4 Process of Data Collection

Simply process refers to the action done one after another. To collect data the following procedures were followed:

I prepared test items as a tool for the collection of data in this field. I went to the field and built rapport with students after getting permission from concerned authority.

I again explained the purpose and clear instruction through examples. I administered the questionnaire and explained them what they were supposed to do after then I collected the answer sheets for analysis and those answer sheets were assessed providing one mark each for the correct responses and on the basis of their performance, they were posted in an appropriate category.

2.5 Limitations of the Study

The limitations of the study are follows:

- i. The study was limited to decipher the vocabulary achievement of content words.
- ii. The study was also limited in four different schools of Kailali district.
- iii. I used questionnaire as the tools for data collection.
- iv. The questionnaire were both open-ended and multiple choice and two passages (seen and unseen) as well.
- v. The students of grade seven were the population of the study.
- vi. English language was the medium for data collection.

- vii. Schools were selected on the basis of stratified sampling.
- viii. Ten students from each schools were selected.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter concerns with the analysis and interpretation of data. The researcher has attempted to investigate the students achievement of vocabulary on the basis of test items administered to them. The responses of the students have been marked systematically and the correct responses have been tabulated. The researcher has applied descriptive approach and simple statistical tools i.e. mean and percentage. The vocabulary achievement of the students above 50% was assumed to be satisfactory achievement and below 50% was assumed as unsatisfactory and minimum marks assumed to be the lowest and maximum to be the highest.

The analysis and interpretation of data has been carried out under the following headings:

- 1) Total vocabulary achievement.
- 2) School-wise comparison of vocabulary achievement .
- 3) Comparison of vocabulary achievement in terms of sex.
- 4) Comparison of vocabulary achievement between boys and girls in urban schools.
- 5) Comparison of vocabulary achievement between boys and girls in sub-urban schools.
- 6) Analysis of vocabulary achievement on the basis of word classes (nouns, verbs, adjectives, adverbs)
- 7) Comparison of vocabulary achievement in terms of locality.

3.1 School-Wise Analysis of Vocabulary Achievement

The achievement of each vocabulary item by the students of each school is separately described in the following sub-sections. The words are placed into two groups on the basis of total average obtained by the students.

3.1.1 Analysis of Vocabulary Achievement of Shree Kalika Lower Secondary School

Student's achievement ratio of nouns is presented as below:

Table No. 1**Achievement Ratio of Nouns in Kalika Lower Secondary School**

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	camel	10	100	1.	Euro	7	70
2.	oxygen	10	100	2.	sweet	7	70
3.	penguin	10	100	3.	soldiers	7	70
4.	mayor	10	100	4.	Switzerland	6	60
5.	lame	10	100	5.	Athenians	6	60
6.	house	10	100	6.	urine	6	60
7.	city	10	100	7.	peace	5	50
8.	home	10	100	8.	Darius	5	50
9.	Guilder	9	90	9.	Alps	5	50
10.	hut	9	90	10.	Iran & Iraq	4	40
11.	domestic	9	90	11.	marathon	4	40
12.	sahara	9	90	12.	Persian	3	30
13.	skin	9	90	13.	Sparta	3	30
14.	animal	9	90	14.	jacket	3	30
15.	army	8	80	15.	pen	3	30
16.	game	8	80				
17.	Nepal	8	80				
Total		158		Total		74	

The table no.1 shows the status of vocabulary achievement of the students in nouns in Shree Kalika Lower Secondary School. The total average mark obtained by the students was 7.25. Out of 32 nouns, most of students responded in these 17 nouns correctly but a few number of students responded correctly of these 15 nouns. It was found that the majority of the students achieved good marks in nouns. 100% correct responses of nouns are camel, oxygen,

lame, penguin, mayor, home, house that indicate the highest position. Only 30% correct responses of nouns 'pen' indicate the lowest position.

Vocabulary Achievement of Shree Kalika Lower Secondary School in Verbs

The achievement ratio of verbs in Shree Kalika Lower Secondary School is presented as follows:

Table No. 2

Vocabulary Achievement of Shree Kalika Lower Secondary School in the Area of Verbs

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	agree	10	100	1.	address	7	70
2.	advertise	10	100	2.	manure	7	70
3.	spinning	10	100	3.	fuel	7	70
4.	exhaust	10	100	4.	ask	6	60
5.	arrive	9	90	5.	fertilize	6	60
6.	nourish	9	90	6.	manages	5	50
7.	glue	9	90	7.	button	5	50
8.	return	8	80	8.	spoke	4	40
9.	drawn	8	80	9.	write	3	30
10.	ripe	8	80	10.	work	3	30
11.	attack	8	80	11.	crash	3	30
				12.	walk	0	
Total		99		Total		56	

The table no.2 shows the total average score obtained by the students was 6.73. Out of 23 verbs, majority of the students responded correctly. But a few students succeeded in responding to them. The table also makes clear that most of the students achieved satisfactory marks in verbs.

Vocabulary Achievement of Shree Kalika Lower Secondary School in Adjectives:

The achievement ratio of adjectives in Shree Kalika Lower Secondary School is presented in the below table.

Table No. 3

Achievement Ratio of Adjectives in Shree Kalika Lower Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	lonely	10	100	1.	reliable	6	60
2.	hot	10	100	2.	thin	5	50
3.	shiny	9	90	3.	domestic	4	40
4.	beautiful	9	90	4.	strong	3	30
5.	lovely	8	80	5.	useful	2	20
6.	easy	8	80	6.	sad	1	10
7.	daily	8	80	7.	damaged	0	0
8.	new	7	70				
9.	healthy	7	70				
10.	interesting	7	70				-
11.	happy	7	70				
12.	safe	7	70				
13.	amazing	7	70				
Total		104		Total		21	

Table no.3 shows that vocabulary achievement of Shree Kalika Lower Secondary School in adjectives. The total average score of the students was 6.25. Out of 20 adjectives, most of the students succeeded in responding but some of the students could not succeed. So, the result makes clear that the most of the students achieved satisfactory result in adjectives. The correct responses of adjectives 'lonely' and 'hot' were found in the highest position (i.e. 100%). Only one adjectives 'damaged' was found in the lowest position (i.e. 0%).

Vocabulary Achievement of Shree Kalika Lower Secondary School in Adverbs

The achievement status of adverbs in Shree Kalika Lower Secondary School is shown in the table no. 4.

Table No. 4

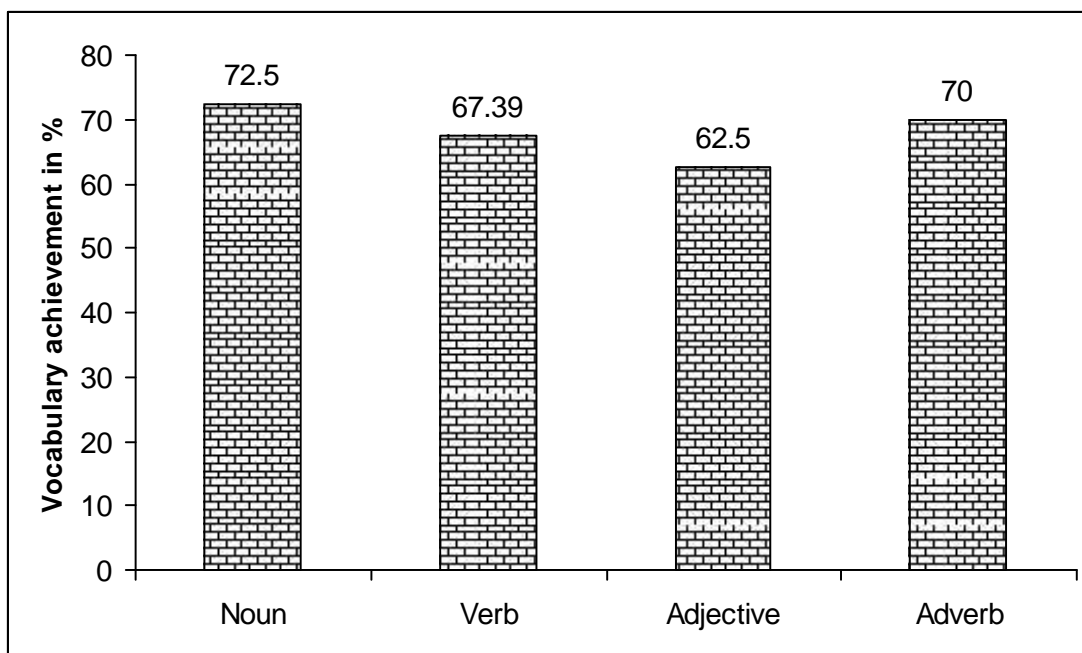
Achievement Ratio of Adverbs in Shree Kalika Lower Secondary School

Above Average				Below Average			
S.N	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	straight	10	100	1.	secretly	7	70
2.	immediately	10	100	2.	normally	7	70
3.	always	10	100	3.	entirely	6	60
4.	especially	9	90	4.	ever	4	40
5.	ahead	9	90	5.	usefully	3	30
6.	pedagogically	8	80	6.	fondly	0	
7.	quickly	8	80				
Total		64		Total		27	

The table no.4 shows the vocabulary achievement of the students of Shree Kalika Lower Secondary School in adverbs. The total average score obtained by the students was 7. Out of 13 adverbs, half of the adverbs were answered by most of the students but half of the adverbs were not answered by them and only one adverbs 'fondly' remain unanswered. The table reveals that the correct responses of adverbs like straight, immediately and always were found in the top position (i.e.100 percent) and only one adverbs 'fondly' was found in the bottom.

Figure No. 1

Noun-Verb-Adjective-Adverb Comparison in Total of Shree Kalika Lower Secondary School



The figure no. 1 shows the achievement of the Shree Kalika Lower Secondary School in content words. There were 320 items to be responded in nouns, 230 in verbs, 200 in adjectives and 130 in adverbs. Out of them 232 (i.e. 72.50%) marks in nouns, 155 (i.e. 67.39%) in verbs, 125 (i.e. 62.50%) in adjectives and 91 (i.e. 70%) in adverbs were achieved by the students respectively.

The diagram reveals that the percentage of the correct responses in adverbs displays that the achievement of nouns was better than that of adverbs, verbs and adjectives. Similarly, the achievement of adverbs and verbs was found the 2nd and 3rd positions respectively and the achievement of adjectives was found at the last positions. The percentage of the correct response in content words (i.e. nouns, verbs, adjectives and adverbs) shows that the achievement of content words was found satisfactory because the percentage of the achievement of content words was above 50%.

3.1.2 Analysis of Vocabulary Achievement of Shree Arunodaya H.S. School

The status of the students in the achievement of nouns in Shree Arunodaya Higher Secondary School is presented in the given table.

Table No. 5

Achievement of Nouns in Shree Arunodaya Higher Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	oxygen	10	100	1.	sweet	8	80
2.	guilder	10	100	2.	peace	8	80
3.	mayor	10	100	3.	game	8	80
4.	lame	10	100	4.	Sparta	8	80
5.	home	10	100	5.	skin	8	80
6.	camel	9	90	6.	animal	8	80
7.	house	9	90	7.	Euro	7	70
8.	Sahara	9	90	8.	penguin	7	70
9.	city	9	90	9.	Iran & Iraq	7	70
10.	Nepal	9	90	10.	marathon	7	70
11.	Athenians	9	90	11.	pen	7	70
12.	Persian	9	90	12.	hut	6	60
13.	army	9	90	13.	jacket	6	60
14.	soldiers	9	90	14.	Switzerland	5	50
				15.	urine	5	50
				16.	Darius	5	50
				17.	Alps	4	40
				18.	domestic	4	40
Total		131		Total		118	

The table no.5 shows the vocabulary achievement of the students of Shree Arunodaya H.S. School in nouns. The total average score was 7.78. Out of 32 nouns, majority of the students were not succeeded to respond to these nouns correctly . On the other hand, a very few students succeeded in responding in the next 14 nouns like-oxygen, camel , guilder , mayor , lame, house , city, home, sahara , Nepal , army , persian, soldier and Athenians etc. It was seen that majority of the students achieved satisfactory score in nouns. 100% correct responses of these nouns like - oxygen, guilder, major, lame and home showed the highest position. Similarly, Alps, domestic showed the lowest position (i.e. 40%) . The students of Shree Arunodaya H.S. School were found not satisfactory in these two nouns ‘domestic’ and ‘Alps’ .

Vocabulary Achievement of Shree Arunodaya H.S. School in Verbs

The achievement status of verbs in Shree Arunodaya H.S. School is shown in the table no. 6.

Table No. 6**Achievement of Verbs in Shree Arunodaya H.S. School**

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	return	10	100	1.	spinning	9	90
2.	agree	10	100	2.	crash	9	90
3.	ask	10	100	3.	fertilize	9	90
4.	attacked	10	100	4.	fuel	9	90
5.	ripe	10	100	5.	drawn	9	90
				6.	exhaust	9	90
				7.	address	9	90
				8.	wear	9	90
				9.	write	8	80
				10.	glue	8	80
				11.	button	8	80
				12.	lies	8	80
				13.	nourish	8	80
				14.	arrive	8	80
				15.	manages	8	80
				16.	manure	7	70
				17.	walk	7	70
				18.	spoke	5	50
Total		50		Total		147	

The table no.6 displays the vocabulary achievement by the students of Shree Arunodaya H.S. School in verbs. The total average score was 8.56. Out of 23 verbs, most of the students were not respond correctly. On the other hand few students answered correctly to these verbs . Thus, majority of the students were not achieved satisfactory result in verbs. The correct responses of the verbs like return, agree, ripe, ask, attacked were found in the highest position(i.e. 100%) .

Vocabulary Achievement of Shree Arunodaya H.S. School in Adjectives

The achievement ratio of adjective in shree Arunodaya H.S. School is presented in the table no. 7.

Table No. 7**Achievement Ratio of Adjectives in Shree Arunodaya H.S. School**

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	shiny	10	100	1.	thin	9	90
2.	hot	10	100	2.	strong	9	90
3.	easy	10	100	3.	damaged	8	80
4.	lovely	10	100	4.	amazing	8	80
5.	new	10	100	5.	useful	8	80
6.	domestic	10	100	6.	safe	7	70
7.	daily	10	100	7.	healthy	7	70
8.	reliable	10	100	8.	happy	7	70
9.	interesting	10	100	9.	lonely	6	60
10.	beautiful	10	100	10.	sad	6	60
Total		100		Total		75	

The table no.7 displays the vocabulary achievement by the students of Shree Arunodaya H.S. School in adjectives. The total average score was 8.75. Out of 20 adjective, half of the adjectives were answered by most of the students but half of the adjective were not answered by them. The adjective like- shiny, hot, easy, lovely, new, domestic, daily, reliable, interesting, beautiful were found in the top position (i.e. 100%) and ‘lonely’ and ‘sad’ were found in the buttom (i.e. 60%). It was found that majority of the student achieved satisfactory marks in adjectives.

Vocabulary Achievement of Shree Arunodaya H.S. School in Adverbs

The achievement ratio of adverbs in Shree Arunodaya H.S. School is presented in the table no. 8.

Table No. 8

Achievement Ratio of Adverbs in Shree Arunodaya H.S. School

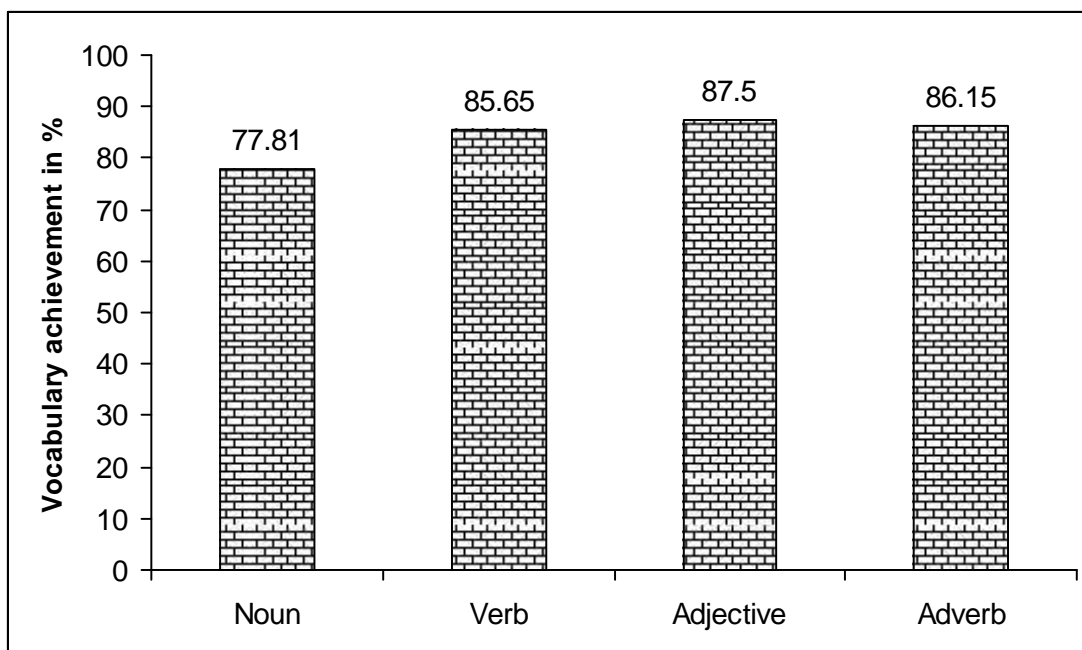
Above Average	Below Average
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S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	even	10	100	1.	secretly	9	90
2.	immediately	10	100	2.	usefully	8	80
3.	straight	10	100	3.	especially	7	70
4.	always	10	100	4.	fondly	7	70
5.	entirely	10	100	5.	ahead	6	60
6.	normally	10	100	6.	pedagogically	5	50
7.	quickly	10	100				
Total		70		Total		42	

The table no.8 presents the vocabulary achievement of Shree Arunodaya Higher Secondary School in adverbs. The total average marks obtained by the students was 8.61. Out of 13 adverbs, most of the students successfully responded to these 7 adverbs whereas very few students successfully responded to these 6 adverbs. The table reveals that the most of the students were found satisfactory in adverbs.

Figure No. 2

Noun-Verb-Adjective-Adverb Comparison in Total Shree Arunodaya Higher Secondary School



The figure no. 2 presents the vocabulary achievement by the students of Shree Arunodaya H.S School. There were 320 items to be responded in nouns, 230 in verbs, 200 in adjectives and 130 in adverbs. Out of them 249 (i.e. 77.81%) in nouns, 197 (i.e 85.65%) in verbs, 175 (i.e. 87.50%) in adjectives and 112 (i.e. 86.15%) in adverbs were correctly answered by them respectively.

The diagram also makes clear the higher percentage of the correct responses were found in adjectives and the lower percentage in nouns. Therefore, the greater percentage of the correct responses in adjectives displays that the achievements of adjectives was better than that of nouns, verbs and adverbs. The lower percentage of the correct responses in nouns indicated that the achievement of nouns was not better than that of adjectives, adverbs and verbs in Shree Arunodaya H.S. School.

3.1.3 Analysis of Vocabulary Achievement of Shree United Academy School

The marks obtained by the students are divided into three different parts on the basis of above average score, below average and average. The achievement ratio of nouns in Shree United Academy School is presented below.

The status of the students in the achievement of nouns in Shree United Academy School

The achievement ratio of nouns of Shree United Academy School is presented in the table no.9.

Table No. 9

Achievement Ratio of Nouns in Shree United Academy School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	oxygen	10	100	1.	domestic	8	80
2.	penguin	10	100	2.	tail	8	80
3.	camel	10	100	3.	Athenians	8	80
4.	lame	10	100	4.	Persian	8	80
5.	house	10	100	5.	skin	8	80
6.	hut	10	100	6.	Iran & Iraq	0	0
7.	sweet	10	100				
8.	city	10	100				
9.	home	10	100				
10.	Sahara	10	100				
11.	Nepal	10	100				
12.	army	10	100				
13.	game	10	100				
14.	soldiers	10	100				
15.	animal	10	100				
16.	pen	10	100				
Total		160		Total		40	

Table No. 10

Achievement Ratio of Nouns in Shree United Academy School

SN	Vocabulary Items	No. of Students with Correct Response	Percent
1.	mayor	9	90
2.	Euro	9	90
3.	Guilder	9	90
4.	Sparta	9	90
5.	jacket	9	90
6.	urine	9	90
7.	Alps	9	90
8.	Switzerland	9	90
9.	Darius	9	90
10.	Marathon	9	90
Total		90	

The table no.10 shows the vocabulary achievement of the students in Shree United Academy School in nouns. The total average score was 9 %. 9.06 percent of the students succeeded in responding to these nouns oxygen, penguin, camel, lame, house, hut, city, Sahara etc. Similarly, the marks obtained by the students were equal to the total average marks while responding to these ten nouns. Nouns likes- mayor, Euro, Guilder, Sparta, jacket, urine, Alps, Switzerland , Darius, Marathon etc. and below average marks while responding to the next six nouns like- domestic, tail, Athenians, Iran & Iraq, Persian and skin.

The table also makes in clear that majority of the students achieved satisfactory marks in nouns. The correct responses of nouns oxygen, penguin, camel, lame, house, hut, sweet, city, home, Sahara, Nepal, army etc. were found in the higher position (i.e. 100 percent). But only one noun ‘Iran and Iraq’ out of 32 nouns was found in the lowest position or rank (i.e. 0 percent).

Vocabulary Achievement of Verbs in Shree United Academy School

The achievement ratio of verbs of Shree United Academy School is presented below table no. 11.

Table No. 11
Achievement Ratio of Verbs in Shree United Academy School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	agree	10	100	1.	ripe	8	80
2.	crash	10	100	2.	fertilize	8	80
3.	return	10	100	3.	manure	8	80
4.	arrive	10	100	4.	exhaust	8	80
5.	ask	10	100	5.	spoke	8	80
6.	drawn	9	90	6.	write	8	80
7.	spinning	9	90	7.	wear	8	80
8.	nourish	9	90	8.	attack	8	80
9.	lies	9	90	9.	walk	7	70
10.	glue	9	90	10.	address	6	60
11.	fuel	9	90	11.	button	5	50
12.	manages	9	90				
Total		113		Total		82	

The table no.11 shows the vocabulary achievement of Shree United Academy School in verbs. Out of 23 verbs most of the students responded to these 12 verbs correctly but a few students correctly responded to these 11 verbs. The table reveals that most of the students gained good result in verbs. Similarly, the correct responses of verb agree, crash, return, arrive, ask were found in the highest position (i.e. 100 percent) but only these 3 verbs, button, address and walk were found in the lowest position (i.e. 50, 60, 70 percent) respectively.

Vocabulary Achievement of Shree United Academy School in Adjectives

Vocabulary achievement of adjectives in United Academy school is presented in the table no. 12

Table No. 12
Achievement Ratio of Adjectives in Shree United Academy School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	thin	10	100	1.	happy	7	70
2.	shiny	10	100	2.	interesting	7	70
3.	beautiful	10	100	3.	domestic	6	60
4.	lonely	9	90	4.	damaged	6	60
5.	hot	9	90	5.	strong	5	50
6.	lovely	9	90	6.	safe	4	40
7.	easy	9	90	7.	sad	3	30
8.	amazing	9	90				
9.	reliable	9	90				
10.	daily	9	90				
11.	new	8	80				
12.	healthy	8	80				
13.	useful	8	80				
Total		117		Total		38	

The table no. 12 shows that the vocabulary achievement of the students of Shree United Academy School in adjectives. The total average score obtained by the students with 7.75 percent. Out of 20 adjectives, most of the students responded correctly to these 13 whereas a few students answered correctly to these 7 adjectives.

The table also displays that the majority of the students were found satisfactory in adjectives.

Vocabulary Achievement of Shree United Academy School in Adverbs

Vocabulary achievement of Shree United Academy School in adverbs is shown in the table no. 13.

Table No. 13
Achievement Ratio of Adverbs in Shree United Academy School

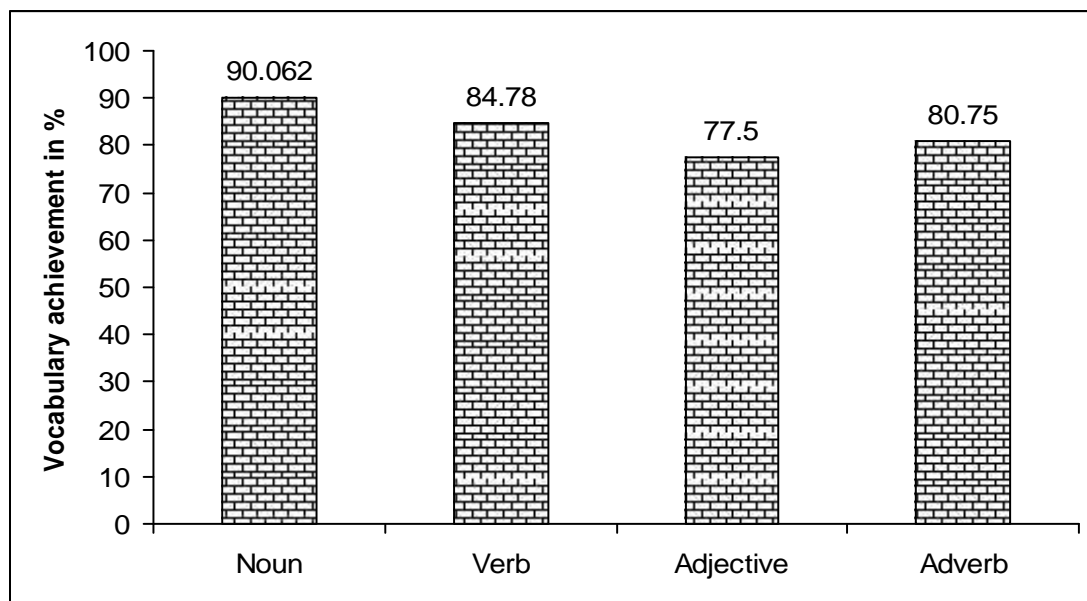
Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	straight	10	100	1.	ahead	8	80
2.	entirely	10	100	2.	immediately	8	80
3.	normally	10	100	3.	secretly	7	70
4.	always	10	100	4.	usefully	6	60
5.	quickly	9	90	5.	pedagogically	6	60
6.	especially	9	90	6.	fondly	3	30
7.	even	9	90				
Total		67		Total		38	

The table no. 13 shows the vocabulary achievement of the students of Shree United Academy School in adverbs. The total average was 8.07 percent. Most of the students achieved good marks in these adverbs (i.e. straight, entirely, always, normally, quickly, even, especially) but most of the students could not achieve good marks in these 6 adverbs (i.e. pedagogically, fondly, secretly, immediately, usefully, ahead).

It was seen that majority of the students were correct in adverbs of Shree United Academy School. 100% correct responses of adverbs 'straight', 'always', 'entirely', 'normally' indicated that the highest rank but fondly, pedagogically, secretly indicated only 30%, 60% and 70% respectively, i.e. the lowest rank.

Figure No. 3

Noun- Verb-Adjective-Adverb Comparison in Total of Shree United Academy School



The figure no. 3 presents the vocabulary achievement of the students of Shree United Academy School in content words (i.e. nouns, verbs, adjectives and adverbs). There were 320 items to be responded in nouns, 230 in verbs, 200 in adjectives and 130 in adverbs. Out of them 290 (i.e. 90.062 percent) marks in nouns, 195 (i.e. 84.78 percent) marks in verbs, 155 (i.e. 77.50 percent) marks in adjectives and 105 (i.e. 80.75 percent) in adverbs were achieved by them respectively.

The figure no. 3 also presents the percentage of the correct responses in nouns displays that the achievement of nouns was better than that of verbs, adjectives and adverbs. Similarly, the achievement of verbs was found in the second position and the achievement of adverbs was found in the third position and the lower percentage of the correct responses in adjectives points out that the achievement of adjectives was not better than that the nouns, verbs, adverbs. The students of Shree United Academy School produced satisfactory achievement in content words.

3.1.4 Analysis of Vocabulary Achievement of Shree Mt. Saipal International Academy School

The vocabulary achievement of the students of Mt. Saipal International Academy School is presented in the table no. 14.

Table No. 14

Achievement Ratio of Nouns in Shree Mt. Saipal International Academy School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	oxygen	10	100	1.	Guilder	9	90
2.	penguin	10	100	2.	Alps	9	90
3.	camel	10	100	3.	soldiers	9	90
4.	mayor	10	100	4.	game	8	80
5.	lame	10	100	5.	peace	8	80
6.	house	10	100	6.	Darius	8	80
7.	hut	10	100	7.	Athenians	8	80
8.	army	10	100	8.	Marathon	8	80
9.	skin	10	100	9.	Persian	8	80
10.	animal	10	100	10.	Sparta	8	80
11.	pen	10	100	11.	Sahara	8	80
12.	urine	10	100	12.	domestic	8	80
13.	jacket	10	100	13.	Switzerland	8	80
14.	city	10	100	14.	Euro	8	80
15.	home	10	100	15.	sweet	7	70
16.	Nepal	10	100	16.	Iran and Iraq	6	60
Total		160		Total		128	

The table no. 14 shows the vocabulary achievement of nouns of the students of Shree Mt. Saipal International Academy School. The total average was 9.00. Out of 32 nouns, half of the nouns were answered by the students and on the other hand, half of the nouns were remained below average. 100% correct responses of these nouns like oxygen, penguin, camel, mayor, lame, house, hut, city, home, Nepal, jacket, urine, pen, animal, skin, army were responded and remaining 16 verbs show below average. At last the achievement of nouns in Shree Mt. Saipal International Academy School was satisfactory

The marks obtained by the students are divided into 3 different parts on the basis of above average score, below average score and average. The achievement ratio of verbs in Shree Mt. Saipal International Academy School is presented below.

Table No. 15

Achievement Ratio of Verbs in Shree Mt. Saipal International Academy School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	agree	10	100	1.	nourish	7	70
2.	spinning	10	100	2.	wear	6	60
3.	return	10	100	3.	walk	0	0
4.	ripe	10	100	4.	write	0	0
5.	drawn	10	100				
6.	exhaust	9	90				
7.	address	9	90				
8.	ask	9	90				
9.	manure	9	90				
10.	glue	9	90				
11.	fuel	9	90				
12.	spoke	9	90				
13.	crash	9	90				
14.	arrive	9	90				
15.	lies	9	90				
Total		140		Total		13	

Table No. 16

Achievement Ratio of Verbs in Shree Mt. Saipal International Academy School

Average			
S.N.	Vocabulary Items	No. of Sts. with correct Response	%
1.	attacked	8	80
2.	manages	8	80
3.	button	8	80
4.	fertilize	8	80
Total		32	

The table no. 16 shows the vocabulary achievement of the students of Shree Mt. Saipal International Academy School in verbs. The total average score was 8.00 percent. 8.04 percent of the students succeeded in responding to these verbs such as agree, spinning, drawn, ripe etc. Similarly, the marks obtained by the students were equal to the total average marks while responding to these four verbs. Verbs like attacked, manages, button, fertilize

and below average marks while responding to the next 4 verbs like walk, wear, write, nourish etc.

The table also makes in clear that majority of the students achieved satisfactory marks in verbs. The correct responses of verbs agree, spinning, return, ripe, drawn were found in the higher position (i.e. 100 percent) but only two verbs walk and write was found in the lowest rank (i.e. 0 percent).

Vocabulary Achievement of Shree Mt. Saipal International Academy School in Adjectives

The achievement status of adjectives in Shree Mt. Saipal International Academy school is presented in the table no.17.

Table No. 17**Achievement Ratio of Adjectives in Shree Mt. Saipal International Academy School**

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	hot	10	100	1.	lovely	9	90
2.	shiny	10	100	2.	lonely	9	90
3.	beautiful	10	100	3.	thin	9	90
4.	easy	10	100	4.	sad	9	90
5.	new	10	100	5.	damaged	9	90
6.	healthy	10	100	6.	daily	9	90
7.	reliable	10	100	7.	safe	8	80
				8.	useful	8	80
				9.	amazing	8	80
				10.	strong	8	80
				11.	domestic	8	80
				12.	happy	8	80
				13.	interesting	8	80
Total		70		Total		110	

The table no. 17 shows the vocabulary achievement of the students of Shree Mt. Saipal International Academy School in adjectives. Majority of the students correctly responded only 13 adjectives but a few students succeeded to respond correctly 7 adjectives. It was also found that most of the students of Shree Mt. Saipal International Academy School could not give correct responses of the adjectives. However, the achievement ratio of Mt. Saipal International Academy School in adjectives is satisfactory.

Vocabulary achievement of Mt. Saipal International Academy School in Adverbs.

The vocabulary achievement ratio of adverbs is presented in table no. 18.

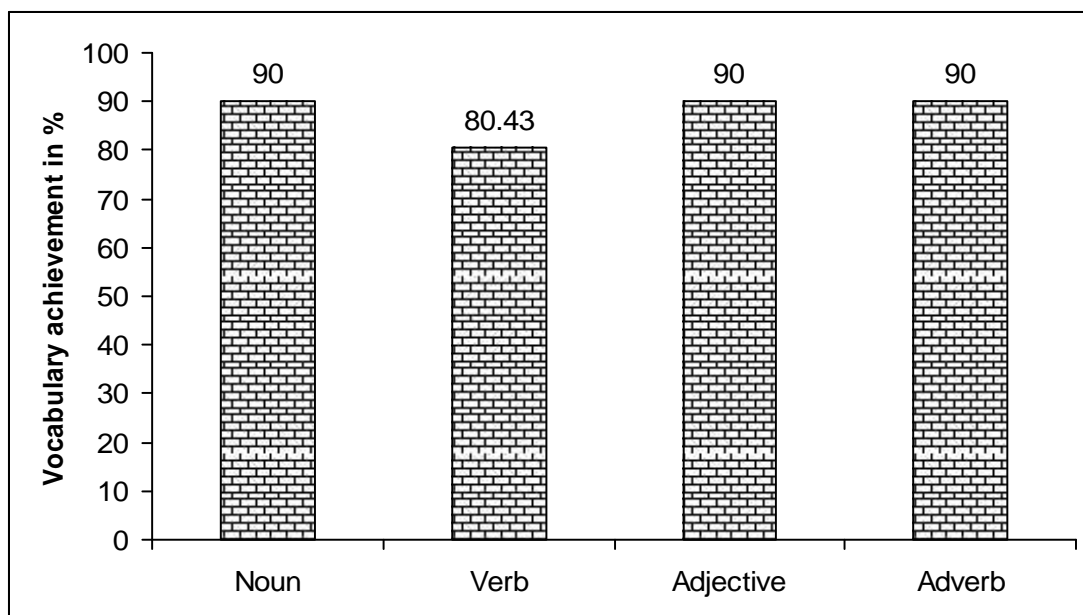
Table No. 18**Achievement Ratio of Adverbs in Shree Mt. Saipal International Academy School**

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
1.	straight	10	100	1.	pedagogically	9	90
2.	immediately	10	100	2.	normally	9	90
3.	entirely	10	100	3.	usefully	9	90
4.	always	10	100	4.	especially	7	70
5.	even	10	100	5.	quickly	7	70
6.	ahead	10	100	6.	fondly	6	60
7.	secretly	10	100				
Total		70		Total		47	

In the table no. 18, the total average score of the students of Shree Mt. Saipal International Academy School was 90% in adverbs. Out of 13 adverbs, most of the students succeeded in respond correctly to these 7 adverbs like straight, immediately, entirely, always, secretly, even ,ahead, whereas a few students succeeded in responding to 6 adverbs like pedagogically, normally, quickly, especially ,usefully ,fondly.

Figure No. 4

Noun- Verb- Adjective- Adverbs Comparison in Total of Shree Mt. Saipal International Academy School



The figure no.4 displays the achievement of the students of Shree Mt. Saipal International Academy School in content words. There were 320 items responded in nouns, 230 in verbs, 200 in adjectives and 130 in adverbs. Out of them 288 (i.e.90 percent) in nouns, 185 (i.e. 80.43 percent) in verbs, 180 (i.e.90 percent) in adjectives and 117 (i.e. 90%) responses were correct in adverbs.

The diagram reveals the percentage of the correct responses nouns, adjectives and adverbs which displays that the achievement of nouns, adjectives and adverbs were equal. The percentage of the correct responses in verbs show that the achievement of verbs was not found satisfactory in comparison to these nouns, adjectives and adverbs because the percentage of verbs was below 90 percentage. As a whole the responses were highly satisfactory.

3.2 Total Vocabulary Achievement

Achievement simple refers to the gain or reach something by effort. The analysis and interpretation of individual vocabulary items were discussed above. This sub-unit discusses the students' vocabulary achievement in total which is presented as follows:

3.2.1 Status of the Total Vocabulary Achievement of the Student in the Whole Test

On the whole, the status of different schools in content words is shown in the table. The table that is presented below reveals that the total vocabulary achievement of the student in the whole test .

Table No. 19
Status of Total Vocabulary Achievement in All Schools

S.N.	Vocabulary Items	Shree Kalika Lower Secondary School	Shree Arunodaya Higher S. School	Shree United Academy school	Shree Mt. Saipal International Academy School	The no. of student Correct Responses	%
		No. of students with Correct Response					
1	Nouns	232	249	290	288	1059	82.73
2	Verbs	155	197	195	185	732	79.56
3	Adjectives	125	175	155	180	635	79.73
4	Adverbs	91	112	105	117	425	81.73

The table no. 19 presents the total vocabulary achievement in content words. It was seen that out 1280 responses, 1059 (i.e. 82.73 percent) were correct in nouns but there were 920 responses in verbs, 732 (i.e. 79.56percent) were correct. Similarly, there were 800 items responded in adjectives, 635 (i.e.79.37percent) responses were correct. In the same way, there were 520 items responded in adverbs, 425 (i.e. 81.73 percent) answer were correct.

The table no. 19 also makes it clear that the greater percentage of the correct responses in nouns indicated that the achievement of nouns was better than that of adverbs , verbs and adjectives. Similarly, the achievement of adverbs and verbs was found in second and third

position respectively .The percentage of the correct responses in adjectives indicated that the achievement of adjective was not better than that of the nouns , adverbs and verbs. However, the total vocabulary achievement of the students in content words was found satisfactory in different schools.

3.3 Analysis of Vocabulary Achievement in Terms of Word Classes

This sub-units focuses on the students achievement on basic of word classes.

(Nouns, Verbs, Adjectives and Adverbs)

3.3.1 Analysis of Vocabulary Achievement in Terms of Nouns

The students achievement of vocabulary items on the basis of nouns is presented in the table no. 20.

Table No. 20

The Status of Different Schools in the Achievement of Nouns

S.N.	Schools	Total samples	F.M.	Marks secured	%
1	Shree Kalika Lower S. School	10	320	232	72.50
2	Shree Arunodaya H.S. School	10	320	249	77.81
3	Shree United Academy school	10	320	290	90.62
4	Shree Mt. Saipal International Academy School	10	320	288	90

The table no.20 shows that the status of different schools in the achievement of nouns . There were 320 items to be responded. Out of them, the students of Shree United Academy school secured the higher score in nouns followed by the students of Shree Mt. Saipal International Academy School, Shree Arunodaya H.S. School and Shree Kalika Lower S.

School . It was found that out of four schools ,the total percentage of the students of Shree United Academy school in nouns was the highest (i.e. 90.62%) and the percentage of the students of Shree Kalika Lower S. School was the lowest (i.e. 72.5%). However, the students of Shree Mt. Saipal International Academy School was followed to the Shree United Academy school. Therefore, the students of Shree United Academy school was found better than that of other schools in nouns.

3.3.2 Analysis of Vocabulary Achievement in Terms of Verbs

The students' achievement of vocabulary items on the basis of verbs is presented in the table no. 21.

Table No. 21

The Status of Different Schools in the Achievement of Verbs

S.N.	Schools	Total samples	F.M.	Marks secured	%
1	Shree Kalika Lower S. School	10	230	155	67.39
2	Shree Arunodaya H.S. School	10	230	197	85.65
3	Shree United Academy School	10	230	195	84.78
4	Shree Mt. Saipal International Academy School	10	230	185	80.43

The table no.21 shows the analysis of vocabulary achievement in terms of verbs. The students of Shree Arunodaya H.S. School obtained 197 (i.e. 85.65%) marks in verbs but 155 (i.e.67.39%) marks were achieved by the students of Shree Kalika Lower S. School which is lower in comparison to other 3 schools. Similarly, the students of Shree United Academy School and Shree Mt. Saipal International Academy School obtained 195 (i.e. 84.78%) marks and 185 (i.e. 80.43%) marks respectively second and third positions.

The table also makes it clear that the percentage of the students of Shree Arunodaya H.S. School was found the highest and the percentage of the students of Shree Kalika Lower S. School was found the lowest. However, the status of achievement of content word (verb) was found satisfactory in all four schools because the achievement of verbs was above 50%.

3.3.3 Analysis of Vocabulary Achievement in Terms of Adjectives

Vocabulary achievement in terms of adjectives is analyzed or presented in the table no.21.

Table No. 22

The Status of Different Schools in the Achievement of Adjectives

S.N.	Schools	Total samples	F.M.	Marks secured	%
1	Shree Kalika Lower S. School	10	200	125	62.5
2	Shree Arunodaya H.S. School	10	200	175	87.5
3	Shree United Academy School	10	200	155	77.5
4	Shree Mt. Saipal International Academy School	10	200	180	90

The table no. 22 shows that the analysis of vocabulary achievement of different schools in terms of adjectives. The scores of the students of Shree Mt. Saipal International Academy School in adjectives was 180 (i.e.90%)and the scores of Shree Kalika Lower S. School was 125 (i.e.62.50%). Similarly, the score of the students of Shree Arunodaya H.S. School was 175 (i.e.87.50%) and the scores of Shree United Academy school was 155 (i.e.77.5%) revealed second and third position respectively.

The table also reveals that the students of Shree Mt. Saipal International Academy School was found to be top and the status of students in Shree Kalika Lower S. School was found at the bottom in the achievement of adjectives. However, the status of the students in the achievement of adjectives was found satisfactory in all of the four schools because the marks obtained by the students was above 50%.

3.3.4 Analysis of Vocabulary Achievement in Terms of Adverbs.

The analysis of vocabulary achievement on the basis of adverbs is given in the table no. 23.

Table No. 23

The Status of Different Schools in the Achievement of Adverbs

S.N.	Schools	Total samples	F.M.	Marks secured	%
1	Shree Kalika Lower S. School	10	130	91	70
2	Shree Arunodaya H.S. School	10	130	112	86.15
3	Shree United Academy School	10	130	105	80.76
4	Shree Mt. Saipal International Aacademy School	10	130	117	90

The table no.23 displays the vocabulary achievement in terms of adverbs. The students of Shree Mt. Saipal International Academy School secured 117 (i.e. 90%) marks and the students of Shree Arunodaya H.S. School secured 112 (i.e. 86.15%). Similarly, 105 (i.e. 80.76%) marks were obtained by the students of Shree United Academy School and the marks of the students of Shree Kalika Lower S. School was 91 (i.e. 70%).

Therefore, the total percentage of adverbs by the students of Shree Mt. Saipal International Academy School was found the highest and the lowest by the students of Shree Kalika Lower S. School. However, the achievement of adverbs in all of the four schools was not unsatisfactory because the percentage of the achievement in adverbs was above 50%.

Similarly, the status of the students of Shree Mt. Saipal International Academy School was found the best in adjectives and adverbs but the status of the students of Shree Arunodaya H.S. School was found the best in verbs and the status of the students of Shree United Academy school was found the top in nouns . But the status of the students of Shree Kalika

Lower S. School was remain at the last position in the content words (nouns, verbs, adjectives and adverbs).

3.4 Comparison of Vocabulary Achievement in Terms of Sex

The topic presents the comparative study of vocabulary achievement in terms of sex. It makes clear that the genderwise comparison between them.

3.4.1 Status of Vocabulary Achievement in Total by the Boys

Vocabulary achievement status by the boys in total is presented in the table no. 24.

Table No. 24**Achievement Ratio of Vocabulary by the Boys**

S.N.	Vocabulary Items	Shree Kalika Lower S. School	Shree Arunodaya H.S. School	Shree United Academy School	Shree Mt. Saipal International Academy School	Total no. of student Correct Responses	%
		No. of Students with Correct Response					
1	Nouns	128	145	148	148	569	88.90
2	Verbs	87	105	100	92	384	83.47
3	Adjectives	55	98	78	90	321	80.25
4	Adverbs	55	60	51	60	226	86.92

3.4.2 Status of Vocabulary Achievement in Total by the Girls

The vocabulary achievement status by the girls in total is presented in the table no. 25.

Table No. 25**Status of Girls in Total Vocabulary Achievement:**

S.N.	Vocabulary Items	Shree Kalika Lower S. School	Shree Arunodaya H.S. School	Shree United Academy School	Shree Mt. Saipal International Academy School	The no. of student correct Responses	%
		No. of Students with Correct Response					
1	Nouns	104	104	142	140	490	71.85
2	Verbs	68	92	95	93	348	75.65
3	Adjectives	70	77	77	90	314	78.50
4	Adverbs	36	52	54	57	199	76.53

Table no. 24 and 25 show the comparison of vocabulary achievement between the boys and girls. There were 640 items to be responded in total nouns. Out of them 569 (i.e. 88.90 percent) nouns were correctly responded by the boys whereas only 490 (i.e. 71.85%) were correctly responded by the girls. The greater percentage of the vocabulary achievement of boys in nouns revealed that they (boys) performed better than the girls.

Likewise, there were 460 items responded in total verbs. Out of them, 384 (i.e. 83.74%) verbs were correctly answered by the boys but 348 (i.e. 75.65%) were correctly answered by the girls. So, the greater percentage of the correct responses of boys in verbs indicated that the achievement of boys was better than that those of girls in verbs.

Similarly, there were 400 responses in adjectives . Out of them , 321 (i.e. 80.25 percent) responses of boys were correct in adjectives whereas only 314 (i.e.78.50 percent) responses of girls were correct . So, the greater the percentage of the correct responses of boys in adjectives indicated that the achievement of boys was better than the girls.

In the same way, there were 260 items to be responded in adverbs. Out of them , 226 (i.e. 86.92 percent) items were correctly responded by the boys but only 199 (i.e. 76.53 percent) items were correctly responded by the girls in adverbs. Therefore, the greater the percentage of the correct responses of the boys in adverbs indicated that the achievement of boys was better than the girls in total.

In conclusion , the boys achieved more than the girls in the content words (nouns, verbs, adjectives, adverbs). In comparison to girls, boys achieved more than 50%. However , the vocabulary achievement of the students between boys and girls in content words was not unsatisfactory .

3.5 Comparison of Vocabulary Achievement between Boys and Girls in Urban School

The comparison of vocabulary achievement between boys and girls in urban school is cited in the table no. 26.

Table No. 26
Comparison of Vocabulary Achievement between the Boys and Girls in Urban Schools

The	Boys				Girls			
	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%	S.N.	Vocabulary Items	No. of Sts. with Correct Response	%
	1	Nouns	300	93.75	1	Nouns	275	85.93
	2	Verbs	211	91.73	2	Verbs	168	73.04
	3	Adjectives	172	86	3	Adjectives	171	85.05
	4	Adverbs	127	96.69	4	Adverbs	109	83.84

table no.26 presents the comparison of vocabulary achievement between the boys and girls in urban schools. According to the table no. 26, out of the 320 responses 300 (i.e. 93.75 percent) responses of boys in urban schools were correct in nouns but out of 320 responses 275 (i.e. 85.39 percent) responses of girls in urban schools were correct . The greater percentage of the correct responses in nouns of urban schools boys indicated that the vocabulary achievement of boys in urban schools was better than that of girls in urban schools in nouns.

Similarly, out of 230 responses, 211 (i.e.91.73 percent) boys of the urban schools were correct in verbs but 168 (i.e. 73.04 percent) girls of urban schools were correct . The greater percentage of the correct responses in verbs of urban schools boys revealed the boys' vocabulary achievement was better than the girls of urban schools in verbs. So, the

boys achievement in both nouns and verbs show they achieved more than that girls in nouns and verbs.

Likewise, there were 200 total responses in adjectives. Out of them, 172 (i.e. 86 percent) responses of boys in urban schools were correct whereas 171 (i.e. 85.5 percent) answers of girls were correct in adjectives. The greater percentage of the correct responses of boys in urban schools in adjectives indicated that the boys achieved more than that the girls of urban schools in adjectives. However, the achievement of adjective in urban schools' boys and girls achieved satisfactory result in adjectives.

In the same way, there were 130 responses in adverbs. Out of them 127 (i.e. 96.69 percent) answers of boys in urban schools were correct whereas 103 (i.e.83.84 percent) answers of girls in urban schools were correct in adverbs. However, the greater percentage of the correct responses of boys indicated that the achievement of boys was found better than that the girls of urban schools in adverbs.

The vocabulary achievement of boys was found better than the girls in all content words (i.e. nouns, verbs, adjectives, adverbs). However, the vocabulary achievement of both boys and girls in urban schools were found highly satisfactory than the expected as the vocabulary achievement was above 50 percent in content words.

3.6 Comparison of Vocabulary Achievement between Boys and Girls in Sub- Urban Schools

Table no. 27 reveals the comparison of vocabulary achievement between the boys and girls in sub- urban schools.

Table No. 27

Comparison of Vocabulary Achievement between the Boys and Girls in Sub-Urban School

Boys				Girls			
S.N.	Vocabulary Item	No.of sts. with Correct Response	%	S.N.	Vocabulary Item	No.of sts. with Correct Response	%
1	Nouns	269	84.06	1	Nouns	215	67.18
2	Verbs	173	75.21	2	Verbs	180	78.26
3	Adjectives	149	74.50	3	Adjectives	143	71.50
4	Adverbs	99	76.15	4	Adverbs	90	69.23

The table no. 27 reveals the comparison of vocabulary achievement between the boys and girls in sub urban schools. There were 320 items to be responded in nouns in total. Out of them 269 (i.e. 84.06 percent) boys responded correctly whereas 215 (i.e. 67.18 percent) answers of girls were correct in nouns. Therefore , such percentage of the correct responses of boys in sub-urban schools in nouns indicated that the achievement of boys was better than the girls in sub -urban schools .

Likewise, there were 230 items to be responded in verbs. Out of them, 173 (i.e. 75.21 percent) answer of boys were correct whereas 180 (i.e. 78.26 percent) answers of girls were correct. Therefore, the higher percentage of the correct responses of girls in sub-urban schools in verbs was better than the boys .

Similarly, there were 200 items to be answered in adjectives . Out of them, only 149 (i.e. 74.50 percent) responses of boys were correct whereas 143 (i.e. 71.50 percent) items were correctly responded by the girls. Therefore , the greater percentage of the correct responses of girls in sub-urban schools in adjectives displayed that the achievement of boys in adjectives was better than the girls in sub-urban schools .

In the same way, there were 130 items to be responded in adverbs in total in sub-urban schools. Out of them ,99 (i.e. 76.15 percent) responses of boys were correct in adverbs whereas 90 (i.e. 69.23 percent) responses of girls were correct in sub –urban schools . So, the greater percentage of the correct responses of boys in adverbs was better than the girls in sub- urban schools.

Out of all content words in sub- urban schools , the boys achieved more in nouns , adjectives , and adverbs than the girls but the girls achieved more than that the boys in verbs in sub-urban schools . In case of urban schools, the boys achieved more than that the girls in all content words. However, the achievement of the students of both sub- urban and urban area was found satisfactory because the percentage they achieved was above 50 percentage .

3.7 Comparison of Vocabulary Achievement in Terms of Locality

This sub-topic presents the status of the vocabulary achievement by the students of grade seven in Kailali district in sub –urban and urban area or schools.

3.7.1 Comparison of Vocabulary Achievement of the Students between Urban and Sub-Urban Schools

The table no. 28 reveals the comparison of the vocabulary achievement between urban and sub-urban schools.

Table No. 28

Status of Vocabulary Achievement by the Students of Urban and Sub-Urban Schools

Urban Schools				Sub-Urban Schools			
S.N.	Vocabulary Item	No. of sts with Correct Response	%	S.N.	Vocabulary Item	No. of sts with Correct Response	%
1	Nouns	575	89.84	1	Nouns	484	75.62
2	Verbs	379	82.39	2	Verbs	353	76.73
3	Adjectives	343	85.75	3	Adjectives	292	73.00
4	Adverbs	236	90.76	4	Adverbs	189	72.69

Regarding the table No. 28, according to the number of students of urban and sub –urban schools the numbers of nouns, verbs, adjectives and adverbs .There were 640 items to be responded in nouns, 575 (i.e. 89.84 percent) questions were solved by the students of urban schools correctly . But only 484 (i.e. 75.62 percent) items were solved by the students of sub –urban schools. Therefore, the percentage of the students of urban schools in nouns indicated that the vocabulary achievement of urban schools’ students were better than the sub –urban schools’ students in nouns .

Likewise ,there were 460 items to be responded in verbs. Out of them,379 (i.e. 82.39 percent) answers of the students in urban schools were correct whereas 353 (i.e. 76.73 percent) items were solved correctly by the students of sub- urban schools . Therefore , such percentage of the students of sub- urban schools’ in verbs indicates that the vocabulary achievement of urban schools' students was better than the sub – urban schools' students.

Similarly, there were 400 items to be responded in adjectives . Out of them, 343 (i.e. 85.75 percent) responses of the students in urban schools were correct whereas 292 (i.e. 73.00 percent) answers of the students in sub- urban schools were correct . So that , the

greater percentage of the urban schools students was better than the sub-urban schools' students in adjectives.

In the same way, there were 260 items to be solved by the students in urban and sub-urban students in adverbs respectively. Out of them, 236 (i.e. 90.76 percent) questions were solved correctly by the students of urban schools' students in adverbs whereas 189 (i.e. 72.69 percent) questions were solved by the students of sub-urban schools' students in adverbs. So, the percentages of the urban schools' students were better than that the sub-urban schools' students.

However, the vocabulary achievement in content words both in sub-urban and urban displayed that the urban schools' students achieved the greater than that the sub-urban schools' students. Though the vocabulary achievement of both urban and sub-urban schools was found satisfactory.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The study mainly focused on investigating the students achievement of English vocabulary used in the textbook of grade seven . The purpose of the study was to compare the vocabulary achievement in terms of sex and locality.

The study was limited to the students' achievement of content words (nouns ,verbs, adjectives and adverbs) used in the English textbook of grade seven. The researcher selected two urban schools and two sub-urban schools of Kailali districts by using stratified random sampling procedure for data collection . The students from each group of grade seven were selected randomly. The test was administered among forty students. The teaching of the textbook had already been completed at the time of data collection. The collected data were analyzed and interpreted using simple statistical tools i.e. mean and percentage.

4.1 Findings

On the basis of analysis and interpretation of the data, the findings of the study has been derived in the following points:

1. The English vocabulary achievement of the students of grade seven in content words was found satisfactory in total because all the schools attempted above 50 percent. But while doing schools wise analysis, the students of Shree kalika Lower Secondary School was found less satisfactory in comparison to other schools in content words .
2. The students of Shree Mt.Saipal International Academy School were found in the highest position in the achievement of adjectives and adverbs. However, the students of Shree United Academy Schools were good in the achievement of nouns and similarly ,the students of Shree Arunodaya H.S. Schools were good in the

nouns but, the students of Shree Kalika Lower Secondary School were remained less good comparing to other schools in content words .

3. The vocabulary achievement of boys in nouns, verbs ,adjectives and adverbs was found better than that of girls .
4. In sub-urban schools, the achievement of girls in verbs was found better than that of boys.
5. In urban schools, the vocabulary achievement of boys was found better than that of girls in all content words.
6. The achievement of urban schools' students in all content words were found better than that of sub- urban schools' students.
7. Although, the vocabulary achievement of urban schools' students was found better than that of the sub urban schools' students and in total the vocabulary achievement of both urban and sub -urban schools students was signified satisfactory .

4.2 Recommendations

On the basic of findings, recommendations were made and which have some pedagogical implications .

- 1) Teacher should lay equal emphasis on all types of content words .
- 2) Achievement of vocabulary items needs to be tasted frequently .
- 3) Repetition should be encouraged through testing .It forces most learners to revise their work and to make a conscious effort at retention of the learnt items .
- 4) As the students of Shree Kalika Lower Secondary School were found poor in comparison to other schools' students ,more practice should be given to them to increase their achievement level. After testing students ' performance , the teacher should pay more attention to the vocabulary items.

- 5) The development of vocabulary repertoire of the learners is vital importance in learning a language. Learning a language depends for the most on learning vocabulary. How competent a learners is in any language solely depends on how rich vocabulary repertoire he has get . So, vocabulary teaching should be carefully and judiciously priotized in E L T .
- 6) Teaching vocabulary consists not only the meaning of the words but also other aspects like spelling ,pronunciation and grammatical information. The meaning has to be contextualized by giving students reading texts . Stories, essays , dramas, where much emphasis has to put on vocabulary items . Time to time refreshment and revision should be maintained . So, the achievement of the vocabulary items has to be tested by conducting weeks tests .
- 7) The findings showed the achievement of the vocabulary items was found satisfactory and therefore, further researcher are suggested to be conducted to find out the cases of there variation .

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Appendix- I
Content words

Nouns:

accident	house	rail	computer	admission
visitors	reptile	pen	banana	watch,
newspapers	barge	chalk	sack	forest
bark	bill	scale	monkey	biology
book	shutter	camera	bullet	glasses
snow	log	bracelet	visas	stomach
city	camel	porters	summit	picture
carnivore	money	sword	earth	chin
paper	tablet	sea	cupboard	Australia
telephone	sky	electrician	door	thief
star	envelope	goat	tourist	moon
explorer	kids	window	sun	fog
witch	English	Frame	bucket	rock
pump	grape	wolf	tent	bird
hoof	hut	scissors	kerosene	maze
insect	needle	caterpillars	shirt	bag
thread	Euro	cliff	lame	shirt
soldier	major	water	watchman	food
pipe	stones	paint	cliff	pump
sari	nose	bag	panda	bamboo

Verbs :

Advertise	improve	agree	invent	arrange
join	attack	live	bury	move
chat	obey	chop	push	complete
reach	congratulate	remember	cover	return
crash	save	crawl	search	creep
share	decided	shoot	dig	spill
disappear	tear	drop	drown	escape
find	fire	float	forget	gallop

Adjectives :

Amazing	square	beautiful	strange	centigrate
tidy	damaged	tight	dangerous	unseen
delicious	unusual	domestic	useful	dreary
useless	extinct	easy	usual	fizzy
weary	free	wonderful	frightened	dirty
special	afraid	handsome	expensive	healthy
lame	new	lonely	lovely	power
reliable	rough	safe	shiny	south

Adverbs:

Immediately	Extremely	normally	essentially	secretly
entirely	usually	ever	always	inflexibly
especially	individually	quickly	verbally	sharply
internationally	shamefully	logically	thirdly	pedagogically

Appendix- II

Test Items

Vocabulary Achievement Test

F.M. 100

Time 3 hrs.

Name :

School :

Sex: Male female

1. Tick the word that is odd from the others . $1 \times 5 = 5$

- a. lonely, normally, usually, quickly
- b. damaged, strange, afraid, agreed
- c. advertise, frightened, pushed, shared
- d. barge, chief, Euro, crash
- e. quickly, secretly, powerful, always

2. find the words to fill in the puzzle $1 \times 5 = 5$

	O					
		N			N	
			G			
				L		
S					I	G

3. find these adjectives . $1 \times 5 = 5$

- a. nshyi
- b. febaitlu
- c. lolvey

d. seay

e. wne

4. Write the single word of the following sentence . $1.5 \times 5 = 7.5$

a. A person chosen to lead a town, _____

b. German money, _____

c. Not able to walk, _____

d. To go back, _____

e. To die by falling into water, _____

5. Choose an adjective from the box to describe each of these nouns. $1 \times 5 = 5$

a. A _____ baby

b. A _____ banana

c. An _____ story

d. An _____ watch

e. A _____ newspaper

6. Find these words and match them with the correct meaning. $1 \times 5 = 5$

a. straight

a. small house

b. exhausted

b. directly

c. ahead

c. viry tired

d. hut

d. In front of them

e. addressed

e. spoke do

7. Give opposite a given words. $1 \times 5 = 5$

For example: beautiful -ugly

a. Safe -

b. Domestic -

c. Sweet -

d. Useless -

e. Fat -

8. Give similar words of given words. $1 \times 5 = 5$

a. Amazing _____

b. City _____

c. Damaged _____

d. Home _____

e. Healthy _____

9. Complete the missing letters and find the words $0.5 \times 5 = 2.5$

a. I__ _ed__ _i_ly

b. __nt__ _ely

c. __ _ wa __ s

d. Pe__ _ go__ _ ca __ _y

e. No__ m __ _ly

10. Complete the following sentences using appropriate word. $1 \times 5 = 5$

for example April is between March and May

- a. ____ comes before February
- b. The last month of the year is ____
- c. The two middle months are _____
- d. It is cold in _____ and _____
- e. Between July and _____ there are four months.

11. Make meaningful sentences using following words. $1 \times 5 = 5$

- a. Sahara:
- b. Quickly :
- c. Normally:
- d. Secretary :
- e. Specially:

12. Fill in the blanks in the given paragraph with appropriate words. $1 \times 5 = 5$

Nepal and are both very small countries with high mountains has the Himlayas and Switzerland are zones of The population of Nepal is about 23 million but the population of Switzerland is only

13. Write a paragraph about your school . 10

Group B

Seen passage

Read the passage and do the activities . 30

In 490 B.C. Darius was a powerful king of Persia. Persia is in Asia. Now days it is two countries, Iran and Iraq. Darius sent a big army on 600 ships to attack the city of Athens' in Greece. The Athenian people sent their best runner, Pheidippides to another city Sparta, to ask for help. The Spartans were celebrating a festival. They could not come and help. Pheidippides ran back to Athens. In four or five days he ran 160 kilometres. Then he joined the army fighting against the Persians. Two armies met at a place called Marathon.

The Persians attacked the Athenians in the middle, but the strongest Athenian soldiers were on the left and right. They came round and attacked the Persians.

Six thousand four hundred Persians died, but only one hundred and ninety two Athenians, and ninety two Athenians, and the Persians ran back to their ships. Pheidippides ran to Athens when he arrived, he shouted " we have won ! then he fell down dead.

The distance from Marathon to Athens was about 42 km. Now days we run 'Marathons'. They are races 42 km. long. Baikuatha Manandhar is a famous Nepali marathon runner. He has run in the Asian and Olympic games.

Q. N. A. Match the names and descriptions. $1 \times 7 = 7$

Athenians	the place of a famous battle
Darius	the people who lived in Persia
Iran and Iraq	modern races 42 km. long
Marathon	The Persian king
Persians	the Athenian manager
Pheidippides	the people who lived in Athens
Marathos	modern countries in Persia

Q.N. B Write/give similar word of given words. $1 \times 5 = 5$

a. Army _____

b. City _____

c. Strong _____

d. Arrived _____

e. Game _____

f. Ask _____

Q.N. C. Give/complete the missing letters and find the words. $1 \times 7 = 7$

a. ___ h ___ ___ i ___ i ___ ___

b. A ___ ___ ___ i ___ s

c. ___ ___ a ___ e ___

d. ___ ar ___ ___

e. M ___ g ___

f. ___ p ___ r ___

g. S ___ l ___ ___ s.

Q. No. D. Write the short answer. $2 \times 5 = 10$

a. who is Darius ?

b. why Athenian people sent their runner in Sparta ?

c. Who come to attack the Persians ?

d. Who Baikuntha Manandhar ?

e. Why pheidippides ran back to Athens ?

Unseen passage

Read the passage and do the activities

There are a number of pet animals in our society. I like all of them more or less. But the cow is a domestic animal I like most.

The cow is a gentle animal. She gives us milk that is a nourishing food to all of us. Milk is a perfect food for babies and sick persons. It is milk from which butter, ghee, cheese, curd, and many kinds of sweets are made.

The cow's dung is used as manure which fertilizes crops, and fuel. The urine of the cow is also used as medicine in some diseases.

The cow is useful to use even when she is dead. Many things such as shoes, glue, buttons, cambs etc. are made of the cow's skin, hoof, hair, horns and bones. SO the cow is one of the most useful domestic animals.

Rearrange the following letters in order to derive meaningful words $1 \times 5 = 5$

- a. ouirsingnh _____
- b. zsetielirs _____
- c. tboutns _____
- d. sticomde _____
- e. nuamer _____

2. Match the following $1 \times 5 = 5$

- | | |
|------------|--|
| domestic | the kidney product |
| nourishing | dung or other substance for fertilizing soil |
| glue | belong to the house hold |
| urine | promoting growth |
| Manure | to be very close to |

Q.3 Make meaningful sentences using following words. $1 \times 5 = 5$

- a. Usefully : _____

b. Pet animal : _____

c. Even : _____

d. Skin: _____

e. Fuel : _____

Q.4 Write a similar paragraph about your village 10