ANALYSIS OF ENGLISH VOCABULARY AT
GRADE SEVEN ENGLISH TEXTBOOK

Submitted to the Department of English Education

In Partial Fulfillment for the Masters of Education in English

Submitted by

Dhurba Rai

Faculty of Education

Tribhuvan University

Janta Multiple Campus,

Itahari, Sunsari, Nepal

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2077/11/21

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Dhurba Rai

DEDICATION

To

My family and teachers

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Dhurba Rai

ABSTRACT

This research is about analysis of vocabulary at Grade VII English textbook of Government school. The research is carried out to list, categorize and analyzed. The focus was on content words and their class and frequency. The research work found 489 words to be used textbook which belongs to different parts of speech. The researcher work as whole and unit wise using tables, pie-chart. There are discussed and analyzed. The frequency was counted unit wise. The data were presented using table and charts and then described and analyzed. Among them nouns occupied most 42.74 percentage, verbs 26.78 percentage, adjectives 17.18 percentage and adverbs 13.30 percentage. Moreover the higher frequency is found in verbs (92) followed by adverb (85) and the list is on nouns (31).

This thesis consist of five chapters. Chapter one consist of general background, objectives of study, significance of study, delimitation of study etc. Chapter two deals with review of related literature and conceptual framework. Chapter three deals with methods and procedure of the study. It also includes design of the study and process of data collection. Chapter four deals with analysis and interpretation of the study. Chapter five consist of summary conclusion and implications. The remaining few pages consist of references and appendix.

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CHAPTER ONE: INTRODUCTION

1.1 General Background

A textbook is written on the based of prescribed curriculum and is taught in a clan with the purpose of achieving goals through the ideas of subject matter that are presented according to the mental and psychological requirements of the students facilitating the task of teaching by its teaching by its teaching devices, exercise, illustration etc. A textbook is the body of knowledge.

It is organized and simplified for purpose of learning the main drawback of such textbooks is that at the end of their studies the students are still incapable of using the language they know its grammar; the system but they can't communicate. So textbook enhance to learning language.

Language is learnt for the purpose of communication and as an in international language. English has a great communicating function. We communicate with each-other through spoken language, where we involve in communication; we should have the knowledge of proper used of vocabularies items. There should be knowledge of vocabulary while using the language. There is used of vocabulary, where we participate to exchange our feeling, emotions and thoughts. Classroom means a particular physical circumstance where teacher and student's involve in different activities to meet the designed goal by education plan (EP) and policy.

For learners who are learning English in a non-English speaking zone, we should have the knowledge of used vocabulary; it is very important for real communication in which all of them involve exchanging their feelings, thoughts, emotions, sorrows and

happiness. Those who actively participate in interaction knows the used of vocabularies items and will achieves success easily in language.

According to oxford advanced learners dictionary of current English (2000) the term vocabulary has been defined as, 'body of words known to a person or used in a particular book subject etc'. The meaning of vocabulary is also given as total number of words that make up a language.

1.2 Statement of the Problem

Vocabulary can be defined as the words of a language or chunks of several words which convey a particular meaning the individual words do. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

The problem is also selected to find out whether or not to use of vocabulary develops the speaking, writing, spelling pronunciation, reading skill or what existing situation of using vocabularies items is or does the using of vocabulary leads a better achievement of language skills. The main problem of this study is that whether the syllabus is designed the level of students or not. It depends up the perspectives of teachers too. This is the study of vocabulary in textbook of grade seven textbook.

Vocabularies item represents one of most important Skills necessary for teaching and learning a foreign language. It is the basis for the developments of all the other skills reading comprehension, listening comprehension, speaking comprehension, writing, spelling and pronunciation, Vocabulary is the main tool for the students in their attempt to use English effectively.

1.3. Rationale of the Study

I have chosen this topic to find out total vocabulary items from the reading of English Text book of Grade VII mainly word classes. In the language classroom the used of vocabularies items is more important because language is at once the subject of study as well as the medium for learning and understanding.

1.4. Objectives of the Study

This study has the following objectives items.

a) To find out the number of vocabulary items specially major class words (noun,

verbs, adjective and adverb).

b) To find out the frequency of content words i.e. nouns, verbs, adjectives and adverbs.

c) To suggest some pedagogical implication and recommendation on the basis of the finding of the study.

1.5. Research Questions

The study has the following research questions:

1. What is the total number of vocabulary items (content words) in grade seven English textbook?

2. What is the frequency of vocabulary items (nouns, verbs, adjectives and adverbs) in the textbook?

1.6. Significance of the Study

In general, the study will be advantageous to the textbook evaluators. More particularly, the study will prove useful to those who are involved in teaching and learning. It will be beneficial for the students, teachers, curriculum, planners, syllabus designers, course designers and textbook writers.

1.7. Delimitations of the Study

The study has the following delimitations

a) I studied content words noun, verbs, adjectives and adverbs only.

b) Function words were not being included in the study.

C) Under noun, pronouns were explained.

d) I explained the occurrence of frequency of contents words.

e) I studied repetition of contents words unit wise.

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAME WORK

2.1 Review of Theoretical Literature

There are few researcher related to analysis of book of Government school. Among the different items in the textbook 'vocabulary' is one most important aspects for the beginners of language learners it is the crux which dominates the whole of teaching and learning.

2.1.1. Textbook

Textbook is a book giving instruction in a subject. A textbook is important to a student. According to Haycraft (1978) 'It is something concrete that gives a measure of progress and achievement as lessons are completed, one by one, until finally the book is finished'. In school were students are enrolled at various levels, it is also a measure of standard.

A textbook is written on the basis of prescribed curriculum and is taught in a class with the purpose of achieving goals through the ideals of subject matter that are presented according to the mental and psychological requirement of the students facilitating the task of teaching by its teaching devices, exercises, illustrations etc.

A textbook is the body of knowledge. It is organized and simplified for purpose of learning. It is the most important teaching tool because it can determine not only what will be taught but also how it will be taught.

A textbook is a book prepared on the basis of curriculum (or syllabus). It is used by the students and teachers for particular course of study in a particular branch of knowledge. In other words, a textbook is a book dealing with a definite subject of study systematically arranged, intended for use at a specified level of instruction and used as principal sources of study material for a given course. For Grant (1987:12) "Textbook is used to refer to course books, which typically aim cover all aspects of the language and supplementary textbooks devoted to particular topic or skill areas".

2.1.1.1. Types of Textbook

Textbooks are so many and so varied that it is very difficult to make accurate generalizations about them. A broad category is traditional and communicative. These terms refer to a particular kind rather than the date.

Traditional textbooks tend to emphasize the form or pattern of language (the grammar) more than the communicative functions of language. They tend to focus on reading and writing activities, rather than listening and speaking activities. Textbook dominates the whole teaching and learning. They often make use of a great deal of L_1. They emphasize the importance of accuracy. They tend to focus rather narrowly on a syllabus and examination. They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

The main drawback of such textbooks is that at the end of their studies the student are still incapable of using the language: they 'know' its grammar; the system but they cannot communicate.

Communicative textbooks are different from the traditional ones in the sense that they create opportunities for the students to use the language in the classroom, as a sort of 'halfway house' before using it in real life. Communicative textbooks emphasize the communicative functions of language, the jobs, people do use the language not just the forms. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does. Both content and methods reflect the authentic language of everyday life. They encourage work in groups and pairs, and therefore make heavier demands on teacher's organizational abilities. Communicative textbooks emphasize fluency, not just accuracy.

The teaching items selected for communicative textbooks are not the grammatical items but the functions, the things we do through language, of language. Therefore, such teaching item as introducing, apologizing, instructing, making request etc. is included in communicative textbooks. The reading text are those which the students come across in real life e.g. advertisement, letters, newspaper, articles, menus etc. and also literary texts. The exercises will be to participate in conversation, pair work and group work, playing games, role play etc.

Unlike traditional textbooks, the role of a teacher will be that of a facilitator or manager rather than an authority. Students are more active. Communicative textbooks serve the practical purpose of learning a language. Consequently, traditional textbooks are being replaced with communicative lines.

2.1.1.2. Importance of Textbook

 As mentioned earlier, textbook is very important or classroom interaction. They direct teachers, learners and teaching learning. They have subject matter and methodology also Harmer (1997:257) states, "It has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that students can revise grammatical and functional points that they have been concentrating on". It is useful as a memory aid and for consolidation of class work, at home, at the same time the textbook can be a syllabus for the teacher.

Thus, a textbook is vital whether we view it from student's teacher's or syllabus point of view. It is prepared by a team of writers, evaluated by a team of experts and updated or modified from time to time.

2.1.1.3. Characteristics of a Good Textbook

It is needless to say about the importance of textbook. A textbook should have certain qualities so that it draws the whole educational processes to a success. It should suit the needs, interests and level of the target group. It should suit the situation of teaching. Different teachers work in different situations and the best book in the world which work beautifully in one situation may not work in the other . It should follow the curriculum or syllabus. It should be written on the basis of the objectives set in the curriculum . A good textbox has the use of correct colloquial language . A good textbook has well selected and properly graded new vocabularies and enough communicative activities . It has enough exercise which encourage learners to work in pairs and groups . Such exercises should develop language skills and their instruction

for the teachers and students should be clear . There are a number of pictures and illustrations which help the teaching and learning activities a great extent.

Beside these , a good textbox has a well-decorated cover, proper binding and the printing should be appropriate . Both physical aspect and academic are appropriate.

2.1.1.4. Evaluation of Textbook

According of Longman Dictionary of Language Teaching and Applied Linguistics evaluation is "in general, the systematic of information for purposes of making . Evaluation uses quantitative methods (e.g. testes), quantitative methods (e.g. observation, ratings) and value judgments″.

Through textbooks are written by a team of experts on some sensible, principle basis, it can't be the best unless different levels of evaluation are done. The profitable use and adoption of it makes a textbook better. Until and unless we have analyzed and evaluated it , we know only a little about it .So, it requires a systematic analysis of a textbook.

Grant (1987) sees the textbook evaluation as 'a three-stage –process' : Initial, Detailed and In-use evaluation. In Initial evaluation which is short, we evaluate textbook from bird's eye view. We check it weather it is communicative or not , whether it fits our aims and activities, if it is teachable or not , What is teacher's impression, whether students will be interest or not. Putting such points in light, the discussion among many will give a conclusion about textbook.

The next evaluation is detailed evaluation in which evaluation is done by trailing the textbook in actual classroom. After the book is printed, it is sent to the selected schools. Teacher use them in their class and give their class and give their feedback.

Not only that but feedback from the student are also collected. The writer(s) make(s)necessary changes on the light of the feedback. In- use evaluation refers to the kind of evaluation which is done while using the textbook. It means even after selecting a textbook, a constant evaluation or re- evaluation is desirable. This is quite continuous evaluation.

No textbook is perfect in all situations. A proper analysis and evaluation will determine the constant changes the follow.

2.1.2. Vocabulary

Richard et al in the book Longman Dictionary of Language Teaching and Applied Linguistics define vocabulary as 'a set of lexemes, including single words, compound words and idioms'.

Similarly, Harmer (1997) defining the term 'vocabulary' says if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh.

Norbert Schmitt (2000) prefers the term 'lexeme' and define as 'an item that functions as a single meaning unit, regardless of the number of words it contains'.

Cambridge International Dictionary of English (1995) defines vocabulary as 'all the words which exist in a particular language or subject'.

According to Oxford Advanced Learners dictionary of current English (2000), the term vocabulary has been defined as 'body of words known to a person or used in particular book, Subject etc. The meaning of vocabulary is also given as total number of words that make up a language.'

From the above definitions. We can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning.

2.1.2.1. Types of Vocabulary

So far as the type of vocabulary is concerned, it has been categorized in different criteria. Harmer (1997) makes distinction between 'active' and 'passive' vocabulary. 'Active' refers to vocabulary that students have been taught re learnt and which they are expected to be able to use whilst 'passive' refers to words which the students will recognize when they meet them but which they will probably not be able to use.

Firs by(1954) say that we have four types of vocabularies. we have our speaking vocabulary, Our listening vocabulary, our writing vocabulary and our reading vocabulary. This is associated with two levels of language use i.e. the production level and recognition level.

Firs (1954) classifies English worlds into four groups. Function worlds, substitute words, grammatically distribute words and content words. The function words primarily perform grammatical function e.g. the 'do' as signaling question. The substitute words e.g. he. She, their, etc. replace class of words and several classes. Grammatically distributed words, e.g. some, any etc. show unusual grammatical restrictions in distribution. The number of words in the first groups is rather small say 200 in round numbers in English. The fourth group i.e. content words constitute the bulk of the vocabulary of the English.

On the basis of the types of meaning they convey, vocabulary can be classified into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called vocabulary, e.g. pen, book, glass etc. On the contrary, if it signifies

something which has no definite shape, size called measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, anger etc.

Similarly, world are content and function words. Content worlds give lexical meaning. They are also called worlds of major class. Nouns, verbs adjectives and adverbs come under this category. Functions words give grammatical meaning. They also called words of minor class. They show grammatical relationship, pronouns, articles, conjunctions, prepositions etc. come under this category. Content words are also called words of open class and function words are also called words of closed class.

Similarly Arts and Arts (1986: 21) say that word class membership may be said to be depended upon at least two kinds of properties: morphological and syntactic.

On the basis of structure, there are three types of words: simple, compound and complex. Simple world consist of a single free morpheme followed or not by an by an inflectional affix such as play, plays, played etc. compound words consist of two or many free morphemes where the constituents themselves and constitute are words; e.g. blackboard. Compound word is a lexical item composed of two or more parts written (-) where the parts consist of a root plus one or more derivational affixes; e.g. boyhood determination etc.

To conclude, a word is a smallest meaningful bit of speech that can occur in isolation. Todd(1991: 49- 50) says the term word is used for the following five sentences.

(i) 'Orthographic word represents the in its conventional alphabetical writing. An orthographic word has space on either side; e.g. book, go etc.

(ii) 'Phonological word' refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbol. For the example 'cat' is orthographic word and /kæt/ is phonological.

(iii) 'Morphological word' considers the form but not meaning. 'Ball' has two meanings (a spherical) objective used in games and a formal social gathering for dancing) but is a single morphological word.

(iv) A 'Lexical word' is also called lexeme. The lexical word is an abstract unit, which underlines many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.

(v) A 'semantic word' considers the meaning of a linguistic unit. The one morphological Word 'ball' represents two semantic words because it has two different unrelated meanings.

2.1.2.2. Teaching Vocabulary

It is true that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Grammatical knowledge allows us to generate sentences. At the same time, though, we must have something to say; we must have meanings that we wish to express, we need to have a store of words that we can select from when we wish to express these meanings.

For many years vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language.

Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for leaning itself.

Recently, however, mythologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of grammar though the two are obviously interdependent.

In any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which vocabulary leaning can occur.

2.1.2.3. Aspects of Learning Words

Knowing a word does not mean just understanding its meaning(s). There are many things about words that we need to know. In this regard Celce Murcia and Lerson-Freeman (1993) mention some points what one actually need to know to learn a word. They are (i) spelling (orthography); (ii) phonetic representation (pronunciation, syllabification and stress (it multi syllabics) ; (iii) morphological irregularity (where applicable), (iv) syntactic features and restriction (including part of speech); (v) Common derivation and collocation (i.e. words with which is occurs); and (vi) Semantic feature and restriction.

2.2 Review of Empirical Literature

'Vocabulary is one most important aspect for the crux which dominates the whole of teaching and learning. One can use language only if he or she has a stock of vocabulary. These items are presented from single to complex from more familiar etc. A textbook is also judged from the presentation and organization of vocabulary items.

There are few resources researches relate to used vocabulary in the English education. However, this area is one of the widely researched areas in the field of used of vocabulary in English textbook in different parts of the word. There are number of researches curried out on the analysis of textbook and achievement of vocabulary under the department of English education T.U.

Chudal (1997) has studied the vocabulary achievement of the students of grade six. The objective of students was to investigate the student's achievement of English vocabulary used in the English textbook for grade six and to make grade wise comparison of the vocabulary achievement. In aggregate the study found that the achievement level was poor.

 Similarly, Khatri (2000) has studied vocabulary achievement of the students of grade eight. The objective of this study was to investigate the achievement of English vocabulary of student of grade eight. The study found that the achievement level was satisfactory.

Similarly, Tiwari (2001) has studied the vocabulary achievement of the students of grade ten. The objective of this study was to investigate the student's achievement of English vocabulary used in the new English textbook for grade ten. The vocabulary items were quite difficult for the level of the grade.

Likely, Upadhaya (2002) has carried out a research 'A study on achievement of phrasal verbs of the students of Higher Secondary Level. The main aim of this study was to find out the proficiency level of phrasal verbs of the achievement of phrasal verbs of the students of higher secondary level was satisfactory.

Similarly, Tiwari (2004) studied and analyzed the vocabulary item used in the textbook for grade four on the basis of total number, parts of speech, phonological structure and morphological structure.

Similarly, Bohora (2004) studied the English textbook for grade I he studied the whole textbook including language functions, vocabulary, grammar and other.

The studies mentioned above are related to textbook analysis, vocabulary study. This research studies about contents words of reading textbook of Grade VII with their frequency and mentioned the repetition of words unit wise.

2.3 Conceptual Framework

Texts a book that gives instructions in a branch of learning. It deals with a particular subject and is used in formal education.

It determines not only what will be taught but how it will be taught. It facilitates teaching and learning process. It presents the body of knowledge in systematic way. A good ELT textbook has certain characteristics.

Objectives: A textbook is written on the basis of the objectives

set in the curriculum.

Content: A language textbook should contain all the items

given in the courses. It contains authentic materials.

socialization, describing etc. rather than the form of

language.

Language: Language items that help in day to day

communication should be emphasized.

Skill and aspects: An ELT textbook should include all language

Skill via listening, Speaking, reading and

   writing. The vocabulary items are introduced

and used in the context.

Exercises: There should have enough exercises for practice.

   They should encourage the learners to work in pairs

and groups.

Beside these, a good ELT textbook has a number of well-drawn pictures and illustrations. They should be relevant and realistic. It should contain instructions to the students and teachers. It should be designed according to the age, Interest, linguistic background and aim of the learners. The printing, paper quality should be good. Cover page should be attractive. The binding should be durable. Similarly, a good ELT textbook has a good selection, gradation and presentation of materials. It is physically and academically fit.

Among the different items in the textbook 'vocabulary' is one most important aspect. For the beginners of language learners it is the crux which dominates the whole of teaching and learning. One can use language only if he or she has a stock of vocabulary items. These items are presented from simple to complex, from more familiar to less familiar etc. A textbook is also judged from the presentation and organization of vocabulary items.

The achievement of items is judged by test followed by meaningful teaching. It is judged by different angles following the aspects of learning vocabulary. These aspects are discussed below.

Word meaning : it refers to the meaning of words in context

and the sense relations like synonyms, antonyms below.

Word use : It refers to metaphors, idioms, collocation, style and register.

Word formation : It refers that aspect which addresses that words can change their shape and their grammatical values too. Under this fall parts of speech, prefixes and suffixes, spelling and pronunciation aspects of words.

Word Grammar : It refer to countable, uncountable noun, verb complementation, phrasal verbs, adjectives, adverbs and their position etc.

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

The present study is an attempt to critically study and evaluate the government textbook of English for class seven in terms of vocabulary items.

This chapter describes the design of the plans and procedures of the study, which were carried out by the researcher to achieve the desired objectives of the study. The source of data, population of the study, sampling, procedure, tools, for the data collection process of data collection and the limitation of the study will be discussed under methodology.

3.1. Sources of Data

In the process of this study, the research data have been collected from both sources primary and secondary.

3.1.1. Primary Sources

Grade VII English Textbook will be primary source of data for the study.

3.1.2. Secondary Sources

Different books, articles, journals, guidelines and other materials were the secondary sources of data.

3.2 Procedures of the Study

Grade VII English Textbook of Government school will be studied.

3.3 Sampling Procedure

All the contents words (nouns, verb, adjective and adverb) are sample of the study. They are selected as universe. This research study about the contents words from reading textbook with their frequency after that analyzed the repetition of the words.

3.4. Tools of Data Collection

In order to collect data for the research, I will select the English Textbook of Grade VII, I will select the numbers of vocabularies from Grade VII English T0extbook, I will select the contents words from reading textbook only in each parts of items and with their frequency. English textbook of Grade seven will be my main tools for this research.

3.5 Process of Data Collection

While collecting the data, following procedure was adopted. Firstly, the researcher select the English textbook of Grade seven of Government school Secondly the researcher find out the total number of vocabulary items in each parts of speech. Thirdly researcher find out the frequency of vocabulary items.

CHAPTER FOUR: RESULT AND DISCUSSION

This chapter deals with the analysis and interpretation of data. The vocabulary items (contents words) were analyzed. The items were tabulated for analysis and interpretation.

The analysis and interpretation of the data was done under the following two main headings followed by several sub-headings.

A.   Analysis of Vocabulary Items

1. Analysis of the total Vocabulary items (content words)

2. Analysis of Vocabulary items with their Frequency.

4.1.   Analysis of Vocabulary Items

The vocabulary items were from different parts of speech. The vocabulary items where listed categorized and analyzed. The focus was on content words and their frequency.

4.1.1. Analysis of Total Vocabulary Items (contents words)

Altogether 489 content Words were found to be used which belonged to different parts of speech (See appendix). The number of vocabulary items belonging to different parts of speech with their percentage is given in the following table.

Table No. 1

Number and Percentage of Words According to the Parts of Speech

S.N	Parts of Speech	No. of Words	Percentage (%)
1.	Nouns	209	42.74 %
2.	Verbs	131	26.78 %
3.	Adjectives	84	17.18 %
4.	Adverbs	65	13.30 %
	Total	489	100 %

Table No. 1 shows that there are 209 Words belonging to the partsof speech noun. It occupies nearly 42.74 %   of the total vocabulary items given in the textbook. The verb, adjective and numeral have 26.78 %, 17.18 % and 13.30 % respectively.

It is also shown through pie chart below:-

Numbers And Percentage of Words According to the Parts of Speech
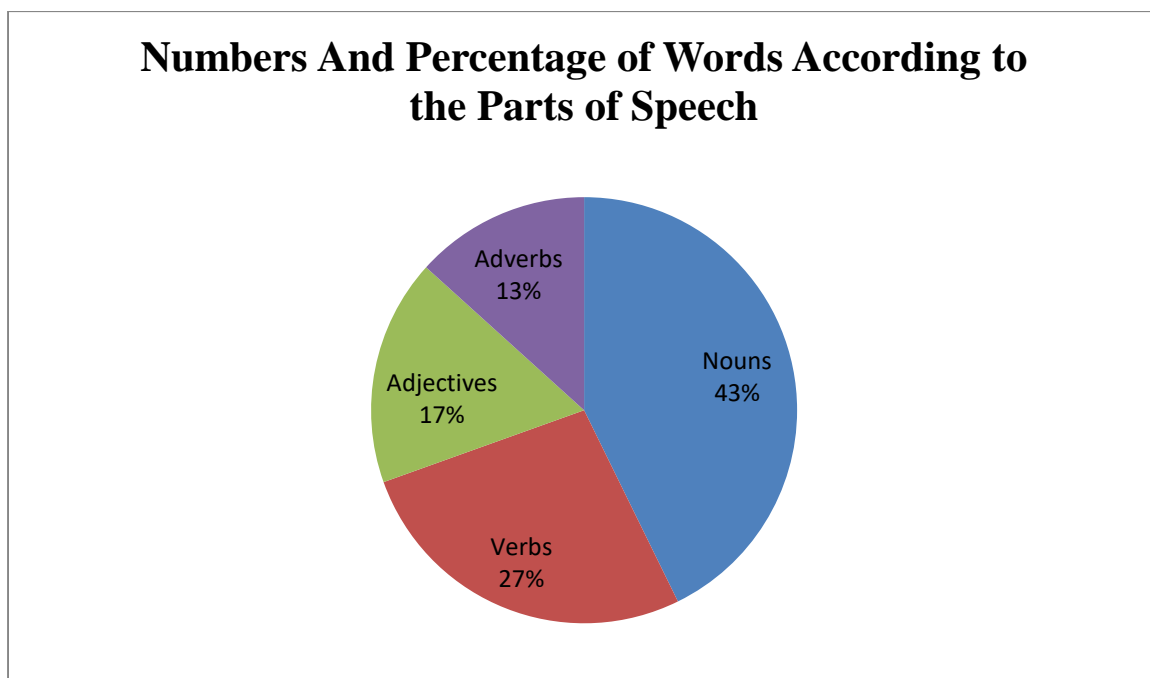
The   pie chart clearly shows that there is 43% Nouns, 27% Verbs, 17% Adjectives and 13% Adverbs.

4.1.2. Vocabulary Items used in Different units

The vocabulary items were from different parts of speech. The words in the textbook varied in the number of occurrences. The items with their frequency are listed below:

Table No. 2
Vocabulary Used in Unit 1

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Sentence	5	Look	7	Remote	4	There	6
Animals	4	See	6	Difficult	4	Briefly	5
Leopard	3	Buy	6	Migratory	3	Where	5
Park	3	Try	6	Adventurous	3	Then	4
River	3	Show	6	Nearby	3	Mainly	3
House	3	Get	5	Pleasant	3	Definitely	3
Tree	3	Feel	4	Beautiful	3	Extremely	2
Altitude	2	Open	4	Correct	3	Probably	2
Deer	2	Situated	3	Big	2		
Plant	2	Walk	3	Deep	2		
Year	2	Visit	3	Heavy	2		
Shape	2	Learn	3	Foreign	2		
Text	2	Find	3	Similar	2		
List	2	Collect	3	Heavenly	1		
Tourist	2	Mention	3				
Man	2	Lie	2				
Shop	2	Plan	2				
Movement	2	Answer	2				
Weather	1						
Fun	1						
Mountain	1						
Hotel	1						
Room	1						
Total	51		71		37		30

Altogether 23 Nouns 18 verbs 14 adjectives and 8 adverbs items were found to be used in unit 1.

From this table it is obvious that the noun 'sentences' has the highest number of frequency out of 23 nouns , it has occurred 5 times ,the verb 'Look' has the highest number of frequency out of 18 it has occurred 7 times like wise the adjectives

'remote' and 'difficult' has the highest number of frequency out of 14 adjectives it has occurred 4 times and the adverb 'there' has the highest number of frequency out of 8 it has occurred 6 times presented in unit 1 .

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.3

Vocabulary Used in Unit 2

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Path	5	Get	7	Afraid	3	There	5
Bus	4	See	6	Different	3	Where	4
Traveller	3	Look	6	Stiff	3	Briefly	3
Relief	3	Use	5	Good	3	Longingly	2
Biscuits	3	Go	5	Difficult	3	Beautifully	2
Family	3	Feel	5	Straight	3	Already	2
Tea	3	Walk	4	Frozen	2		
River	3	Open	4	Clever	2		
Load	3	Show	4	Adventurous	2		
Lifestyle	3	Find	3	Negotiate	1		
Slope	2	Ask	3	Sprawling	1		
Twilight	2	Tell	3				
Innkeeper	2	Try	3				
Leg	2	Pretend	2				
Position	2	Practice	2				
Year	2	Plod	1				
Shop	2	Settle	1				
Heaven	2						
Transportation	2						
Region	2						
Week	2						
Agony	1						
Hamlet	1						
Hurdle	1						
Potato	1						
Chocolates	1						
Total	60		64		26		18

Altogether 26 Nouns 17 verbs 11 adjectives & 6 adverbs items were found to be used in unit 2.

From this table it is obvious that the noun 'path' has the highest number of frequency out of 26 nouns , it has occurred 5 times ,the verb 'get' has the highest number of frequency out of 17 it has occurred 7 times likewise the adjectives 'afraid' and 'different' has the highest number of frequency out of 11 adjectives it has occurred 3 times and the adverb 'there' has the highest number of frequency out of 6 it has occurred 5 times presented in unit 2 .

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.4

Vocabulary Used in Unit 3

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Family	4	Collect	7	Natural	4	There	6
Work	4	Try	6	Different	3	Where	5
Education	4	Open	6	Wise	3	Here	5
School	3	Look	5	Fine	3	Briefly	4
Movement	3	Feel	5	Long	3	Away	3
Ocean	2	See	5	Beautiful	2	Deeply	3
Sea	2	Grow	4	Near	2	Outside	2
Coast	2	Visit	3	United	2	Always	2
Popular	2	Learn	3	Easy	2	Also	2
Valley	2	Use	3	Quick	2	Above	2
Teacher	2	Show	3	Huge	2	Frequently	2
Country	2	Meet	2	Good	1	Certainly	1
Heaven	2	Answer	2	Special	1	Almost	1
Island	1			Human	1	Out	1
Volunteer	1						
Spot	1						
Ledge	1						
Total	38		54		31		39

Altogether 17 Nouns 13 verbs 14 adjectives and 14 adverbs items were found used in unit 3.

From this table it is obvious that the noun 'Family' and 'Work' has the highest number of frequency out of 17 nouns , it has occurred 4 times ,the verb 'Collect' has

the highest number of frequency out of 13 it has occurred 7 times likewise the

adjectives 'Natural' has the highest number of frequency out of 14 adjectives it has

occurred 4 times and the adverb 'there' has the highest number of frequency out of 14

it has occurred 6 times presented in unit 3.

Teachers should more emphasis those words which frequently repeated while

teaching. Students know the meaning of those frequently repeated words.

Table No.5

Vocabulary Used in Unit 4

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Army	4	Feel	6	Still	4	There	6
Students	4	Look	5	Beautiful	3	Also	2
Tower	3	See	5	Difficult	3	Briefly	3
Study	3	Try	5	Different	2	Nearby	2
Miss	3	Grow	3			Beautifully	2
School	3	Want	3			Certainly	2
Story	2	Destroy	3				
Stair	2	Ask	3				
City	2	Open	3				
Queen	2	Lie	2				
Popular	2	Now	2				
Facilities	2	Use	2				
Teacher	2	Built	2				
Bugle	1						
Lookout	1						
Balcony	1						
Total	37		44		12		15

Altogether 16 Nouns 13 verbs 4 adjectives and 6 adverbs items were found to be used

in unit 4.

From this table it is obvious that the noun 'Army' and 'Student' has the highest

number of frequency out of 16 nouns , it has occurred 4 times ,the verb 'feel' has the

highest number of frequency out of 13 it has occurred 6 times likewise the adjectives

'Still' has the highest number of frequency out of 4 adjectives it has occurred 4 times

and the adverb 'There' has the highest number of frequency out of 6 it has occurred 6 times presented in unit 4.

Teacher should emphasis in those words which are most repeated in the unit while teaching. Students at least should know the meanings of those repeated words.

Table No. 6

Vocabulary Used in Unit 5

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Village	3	Look	5	Longingly	3	There	6
Water	3	Go	5	Young	3	Briefly	4
Choice	3	Buy	4	Good	3	Certainly	3
People	3	Ask	4	Exciting	2	Abroad	2
Lifestyle	2	Get	3	Special	2	Fully	2
School	2	Rely	3	Bad	2	Only	1
City	2	Show	3	Shimmering	1		
Work	2	Were	3	Old	1		
Change	2	Come	3	New	1		
Child	2	Open	2				
Facility	2	Wish	2				
Health	2	Drink	2				
Banyan	1	Answer	2				
Progress	1	Correct	2				
Wonder	1	Develop	1				
Total	**31**		**44**		**18**		**18**

Altogether 15 Nouns 15 verbs 9 adjectives and 6 adverbs items were found to be used in unit 5.

From this table it is obvious that the noun 'Village' has the highest number of frequency out of 15 nouns, it has occurred 3 times, the verb 'Look' has the highest number of frequency out of 15 it has occurred 5 times likewise the adjectives 'Longingly' and 'Young' has the highest number of frequency out of 9 adjectives it has occurred 3 times and the adverb 'there' has the highest number of frequency out of 6 it has occurred 6 times presented in unit 5.

Teachers should more emphasis those words which frequently repeated while

teaching. Students know the meaning of those frequently repeated words.

Table No. 7

Vocabulary Used in Unit 6

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Boy	5	Look	6	Influential	3	There	6
Sentence	5	See	6	Different	2	Briefly	5
Dance	5	Buy	5	Good	2	Also	3
Leader	3	Show	5	United	2	How	3
Opportunity	3	Feel	4			Together	2
Conversation	3	Find	4			Last year	2
Education	3	Collect	3			Generally	2
Mother	3	Ask	3				
Teacher	3	Raise	3				
Door	3	Order	3				
Health	3	Fine	3				
Position	3	Introduce	3				
Wonder	3	Run	3				
Hospital	2	Speak	3				
Degree	2	Pursue	2				
Monarchy	2	Elected	2				
Country	2	Shout	2				
Culture	2	Continue	2				
Religion	2	Stand	2				
People	2	Lead	2				
Picture	2						
Year	2						
Library	2						
College	2						
Farm	2						
Doctor	2						
Soldier	2						
Minister	1						
President	1						
Popular	1						
February	1						
Office	1						
Influence	1						
Total	79		66		9		23

Altogether 33 Nouns 20 verbs 4 adjectives and 7 adverbs items were found to be used

in unit 6.

From this table it is obvious that the noun 'Sentences' and 'Boy' has the highest number of frequency out of 33 nouns , it has occurred 5 times ,the verb 'Look' has the highest number of frequency out of 20 it has occurred 6 times likewise the adjectives 'Influential' has the highest number of frequency out of 4 adjectives it has occurred 3 times and the adverb 'there' has the highest number of frequency out of 7 it has occurred 6 times presented in unit 6.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 8

Vocabulary Used in Unit 7

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Sentence	6	Look	8	Beautifully	4	Briefly	5
School	4	Feel	7	Curious	3	Here	5
Teacher	4	See	6	United	2	Easily	3
Bus	4	Show	5	Young	2	Also	3
Theme	3	Try	5	Different	2	Specifically	3
Friend	3	Ask	4	Culture	2	Definitely	3
Conversation	3	Dance	3	Special	1	Together	2
Year	3	Enjoy	3			Enough	2
People	3	Live	3			Everywhere	2
Culture	3	Happen	3			Fully	1
Promise	2	Take	3				
Library	2	Learn	3				
Wonder	2	Celebrate	2				
Food	2	Raise	2				
Permission	2	Meet	2				
Letter	1	Come	2				
		Desire	2				
		Manage	2				
Total	47		65		16		31

Altogether 16 Nouns 18 verbs 7 adjectives and 10 adverbs items were found to be used in unit 7.

From this table it is obvious that the noun 'Sentences' has the highest number of frequency out of 16 nouns , it has occurred 6 times ,the verb 'Look' has the highest number of frequency out of 18 it has occurred 8 times likewise the adjectives 'Beautifully' has the highest number of frequency out of 7 adjectives it has occurred 4 times and the adverb 'Briefly' and 'here' has the highest number of frequency out of 10 adverb it has occurred 5 times presented in unit 7.

Altogether 33 Nouns 21 verbs 9 adjectives and 15 adverbs items were found to be used in unit 8.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 9

Vocabulary Used in Unit 8

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Sentence	6	Try	8	Different	4	There	7
Water	5	Look	7	Simple	3	Where	5
Pollution	5	See	6	Difficult	3	Briefly	4
Leg	5	Show	6	Pure	2	Nearby	3
Boy	5	Go	5	Beauty	2	Behind	3
Number	4	Get	4	Small	2	Easily	2
People	4	Lie	4	Sick	2	Orally	2
Vehicles	3	Prefer	3	Hygienic	1	Mainly	2
Village	3	Answer	3	Big	1	Very	2
Country	3	Learn	3			Just	2
Sunrise	3	Aware	3			Last year	2
Lookout	3	Live	3			Quickly	1
Artificial	3	Enjoy	2			Badly	1
Factory	3	Appreciate	2			Later	1
Garden	3	Drink	2			Soon	1
Hospital	3	Visit	2				
River	3	Listen	2				
Arrangement	2	Plan	2				
Recreation	2	Situate	2				
City	2	Correct	1				
Smoke	2	Burn	1				
Air	2						

Taste	2						
Picture	2						
Sunset	2						
Bird	2						
Student	2						
Facility	2						
Tree	2						
Flower	2						
Sympathy	1						
Education	1						
Park	1						
Total	93		71		20		38

From this table 9obvious shows that the noun 'Sentences' has the highest number of frequency out of 33 nouns, it has occurred 6 times ,the verb 'Try' has the highest number of frequency out of 21 it has occurred 8 times likewise the adjectives 'Different' has the highest number of frequency out of 9 adjectives it has occurred 4 times and the adverb 'There' has the highest number of frequency out of 15 it has occurred 7 times presented in unit 8.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 10

Vocabulary Used in Unit 9

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Picture	6	Try	15	Use	5	There	7
Head	5	Go	11	Different	4	Very	3
Teacher	4	See	9	Pleasant	3	Together	3
Sentence	4	Show	9	Natural	3	Rather	2
Plan	3	Collect	8	Bold	2	Now	2
Value	3	Open	7	Possible	2	Beautifully	2
Practice	3	Look	7	Wise	2	Certainly	1
Conversation	3	Get	6	Nice	2	Enough	1
Courage	2	Ask	5	Similar	1		
Solution	2	Speak	4				
Transportation	2	Organize	3				
Boat	2	Think	3				
Problem	2	Whisper	2				

Flow	2	Visit	2						
Sound	2	Play	2						
Permission	1	Continue	2						
Program	1								
Heaven	1								
Letter	1								
Total	49		95		24		21		

Altogether 19 Nouns 16 verbs 9 adjectives and 8 adverbs items were found to be used in unit 9.

From this table 10obvious shows that the noun 'Picture' has the highest number of frequency out of 19 nouns , it has occurred 6 times ,the verb 'Try' has the highest number of frequency out of 16 it has occurred 15 times likewise the adjectives 'Use' has the highest number of frequency out of 9 adjectives it has occurred 5 times and the adverb 'There' has the highest number of frequency out of 8 it has occurred 7 times presented in unit 9.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 11

Vocabulary Used in Unit 10

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
School	3	See	8	Similar	4	There	6
Teacher	3	Look	7	Warm	3	Where	5
Conversation	3	Feel	7	Easy	3	Here	5
List	3	Try	6	Calm	3	Almost	3
Tiger	3	Collect	5	Endangered	2	Always	2
Popular	3	Open	5	Restrained	2	Probably	2
Air	3	Learn	4	Extinct	2	Orally	2
Habitat	2	Find	4	New	2	Briskly	1
Slogan	2	Answer	4	Old	2	Colder	1
Weather	2	Creep	3	Bad	2	Certainly	1
Story	2	Worry	3	Good	2	Definitely	1
Panda	2	Come	3	Shiver	1		
Tree	2	Disappear	2	Human	1		
Reason	2	Argue	2				

Rhino	2	Destroy	2				
Courage	2	Treat	2				
Mist	1	Chant	2				
Today	1	Shout	2				
Solution	1	Hunt	2				
Elephant	1	Protect	2				
		Happen	2				
		Encounter	1				
Total	43		78		29		29

Altogether 20 Nouns 22 verbs 13 adjectives and 11 adverbs items were found to be used in unit 10.

From this table it is obvious that the noun 'School' and 'Teacher' has the highest number of frequency out of 20 nouns, it has occurred 3 times ,the verb 'See' has the highest number of frequency out of 22 it has occurred 8 times likewise the adjectives 'Similar' has the highest number of frequency out of 13 adjectives it has occurred 4 times and the adverb 'There' has the highest number of frequency out of 11 it has occurred 6 times presented in unit 10.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.12

Vocabulary Used in Unit 11

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Head	3	Buy	5	Sweet	3	Briefly	5
Register	3	Show	5	Simple	3	There	5
Door	3	Walk	4	Quick	3	Now	4
Reason	3	Speak	4	Near	3	Here	3
House	3	Laugh	3	Good	3	Very	3
Paper	3	Live	3	Lonely	2	Fast	3
Culture	3	Use	3	Nice	2	Generally	2
Shock	2	Ignore	2	Good	2	Sometimes	2
Invitation	2	Approach	2	Beautiful	2	Occasionally	2
Birthday	2	Gather	2	Tall	2	Fully	2
School	2	Fly	2	Fine	2	Rarely	2
Value	2	Eat	2	Warm	2	Strongly	2

Event	2	Finish	2	Short	2	Cheerfully	2
Moment	2	Climb	2	Culture	2	Entirely	2
Card	2	Attract	2	Wise	2	Back	2
Register	2	Lead	2	Grand	1	Far	2
Party	2	Assign	2	Angry	1	Hesitantly	1
Fun	1	Meet	2	Bold	1	Slowly	1
Program	1	Think	2	Similar	1	Above	1
November	1	Change	2	Huge	1		
		Afford	1	New	1		
		Erupt	1				
		Lay	1				
		Spread	1				
		Sleep	1				
		Situate	1				
Total	44		59		41		46

Altogether 20 Nouns 26 verbs 21 adjectives and 19 adverbs items were found to be used in unit 11.

From this table it is obvious that the noun 'Head' and 'Register' has the highest number of frequency out of 20 nouns , it has occurred 3 times ,the verb 'Buy' and 'Show' has the highest number of frequency out of 26 it has occurred 5 times likewise the adjectives 'Sweet' and 'Simple' has the highest number of frequency out of 21 adjectives it has occurred 3 times and the adverb 'Briefly' has the highest number of frequency out of 19 it has occurred 5 times presented in unit 11.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.13

Vocabulary Used in Unit 12

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Air	4	See	6	Open	3	There	7
Picture	4	Buy	5	Colorful	3	How	5
Game	3	Start	7	Huge	2	Where	5
Losers	3	Go	5	Near	2	Then	3
Study	3	Talk	4	Annual	2	Very	3
Laugh	3	Give	4	Special	2	Soon	3

Noun		Verb		Adjective		Adverb	
Number	3	Keep	4	Competitive	2	Eagerly	2
Sprinter	2	Hurt	4	Culture	2	Also	2
Slogan	2	Create	4	Calm	2	Toward	2
Courage	2	Play	3	Fat	2	Badly	2
Sport	2	Stand	3	Flutter	1	Everywhere	2
Position	2	Gather	3	Gloomy	1	Strongly	2
Arm	2	Fly	3	Frenzied	1	Out	2
Year	2	Run	3	Pleasant	1	Impatiently	1
Sound	2	Chant	2			Slowly	1
Announce	2	Participants	2			Cheerfully	1
Weather	2	Announce	2			Secretly	1
Victory	2	Beat	2			Yesterday	1
Mouth	2	Polish	2				
Canteen	2	Raise	2				
Heart	2	Compare	2				
Spot	2	Appreciate	2				
Phone	2	Agree	2				
Race	2	Consider	2				
Ground	2	Cry	2				
Dignitaries	1	Win	2				
Fate	1	Shout	2				
Crowd	1	Sit	2				
Program	1	Drone	1				
Flag	1	Blaring	1				
House	1	Hush	1				
Tournament	1	Burnt	1				
Thumb	1						
Microphone	1						
Total	68		90		26		45

Altogether 34 Nouns 33 verbs 14 adjectives and 18 adverbs items were found to be used in unit 12.

From this table it is obvious that the noun 'Air' and ' Picture' has the highest number of frequency out of 34 nouns , it has occurred 4 times ,the verb 'See' has the highest number of frequency out of 33 it has occurred 6 times likewise the adjectives 'Open and 'Colorful' has the highest number of frequency out of 14 adjectives it has occurred 3 times and the adverb 'There' has the highest number of frequency out of 18 it has occurred 7 times presented in unit 12.

Teachers should more emphasis those words which frequently repeated while

teaching. Students know the meaning of those frequently repeated words.

Table No.14

Vocabulary Used in Unit 13

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Morning	5	Look	7	Different	3	There	6
Plastic	4	See	7	Culture	3	Briefly	5
Instruction	3	Show	7	Pleasant	2	Where	5
Paper	3	Get	6	Diagonal	2	Sometimes	3
Plastic	3	Go	5	Straight	2	Almost	3
Animal	3	Try	5	New	2	Slowly	2
Conversation	3	Collect	5	Old	2	Out	2
Instruction	3	Open	5	Calm	2	Enough	2
Fin	2	Learn	4	Opposite	2	Occasionally	2
Bridle	2	Enjoy	3	Special	2	Behind	2
Kite	2	Use	3	Small	1	Together	1
Stick	2	Move	3	Human	1	Rarely	1
Glue	2	Inform	3	competitive	1	Entirely	1
Shape	2	Know	3	Long	1	Badly	1
String	2	Find	3	Similar	1	Far	1
Chart	2	Take	3	Lonely	1		
Artificial	2	Fly	2	Aware	1		
Plant	2	Spread	2				
Breeze	1	Show	2				
Splint	1	Help	2				
Bamboo	1	Eat	2				
Bird	1	Fall	2				
Demonstration	1	Keep	2				
Hole	1	Start	2				
		Reach	2				
		Order	1				
		Happen	1				
		Fun	1				
Total	53		93		29		37

Altogether 24 Nouns 28 verbs 17 adjectives and 15 adverbs items were found to be

used in unit 13.

From this table it is obvious that the noun 'Morning' has the highest number of

frequency out of 24 nouns , it has occurred 5 times ,the verb 'Look' and 'See' has the

highest number of frequency out of 28 it has occurred 7times likewise the adjectives 'Different' and 'Culture' has the highest number of frequency out of 17 adjectives it has occurred 3 times and the adverb 'There' has the highest number of frequency out of 15 it has occurred 6 times presented in unit 13.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.15

Vocabulary Used in Unit 14

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Excursion	3	See	9	Culture	4	Where	7
Tourist	3	Collect	7	Different	2	There	5
Plant	3	Feel	6	Long	2	Briefly	5
Task	2	Look	5	Clean	2	Here	5
Mountain	2	Know	4	Fine	2	Nearby	2
Study	2	Describe	4	Angry	2	O clock	2
Peacock	2	Visit	3	Narrow	2	Also	2
Baby	2	Help	3	Horrible	1	Generally	2
Animal	2	Mention	3	Opposite	1	Accidently	2
Grassland	1	Approach	3	Ugly	1	Rather	1
Cage	1	Love	3	Good	1	Hesitantly	1
Aquarium	1	Base	2	Human	1	Impatiently	1
Zoo	1	Fly	2			Away	1
Pond	1	Meet	2			Fast	1
Fin	1	Move	2			Badly	1
Man	1	Complete	2			Above	1
Brother	1	Change	2				
		Remain	2				
		Reply	2				
		Watch	2				
		Regard	2				
		Afford	1				
		Wish	1				
		Happen	1				
		Refuse	1				
		Roll	1				
Total	29		75		21		39

Altogether 17 Nouns 27 verbs 12 adjectives and 16 adverbs items were found to be used in unit 14.

From this table it is obvious that the noun 'Excursion' and 'Tourist' has the highest number of frequency out of 17 nouns, it has occurred 3 times ,the verb 'See' has the highest number of frequency out of 27 it has occurred 9 times likewise the adjectives 'Culture' has the highest number of frequency out of 12 adjectives it has occurred 4 times and the adverb 'Where' has the highest number of frequency out of 16 it has occurred times presented in unit 14.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No.16

Vocabulary Used in Unit 15

Nouns	Freq	Verbs	Freq	Adjectives	Freq	Adverbs	Freq
Cloth	5	See	10	Cultural	4	There	7
Bus	3	Buy	8	Different	3	Where	5
Tree	3	Look	7	Still	3	Here	5
Study	3	Try	7	Natural	3	Towards	3
Food	3	Get	5	Blind	2	Already	3
Task	2	Grow	5	Invisible	2	Very	3
School	2	Complete	5	Wise	2	Almost	2
Teacher	2	Inform	4	Clean	2	O clock	2
Wonder	2	Justify	4	Long	2	Mainly	2
Arm	2	Love	4	Fat	2	Generally	2
Shape	2	Move	4	Aware	2	Never	2
Event	2	Reach	3	Near	1	Specifically	2
Office	2	Come	3	Human	1	Orally	1
Room	2	Play	3	Huge	1	Quickly	1
Choice	2	Create	3	Competitive	1		
Rumbling	1	Hope	3	Pure	1		
Puddle	1	Mention	3	Calm	1		
Women	1	Carry	3				
Man	1	Maintain	3				
		Clean	2				
		Deny	2				
		Forgive	2				
		Forget	2				

		Prevent	2					
		Keep	2					
		Hover	1					
Total	43		98		33		40	

Altogether 19 Nouns 26 verbs 17 adjectives and 14 adverbs items were found to be used in unit 15.

From this table it is obvious that the noun 'Cloth' has the highest number of frequency out of 19 nouns, it has occurred 5 times, the verb 'See' has the highest number of frequency out of 26 it has occurred 10 times likewise the adjectives 'Cultural' has the highest number of frequency out of 17 adjectives it has occurred 4 times and the adverb 'There' has the highest number of frequency out of 14 it has occurred 7 times presented in unit 15.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

4.1.3. Frequency of Vocabulary Items

The vocabulary items were from different parts of speech. The vocabulary items were listed which have most repeated in the text book shows through the table.

Table No.17

Nouns with their Frequency of Occurrence: Grade VII

S.N.	Nouns	Frequency
1.	Sentences	26
2.	Teacher	20
3.	School	19
4.	Conversation	15
5.	Picture	14
6.	People	12
7.	Year	11
8.	Bus	11
9.	Study	11
10.	Tree	10

11.	Boy	10

Table number 17 shows that the noun 'sentences' has the highest number of frequency out of 209. It has occurred 26 times, similarly 'teacher' it has occur 20 times, 'school' occurred 19 times, 'conversation' occurred 15 times, 'picture' occurred 14 times, 'people' occurred 12 times 'year' occurred 11 times, 'bus' occurred 11 times 'study' occurred 11 times, 'tree' occurred 10 times and 'boy' it has occurred 10 times.

There are many nouns which have occurred less than 10 times that listed in appendix. Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 18

Verbs with their Frequency of Occurrence: Grade VII

S.N.	Verbs	Frequency
1.	See	92
2.	Look	82
3.	Try	66
4.	Show	53
5.	Feel	44
6.	Collect	38
7.	Get	36
8.	Open	36
9.	Buy	33
10.	Go	31
11.	Ask	22
12.	Learn	20

Table number 18 shows that the verb 'see' has the highest number of frequency out of 131. It has occurred 92 times, similarly 'look' it has occur 82 times, 'try' occurred 66 times, 'show' occurred 53 times, 'feel' occurred 44 times, 'collect' occurred 38 times 'get' occurred 36 times, 'open' occurred 36 times 'buy' occurred 33 times, 'go'

occurred 31 times and 'ask' it has occurred 22 times and 'learn' it has occurred 20 times.

There are many verbs which have occurred less than 20 times that listed in appendix.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 19

Adjectives with their Frequency of Occurrence: Grade VII

S.N.	Adjectives	Frequency
1.	Different	31
2.	Good	17
3.	Cultural	17
4.	Beautiful	14
5.	Natural	10

Table number 19 shows that the adjective 'different' has the highest number of frequency out of 84. It has occurred 31 times similarly, 'good' occurred 17 times, 'cultural' occurred 17 times 'beautiful' occurred 14 times and 'natural' occurred 10 times. Rest of all adjectives is listed in appendix.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 20

Adverbs with their Frequency of Occurrence: Grade VII

S.N.	Adverbs	Frequency
1.	There	85
2.	Where	51
3.	In	48
4.	Here	28
5.	Also	14
6.	Very	14
7.	Almost	9
8.	Certainly	8

9.	How	8
10.	Together	8

Table number 20 shows that the adverb 'there' has the highest number of frequency out of 65. It has occurred 85 times, similarly 'where' it has occur 51 times, 'in' occurred 48 times, 'here' occurred 28 times, 'also' occurred 14 times, 'very' occurred 14 times 'certainly' occurred 8 times, 'how' occurred 8 times 'together' occurred 8 times.

There are many adverbs which have occurred less than 8 times that listed in appendix. Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

4.1.4 Frequency of Vocabulary items in each Units

Table No. 21

List of Nouns that is repeated in each Unit

S.N	Unit	Nouns
1.	One	3
2.	Two	3
3.	Three	2
4.	Four	3
5.	Five	3
6.	Six	3
7.	Seven	8
8.	Eight	2
9.	Nine	1
10.	Ten	4
11.	Eleven	2
12.	Twelve	2
13.	Thirteen	1
14.	Fourteen	1
15.	Fifteen	3

Table shows the list of nouns which have repeated in each units. The highest number of nouns is repeated in unit 7 it has occurred 8 times and the lowest number of noun repeated only one time. There are so many nouns which have repeated 2 and 3 times which have listed in appendix.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 22

List of Verbs that is repeated in each Unit

S.N	Unit	Verbs
1.	One	8
2.	Two	8
3.	Three	7
4.	Four	6
5.	Five	5
6.	Six	6
7.	Seven	7
8.	Eight	8
9.	Nine	6
10.	Ten	5
11.	Eleven	2
12.	Twelve	2
13.	Thirteen	5
14.	Fourteen	4
15.	Fifteen	6

Table number 22 shows the list of verbs which have repeated in each units. The highest number of verb is repeated in unit 1, 2 and 8 it has occurred 8 times and the lowest number of verb repeated only 2 times. There are so many verbs which have repeated listed in appendix.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 23

List of Adjectives that is repeated in each Unit

S.N	Unit	Adjectives
1.	One	2
2.	Two	2
3.	Three	1
4.	Four	2
5.	Five	1
6.	Six	1
7.	Seven	1
8.	Eight	2
9.	Nine	1
10.	Ten	1
11.	Eleven	3
12.	Twelve	3
13.	Thirteen	3
14.	Fourteen	5
15.	Fifteen	5

Table number 23 shows the list of adjectives which have repeated in each units. The highest number of adjectives is repeated in unit 14 and 15 it has occurred 5 times and the lowest number of adjective repeated only 1 time. There are so many adjectives which have repeated listed in appendix.

Teachers should more emphasis those words which frequently repeated while teaching. Students know the meaning of those frequently repeated words.

Table No. 24

List of Adverbs that is repeated in each Unit

S.N	Unit	Adverbs
1.	One	3
2.	Two	3
3.	Three	3
4.	Four	4
5.	Five	3
6.	Six	1
7.	Seven	2
8.	Eight	2
9.	Nine	1
10.	Ten	2

11.	Eleven	3
12.	Twelve	5
13.	Thirteen	4
14.	Fourteen	4
15.	Fifteen	4

Table 24 shows the list of adverbs which have repeated in each units. The highest

number of adverb is repeated in unit 13, 14 and 15 it has occurred 4 times and the

lowest number of adverb repeated only 1 time. There are so many adverbs which have

repeated listed in appendix.

CHAPTER FIVE: FINDINGS AND RECOMENDATION

The study focused on the study of English Vocabulary used in Government English Textbook of Grade VII. The researcher studied the total content words in reading textbook with their frequency. The study was analyzed the content words used in reading textbook.

5.1 Findings

On the basis of the analysis and interpretation, the research has the following findings.

1.   489 different Contents words were found to be used in the textbook. They belonged to different parts of speech.

2.   Among different parts of speech Nouns occupied almost 42.74% of the total Vocabulary used in Grade VII.

3.   Vocabulary items from all parts of speech were represented in the textbook.

Findings about vocabulary analyzed

1.   The researcher found out 489 contents words in English textbook.

2.   Nouns occupied almost 42.74% used in Grade VII.

3.   Verbs occupied almost 26.78% used in Grade VII.

4.   Adjectives occupied almost 17.18% used in Grade VII.

5.   Adverbs occupied almost 13.30% used in Grade VII.

5.2Recommendation

This is the research conducted for the partial fulfillment of master's study. So, there are many limitations on this study especially in the term of researches and area covered. Therefore, its implications may not cover a wide range and it may not have a wide applicability, as whole. However, findings do have for policy, practice and research.

On the basis of finding from the analysis and interpretation of data, the following recommendations have been made.

1. There should be separate and categorized parts of speech in the given list; all vocabulary items from different parts of speech should be given the textbook.

2. The ratio of the frequency of occurrence of vocabulary items should be balanced the great disparity is seen the frequency of occurrence among the vocabulary items.

3. More exercise should be mention based on vocabulary items it helps students gain the knowledge of vocabulary.

4. The study was analysis of English vocabulary at Grade seven English textbook, further function words can be research.

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APPENDIX I

LIST OF VOCABULARY ITEMS OF GRADE VII

S.N.	Nouns	Frequency
1.	Sentences	26
2.	Teacher	20
3.	School	19
4.	Conversation	15
5.	Picture	14
6.	People	12
7.	Year	11
8.	Bus	11
10.	Study	11
11.	Tree	10
12.	Boy	10
13.	Animals	9
14.	River	9
15.	Air	9
16.	Popular	8
17.	Education	8
18.	Water	8
19.	Wonder	8
20.	Culture	8
21.	Head	8
22.	Plant	7
23.	House	7
24.	Family	7
25.	Leg	7
26.	Position	7
27.	Country	7
28.	Plastic	7
29.	Shape	6
30.	Work	6
31.	City	6
32.	Facility	6
33.	Village	6
34.	Courage	6
35.	Door	6
36.	Paper	6
37.	Weather	5
38.	Last	5
39.	Tourist	5
40.	Path	5
41.	Heaven	5
42.	Movement	5
43.	Lifestyle	5
44.	Health	5
45.	Hospital	5

46.	Food	5
47.	Value	5
48.	Dance	5
49.	Artificial	5
50.	Pollution	5
51.	Reason	5
52.	Register	5
53.	Moment	5
54.	Hole	5
55.	Morning	5
56.	Park	4
57.	Man	4
58.	Shop	4
59.	Transportation	4
60.	Lookout	4
61.	Army	4
62.	Student	4
63.	Library	4
64.	Slogan	4
65.	Sound	4
66.	Event	4
67.	Task	4
68.	Leopard	3
69.	Mountain	3
70.	Room	3
71.	Traveler	3
72.	Relief	3
73.	Biscuit	3
74.	Tea	3
75.	Spot	3
76.	Tower	3
77.	Miss	3
78.	Load	3
79.	Leader	3
80.	Opportunity	3
81.	Theme	3
82.	Friend	3
83.	Vehicles	3
84.	Sunrise	3
85.	Permission	3
86.	Solution	3
87.	Plan	3
88.	Practice	3
89.	Program	3
90.	Mother	3
91.	Office	3
92.	Garden	3
93.	Bird	3

94.	Tiger	3
95.	Factory	3
96.	Game	3
97.	Losers	3
98.	Laugh	3
99.	Number	3
100.	Instruction	3
101.	Excursion	3
102.	Altitude	2
103.	Deer	2
104.	Text	2
105.	Fun	2
106.	Slope	2
107.	Twilight	2
108.	Innkeeper	2
109.	Ocean	2
110.	Sea	2
111.	Coast	2
112.	Valley	2
113.	Storey	2
114.	Stair	2
115.	Queen	2
116.	Change	2
117.	Child	2
118.	Region	2
119.	Week	2
120.	Degree	2
121.	Monarchy	2
122.	Religion	2
123.	Promise	2
124.	Arrangement	2
125.	Recreation	2
126.	Smoke	2
127.	Taste	2
128.	Boat	2
129.	Problem	2
130.	Habitat	2
131.	Story	2
132.	Panda	2
133.	College	2
134.	Farm	2
135.	Doctor	2
136.	Soldier	2
137.	Sunset	2
138.	Letter	2
139.	Flow	2
140.	Flower	2
141.	Rhino	2

142.	Shock	2
143.	Invitation	2
144.	Birthday	2
145.	Card	2
146.	Party	2
147.	Sprinter	2
148.	Sport	2
149.	Announce	2
150.	Fin	2
151.	Bridle	2
152.	Kite	2
153.	Stick	2
154.	Glow	2
155.	String	2
156.	Chart	2
157.	Peacock	2
158.	Baby	2
159.	Arm	2
160.	Women	2
161.	Choice	2
162.	Victory	2
163.	Mouth	2
164.	Canteen	2
165.	Heart	2
166.	Phone	2
167.	Race	2
168.	Ground	2
169.	Hotel	1
170.	Agony	1
171.	Hamlet	1
172.	Hurdle	1
173.	Potato	1
174.	Island	1
175.	Volunteer	1
176.	Ledge	1
177.	Bugle	1
178.	Balcony	1
179.	Banyan	1
180.	Progress	1
181.	Chocolates	1
182.	Minister	1
183.	President	1
184.	Sympathy	1
185.	Mist	1
186.	Today	1
187.	February	1
188.	Influence	1
189.	Elephant	1

190.	November	1
191.	Dignitaries	1
192.	Fate	1
193.	Crowd	1
194.	Flag	1
195.	Breeze	1
196.	Splint	1
197.	Bamboo	1
198.	Demonstration	1
199.	Grassland	1
200.	Cage	1
201.	Aquarium	1
202.	Zoo	1
203.	Pond	1
204.	Brother	1
205.	Rumbling	1
206.	Puddle	1
207.	Tournament	1
208.	Thumb	1
209.	Microphone	1

S.N.	Verbs	Frequency
1.	See	92
2.	Look	82
3.	Try	66
4.	Show	53
5.	Feel	44
6.	Collect	38
7.	Get	36
8.	Open	36
9.	Buy	33
10.	Go	31
11.	Ask	22
12.	Learn	20
13.	Find	17
14.	Use	16
15.	Visit	13
16.	Answer	13
17.	Grow	12
18.	Walk	11
19.	Come	11
20.	Speak	11
21.	Mention	9
22.	Fly	9
23.	Start	9
24.	Move	9
25.	Lie	8
26.	Meet	8

27.	Enjoy	8
27.	Play	8
28.	Keep	8
29.	Raise	7
30.	Happen	7
31.	Create	7
32.	Inform	7
33.	Know	7
34.	Love	7
35.	Situated	6
36.	Shout	6
37.	Run	6
38.	Live	6
39.	Take	6
40.	Destroy	5
41.	Stand	5
42.	Think	5
43.	Approach	5
44.	Gather	5
45.	Reach	5
46.	Complete	5
47.	Plan	4
48.	Drink	4
49.	Continue	4
50.	Order	4
51.	Appreciate	4
52.	Chant	4
53.	Eat	4
54.	Change	4
55.	Justify	4
56.	Talk	4
57.	Give	4
58.	Hurt	4
59.	Describe	4
60.	Tell	3
61.	Want	3
62.	Rely	3
63.	Wish	3
64.	Correct	3
65.	Fine	3
66.	Introduce	3
67.	Prefer	3
68.	Aware	3
69.	Organize	3
70.	Creep	3
71.	Laugh	3
72.	Hope	3
73.	Carry	3

74.	Maintain	3
75.	Pretend	2
76.	Practice	2
77.	Built	2
78.	Pursue	2
79.	Elected	2
80.	Lead	2
81.	Celebrate	2
82.	Desire	2
83.	Manage	2
84.	Listen	2
85.	Burn	2
86.	Whisper	2
87.	Disappear	2
88.	Argue	2
89.	Treat	2
90.	Hunt	2
91.	Protect	2
92.	Afford	2
93.	Ignore	2
94.	Finish	2
95.	Climb	2
96.	Participants	2
97.	Announce	2
98.	Beat	2
99.	Polish	2
100.	Spread	2
101.	Clean	2
102.	Deny	2
103.	Attract	2
104.	Assign	2
105.	Agree	2
106.	Consider	2
107.	Cry	2
108.	Win	2
109.	Sit	2
110.	Help	2
111.	Fall	2
112.	Remain	2
113.	Reply	2
114.	Watch	2
115.	Regard	2
116.	Forgive	2
117.	Forget	2
118.	Prevent	2
119.	Plod	1
120.	Settle	1
121.	Develop	1

122.	Encounter	1
123.	Erupt	1
124.	Lay	1
125.	Drone	1
126.	Huss	1
127.	Hover	1
128.	Sleep	1
129.	Fun	1
130.	Refuse	1
131.	Roll	1

S.N.	Adjectives	Frequency
1.	Different	31
2.	Good	17
3.	Cultural	17
4.	Beautiful	14
5.	Natural	10
6.	Pleasant	9
7.	Similar	9
8.	Wise	9
9.	Near	8
10.	Special	8
11.	Long	8
12.	Calm	8
13.	Difficult	7
14.	Fine	7
15.	Still	7
16.	United	6
17.	Huge	6
18.	Difficult	6
19.	New	6
20.	Simple	6
21.	Adventurous	5
22.	Straight	5
23.	Easy	5
24.	Quick	5
25.	Human	5
26.	Young	5
27.	Old	5
28.	Use	5
29.	Warm	5
30.	Remote	4
31.	Bad	4
32.	Nice	4
33.	Clean	4
34.	Competitive	4

35.	Fat	4
36.	Migratory	3
37.	Big	3
38.	Nearby	3
39.	Correct	3
40.	Afraid	3
41.	Stiff	3
42.	Longingly	3
43.	Influential	3
44.	Pure	3
45.	Small	3
46.	Bold	3
47.	Lonely	3
48.	Angry	3
49.	Sweet	3
50.	Open	3
51.	Colorful	3
52.	Opposite	3
53.	Curious	3
54.	Deep	2
55.	Heavy	2
56.	Foreign	2
57.	Frozen	2
58.	Cleaver	2
59.	Exciting	2
60.	Beauty	2
61.	Sick	2
62.	Possible	2
63.	Endanger	2
64.	Restrained	2
65.	Extinct	2
66.	Diagonal	2
67.	Blind	2
68.	Invisible	2
69.	Tall	2
70.	Short	2
71.	Annual	2
72.	Narrow	2
73.	Negotiate	1
74.	Sprawling	1
75.	Shimmering	1
76.	Hygienic	1
77.	Shiver	1
78.	Grand	1
79.	Flutter	1
80.	Gloomy	1
81.	Frenzied	1
82.	Horrible	1

83.	Ugly	1
84.	Heavenly	1

S.N.	Adverbs	Frequency
1.	There	85
2.	Where	51
3.	In	48
4.	Here	28
5.	Also	14
6.	Very	14
7.	Almost	9
8.	Certainly	8
9.	How	8
10.	Together	8
11.	Mainly	7
12.	Then	7
13.	Definitely	7
14.	Nearby	7
15.	Beautifully	6
16.	Generally	6
17.	Now	6
18.	Already	5
19.	Out	5
20.	Fully	5
21.	Easily	5
22.	Enough	5
23.	Specifically	5
24.	Orally	5
25.	Badly	5
26.	Behind	5
27.	Sometimes	5
28.	Toward	5
29.	Probably	4
30.	Always	4
31.	Away	4
32.	Above	4
33.	Last year	4
34.	Everywhere	4
35.	Soon	4
36.	Slowly	4
37.	Occasionally	4
38.	Strongly	4
39.	Fast	4
40.	Deeply	3
41.	O clock	3
42.	Rather	3
43.	Rarely	3
44.	Cheerfully	3

45.	Entirely	3
46.	Far	3
47.	Extremely	2
48.	Longingly	2
49.	Outside	2
50.	Frequently	2
51.	Accidently	2
52.	Never	2
53.	Abroad	2
54.	Quickly	2
55.	Just	2
56.	Hesitantly	2
57.	Impatiently	2
58.	Early	2
59.	Back	2
60.	Secretly	1
61.	Yesterday	1
62.	Only	1
63.	Later	1
64.	Briskly	1
65.	Colder	1

APPENDIX II

Repeated Vocabulary items Used in Unit 1,2, 3, 4 and 5

	Noun	Verb	Adjective	Adverb
Unit 2	River	Get	Difficult	There
	Year	See	Adventurous	Briefly
	Shop	Look		Where
		Collect		
		Open		
		Show		
		Find		
		Walk		
	Noun	**Verb**	**Adjective**	**Adverb**
Unit 3	Family	Feel	Different	There
	Heaven	Try		Where
		Open		Briefly
		Look		
		Collect		
		See		

	Noun	Verb	Adjective	Adverb
		Show		
Unit 4	Noun	Verb	Adjective	Adverb
	School	Feel	Beautiful	There
	Popular	Look	Different	Also
	Teacher	See		Briefly
		Try		Certainly
		Grow		
		Open		
Unit 5	Noun	Verb	Adjective	Adverb
	School	Look	Different	There
	City	Buy		Briefly
	Facility	Show		Certainly
		See		
		Open		

Repeated Vocabulary items Used in Unit 6, 7, 8, 9 and 10

	Noun	Verb	Adjective	Adverb
Unit 6	Noun	Verb	Adjective	Adverb
	Health	Look	Good	Briefly
	Wonder	See		
	People	Buy		
		Show		
		Collect		
		Ask		
Unit 7	Noun	Verb	Adjective	Adverb
	Sentences	Look	Difficult	Briefly
	Teacher	Feel		Also
	Conversation	See		
	Year	Show		
	People	Try		
	Culture	Ask		
	Library	Raise		
	Wonder			
Unit 8	Noun	Verb	Adjective	Adverb
	Sentences	Try	Different	Briefly
	People	Look		Easily

	Noun	Verb	Adjective	Adverb
		See		
		Show		
		Lie		
		Learn		
		Live		
		Enjoy		
Unit 9	Noun	Verb	Adjective	Adverb
	Sentences	Try	Different	There
		See		
		Show		
		Collect		
		Open		
		Look		
Unit 10	Noun	Verb	Adjective	Adverb
	Teacher	See	Similar	There
	Conversation	Look		Certainly
	Courage	Try		
	Solution	Collect		
		Open		

Repeated Vocabulary items Used in Unit 11, 12, 13, 14 and 15

	Noun	Verb	Adjective	Adverb
Unit 11	Reason	Was	Good	Briefly
	School	Do	Warm	There
			Similar	Here
Unit 12	Noun	Verb	Adjective	Adverb
	Program	Buy	Huge	There
	House	Gather	Near	Very
			Culture	Strongly
				Slowly
				Cheerfully
Unit 13	Noun	Verb	Adjective	Adverb
	Plastic	See	Pleasant	There
		Go	Special	Where
		Fly	Competitive	Slowly

	Noun	Verb	Adjective	Adverb
		Keep		Out
		Start		
Unit 14	Animal	See	Culture	Where
		Collect	Different	There
		Look	Long	Briefly
		Move	Opposite	Badly
			Human	
Unit 15	Study	See	Cultural	There
	Task	Look	Different	Where
	Man	Complete	Clean	O'Clock
		Love	Long	Generally
		Move	Human	
		Mention		