

CHAPTER-ONE

INTRODUCTION

This study is about "English Textbooks: A Vocabulary Perspective". It is a study of vocabulary items used in the new and old English text books for Grade Five. This chapter consists of general background, ELT in Nepal, levels of language, defining vocabulary, and textbook, review of related literature, objectives of the study, and significance of the study and definition of specific terms.

1.1 General Background

Language is a means of communication. Of course, it is the most highly developed and frequently used means of communication that human beings possess. It consists of the vocal noises made by human beings. It is a social phenomenon through which we express our thoughts, feelings, desires, emotions, wants etc. Though there are other means or systems of communication such as gesture, gustatory, olfactory etc. language is the most developed means of communication.

Among the languages spoken throughout the world such as English, Chinese, Australian, Japanese, Hindi etc, English is the language which is regarded as the language of the world. As there are no other international languages besides English, it is one of the most prominent means of international communication. It is a link language between the people of different linguistic

backgrounds. Nowadays, English has become the basic need of anyone who wants to keep in touch with the present world.

The English language has been the dominant and the key language to face challenges on various areas. It has been the language of mass media, official instructions, trade and international diplomacy. It is a language of politics, science and technology, economics, medicines, marketing etc. It is, thus, obvious that English has earned a lot of fame, name and popularity in the world. That is why the sound knowledge of the English language has been a must for everyone to keep with the rapid pace of development on science and technology. So, English is the window through which one can see the real world today.

Obviously, it is very difficult to learn a second language. It requires a long time and continuous effort to get mastery over all the levels of language successfully. Phonology, morphology, syntactics and semantics are the levels of language. Of them, phonology that deals with sound system and morphology that deals with word structure are the most important levels because these are the starting points from which a language learner begins his / her journey of learning.

Similarly, a second language learner has to master over aspects of language as well. Language aspects consist of pronunciation and spelling, vocabulary, grammar and communicative functions. Pronunciation includes the production of segmental sounds and the supra segmental sounds such as stress, intonation, pitch etc. It is in the spoken shape of language. Spelling refers to the written

shape of language. It includes the spelling of words. To write accurately, the sound knowledge of spelling is quite essential. Grammar refers to the structure or pattern of language. Tense, voice, person, number etc. are the aspects of grammar. 'Communicative function' is such an aspect of language that includes the knowledge of making the use of vocabulary in the structure for the sake of communication.

In order to communicate either in spoken or written form of English, vocabulary deserves a vital role. Without having an adequate number of vocabulary items, language will be meaningless. That is why second/foreign language learners have to learn a great deal of vocabulary items. "If the language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh of it" (Harmer, 1998 p.153). So, it is essential to have a large number of vocabularies and use them to convey the message meaningfully.

English has significant value in the education system of most of the countries in the world. Nepal does not remain being the exception at case of it. The government of Nepal, too, has introduced English as a compulsory subject from grade One to the Bachelor Level. In relation to this, CDC (2005) states, "There has been an increasing demand for English to start at the beginning of primary education." To meet this demand, the government of Nepal decided to introduce English as a subject for Grade One, starting in the academic year 2003 (2060 B.S.).

Before this, English was used to be taught from grade four, focusing on reading and writing skills. The old textbooks for grade four and five were named as 'My Primary English, Book One' and My Primary English Book Two' respectively. According to the CDC (2007), the aim of developing and revising the school textbooks is to make education purposeful, relevant and functional. The present English textbook 'My English Book Grade V' was first edited in 2007, by the Government of Nepal, which includes a lot of enjoyable activities, all language skills and enough pictures.

1.2 English Language Teaching (ELT) in Nepal

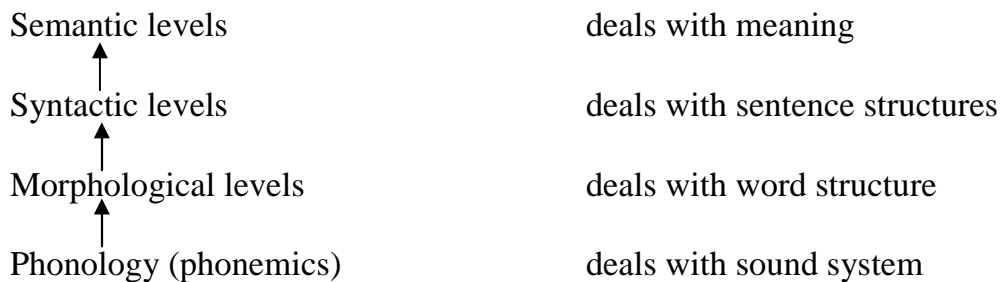
Nepal is a multilingual country where people of different languages have settled down. Though Nepali is our national language, it is the second language for them who acquire it after their native language. For instance, it is the second language for Maithili, Bhojpuri, Tamang or Tharu people because they acquire their native languages first. Then English is the third language for them. Since the mother tongue hinders in learning the second language, nobody can achieve entire mastery over it. So, many barriers exist there. These problems may be in pronunciation, grammar, vocabulary etc. Thus, to say in the context of Nepal, we do not have any good opportunities and environment for learning the second language as well. Language skills, like other skills, can be acquired through practice. Learners need sufficient exposure for their practice in their daily lives. So, they should use the language at home, at school, in the playground and everywhere. So, we should consume more time as much as possible in teaching the foreign language. It is needless to say that effective ELT requires well physical facilities including tape recorder and visual aids like TV and Overhead Projector. Untrained teachers, traditional

ways of teaching, traditional textbooks have caused problem in teaching the second language.

ELT in Nepal should be more effective than what it is now. Our learners should be made competent enough to use it for different purposes. Though different languages teaching methods and approaches have been introduced, there has not been much change in teaching and learning. The way, we are teaching English neither follows the holistic view nor does it follow all four skills. We have been giving much focus on reading and writing skills from the very beginning. Listening and speaking skills are neglected. The books do not contain sufficient exercises to develop the students' listening and speaking skills. These skills are so neglected that till now, some schools do not have even a single cassette to use in the language classroom. They prefer to teach English in Nepali medium and the students (esp. students in government aided schools) listen to cassette and speak English for the first time in the practical examination of SLC. But what is surprising is that they obtain good marks. Even in college level, this situation remains the same. Since no mark is allocated to these skills, they are neglected there too. In this level, of course, the books contain some exercises for listening and speaking practice but these exercises are rarely practiced in the classrooms. So, the ground reality is that even if they are able to read and write even the history of English literature, they are unable to produce even a couple of sentences orally. When they have to talk in English, they become like a dumb person. Due to this, they are compelled to visit the language centers to develop their listening and speaking capacities where they have to spend much time, effort and money.

1.3 Levels of language

The most widely recognized levels of language are phonology, grammar and semantics, but most often phonetics is distinguished from phonology, lexis from semantics and morphology and syntax are seen as separate levels within grammar. There are four levels of language, which are often called linguistic levels. They are phonological, morphological, syntactic and semantic levels. These levels can be presented hierarchically in the following diagram.



(Katamba, 1993p.4)

The above mentioned levels of language are patterned hierarchically with semantics at the top and phonology at the bottom. The short description of each level of language is given below.

1.3.1 Phonology

Phonology studies how speech sounds are structured or patterned in a particular language. Besides, it describes contrastive relationship of phonemes of a language, their distribution and articulate features of their allophones. According to Hyman (1975), "a phonological study deals with the structure of the phonetic segments in a language. It also deals with the functions of these segments" (p.4).

Longman Dictionary of language teaching and applied linguistics (1999) defines phonology as "the study of word to word relations in sentences; that is, how sound patterns are affected by the combination of words" (p.275).

Within phonology, two branches of study are usually recognized: segmental and supra segmental phonology.

Segmental phonology analyses speech sounds into discrete segments as phonemes where as supra segmental phonology analyses those features which extend over more than one segments, as intonation, pitch, rhythm, stress etc.

1.3.2 Morphology

Morphology is the study of morphemes and their different forms (allomorphs) and the way they combine in word formation (Richards et al., 1999, p.237).

Thus, this level of language studies the internal structure of morphemes, words, their function and formation.

According to Crystal (1996), morphology is "the branch of grammar which studies the structures or forms of words" (p.249). It deals with the internal structures of words such things as inflection for number, gender, case, tense aspects etc. and derivation to form new words. It studies, for example, how the forms 'eat', 'eaten', 'eating' and 'eats' differ from one another and how the forms 'sickness', 'incomplete', 'slowly' etc. are derived from the forms 'sick', 'complete' and 'slow' respectively.

1.3.3 Syntactic Level

Syntactic level is concerned with sentences. This level is the study of sentence building, the ways in which words are arranged together to form larger units of language, viz. phrases, clauses and sentences. Thus, this level of language is the science of sentence construction.

According to Richards et al. (1999), "syntax is the study of how words combine to form sentences and the rules which govern the formation of sentence" (p. 370).

1.3.4 Semantic Level

This level of language studies the meaning of linguistic forms. It tells us, for example, that the sense relationship between the words 'rich' and 'wealthy' under the heading 'synonym'. Similarly, it studies 'high' and 'low' under the heading 'antonym'.

1.4 Defining Vocabulary

Broadly speaking, vocabulary refers to the words that we use in our day to day life for expressing our thoughts, feelings, desires, emotions etc. It is obvious that a word plays the most important role while communicating. So, it is the most important unit of language. The term 'vocabulary' has been defined differently by linguists. Some of the definitions are listed below:

According to Richards et al. (1985) vocabulary refers to 'a set of lexemes, including single words, compound words and idioms" (p.307).

This definition of vocabulary is confined not only to a set of lexemes but also single words and idioms. Thus, 'booking' which is a set of lexemes, 'watch' a single word, 'blackboard' compound word and 'a drop in the ocean' an idiom fall under the vocabulary items.

Similarly, Cambridge International Dictionary of English (1995) defines vocabulary as “all the words used by a particular person or all the words which exist in a particular language or subject” (p.1628).

Thus, any word either spoken or written used in language is a vocabulary.

In the same way, according to Hornby (1998), “all the words known to a person or used in a particular book subject etc” (p.1331).

This definition says that all the written words in a particular book, subject or words known to a person are vocabularies. It means if one does not know the word, it is not a vocabulary for him/her.

Celce –Murcia and Larsen-Freeman (1983) say “we take a considerably broader view of the lexicon, we consider it to comprise not only single words but also word compounds and conventionalized multiword forms” (p.29).

All the single words, compound words and conventionalized multiword forms are the vocabulary items.

Thus, a single word or group of words which convey a single meaning is called a vocabulary. It is an item which is known to a person or exists in a particular language.

Vocabulary is like the backbone of human being without which the structure of language can not express the meaning. It is such a vital aspects of language without which communication is impossible. People often get frosted when they do not find the words they need to express themselves while speaking in the target language. How much of the language students can comprehend and express depends largely on the vocabularies they possess. So, a good store of vocabulary is crucial for understanding all language and communicating in it. Vocabulary plays an important role in expressing complete thoughts and ideas. So, there is a great requirement of systematic analysis and evaluation of the vocabulary.

1.5 Textbook

Textbook is the most important teaching material. It is designed for the purpose of learning. It can determine not only what to teach but also how to teach.

Textbooks are said to be that kind of books that deal with a particular subject and used in formal education books that give instructions in a branch of learning. They are also seen as one of the teaching materials used in classroom teaching. We can also define a textbook as a

document that reflects the objectives and teaching items set in the syllabus. (Rai, 1996 p.42)

A textbook is a book presented on the basis of the syllabus (curriculum). It is used by the students and teachers for a particular course of study. It is expected that experienced teacher and enthusiastic students can achieve the learning outcomes of the curriculum by using a textbook. In practice, a textbook is used and considered as the main resource materials. According to Grant (1987), "Textbook is used to refer to course books, which typically aims to cover all aspects of the language and supplementary textbooks devoted to particular topic or skill areas" (p. 12).

On the basis of foregoing discussion, we can say that textbook is a printed part of certain message which is organized and simplified on the basis of curriculum. It is a guide for the teacher. It is a type of instructional material which acts as an aid to the process of teaching and learning.

1.5.1 New English Textbook for Grade Five

The old English textbook 'My Primary English' for grade 5 was written by Arun kiran Pradhan, Lav Dev Awasthi and Naresh Pradhan Gautam. This book was first edited in 1996 by Pramod Kumar Shah and was published by the then His Majesty's Government, Ministry of Education and Sports, Curriculum Development Centre, Sanothmi, Bhaktapur, Nepal.

The very new English textbook for grade five originally written by Jaganath Awa, Krishna Raj Hamal and Deo Narayan Mukhiya, has been edited by

Bishnu Prasad Parajuli. It was published by the Government of Nepal, Ministry of Education and Sports, CDC, Sanothimi, Bhaktapur.

There is no any certain trend and period for developing and revising English textbook for grade 5. CDC (2007) states, "the aim of developing and revising the school textbooks is to make education purposeful, relevant and functional". The main motto of education is to impart the desired knowledge and skills to students. Apart from these, it imparts values and moral standards such as nationalistic feelings, discipline, self reliance and basic functional skills of language. Along with these, students are expected to appreciate arts, tolerance among languages, religions and cultures.

Considering all these things, the CDC has edited the new English textbook of grade five in 2007 with different name and different vocabulary items.

1.6 Review of Related Literature

Despite the great significance of vocabulary items, a very few research studies have been carried out on vocabulary analysis. But different researches have been carried out in textbook analysis and vocabulary achievement in the Department of English Education. Some of the studies which are some how related to this study can be observed as follows:

Chudal (1997) has, in his M.Ed. thesis, studied English vocabulary achievement of the students of Grade Six. The objective of this study was to investigate the students achievement of English vocabulary used in English textbook for grade six. The study has found that the students' English

vocabulary achievement was poor in total. However, the boys' vocabulary achievement was better than the girls'

Similarly, Tiwari (2001) has studied the achievement of English vocabulary by the students of Grade Ten. His study has shown that 52% of the total students were below average, 43% of vocabulary items were quite difficult for the students of that level.

Tiwari, H.P. (2004) has analyzed the vocabulary items used in 'My Primary English Book for Grade Four'. In his study, 546 different vocabulary items were found to be used and the auxiliary verb 'is' has the highest frequency of occurrence i.e. 467 times.

Thapa (2008) has carried out her M.Ed. thesis entitled "A study on the vocabulary Items used in the My English Book IV" with the objective of analyzing vocabulary items used in English textbook for grade four. It was found that 943 variant forms of content words were used in the textbook. According to the parts of speech, the highest number of vocabulary items were nouns and the lowest number were adverbs. Nouns have occupied 47.14% and 6.73% was occupied by adverb. Similarly, 29.87% verbs and 16.26% adjectives were found to be used in the textbook.

Although some researches have already been carried out on vocabulary achievement, textbook analysis and vocabulary analysis, no one has yet carried out a research on the study of vocabulary items used in the new and old English books for grade V. The present textbook 'My English Book for Grade

V' was edited in 2007 with the different name and different vocabulary items. So, the researcher has attempted to carry out a research on this new topic.

1.7 Objectives of the study

This study was done with the following objectives.

- a. To analyze the vocabulary items used in the new English textbooks for grade five in terms of the following items.
 - i. Total number
 - ii. Parts of speech
 - iii. Frequency of occurrence
 - iv. Structure (i.e. morphology, syllable and word)
 - v. Average frequency
- b. To find out the excluded and repeated vocabulary items from the old English textbook, and vocabulary items included in the new textbook.
- c. To list some pedagogical implications.

1.8 Significance of the study

This study is significant because it reveals the vocabulary items, (in terms of parts of speech, frequency of occurrence and structure) used in the new and old textbook for grade five. This will reveal what vocabulary items have been excluded, and repeated from the old English textbook as well as what new vocabulary items have been included in the new textbook. This research will provide careful insights to the students, teachers, syllabus and curriculum designers, textbook writers etc. who have a keen interest in vocabulary analysis. This study is equally beneficial to the researchers to study on vocabulary analysis because it will act as a guide to them.

1.9 Definition of Specific Terms

Abbreviated Forms: Abbreviated forms refer to a short form of words e.g. T.V

Affix: A letter or sound, or group of letters or sounds, which is added to a word and which changes the meaning or function of the word.

Complex Words: Poly morphemic vocabulary items with a root and one or more than one derivational affixes.

Compound Words: Polymorphemic words with at least two bases which are both words, or at any cost, root morphemes.

Contracted Forms: It refers to the items, which have become shorter by the deletion of some letters.

Conventionalized multiword form: Group of words that occur and serve specific functions.

Derivation: The formation of new words or morphemes.

Frequency: It refers to the reoccurrence of words.

Lexemes: Lexemes are the vocabulary items that are listed in the dictionary.

Major words: Nouns, verbs, adverbs, adjectives.

Minor words: Pronoun, prepositions, conjunctions, interjections, determiners etc.

Monomorphemic words: Words with only one free morpheme.

Monosyllabic words: words containing a single syllable.

Morpheme: A minimal unit of grammatical description in the sense that it can not be segmented any further at the grammatical level of analysis.

Parts of speech: Group of words which are similar in function in the sentences such as noun, verb, adverb, adjectives etc.

Polymorphemic words: Words containing more than one syllable.

Quantifier: A word or phrase which is used with a noun and which shows quantities, e.g. little, many etc.

Root: It is the base form of a word, which can not be further analyzed without total loss of identity.

Suffix: An affix attached after a root of stem or base such as 'ly' in 'slowly'.

Syllabic contoid: It is the sound [m], [n] and [l] when they form a nucleus of a syllable as in the words 'rhythm', 'listen' and 'little' respectively.

Syllable : It is a unit of pronunciation typically larger than a single sound and smaller than a word.

Vocabulary : Major and minor words used in the new and old textbooks for Grade V.

Word forms: Physical realization or representation of lexemes.

CHAPTER – TWO

METHODOLOGY

For the accomplishment of the present study, the researcher adopted the following methodology:

2.1 Sources Of Data

The study was primarily based on the secondary sources of data.

2.2.1 Secondary Sources Of Data

The researcher collected all the vocabulary items included in the new and old English textbooks for grade five as the secondary source of data for the study. Similarly, the researcher consulted and studied other relevant materials such as primary level English curriculum and related research works. Some of them are as follows: Chudal (1997), Tiwari (2001), Thapa (2008).

2.1 Tools for Data Collection

The researcher listed all the vocabulary items from the new and old textbooks of Grade Five through intensive observation.

2.2 Process of Data Collection

While collecting the data, the researcher adopted the following procedures:

First of all, the researcher entered all the vocabulary items used in the English textbook for grade Five in the computer to list them in alphabetical order, except the vocabulary items under 'Note to the teacher and listening texts'. Then, he divided all the vocabulary items into three different groups (i) word

forms (e.g. go, do, he, read) (ii) Abbreviated forms (e.g. P.M. Mr. etc.) (iii) contracted forms (e.g. don't, isn't etc.).

Then, the researcher divided each word form into eleven different groups viz. nouns, verbs, adjectives, adverbs, pronouns, prepositions, articles, conjunction, numerals, quantifiers and interjections according to the parts of speech. For the determination of the parts of speech, the researcher used the English textbook for grade five, Oxford Advanced Learner's Dictionary (Hornby, 2005) and English Syntactic Structure (Aarts and Aarts, 1986). While counting the total number of content words, name of persons and places under proper noun were not counted.

After that, the researcher counted the frequency of occurrence of each vocabulary item. While counting the frequency of occurrence of each item, variant forms of the same category were counted as a single lexeme. For instance, 'book' and 'books' were counted as a single lexeme 'book'. In the same way compound nouns were counted as a word, variant forms of the same verbs, for example, 'break' 'broke' 'broken' 'breaking' 'breaks' were counted as a single lexeme 'break'. Phrasal verbs were counted as a single lexeme. While counting the frequency of occurrence of the words, the word which is used in the textbook for the first time was written as it was. When the same word or variant forms of the same word were found +1 mark was assigned after the written word to count the total number of frequency of occurrence.

The researcher then classified all the vocabulary items into five groups; one syllabic, two syllabic, three syllabic, four syllabic and five syllabic on the basis of syllable they contain.

The researcher took a help of the Oxford Advanced Learner's Dictionary (Hornby, 2005) to count the number of words in terms of syllable they possess. Similarly, the syllable structure was observed.

The researcher, then, observed morphological structures of the vocabulary items in terms of derivational affixes.

While collecting the data from the old English textbook for grade five, the researcher applied the above mentioned procedures.

In order to count the excluded, included and repeated words, the researcher, first of all, observed the words according to their parts of speech, found in the old and new English textbooks.

Then, he made three columns on a loose sheet of paper with the headings – ‘excluded’, ‘repeated’ and ‘included’. When he found the word only in the old textbook, he entered the word under the heading ‘excluded’ by putting the tick mark (✓). When the word was found in both, the new and old textbook, it was put under the heading ‘repeated’ by giving the same sign. Similarly, while finding the word only in the new textbook, it was kept under the heading ‘included’ by putting the sign mentioned above.

At last, the collected items were tabulated, analyzed and interpreted descriptively using simple statistical tools like percentage average, frequency and charts.

2.3 Limitations of the study

The study was limited in the following ways:

- i. The study was limited to the vocabulary items used in the new and old English textbooks for Grade V, 2007 and 2001 respectively, published by CDC.
- ii. The study was limited to the analysis of the vocabulary items on the basis of total number, parts of speech, frequency of occurrence, phonological and morphological structures.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

The main aim of this research study was to analyze the vocabulary items used in the new textbook for grade V. So, under this heading the researcher has attempted to analyze the collected data (i.e. all the vocabulary items). For this, all the vocabulary items were analyzed into three different groups viz. word forms, contracted forms and abbreviated forms in terms of total number and frequency of occurrence whereas word forms were divided into eleven different groups as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, interjections, quantifiers and numerals and then analyzed in terms of the following variable:

- i) Total number
- ii) Part of speech
- iii) Frequency of occurrence
- iv) Syllable structure, morphological structure and word structure.

Besides it, this study also aimed to find out the excluded and repeated words from the old English textbook for grade V and the included content words in the new textbook for the same grade. For that, the researcher divided the collected data (i.e. vocabulary items of the old English textbook) into eleven groups, namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, interjection, conjunctions, articles, quantifiers and numerals and, then studied intensively whether they were excluded or repeated.

3.1 Analysis of Vocabulary Items in Terms of Total Number

Altogether 1413 vocabulary items were found to be used in new English textbook (See Appendix- I).

3.2 Analysis of the Vocabulary Items in Terms of the Parts of Speech

Altogether 1413 different words were found to be used belonging to different parts of speech. The number of vocabulary items under different parts of speech is presented in the following table:

Table No. 1
Vocabulary Items According to their Parts of Speech.

| S.N | Parts of speech | No. of words | Percentage |
|-----|-----------------|--------------|------------|
| 1 | Nouns | 699 | 49.47% |
| 2 | Verbs | 298 | 21.09% |
| 3 | Adjectives | 198 | 14.01% |
| 4 | Adverbs | 67 | 4.74% |
| 5 | Pronouns | 40 | 2.83% |
| 6 | Prepositions | 38 | 2.69% |
| 7 | Conjunctions | 11 | 0.78% |
| 8 | Interjection | 18 | 1.27% |
| 9 | Articles | 3 | 0.21% |
| 10 | Quantifiers | 20 | 1.42% |
| 11 | Numerals | 21 | 1.49% |
| | Total | 1413 | 100% |

- Note:
- 1 Abbreviated forms and contracted forms are not included in this table.
 2. Nos.1-4 and Nos.5-11 represent major and minor word classes respectively.

The above table mirrors that out of 1413 total vocabulary items belonging to different parts of speech 'noun' has the highest number of words i.e. 699

(49.47%) and 'article' the least, only 3(0.21%). Similarly, out of 1413 different words, 298 verbs (21.09%), 198 adjectives ((14.01%), 67 adverbs (04.74%), 40 pronouns (2.83%), 38 prepositions (2.69%), 11 conjunctions (0.78%) have been used in the new English textbook. In the same way, 18(1.27%), interjections, 20 (1.42%) quantifiers and 21 (1.49%) numerals have been used.

3.3 Analysis of Vocabulary Items in Terms of Frequency of Occurrence

The collected data were analyzed in terms of frequency of occurrence under the following headings:

3.3.1 Frequency of the Word Forms

While counting the frequency of occurrence of word forms used in the new English textbook, all words were categorized into eleven different groups which are analyzed under the following sub-headings:

3.3.1.1 Frequency of Occurrence of the Nouns

Altogether 699 vocabulary items belonging to the category of noun were found to be used in the new English textbook (See Appendix-I). They are presented in the following table with their frequency of occurrence.

Table No.2
Nouns with their frequency of occurrence

| S.N. | Nouns | Sing | Plu | Freq |
|------|----------------|------|-----|------|
| 1. | actor | 1 | - | 1 |
| 2. | actress | - | 1 | 1 |
| 3. | baby | 1 | 1 | 2 |
| 4. | beggar | 2 | - | 2 |
| 5. | biker | 1 | - | 1 |
| 6. | boss | 1 | - | 1 |
| 7. | boy | 5 | 3 | 8 |
| 8. | brother | 7 | 2 | 9 |
| 9. | brother in law | 1 | - | 1 |
| 10 | carpenter | 1 | - | 1 |
| 11 | child | 1 | 10 | 11 |
| 12 | chores | 1 | - | 1 |
| 13 | classmate | - | 1 | 1 |
| 14 | comer | 1 | - | 1 |
| 15 | cook | 1 | - | 1 |
| 16 | criminal | - | 1 | 1 |
| 17 | customer | 1 | - | 1 |
| 18 | dad | 1 | - | 1 |
| 19 | dame | - | 1 | 1 |
| 20 | dancer | 1 | - | 1 |
| 21 | daughter | 1 | 1 | 2 |
| 22 | dentist | 2 | - | 2 |
| 23 | doctor | 1 | - | 1 |
| 24 | driver | 1 | - | 1 |
| 25 | editor | 1 | - | 1 |
| 26 | engineer | 1 | - | 1 |
| 27 | father | 11 | - | 11 |
| 28 | fighter | 1 | - | 1 |
| 29 | fisherman | 3 | 4 | 7 |
| 30 | friend | 5 | 11 | 16 |
| 31 | girl | 11 | 4 | 15 |
| 32 | god | 2 | 1 | 3 |
| 33 | grandfather | 1 | - | 1 |
| 34 | grandma | 4 | - | 4 |
| 35 | grandmother | 5 | - | 5 |
| 36 | grandpa | 1 | - | 1 |
| 37 | granny | 6 | - | 6 |
| 38 | head teacher | 1 | - | 1 |
| 39 | headman | 1 | - | 1 |
| 40 | headmistress | 1 | - | 1 |
| 41 | helper | 1 | - | 1 |
| 42 | husband | 1 | - | 1 |
| 43 | family | 1 | - | 1 |
| 44 | king | 2 | - | 2 |
| 45 | lady | 1 | 1 | 2 |
| 46 | knight | 2 | - | 2 |
| 47 | lord | 1 | - | 1 |
| 48 | madam | 5 | - | 5 |
| 49 | magician | 11 | - | 11 |
| 50 | man | 15 | 2 | 17 |
| 51 | manager | 2 | - | 2 |
| 52 | member | - | 1 | 1 |
| 53 | mother | 10 | - | 10 |
| 54 | mum | 1 | - | 1 |
| 55 | nephew | 1 | - | 1 |
| 56 | nurse | 1 | - | 1 |
| 57 | orphan | 1 | - | 1 |
| 58 | painter | 1 | - | 1 |
| 59 | parents | - | 1 | 1 |
| 60 | painter | 1 | - | 1 |
| 61 | parents | - | 1 | 1 |
| 62 | person | 10 | 1 | 11 |
| 63 | player | 1 | 1 | 2 |
| 64 | police | - | 6 | 6 |
| 65 | potter | 1 | - | 1 |
| 66 | prisoner | - | 1 | 1 |
| 67 | queen | 1 | - | 1 |
| 68 | scientist | 1 | 3 | 4 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|----------------|------|-----|------|
| 69 | secretary | 1 | - | 1 |
| 70 | student | 11 | 1 | 12 |
| 71 | singer | 2 | - | 2 |
| 72 | sir | 14 | - | 14 |
| 73 | sister | 4 | 1 | 5 |
| 74 | story – teller | 1 | - | 1 |
| 75 | shopkeeper | 1 | - | 1 |
| 76 | son-in-law | 1 | - | 1 |
| 77 | son | 10 | 1 | 11 |
| 78 | teacher | 32 | - | 32 |
| 79 | thief | 1 | - | 1 |
| 80 | uncle | 1 | - | 1 |
| 81 | villager | - | 11 | 11 |
| 82 | waiter | 4 | - | 4 |
| 83 | wife | 1 | - | 1 |
| 84 | woman | 1 | 1 | 2 |
| 85 | worker | 1 | - | 1 |
| 86 | area | 3 | 1 | 4 |
| 87 | art galleries | - | 1 | 1 |
| 88 | bank | 3 | 1 | 4 |
| 89 | beach | 1 | - | 1 |
| 90 | building | - | 1 | 1 |
| 91 | bush | 1 | 3 | 4 |
| 92 | bus-stop | 1 | - | 1 |
| 93 | café | 2 | - | 2 |
| 94 | cage | 1 | - | 1 |
| 95 | car-park | 1 | - | 1 |
| 96 | city | 1 | 1 | 2 |
| 97 | class | 7 | 1 | 8 |
| 98 | country | 3 | - | 3 |
| 99 | floor | 1 | - | 1 |
| 100 | field | - | 1 | 1 |
| 101 | garden | 12 | - | 12 |
| 102 | hill | 2 | 3 | 5 |
| 103 | home | 9 | 1 | 10 |
| 104 | house | 18 | 1 | 19 |
| 105 | hostel | 1 | - | 1 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|----------------|------|-----|------|
| 106 | hotel | 2 | - | 2 |
| 107 | hospital | 1 | - | 1 |
| 108 | island | 1 | 1 | 2 |
| 109 | office | 2 | - | 2 |
| 110 | kennel | 1 | - | 1 |
| 111 | kitchen | 1 | - | 1 |
| 112 | lake | 1 | 2 | 3 |
| 113 | library | 1 | - | 1 |
| 114 | lodge | 2 | - | 2 |
| 115 | market | 3 | - | 3 |
| 116 | movie | 4 | - | 4 |
| 117 | mountain | 2 | 7 | 9 |
| 118 | office | 2 | - | 2 |
| 119 | palace | 1 | - | 1 |
| 120 | park | 3 | - | 3 |
| 121 | party | 2 | - | 2 |
| 122 | path | - | 1 | 1 |
| 123 | place | 12 | 4 | 16 |
| 124 | plain | 1 | 2 | 3 |
| 125 | planet | - | 1 | 1 |
| 126 | police-station | 1 | - | 1 |
| 127 | pond | 9 | - | 9 |
| 128 | post-office | 3 | - | 3 |
| 129 | prison | 1 | - | 1 |
| 130 | pub | 1 | - | 1 |
| 131 | restaurant | 2 | - | 2 |
| 132 | river | 9 | 1 | 10 |
| 133 | room | 1 | 1 | 2 |
| 134 | school | 17 | - | 17 |
| 135 | shadow | 1 | - | 1 |
| 136 | seat | 1 | 1 | 2 |
| 137 | shop | 2 | - | 2 |
| 138 | side | 1 | - | 1 |
| 139 | sky | 1 | - | 1 |
| 140 | stream | 2 | 1 | 3 |
| 141 | stair | - | 1 | 1 |
| 142 | sport centre | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|--------------|------|-----|------|
| 143 | shelter | 1 | - | 1 |
| 144 | town | 3 | 2 | 5 |
| 145 | tomb | 1 | - | 1 |
| 146 | toilet | 2 | - | 2 |
| 147 | valley | 1 | - | 1 |
| 148 | village | 5 | 1 | 6 |
| 149 | window-ledge | 1 | - | 1 |
| 150 | world | 1 | - | 1 |
| 151 | yard | - | 1 | 1 |
| 152 | zoo | 1 | - | 1 |
| 153 | afternoon | 1 | - | 1 |
| 154 | age | 2 | - | 2 |
| 155 | August | 2 | - | 2 |
| 156 | autumn | 2 | - | 2 |
| 157 | date | 4 | - | 4 |
| 158 | day | 26 | 3 | 29 |
| 159 | December | 1 | - | 1 |
| 160 | evening | 6 | - | 6 |
| 161 | Friday | 1 | - | 1 |
| 162 | future | 4 | - | 4 |
| 163 | morning | 5 | - | 5 |
| 164 | holiday | 5 | 2 | 7 |
| 165 | hour | 1 | - | 1 |
| 166 | January | 3 | - | 3 |
| 167 | July | 4 | - | 4 |
| 168 | minute | 1 | | 1 |
| 169 | moment | 1 | - | 1 |
| 170 | Monday | 2 | - | 2 |
| 171 | month | 7 | 2 | 9 |
| 172 | morning | 7 | - | 7 |
| 173 | new-year | 1 | - | 1 |
| 174 | night | 7 | - | 7 |
| 175 | November | 5 | - | 5 |
| 176 | October | 1 | - | 1 |
| 177 | Saturday | 11 | - | 11 |
| 178 | season | 14 | 5 | 19 |
| 179 | September | 1 | - | 1 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|-----------|------|-----|------|
| 180 | summer | 4 | - | 4 |
| 181 | Sunday | 2 | - | 2 |
| 182 | Thursday | 1 | - | 1 |
| 183 | time | 16 | 1 | 17 |
| 184 | Tuesday | 1 | - | 1 |
| 185 | Wednesday | 1 | - | 1 |
| 186 | week | 5 | 2 | 7 |
| 187 | winter | 7 | - | 7 |
| 188 | year | 6 | 12 | 18 |
| 189 | cap | 1 | 1 | 2 |
| 190 | cape | 1 | - | 1 |
| 191 | coat | 1 | - | 1 |
| 192 | dress | 4 | - | 4 |
| 193 | frock | 1 | 1 | 2 |
| 194 | jacket | 2 | - | 2 |
| 195 | sari | 1 | - | 1 |
| 196 | trousers | - | 1 | 1 |
| 197 | pants | - | 1 | 1 |
| 198 | sandals | - | 1 | 1 |
| 199 | shirt | 1 | - | 1 |
| 200 | shoe | 1 | 1 | 2 |
| 201 | socks | - | 1 | 1 |
| 202 | sweater | - | 1 | 1 |
| 203 | uniform | 1 | - | 1 |
| 204 | rag | - | 1 | 1 |
| 205 | animal | 9 | 12 | 21 |
| 206 | ant | 1 | - | 1 |
| 207 | ass | 1 | - | 1 |
| 208 | bacteria | 1 | - | 1 |
| 209 | bear | 1 | - | 1 |
| 210 | bird | 4 | 7 | 11 |
| 211 | bull | 3 | 1 | 4 |
| 212 | rabbit | 1 | - | 1 |
| 213 | bee | 1 | - | 1 |
| 214 | sparrow | 1 | - | 1 |
| 215 | dove | 1 | - | 1 |
| 216 | pigeon | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|-------------|------|-----|------|
| 217 | calf | 1 | - | 1 |
| 218 | cat | 1 | 2 | 3 |
| 219 | cow | 2 | - | 2 |
| 220 | crab | 7 | - | 7 |
| 221 | crane | 23 | - | 23 |
| 222 | deer | - | 1 | 1 |
| 223 | dinosaur | - | 13 | 13 |
| 224 | dog | 10 | 1 | 11 |
| 225 | elephant | 2 | - | 2 |
| 226 | fish | 9 | 24 | 33 |
| 227 | fly | 3 | - | 3 |
| 228 | fox | 1 | - | 1 |
| 229 | germ | - | 1 | 1 |
| 230 | goat | 1 | - | 1 |
| 231 | horse | 1 | - | 1 |
| 232 | jackal | 1 | - | 1 |
| 233 | leopard | 1 | - | 1 |
| 234 | lion | 2 | - | 2 |
| 235 | mouse | 1 | - | 1 |
| 236 | pet | 3 | - | 3 |
| 237 | parrot | 14 | - | 14 |
| 238 | panda | - | 1 | 1 |
| 239 | snake | 18 | 1 | 19 |
| 240 | tiger | 3 | - | 3 |
| 241 | toad | 1 | - | 1 |
| 242 | wolf | 11 | - | 11 |
| 243 | zebra | 1 | - | 1 |
| 244 | apple | - | 3 | 3 |
| 245 | banana | 1 | - | 1 |
| 246 | beer | 1 | - | 1 |
| 247 | biscuit | - | 4 | 4 |
| 248 | butter | 1 | - | 1 |
| 249 | bread | 1 | - | 1 |
| 250 | cake | 1 | 2 | 3 |
| 251 | cauliflower | 1 | - | 1 |
| 252 | chapati | 1 | - | 1 |
| 253 | coffee | 1 | - | 1 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|------------|------|-----|------|
| 254 | coke | 1 | - | 1 |
| 255 | egg | 1 | 3 | 4 |
| 256 | food | 10 | - | 10 |
| 257 | fruit | 1 | 3 | 4 |
| 258 | jilebi | 1 | - | 1 |
| 259 | juice | 1 | - | 1 |
| 260 | laddu | - | 2 | 2 |
| 261 | lentil | 2 | - | 2 |
| 262 | loaf | 1 | - | 1 |
| 263 | mango | 1 | - | 1 |
| 264 | meat | 3 | - | 3 |
| 265 | milk | 6 | - | 6 |
| 266 | momo | 1 | - | 1 |
| 267 | omelette | 2 | - | 2 |
| 268 | orange | 1 | - | 1 |
| 269 | pea | - | 1 | 1 |
| 270 | potato | 2 | 4 | 6 |
| 271 | rice | 2 | - | 2 |
| 272 | salaad | 1 | - | 1 |
| 273 | sandwich | 1 | - | 1 |
| 274 | sauce | 1 | - | 1 |
| 275 | soup | 1 | - | 1 |
| 276 | sugar | 2 | - | 2 |
| 277 | tomato | - | 1 | 1 |
| 278 | bean | - | 1 | 1 |
| 279 | jam | - | 1 | 1 |
| 280 | tea | 1 | - | 1 |
| 281 | water | 14 | - | 14 |
| 282 | accident | 2 | - | 2 |
| 283 | aim | 3 | - | 3 |
| 284 | air | 3 | - | 3 |
| 285 | atmosphere | 2 | - | 2 |
| 286 | basis | 1 | - | 1 |
| 287 | bath | 1 | - | 1 |
| 288 | beauty | 1 | - | 1 |
| 289 | birth | 5 | - | 5 |
| 290 | campaign | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|--------------|------|-----|------|
| 291 | career | 1 | - | 1 |
| 292 | chance | 1 | - | 1 |
| 293 | circumstance | - | 1 | 1 |
| 294 | condition | 1 | - | 1 |
| 295 | death | 1 | - | 1 |
| 296 | decay | 1 | - | 1 |
| 297 | doubt | 1 | - | 1 |
| 298 | dream | 1 | - | 1 |
| 299 | duty | 1 | - | 1 |
| 300 | edge | 1 | - | 1 |
| 301 | effort | 2 | - | 2 |
| 302 | end | 4 | - | 4 |
| 303 | event | - | 1 | 1 |
| 304 | excuse | - | 1 | 1 |
| 305 | exercise | 1 | - | 1 |
| 306 | fare | 1 | - | 1 |
| 307 | fear | 1 | - | 1 |
| 308 | hard work | 1 | - | 1 |
| 309 | height | 1 | - | 1 |
| 310 | hobby | 1 | - | 1 |
| 311 | hunger | 1 | - | 1 |
| 312 | idea | 2 | - | 2 |
| 313 | interest | 1 | - | 1 |
| 314 | interview | 2 | - | 2 |
| 315 | job | 1 | - | 1 |
| 316 | language | 1 | - | 1 |
| 317 | lesson | 4 | - | 4 |
| 318 | level | 1 | - | 1 |
| 319 | lie | - | 1 | 1 |
| 320 | life | 4 | - | 4 |
| 321 | light | 2 | - | 2 |
| 322 | literature | 1 | - | 1 |
| 323 | margin | 1 | - | 1 |
| 324 | mind | 1 | - | 1 |
| 325 | mode | 1 | - | 1 |
| 326 | motion | 1 | - | 1 |
| 327 | music | 3 | - | 3 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|------------|------|-----|------|
| 328 | noise | 1 | - | 1 |
| 329 | order | 1 | - | 1 |
| 330 | percent | 6 | - | 6 |
| 331 | percentage | 1 | - | 1 |
| 332 | power | 10 | - | 10 |
| 333 | price | 1 | - | 1 |
| 334 | problem | 1 | - | 1 |
| 335 | process | 1 | - | 1 |
| 336 | question | - | 15 | 15 |
| 337 | reason | - | 1 | 1 |
| 338 | record | 1 | - | 1 |
| 339 | rest | 3 | - | 3 |
| 340 | richness | - | 1 | 1 |
| 341 | right | - | 2 | 2 |
| 342 | saving | 1 | 5 | 6 |
| 343 | scene | 1 | - | 1 |
| 344 | service | 2 | - | 2 |
| 345 | shade | - | 1 | 1 |
| 346 | shape | - | 1 | 1 |
| 347 | sight | 1 | - | 1 |
| 348 | song | 2 | - | 2 |
| 349 | sort | 1 | - | 1 |
| 350 | sound | 1 | 1 | 2 |
| 351 | plan | 1 | - | 1 |
| 352 | fortune | 1 | - | 1 |
| 353 | thought | 1 | - | 1 |
| 354 | tournament | 1 | - | 1 |
| 355 | trek | 1 | - | 1 |
| 356 | trouble | 1 | 1 | 2 |
| 357 | truth | 1 | - | 1 |
| 358 | vapour | 1 | - | 1 |
| 359 | view | 2 | 1 | 3 |
| 360 | voice | 3 | - | 3 |
| 361 | war | 1 | - | 1 |
| 362 | wealth | 1 | - | 1 |
| 363 | weather | 1 | - | 1 |
| 364 | wind | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|------------|------|-----|------|
| 365 | work | 1 | - | 1 |
| 366 | misfortune | 1 | - | 1 |
| 367 | armour | 1 | - | 1 |
| 368 | arrow | 1 | - | 1 |
| 369 | asteroid | 2 | - | 2 |
| 370 | bag | 1 | 1 | 2 |
| 371 | ball | 2 | 3 | 5 |
| 372 | basket | 1 | - | 1 |
| 373 | baton | 1 | - | 1 |
| 374 | bed | 1 | - | 1 |
| 375 | bench | - | 1 | 1 |
| 376 | bicycle | 1 | - | 1 |
| 377 | blanket | 1 | - | 1 |
| 378 | board | 1 | - | 1 |
| 379 | boat | 1 | - | 1 |
| 380 | bomb | 1 | - | 1 |
| 381 | bone | - | 2 | 2 |
| 382 | book | 10 | 6 | 16 |
| 383 | bottle | 5 | 3 | 8 |
| 384 | boundary | 1 | - | 1 |
| 385 | box | 6 | 1 | 7 |
| 386 | broom | 1 | - | 1 |
| 387 | brush | 1 | - | 1 |
| 388 | bulb | 4 | - | 4 |
| 389 | bus | 1 | 1 | 2 |
| 390 | bust | 1 | - | 1 |
| 391 | cable | 1 | - | 1 |
| 392 | camera | 3 | - | 3 |
| 393 | car | 1 | 1 | 2 |
| 394 | card | - | 1 | 1 |
| 395 | chair | 7 | 1 | 8 |
| 396 | chalk | 1 | - | 1 |
| 397 | clothes | - | 7 | 7 |
| 398 | comb | 1 | - | 1 |
| 399 | compass | - | 1 | 1 |
| 400 | computer | - | 1 | 1 |
| 401 | copy | 1 | - | 1 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|------------|------|-----|------|
| 402 | crop | - | 2 | 2 |
| 403 | crown | 1 | - | 1 |
| 404 | cup | 1 | - | 1 |
| 405 | cycle | 1 | - | 1 |
| 406 | doll | 2 | - | 2 |
| 407 | door | 2 | - | 2 |
| 408 | dresser | - | 2 | 2 |
| 409 | ear | 2 | 1 | 3 |
| 410 | eye | 1 | 5 | 6 |
| 411 | face | 2 | - | 2 |
| 412 | feather | - | 1 | 1 |
| 413 | fire | 10 | | 10 |
| 414 | flesh | 1 | - | 1 |
| 415 | flood | 2 | - | 2 |
| 416 | flame | 3 | - | 3 |
| 417 | flower | 1 | 2 | 3 |
| 418 | flute | 1 | - | 1 |
| 419 | foam | 1 | - | 1 |
| 420 | foot | - | 1 | 1 |
| 421 | form | 6 | 1 | 7 |
| 422 | fossil | - | 3 | 3 |
| 423 | fountain | 2 | 1 | 3 |
| 424 | glass | 1 | 1 | 2 |
| 425 | hair | 5 | - | 5 |
| 426 | head | 1 | - | 1 |
| 427 | horn | 2 | - | 2 |
| 428 | instrument | 1 | - | 1 |
| 429 | kerosene | 1 | - | 1 |
| 430 | knee | 1 | - | 1 |
| 431 | jar | 3 | 2 | 5 |
| 432 | jaw | - | 1 | 1 |
| 433 | lamp | 1 | - | 1 |
| 434 | land | 1 | - | 1 |
| 435 | lane | 1 | - | 1 |
| 436 | leaf | - | 1 | 1 |
| 437 | leg | - | 2 | 2 |
| 438 | licence | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|-----------|------|-----|------|
| 439 | list | 1 | - | 3 |
| 440 | load | 1 | 1 | 2 |
| 441 | medicine | 6 | - | 6 |
| 442 | map | 2 | - | 2 |
| 443 | mud | 3 | - | 3 |
| 444 | neck | 1 | 2 | 3 |
| 445 | point | 1 | - | 1 |
| 446 | pen | 3 | 1 | 4 |
| 447 | pencil | 1 | - | 1 |
| 448 | phone | 1 | - | 1 |
| 449 | piano | 1 | - | 1 |
| 450 | plate | - | 2 | 2 |
| 451 | plant | - | 2 | 2 |
| 452 | pot | 1 | 2 | 3 |
| 453 | radio | 2 | - | 2 |
| 454 | road | 4 | - | 4 |
| 455 | rock | 3 | 1 | 4 |
| 456 | rose | - | 1 | 1 |
| 457 | sand | 1 | - | 1 |
| 458 | sauropoda | 1 | - | 1 |
| 459 | shell | 1 | - | 1 |
| 460 | shield | 1 | 1 | 2 |
| 461 | snout | 2 | - | 2 |
| 462 | snow | 1 | - | 1 |
| 463 | soap | 1 | - | 1 |
| 464 | sofa | - | 1 | 1 |
| 465 | spice | - | 1 | 1 |
| 466 | spoon | - | 1 | 1 |
| 467 | spring | 6 | - | 6 |
| 468 | statue | 2 | - | 2 |
| 469 | stick | 12 | - | 12 |
| 470 | stile | 1 | - | 1 |
| 471 | stone | 1 | - | 1 |
| 472 | stove | 1 | - | 1 |
| 473 | table | 6 | 10 | 16 |
| 474 | tear | - | 1 | 1 |
| 475 | tattoo | - | 1 | 1 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|----------------|------|-----|------|
| 476 | tail | 4 | 1 | 5 |
| 477 | tape | 1 | - | 1 |
| 478 | thread | 2 | - | 2 |
| 479 | tooth | - | 2 | 2 |
| 480 | toy | - | 1 | 1 |
| 481 | tractor | 1 | - | 1 |
| 482 | tree | 1 | 2 | 3 |
| 483 | trunk | 1 | - | 1 |
| 484 | tusk | 1 | - | 1 |
| 485 | umbrella | 1 | - | 1 |
| 486 | vase | 1 | - | 1 |
| 487 | wall | 1 | - | 1 |
| 488 | web | - | 1 | 1 |
| 489 | wood | 1 | 1 | 2 |
| 490 | wire | 1 | - | 1 |
| 491 | businessman | 1 | - | 1 |
| 492 | backbone | 4 | - | 4 |
| 493 | bio-data | 1 | - | 1 |
| 494 | black-spot | 2 | - | 2 |
| 495 | cardboard | 1 | - | 1 |
| 496 | coking-oil | 1 | - | 1 |
| 497 | coking-pot | - | 1 | 1 |
| 498 | crossword | 1 | - | 1 |
| 499 | cupboard | 1 | - | 1 |
| 500 | ding-dong | 2 | - | 2 |
| 501 | drinking water | 1 | - | 1 |
| 502 | earring | - | 1 | 1 |
| 503 | fire-wood | 1 | - | 1 |
| 504 | folk-tale | 1 | - | 1 |
| 505 | football | 1 | - | 1 |
| 506 | forehead | 1 | - | 1 |
| 507 | friendship | 1 | - | 1 |
| 508 | health-care | 2 | - | 2 |
| 509 | hill-top | - | 2 | 2 |
| 510 | long jump | 1 | - | 1 |
| 511 | magic box | 1 | - | 1 |
| 512 | motor-bike | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|--------------|------|-----|------|
| 513 | newspaper | 1 | - | 1 |
| 514 | party dress | 1 | - | 1 |
| 515 | paragraph | 3 | - | 3 |
| 516 | phonograph | 3 | - | 3 |
| 517 | photograph | 1 | - | 1 |
| 518 | rising sun | 1 | - | 1 |
| 519 | rolling-pin | 2 | - | 2 |
| 520 | snow clad | 1 | - | 1 |
| 521 | steam engine | 1 | - | 1 |
| 522 | sin-light | 1 | - | 1 |
| 523 | sun-rise | 1 | - | 1 |
| 524 | sun-shade | - | 1 | 1 |
| 525 | tag-question | 1 | - | 1 |
| 526 | teaspoon | 1 | - | 1 |
| 527 | tele-film | 3 | - | 3 |
| 528 | toothache | 1 | - | 1 |
| 529 | traffic jam | 1 | - | 1 |
| 530 | waterway | 1 | - | 1 |
| 531 | adjective | - | 2 | 2 |
| 532 | amount | 1 | - | 1 |
| 533 | anthrax | 1 | - | 1 |
| 534 | badminton | 1 | - | 1 |
| 535 | beak | 1 | - | 1 |
| 536 | bend | - | 1 | 1 |
| 537 | bill | 1 | - | 1 |
| 538 | biped | 1 | - | 1 |
| 539 | blank | - | 2 | 2 |
| 540 | blow | 5 | - | 5 |
| 541 | body | 5 | - | 5 |
| 542 | brain | 2 | - | 2 |
| 543 | bundle | - | 1 | 1 |
| 544 | canal | 3 | - | 3 |
| 545 | cause | - | 1 | 1 |
| 546 | chant | 14 | - | 14 |
| 547 | chemistry | 1 | - | 1 |
| 548 | circus | 1 | - | 1 |
| 549 | claws | - | 2 | 2 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|-----------|------|-----|------|
| 550 | clue | - | 2 | 2 |
| 551 | colour | - | 1 | 1 |
| 552 | column | 2 | - | 2 |
| 553 | consonant | 1 | - | 1 |
| 554 | disease | 2 | 1 | 3 |
| 555 | dot | 1 | - | 1 |
| 556 | drama | 1 | - | 1 |
| 557 | drop | - | 2 | 2 |
| 558 | dust | 1 | - | 1 |
| 559 | east | 1 | - | 1 |
| 560 | English | 3 | - | 3 |
| 561 | exam | 2 | - | 2 |
| 562 | example | 4 | - | 4 |
| 563 | filament | 1 | - | 1 |
| 564 | fraction | 1 | - | 1 |
| 565 | game | 10 | 2 | 12 |
| 566 | gap | - | 3 | 3 |
| 567 | gear | - | 1 | 1 |
| 568 | grade | 5 | - | 5 |
| 569 | grammar | 11 | - | 11 |
| 570 | group | 1 | - | 1 |
| 571 | health | 3 | - | 3 |
| 572 | hole | 2 | - | 2 |
| 573 | hood | 4 | - | 4 |
| 574 | kilo | 7 | 3 | 10 |
| 575 | letter | 8 | 7 | 15 |
| 576 | pair | 1 | 4 | 5 |
| 577 | paper | 1 | - | 1 |
| 578 | part | 1 | 3 | 4 |
| 579 | patch | - | 1 | 1 |
| 580 | pence | 2 | - | 2 |
| 581 | physics | 2 | - | 2 |
| 582 | picnic | 10 | - | 10 |
| 583 | picture | 15 | - | 15 |
| 584 | piece | 1 | - | 1 |
| 585 | plastic | 1 | - | 1 |
| 586 | plot | - | 2 | 2 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|------------|------|-----|------|
| 587 | poem | 3 | 1 | 4 |
| 588 | point | - | 1 | 1 |
| 589 | pole | 1 | - | 1 |
| 590 | pouch | 1 | - | 1 |
| 591 | prize | 1 | - | 1 |
| 592 | pronoun | - | 1 | 1 |
| 593 | puzzle | 2 | - | 2 |
| 594 | quantity | - | 1 | 1 |
| 595 | Rabies | 1 | - | 1 |
| 596 | rupee | 3 | 4 | 7 |
| 597 | line | 2 | - | 2 |
| 598 | litre | 3 | - | 3 |
| 599 | lunch | 1 | - | 1 |
| 600 | maths | 1 | - | 1 |
| 601 | meal | 1 | - | 1 |
| 602 | menu | 1 | - | 1 |
| 603 | metre | 1 | - | 1 |
| 604 | mile | 1 | - | 1 |
| 605 | mine | 2 | - | 2 |
| 606 | money | 6 | - | 6 |
| 607 | name | 11 | 1 | 12 |
| 608 | note | 1 | - | 1 |
| 609 | noun | 1 | 5 | 6 |
| 610 | novel | 1 | - | 1 |
| 611 | number | 2 | - | 2 |
| 612 | ornithicia | 1 | - | 1 |
| 613 | packet | 1 | - | 1 |
| 614 | page | 2 | - | 2 |
| 615 | spot | - | 2 | 2 |
| 616 | spray | 1 | - | 1 |
| 617 | science | 1 | - | 1 |
| 618 | sentence | - | 11 | 11 |
| 619 | species | - | 3 | 3 |
| 620 | singular | 3 | - | 3 |
| 621 | size | 1 | - | 1 |
| 622 | snap | 1 | - | 1 |
| 623 | space | - | 2 | 2 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|--------------|------|-----|------|
| 624 | shower | 2 | - | 2 |
| 625 | sprite | 1 | - | 1 |
| 626 | spree | 1 | - | 1 |
| 627 | star | 1 | - | 1 |
| 628 | story | 6 | 2 | 8 |
| 629 | sun | 5 | - | 5 |
| 630 | superlative | 1 | - | 1 |
| 631 | term | 3 | - | 3 |
| 632 | tense | 4 | - | 4 |
| 633 | theropoda | 1 | - | 1 |
| 634 | thing | 1 | 5 | 6 |
| 635 | transport | 1 | - | 1 |
| 636 | type | - | 7 | 7 |
| 637 | unit | 12 | - | 12 |
| 638 | vegetable | 3 | 3 | 6 |
| 639 | verb | - | 4 | 4 |
| 640 | vowel | 1 | - | 1 |
| 641 | way | 5 | - | 5 |
| 642 | wing | - | 3 | 3 |
| 643 | west | 1 | - | 1 |
| 644 | word | 24 | 35 | 59 |
| 645 | absence | 1 | - | 1 |
| 646 | acting | 1 | - | 1 |
| 647 | action | 1 | - | 1 |
| 648 | activity | - | 3 | 3 |
| 649 | addition | 1 | - | 1 |
| 650 | attendance | 1 | - | 1 |
| 651 | attention | 1 | - | 1 |
| 652 | attraction | 1 | - | 1 |
| 653 | behaviour | 1 | - | 1 |
| 654 | camping | 1 | - | 1 |
| 655 | conversation | 1 | 3 | 4 |
| 656 | correction | 1 | - | 1 |
| 657 | destruction | 2 | - | 2 |
| 658 | dictation | 1 | - | 1 |
| 659 | drawer | 1 | - | 1 |
| 660 | drawing | 1 | - | 1 |

| S.N. | Nouns | Sing | Plu | Freq |
|------|----------------|------|-----|------|
| 661 | edition | 1 | - | 1 |
| 662 | education | 7 | - | 7 |
| 663 | entertainment | 1 | - | 1 |
| 664 | expression | - | 1 | 1 |
| 665 | existence | 3 | - | 3 |
| 666 | extinction | 1 | - | 1 |
| 667 | farming | 1 | - | 1 |
| 668 | goody | - | 1 | 1 |
| 669 | heading | - | 1 | 1 |
| 670 | illness | 1 | - | 1 |
| 671 | income | 5 | - | 5 |
| 672 | injection | 1 | - | 1 |
| 673 | invention | - | 2 | 2 |
| 674 | location | 1 | - | 1 |
| 675 | meaning | 4 | 7 | 11 |
| 676 | measurement | 1 | - | 1 |
| 677 | occupation | 1 | - | 1 |
| 678 | pasteurization | 1 | - | 1 |
| 679 | possessive | 2 | 4 | 6 |
| 680 | pronunciation | 12 | - | 12 |

| S.N | Nouns | Sing | Plu | Freq |
|-----|---------------|------|-----|------|
| 681 | rafting | 1 | - | 1 |
| 682 | reading | 2 | - | 2 |
| 683 | requirement | - | 1 | 1 |
| 684 | running | 2 | - | 2 |
| 685 | shopping | 1 | - | 1 |
| 686 | situation | 1 | - | 1 |
| 687 | spelling | 10 | - | 10 |
| 688 | statement | - | 1 | 1 |
| 689 | strength | 1 | - | 1 |
| 690 | training | 1 | - | 1 |
| 691 | travelling | 2 | - | 2 |
| 692 | unity | 2 | - | 2 |
| 693 | vegetation | 1 | - | 1 |
| 694 | whispering | 1 | - | 1 |
| 695 | grader | 1 | - | 1 |
| 696 | fertilization | 1 | - | 1 |
| 697 | fishing | 1 | - | 1 |
| 698 | honesty | 1 | - | 1 |
| 699 | security | 1 | - | 1 |

Note :- Nos. 1-85, Nos. 86-152, Nos. 153-188, Nos. 189-204, Nos. 205-243, Nos. 244-281, Nos. 282-366 are the nouns that denote to person, place, time, clothes, creatures, edible things, and untouchable things respectively. Nos. 367-490, Nos. 491 – 530. Nos. 531-664 and Nos. 565 -699 are the nouns that refer to the objects, compound nouns, proper nouns and derivational nouns respectively.

Some of the compound nouns e.g. birthday, newspaper, motorbike, toothache, cupboard, shopkeeper, earring, teaspoon etc. are found to be used in the textbook.

Out of 699 nouns, 485 (69.38%) are used in their singular forms, 113 (16.17%) in plural forms only and 101 (14.44%) are used both in singular and plural forms.

Some of the nouns like cook, colour, copy, drop, leave, study, talk, want, work have been used both as nouns and verbs in the textbook. As a noun, they are used 4, 1, 1, 1, 2, 1, 14, 1 and 7 times respectively.

3.3.1.2 Frequency of Occurrence of the Verbs

Altogether 298 vocabulary items related to the category of verb (See Appendix-I) were found to be used in the new textbook. They were categorized into four groups which are analyzed under the following sub-headings:

a. Transitive Verbs

Out of 298 total verbs, 195(65.44%) verbs were found as transitive verbs. They are displayed in the following table with their forms and frequency of occurrence.

Table No. 3

Transitive verbs with their forms and frequency of occurrence

| S.N | Verb | V1 | V2 | V3 | V4 | V5 | Freq |
|-----|---------|----|----|----|----|----|------|
| 1 | answer | 47 | - | - | - | - | 47 |
| 2 | ask | 6 | 6 | - | - | - | 12 |
| 3 | attach | - | 1 | - | - | - | 1 |
| 4 | attack | 3 | - | - | - | - | 3 |
| 5 | attract | 2 | - | - | - | - | 2 |
| 6 | begin | 2 | 3 | 8 | - | - | 13 |
| 7 | believe | 2 | 1 | - | - | - | 3 |
| 8 | block | - | 1 | - | - | - | 1 |
| 9 | blow | - | - | - | - | 1 | 1 |
| 10 | born | - | - | 14 | - | - | 14 |

| | | | | | | | |
|----|-----------|----|---|---|---|---|----|
| 11 | borrow | 1 | - | - | - | - | 1 |
| 12 | brake | - | 1 | 2 | - | 1 | 4 |
| 13 | break | - | 1 | - | - | - | 1 |
| 14 | bring | 1 | 1 | - | - | - | 2 |
| 15 | burn | 1 | - | 2 | - | 1 | 4 |
| 16 | bury | - | - | 1 | - | - | 1 |
| 17 | buy | - | 6 | - | - | - | 6 |
| 18 | call | 1 | - | 8 | - | - | 9 |
| 19 | care | 2 | - | - | - | - | 2 |
| 20 | carry | 1 | 1 | - | 1 | - | 3 |
| 21 | cast | 3 | 3 | - | - | - | 6 |
| 22 | catch | 1 | 1 | - | 1 | - | 3 |
| 23 | change | 5 | 5 | - | - | 1 | 11 |
| 24 | chant | - | 1 | - | - | - | 1 |
| 25 | cheat | - | - | - | 1 | - | 1 |
| 26 | check | 1 | - | - | - | - | 1 |
| 27 | chirp | - | - | - | 1 | - | 1 |
| 28 | choose | 1 | - | - | - | - | 1 |
| 29 | clean | 1 | 1 | - | - | - | 2 |
| 30 | climb | - | - | - | 1 | - | 1 |
| 31 | close | 1 | - | - | - | - | 1 |
| 32 | collect | 1 | 1 | - | - | - | 2 |
| 33 | complete | 11 | 1 | - | - | - | 12 |
| 34 | confirm | - | - | - | 1 | - | 1 |
| 35 | connect | - | - | - | - | 1 | 1 |
| 36 | construct | 1 | - | - | - | - | 1 |
| 37 | count | - | - | - | 1 | - | 1 |
| 38 | cover | - | - | - | 1 | - | 1 |
| 39 | damage | 1 | - | - | - | - | 1 |
| 40 | dart | - | 2 | - | - | - | 2 |
| 41 | decide | - | 1 | - | - | - | 1 |
| 42 | define | - | 1 | - | - | - | 1 |
| 43 | describe | 1 | - | - | 6 | - | 7 |
| 44 | destroy | - | 1 | - | - | - | 1 |
| 45 | dig | 7 | - | 2 | 4 | - | 13 |
| 46 | dip | - | 1 | - | - | - | 1 |
| 47 | direct | 1 | - | - | - | - | 1 |
| 48 | dispose | - | 1 | - | - | - | 1 |

| | | | | | | | |
|----|-----------|----|----|----|---|---|----|
| 49 | divide | - | - | 2 | - | - | 2 |
| 50 | draw | 1 | - | - | - | - | 1 |
| 51 | drink | 2 | 1 | - | - | - | 3 |
| 52 | drop | - | 2 | - | 1 | 4 | 7 |
| 53 | eat | 14 | - | 1 | 5 | 3 | 23 |
| 54 | educate | 2 | - | - | - | - | 2 |
| 55 | enjoy | 4 | - | - | - | - | 4 |
| 56 | entertain | 1 | - | - | - | - | 1 |
| 57 | expand | 1 | - | - | - | - | 1 |
| 58 | express | - | - | - | 2 | - | 2 |
| 59 | fall | 2 | - | - | - | - | 2 |
| 60 | fill | 12 | 1 | - | - | - | 13 |
| 61 | find | 10 | 6 | - | 2 | - | 18 |
| 62 | fire | - | 1 | - | - | - | 1 |
| 63 | flap | - | 2 | - | - | - | 2 |
| 64 | flow | 2 | 1 | - | - | - | 3 |
| 65 | follow | - | 1 | - | - | 1 | 2 |
| 66 | forget | - | 2 | 2 | - | - | 4 |
| 67 | form | - | 1 | - | - | 4 | 5 |
| 68 | fulfil | - | 1 | - | - | - | 1 |
| 69 | get | 4 | 15 | - | 1 | - | 20 |
| 70 | give | 5 | 5 | 10 | - | - | 20 |
| 71 | graze | - | - | - | 1 | - | 1 |
| 72 | greet | - | 1 | - | - | - | 1 |
| 73 | grow | 2 | - | - | 1 | - | 3 |
| 74 | guard | - | 1 | - | - | 1 | 2 |
| 75 | happen | 2 | 2 | - | - | - | 4 |
| 76 | harm | 2 | - | - | - | - | 2 |
| 77 | heal | - | 1 | - | 1 | 1 | 3 |
| 78 | hear | - | 4 | - | 1 | - | 5 |
| 79 | heat | 1 | - | - | - | - | 1 |
| 80 | help | 7 | 4 | - | 1 | - | 12 |
| 81 | hide | 1 | 1 | - | 1 | - | 3 |
| 82 | hit | - | 1 | - | - | - | 1 |
| 83 | hold | - | - | 1 | - | - | 1 |
| 84 | hurt | - | 1 | - | - | - | 1 |
| 85 | improve | 1 | - | - | - | - | 1 |
| 86 | inform | 1 | - | - | - | - | 1 |

| | | | | | | | |
|-----|---------|----|---|---|---|---|----|
| 87 | invent | 2 | 2 | - | - | - | 4 |
| 88 | invite | 2 | - | - | - | - | 2 |
| 89 | join | 1 | 1 | - | - | - | 2 |
| 90 | judge | - | - | - | 1 | - | 1 |
| 91 | keep | - | 2 | - | 1 | - | 3 |
| 92 | kill | 9 | 3 | - | - | - | 12 |
| 93 | knock | 2 | - | - | - | - | 2 |
| 94 | know | 8 | 2 | - | - | - | 10 |
| 95 | learn | 2 | - | - | 2 | - | 4 |
| 96 | leave | 5 | 5 | - | - | - | 10 |
| 97 | lighten | - | - | - | 2 | - | 2 |
| 98 | like | 15 | 1 | 2 | - | 4 | 22 |
| 99 | listen | 44 | - | - | 1 | - | 45 |
| 100 | look | 16 | 1 | - | - | 1 | 18 |
| 101 | lose | - | 1 | - | - | - | 1 |
| 102 | love | 7 | - | - | - | 2 | 9 |
| 103 | make | 20 | 7 | - | - | - | 27 |
| 104 | match | 9 | - | - | - | - | 9 |
| 105 | mean | 1 | - | - | - | 4 | 5 |
| 106 | measure | 1 | - | - | - | - | 1 |
| 107 | meet | 4 | 1 | - | - | - | 5 |
| 108 | mend | - | 1 | - | - | - | 1 |
| 109 | miss | 1 | 1 | - | - | - | 2 |
| 110 | mix | - | 1 | - | - | - | 1 |
| 111 | mop | 1 | - | - | - | - | 1 |
| 112 | move | 1 | - | - | - | - | 1 |
| 113 | narrate | - | - | - | 1 | - | 1 |
| 114 | need | 6 | 1 | - | - | 1 | 9 |
| 115 | node | 1 | - | - | - | - | 1 |
| 116 | open | 1 | - | - | - | - | 1 |
| 117 | own | 3 | - | - | - | - | 3 |
| 118 | pass | - | - | - | 1 | - | 1 |
| 119 | pay | 1 | 1 | - | - | 1 | 3 |
| 120 | plan | - | - | - | - | 4 | 4 |
| 121 | play | 16 | 1 | - | - | - | 17 |
| 122 | praise | - | 1 | - | - | - | 1 |
| 123 | pray | - | 1 | - | - | - | 1 |
| 124 | prefer | 1 | - | - | - | - | 1 |

| | | | | | | | |
|-----|-----------|----|----|---|---|---|----|
| 125 | prepare | 3 | - | - | - | 1 | 4 |
| 126 | pretend | - | 2 | - | - | - | 2 |
| 127 | propose | - | 1 | - | - | - | 1 |
| 128 | prove | - | 1 | - | - | - | 1 |
| 129 | put | - | 2 | - | - | - | 2 |
| 130 | rain | 4 | - | - | - | 2 | 6 |
| 131 | raise | 1 | - | - | - | 1 | 2 |
| 132 | rap | - | 2 | - | - | - | 2 |
| 133 | read | 47 | - | - | - | 1 | 47 |
| 134 | receive | 1 | 2 | - | - | - | 3 |
| 135 | recite | 1 | - | - | - | - | 1 |
| 136 | refresh | - | - | - | 2 | - | 2 |
| 137 | remove | - | 1 | - | - | - | 1 |
| 138 | repeat | 1 | - | - | - | - | 1 |
| 139 | reply | - | 1 | - | - | 1 | 2 |
| 140 | represent | 1 | - | - | - | - | 1 |
| 141 | respect | 1 | - | - | - | - | 1 |
| 142 | return | 1 | 2 | - | - | - | 3 |
| 143 | rewrite | 1 | - | - | - | - | 1 |
| 144 | ride | - | - | - | 3 | - | 3 |
| 145 | save | 7 | 1 | - | - | - | 8 |
| 146 | say | 19 | 15 | - | 1 | 1 | 36 |
| 147 | see | 16 | 7 | 5 | 1 | 1 | 30 |
| 148 | sell | 5 | - | - | - | - | 5 |
| 149 | set | - | - | - | - | 1 | 1 |
| 150 | share | 1 | - | - | - | - | 1 |
| 151 | shine | 1 | - | - | - | - | 1 |
| 152 | shout | - | 1 | - | - | - | 1 |
| 153 | show | 1 | 2 | 1 | - | 1 | 5 |
| 154 | sign | - | 1 | - | - | - | 1 |
| 155 | sing | 2 | - | - | - | - | 2 |
| 156 | slam | 1 | - | - | - | - | 1 |
| 157 | snap | - | 2 | - | - | - | 2 |
| 158 | solve | 1 | - | - | - | - | 1 |
| 159 | speak | 1 | - | - | 1 | - | 2 |
| 160 | spell | 1 | - | - | - | - | 1 |
| 161 | spend | 12 | 2 | - | - | - | 14 |
| 162 | spread | 4 | - | - | - | - | 4 |

| | | | | | | | |
|-----|------------|----|---|---|---|----|----|
| 163 | sprinkle | 1 | - | - | - | - | 1 |
| 164 | start | 4 | - | - | - | 4 | 8 |
| 165 | state | 1 | - | - | - | - | 1 |
| 166 | stop | 5 | - | - | - | - | 5 |
| 167 | study | 1 | - | - | - | 5 | 6 |
| 168 | suffer | - | - | - | 2 | - | 2 |
| 169 | suggest | 1 | - | - | - | - | 1 |
| 170 | swallow | - | 1 | - | - | - | 1 |
| 171 | sweep | - | 2 | - | - | - | 2 |
| 172 | take | 11 | 4 | - | - | - | 15 |
| 173 | tell | 2 | 2 | - | 4 | - | 8 |
| 174 | teach | - | - | - | 1 | - | 1 |
| 175 | tear | - | 1 | - | - | - | 1 |
| 176 | tend | - | 1 | - | - | - | 1 |
| 177 | thank | 1 | - | - | - | - | 1 |
| 178 | think | 1 | 2 | - | - | - | 3 |
| 179 | throttle | 1 | - | - | - | - | 1 |
| 180 | throw | - | 2 | - | - | - | 2 |
| 181 | tighten | - | 2 | - | - | - | 2 |
| 182 | touch | 1 | - | - | - | - | 1 |
| 183 | unscramble | 1 | - | - | - | - | 1 |
| 184 | use | 9 | 7 | - | - | - | 16 |
| 185 | visit | 4 | - | - | - | - | 4 |
| 186 | wag | - | - | - | 1 | - | 1 |
| 187 | wake | - | 1 | - | - | - | 1 |
| 188 | want | 44 | 8 | - | - | 12 | 64 |
| 189 | wash | - | 1 | - | 1 | - | 2 |
| 190 | watch | 1 | 2 | - | 2 | - | 5 |
| 191 | wear | 1 | 1 | - | 3 | - | 5 |
| 192 | welcome | - | 1 | - | - | - | 1 |
| 193 | win | - | 1 | - | - | - | 1 |
| 194 | worship | - | - | - | - | 1 | 1 |
| 195 | write | 46 | 1 | 3 | 7 | - | 57 |

The above table displays that there are 195 transitive verbs found to be used in the new textbook. Among them, the verb 'want' has the highest frequency of

occurrence. It has occurred 64 times in the texts. It has been used 44, 8 and 12 times in infinitive, simple past and third person singular forms respectively. Out of 195 transitive verbs, 88 have been used only once in the text.

b. Intransitive Verbs

Out of 298 total verbs, 59 (19.80%) were found to be used as intransitive verbs. They can be presented with their forms and frequency of occurrence in the following table:

Table No. 4
Intransitive verbs with their forms and frequency of occurrence

| S.N | Verb | V1 | V2 | V3 | V4 | V5 | Freq |
|-----|-----------|----|----|----|----|----|------|
| 1 | abound | 1 | - | - | - | 1 | 2 |
| 2 | act | 10 | 1 | - | - | - | 11 |
| 3 | agree | - | 1 | - | - | - | 1 |
| 4 | apologize | 1 | 1 | - | - | - | 2 |
| 5 | arrive | 1 | - | - | 1 | - | 2 |
| 6 | attend | 1 | - | - | - | - | 1 |
| 7 | bark | - | - | - | - | 1 | 1 |
| 8 | be | 21 | - | 1 | 1 | - | 23 |
| 9 | become | 3 | 1 | - | 1 | 1 | 6 |
| 10 | behave | - | 1 | - | - | - | 1 |
| 11 | bump | - | 1 | 1 | - | - | 2 |
| 12 | cause | - | 5 | - | 1 | - | 6 |
| 13 | come | 7 | 12 | - | - | 6 | 25 |
| 14 | crawl | - | 1 | - | - | - | 1 |
| 15 | cry | 1 | 1 | - | 1 | - | 3 |
| 16 | dance | 2 | - | - | 1 | - | 3 |
| 17 | dare | - | 1 | - | - | - | 1 |
| 18 | depend | 1 | - | - | - | - | 1 |
| 19 | die | 3 | 4 | - | - | - | 7 |
| 20 | disappear | 2 | 3 | - | - | - | 5 |
| 21 | dive | - | - | - | 1 | - | 1 |

| | | | | | | | |
|----|--------|----|---|---|----|---|----|
| 22 | excite | 1 | | - | - | - | 1 |
| 23 | feel | - | 1 | - | 1 | - | 2 |
| 24 | fly | 3 | 9 | - | 1 | - | 13 |
| 25 | go | 30 | 8 | 1 | 26 | 4 | 69 |
| 26 | jog | - | - | - | 1 | - | 1 |
| 27 | jumble | - | 1 | - | - | - | 1 |
| 28 | jump | - | 1 | - | 3 | - | 4 |
| 29 | kid | - | - | - | 1 | - | 1 |
| 30 | laugh | 1 | 1 | - | - | - | 2 |
| 31 | lay | - | 1 | - | - | - | 1 |
| 32 | leap | - | - | - | 2 | - | 2 |
| 33 | let | 3 | - | - | - | - | 3 |
| 34 | live | 13 | 6 | - | 2 | 3 | 24 |
| 35 | reach | - | - | - | - | 1 | 1 |
| 36 | remain | 1 | - | - | - | 1 | 2 |
| 37 | roar | - | 1 | - | - | - | 1 |
| 38 | rot | - | - | 1 | - | - | 1 |
| 39 | run | - | 2 | - | 1 | 1 | 4 |
| 40 | rush | 1 | - | - | - | - | 1 |
| 41 | sigh | 1 | - | - | - | - | 1 |
| 42 | sleep | 5 | - | - | 1 | - | 6 |
| 43 | smile | 1 | - | - | - | - | 1 |
| 44 | spring | - | 1 | - | - | - | 1 |
| 45 | sprint | - | 1 | - | - | - | 1 |
| 46 | stand | - | 1 | - | - | - | 1 |
| 47 | starve | - | 1 | - | - | - | 1 |
| 48 | stay | 7 | - | - | - | 1 | 8 |
| 49 | strike | - | 1 | - | - | - | 1 |
| 50 | swim | 1 | 1 | - | 3 | - | 5 |
| 51 | talk | - | 2 | - | 8 | - | 10 |
| 52 | travel | 2 | - | - | - | - | 2 |
| 53 | trip | 1 | - | - | - | - | 1 |
| 54 | try | 1 | | - | - | - | 1 |
| 55 | wait | - | 1 | - | - | - | 1 |
| 56 | walk | 2 | - | - | 1 | - | 3 |
| 57 | weep | 2 | - | - | 2 | - | 4 |
| 58 | work | - | - | - | 2 | 1 | 3 |
| 59 | worry | 1 | - | - | - | - | 1 |

The above table presents that there are 59 intransitive verbs found to be used in the textbook. Among them, the verb 'go' has the highest frequency of occurrence. It has occurred 69 times; 30 times in infinitive, 8 times in simple past, 1 time in past participle, 26 times in present participle and 4 times in third person singular form. Out of 59 intransitive verbs, 26 have been used only one time in the text.

c. Phrasal Verbs

Among 298 verbs, 30 (10.06%) phrasal verbs were found to be used in the textbook. The phrasal verbs are displayed in the following table with their frequency of occurrence:

Table No. 5
Phrasal verbs with their frequency of occurrence

| S.N | Verb | V1 | V2 | V3 | V4 | V5 | Freq |
|-----|-------------|----|----|----|----|----|------|
| 1 | come out of | 1 | 1 | - | - | - | 2 |
| 2 | change into | - | 2 | - | - | - | 2 |
| 3 | depend into | 1 | - | - | - | - | 1 |
| 4 | die of | 1 | - | - | - | - | 1 |
| 5 | die off | 1 | - | - | - | - | 1 |
| 6 | die out | 1 | - | - | - | - | 1 |
| 7 | feel for | 1 | - | - | - | - | 1 |
| 8 | fall down | 1 | 1 | - | - | - | 2 |
| 9 | drive up | - | - | - | 1 | - | 1 |
| 10 | find out | 1 | - | - | - | - | 1 |
| 11 | fly away | 1 | 1 | - | - | - | 2 |
| 12 | fight back | 1 | - | - | - | - | 1 |
| 13 | fly back | 1 | - | - | - | - | 1 |
| 14 | get rid of | 2 | - | - | - | - | 2 |
| 15 | get up | 2 | - | - | - | - | 2 |
| 16 | go on | 2 | 1 | - | - | - | 3 |

| | | | | | | | |
|----|--------------|---|---|---|---|---|---|
| 17 | go ahead | 1 | - | - | - | - | 1 |
| 18 | laugh at | 1 | 1 | - | - | - | 2 |
| 19 | pick out | - | 1 | - | - | - | 1 |
| 20 | put out | 3 | - | - | - | - | 3 |
| 21 | run away | 1 | 1 | - | - | - | 2 |
| 22 | set off | 2 | - | - | - | - | 2 |
| 23 | take care of | 3 | - | - | - | - | 3 |
| 24 | take away | - | - | 1 | - | - | 1 |
| 25 | throw back | 2 | - | - | - | - | 2 |
| 26 | take out | - | 1 | - | - | - | 1 |
| 27 | turn into | 1 | 3 | - | - | - | 4 |
| 28 | wake up | 2 | 1 | - | - | - | 3 |
| 29 | go away | - | 1 | - | - | - | 1 |
| 30 | wait for | 1 | - | - | - | - | 1 |

The above table shows that there are 30 phrasal verbs found to be used in the textbook. Among them, the phrasal verb 'turn into' has the highest frequency of occurrence. It has appeared 4 times in the textbook. Fifteen phrasal verbs are occurred only one time in the text.

d. Auxiliary Verbs

Out of 298 total verbs, 14(4.70%) auxiliary verbs were found to be used in the textbook. They are displayed in the following table with their frequency of occurrence:

Table No. 6

Auxiliary verbs with their frequency of occurrence

| S.N | Verb | V1 | V2 | V3 | V4 | V5 | Freq |
|-----|-------|----|----|----|----|----|------|
| 1 | am | | | | | | 9 |
| 2 | are | | | | | | 80 |
| 3 | can | | | | | | 15 |
| 4 | could | | | | | | 9 |

| | | | | | | | |
|----|--------|--|--|--|--|--|-----|
| 5 | do | | | | | | 130 |
| 6 | have | | | | | | 74 |
| 7 | is | | | | | | 197 |
| 8 | might | | | | | | 3 |
| 9 | must | | | | | | 1 |
| 10 | shall | | | | | | 1 |
| 11 | should | | | | | | 7 |
| 12 | was | | | | | | 77 |
| 13 | were | | | | | | 22 |
| 14 | will | | | | | | 33 |

The above mentioned table shows that there are 14 auxiliary verbs used in the textbook. Among them the auxiliary verb 'is' has the highest frequency of occurrence. It has occurred 197 times in the text. The auxiliary verb 'must' and 'shall' have been used only once in the textbook. Both principal and modal auxiliary verbs were found to be used in the textbook. It is also noticed that the auxiliary verb 'is' has the highest number of frequency among all the verbs used in the textbook.

3.3.1.3 Frequency of Occurrence of the Adjectives

One hundred and ninety eight vocabulary items belonging to adjectives were found to be used in the textbook. (See Appendix-I) They are given with their frequency of occurrence in the following table:

Table No. 7

Adjectives with their frequency of occurrence

| S.N | Adjectives | Po | Co | Su | Freq | S.N | Adjectives | Po | Co | Su | Freq |
|-----|--------------|----|----|----|------|-----|------------|----|----|----|------|
| 1 | able | 1 | - | - | 1 | 35 | countable | 1 | - | - | 1 |
| 2 | absent | 1 | - | - | 1 | 36 | cruel | 2 | - | - | 2 |
| 3 | afraid | 1 | - | - | 1 | 37 | different | 4 | - | - | 4 |
| 4 | alike | 1 | - | - | 1 | 38 | dining | 1 | - | - | 1 |
| 5 | alone | 1 | - | - | 1 | 39 | dirty | 2 | - | - | 2 |
| 6 | alphabetical | 1 | - | - | 1 | 40 | dishonest | 1 | - | - | 1 |
| 7 | appropriate | 1 | - | - | 1 | 41 | electric | 2 | - | - | 2 |
| 8 | attractive | 1 | - | - | 1 | 42 | equal | 1 | - | - | 1 |
| 9 | bad | 4 | - | - | 4 | 43 | excited | 2 | - | - | 2 |
| 10 | beautiful | 9 | - | - | 9 | 44 | explosive | 2 | - | - | 2 |
| 11 | big | 10 | 1 | 1 | 12 | 45 | fair | 1 | - | - | 1 |
| 12 | bare | 1 | - | - | 1 | 46 | famous | 4 | - | - | 4 |
| 13 | basic | 1 | - | - | 1 | 47 | fast | 1 | 1 | - | 2 |
| 14 | good | 17 | 1 | 1 | 19 | 48 | fat | 1 | - | - | 1 |
| 15 | blue | 3 | - | - | 3 | 49 | fearful | 1 | - | - | 1 |
| 16 | brave | 2 | - | - | 2 | 50 | empty | 1 | - | - | 1 |
| 17 | bright | 1 | - | - | 1 | 51 | entire | 2 | - | - | 2 |
| 18 | brown | 1 | - | - | 1 | 52 | exciting | 4 | - | - | 4 |
| 19 | careful | 1 | - | - | 1 | 53 | expert | 1 | - | - | 1 |
| 20 | busy | 2 | - | - | 2 | 54 | faithful | 1 | - | - | 1 |
| 21 | carnivorous | 2 | - | - | 2 | 55 | fine | 1 | - | - | 1 |
| 22 | chubby | 1 | - | - | 1 | 56 | French | 1 | - | - | 1 |
| 23 | clever | 4 | - | - | 4 | 57 | fun | 6 | - | - | 6 |
| 24 | cold | 1 | - | - | 1 | 58 | far | 3 | - | - | 3 |
| 25 | comparative | 2 | - | - | 2 | 59 | favourite | 1 | - | - | 1 |
| 26 | crooked | 9 | - | - | 9 | 60 | final | 1 | - | - | 1 |
| 27 | curly | 1 | - | - | 1 | 61 | fitted | 1 | - | - | 1 |
| 28 | cool | 2 | - | - | 2 | 62 | footed | 4 | - | - | 4 |
| 29 | correct | 2 | - | - | 2 | 63 | fresh | 1 | - | - | 1 |
| 30 | dead | 1 | - | - | 1 | 64 | following | 2 | - | - | 2 |
| 31 | dear | 4 | - | - | 4 | 65 | free | 1 | - | - | 1 |
| 32 | domestic | 1 | - | - | 1 | 66 | green | 1 | - | - | 1 |
| 33 | dreadful | 2 | - | - | 2 | 67 | great | 2 | 1 | 1 | 4 |
| 34 | dry | 1 | - | - | 1 | 68 | grey | 3 | - | - | 3 |

| | | | | | |
|-----|--------------|----|---|---|----|
| 69 | happy | 13 | - | - | 13 |
| 70 | hard | 3 | - | - | 3 |
| 71 | heavy | 5 | - | - | 5 |
| 72 | full | 4 | - | - | 4 |
| 73 | gentle | 1 | - | - | 1 |
| 74 | hardworking | 1 | - | - | 1 |
| 75 | high | 2 | 1 | 1 | 4 |
| 76 | herbivorous | 2 | - | - | 2 |
| 77 | hilly | 1 | - | - | 1 |
| 78 | hissing | 1 | - | - | 1 |
| 79 | honest | 1 | - | - | 1 |
| 80 | huge | 4 | - | - | 4 |
| 81 | hungry | 3 | - | - | 3 |
| 82 | important | 3 | - | - | 3 |
| 83 | intelligent | 1 | - | - | 1 |
| 84 | interested | 3 | - | - | 3 |
| 85 | hillock | 2 | - | - | 2 |
| 86 | hot | 3 | - | - | 3 |
| 87 | household | 1 | - | - | 1 |
| 88 | ill | 1 | - | - | 1 |
| 89 | jolly | - | - | 1 | 1 |
| 90 | kind | 2 | - | - | 2 |
| 91 | large | 5 | 1 | 1 | 7 |
| 92 | lazy | 2 | - | - | 2 |
| 93 | local | 2 | - | - | 2 |
| 94 | located | 1 | - | - | 1 |
| 95 | long | 5 | 1 | 1 | 7 |
| 96 | low | 1 | - | - | 1 |
| 97 | mathematical | 1 | - | - | 1 |
| 98 | meaningful | 3 | - | - | 3 |
| 99 | mercy | 1 | - | - | 1 |
| 100 | male | 1 | - | - | 1 |
| 101 | mad | 2 | - | - | 2 |
| 102 | Nepali | 1 | - | - | 1 |
| 103 | new | 4 | - | - | 4 |
| 104 | old | 1 | - | - | 1 |
| 105 | oval | 1 | - | - | 1 |
| 106 | pale | 1 | - | - | 1 |

| | | | | | |
|-----|-------------|----|---|---|----|
| 107 | musical | 1 | - | - | 1 |
| 108 | Nepalese | 1 | - | - | 1 |
| 109 | nice | 2 | - | - | 2 |
| 110 | noisy | 1 | - | - | 1 |
| 111 | peaceful | 1 | - | - | 1 |
| 112 | pet | 2 | - | - | 2 |
| 113 | pleasant | 4 | - | - | 4 |
| 114 | poor | 1 | - | - | 1 |
| 115 | positive | 1 | - | - | 1 |
| 116 | powerful | 1 | - | - | 1 |
| 117 | pretty | 5 | - | - | 5 |
| 118 | past | 1 | - | - | 1 |
| 119 | playful | 1 | - | - | 1 |
| 120 | primary | 1 | - | - | 1 |
| 121 | public | 1 | - | - | 1 |
| 122 | quiet | 1 | - | - | 1 |
| 123 | rainy | 5 | - | - | 5 |
| 124 | right | 2 | - | - | 2 |
| 125 | rough | 1 | - | - | 1 |
| 126 | round | 2 | - | - | 2 |
| 127 | sad | 5 | - | - | 5 |
| 128 | safe | 2 | - | - | 2 |
| 129 | present | 1 | - | - | 1 |
| 130 | progressive | 1 | - | - | 1 |
| 131 | pure | 1 | - | - | 1 |
| 132 | quarrelsome | 1 | - | - | 1 |
| 133 | ready | 2 | - | - | 2 |
| 134 | red | 2 | - | - | 2 |
| 135 | related | 1 | - | - | 1 |
| 136 | Scottish | 1 | - | - | 1 |
| 137 | separated | 1 | - | - | 1 |
| 138 | severe | 1 | - | - | 1 |
| 139 | sharp | 1 | - | - | 1 |
| 140 | short | 11 | - | - | 11 |
| 141 | sick | 3 | - | - | 3 |
| 142 | silent | 1 | - | - | 1 |
| 143 | similar | 10 | - | - | 10 |
| 144 | simple | 1 | - | - | 1 |

| | | | | | |
|-----|-------------|----|---|---|----|
| 145 | rhyming | 1 | - | - | 1 |
| 146 | rich | 1 | - | - | 1 |
| 147 | same | 4 | - | - | 4 |
| 148 | satisfied | 1 | - | - | 1 |
| 149 | situated | 1 | - | - | 1 |
| 150 | smart | 1 | - | - | 1 |
| 151 | soft | 1 | - | - | 1 |
| 152 | sole | 1 | - | - | 1 |
| 153 | steady | 1 | - | - | 1 |
| 154 | slim | 1 | - | - | 1 |
| 155 | sinful | 2 | - | - | 2 |
| 156 | single | 1 | - | - | 1 |
| 157 | small | 10 | - | - | 10 |
| 158 | social | 1 | - | - | 1 |
| 159 | stuck | 1 | - | - | 1 |
| 160 | successful | 1 | - | - | 1 |
| 161 | suitable | 2 | - | - | 2 |
| 162 | sure | 1 | - | - | 1 |
| 163 | surprised | 1 | - | - | 1 |
| 164 | tall | 1 | - | - | 1 |
| 165 | thin | 1 | - | - | 1 |
| 166 | spare | 2 | - | - | 2 |
| 167 | stiff | 1 | - | - | 1 |
| 168 | straight | 1 | - | - | 1 |
| 169 | strange | 1 | - | - | 1 |
| 170 | sweet | 1 | - | - | 1 |
| 171 | tiny | 3 | - | - | 3 |
| 172 | total | 1 | - | - | 1 |
| 173 | terminal | 2 | - | - | 2 |
| 174 | tired | 1 | - | - | 1 |
| 175 | top | 1 | - | - | 1 |
| 176 | true | 1 | - | - | 1 |
| 177 | ugly | 1 | - | - | 1 |
| 178 | underlined | 1 | - | - | 1 |
| 179 | united | 1 | - | - | 1 |
| 180 | unlike | 2 | - | - | 2 |
| 181 | interesting | 1 | - | - | 1 |
| 182 | upset | 3 | - | - | 3 |
| 183 | vain | 2 | - | - | 2 |
| 184 | valuable | 1 | - | - | 1 |
| 185 | useful | 2 | - | - | 2 |
| 186 | various | 1 | - | - | 1 |
| 187 | warm | 1 | - | - | 1 |
| 188 | wide | 1 | - | - | 1 |
| 189 | windy | 5 | - | - | 5 |
| 190 | wise | 1 | - | - | 1 |
| 191 | worried | 1 | - | - | 1 |
| 192 | young | 1 | - | - | 1 |
| 193 | white | 1 | - | - | 1 |
| 194 | whole | 1 | - | - | 1 |
| 195 | wicked | 1 | - | - | 1 |
| 196 | wrong | 2 | - | - | 2 |
| 197 | other | 10 | - | - | 10 |
| 198 | another | 7 | - | - | 7 |

Among 198 adjectives, the adjective 'good' has the highest frequency of occurrence. It has occurred 17 times in the positive degree, 1 time in comparative and 1 time in superlative degree. Among the degrees of comparison of adjectives (i.e. positive, comparative and superlative degree), 190 adjectives were found to be used only in positive degree. Only 7 were found to be used both in comparative and superlative forms, only 1 adjective i.e. 'jolly' has been used in superlative degree. Both regular and irregular

adjectives such as 'high' and 'beautiful' have been used in the textbook respectively. All the adjectives mentioned above in the table are the quality of adjectives.

3.3.1.4 Frequency of Occurrence of Adverbs

Sixty seven vocabulary items belonging to adverbs were found to be used in the textbook. (See Appendix-1) Adverbs found in the textbook were categorized into five different groups which are analyzed under the following sub-headings:

a. Adverb of Place

Among 67 adverbs, 15(22.39%) that denote the places were found to be used in the textbook. They are given with their frequency of occurrence in the following table:

Table No. 8

Adverbs of place with their frequency of occurrence

| S.N. | Adverbs of place | Freq. |
|------|------------------|-------|
| 1 | abroad | 1 |
| 2 | anywhere | 3 |
| 3 | apart | 2 |
| 4 | next | 6 |
| 5 | here | 15 |
| 6 | near | 4 |
| 7 | nearby | 1 |
| 8 | out | 4 |

| S.N. | Adverbs of place | Freq. |
|------|------------------|-------|
| 9 | outside | 1 |
| 10 | there | 59 |
| 11 | wherever | 1 |
| 12 | backwards | 1 |
| 13 | downwards | 2 |
| 14 | forwards | 1 |
| 15 | Far | 5 |

The above table mirrors that there are 15 adverbs of place found to be used in the English textbook. Out of 15, the adverb of place 'there' has the highest

frequency of occurrence. It has occurred 59 times in the textbook. Six adverbs of place have appeared only 1 time i.e. the least frequency of occurrence.

b. Adverb of Time

Among 67 adverbs used in the textbook, 21(31.34%) were found to be used. They are presented with their frequency of occurrence in the following table:

Table No. 9
Adverbs of time with their frequency of occurrence

| S.N. | Adverbs | Freq. | S.N. | Adverbs | Freq. |
|------|----------|-------|------|------------|-------|
| 1 | ago | 3 | 12 | soon | 2 |
| 2 | already | 2 | 13 | then | 4 |
| 3 | early | 2 | 14 | thereafter | 1 |
| 4 | ever | 3 | 15 | today | 6 |
| 5 | finally | 1 | 16 | tomorrow | 8 |
| 6 | just | 5 | 17 | tonight | 1 |
| 7 | last | 2 | 18 | whenever | 1 |
| 8 | late | 5 | 19 | while | 1 |
| 9 | later | 1 | 20 | Yesterday | 1 |
| 10 | now | 8 | 21 | yet | 9 |
| 11 | nowadays | 2 | | | |

The above table shows that there are 21 adverbs of time found to be used in the new textbook. Out of 21 adverbs of time, the adverb 'yet' has the highest frequency of occurrence. It has occurred 9 times in the textbook. Seven adverbs of time have been used only once i.e. the least frequency of occurrence.

c. Adverb of Frequency

Out of 67 total adverbs found in the new textbook of grade five, 7 (10.48%) were found to be used in the adverb of frequency. They are shown in the following table with their frequency of occurrence:

Table No. 10

Adverbs of frequency with their frequency of occurrence

| S.N. | Adverbs of freq. | Freq. | S.N. | adverbs of freq. | Freq. |
|------|------------------|-------|------|------------------|-------|
| 1 | always | 7 | 5 | often | 1 |
| 2 | daily | 1 | 6 | sometime | 2 |
| 3 | everyday | 5 | 7 | usually | 1 |
| 4 | generally | 1 | | | |

The above table displays that altogether there are 7 adverbs of frequency found in the textbook. Among them the adverb 'always' has the highest frequency of occurrence. It has occurred 7 times in the textbook. 'Daily', 'everyday', 'often', 'sometime' and 'usually' have been occurred 1, 5, 1, 2 and 1 time respectively.

d. Adverbs of Manner

Out of 67 total adverbs used in the new English textbook for grade five, 14 (20.90%) were found to be used under the adverbs of manner. They are displayed with their frequency of occurrence in the following table:

Table No. 11

Adverbs of manner with their frequency of occurrence

| S.N. | Adverbs | Freq. | S.N. | Adverbs | Freq. |
|------|------------|-------|------|-----------|-------|
| 1 | deadly | 1 | 8 | quietly | 1 |
| 2 | deeply | 1 | 9 | seriously | 1 |
| 3 | faithfully | 1 | 10 | unluckily | 1 |
| 4 | friendly | 1 | 11 | well | 1 |
| 5 | happily | 1 | 12 | how | 16 |
| 6 | heavily | 1 | 13 | slowly | 2 |
| 7 | quickly | 1 | 14 | loudly | 1 |

The table shows that there are 15 adverbs that fall under the category of adverb of manner. Among 15 adverbs of manner, the adverb 'how' has occurred 16 times. It is the highest frequency of occurrence. Rests of the adverbs of manner have appeared only one time i.e. the least frequency of occurrence.

e. Adverb of Degree

Out of 67 total adverbs used in the new textbook, 10 (14.13) adverbs of degree were found to be appeared which are presented with their frequency of occurrence in the following table:

Table No. 12

Adverbs of degree with their frequency of occurrence

| S.N. | Adverbs | Freq. | S.N. | Adverbs | Freq. |
|------|------------|-------|------|----------|-------|
| 1 | actually | 1 | 6 | so | 7 |
| 2 | also | 6 | 7 | suddenly | 2 |
| 3 | else | 1 | 8 | surely | 1 |
| 4 | especially | 1 | 9 | too | 2 |
| 5 | mainly | 1 | 10 | very | 20 |

The above table presents that there are altogether 10 adverbs of degree. Among them, the adverb 'very' has the highest frequency of occurrence. It has occurred 20 times in the textbooks. There are 5 adverbs of degree which have been used only one time i.e. the least frequency of occurrence. It is also noticed that among all types of adverbs, the adverb 'here' which is in the group of adverb of place has the highest frequency of occurrence. It has occurred 59 times in the new textbook.

3.3.1.5 Frequency of Occurrence of Pronouns

Altogether 40 vocabulary items belonging to pronoun were found to be used in the new English textbook (See Appendix-I). They were categorized into five different groups which are analyzed under the following sub-headings:

a. Personal Pronouns

Among 40 total pronouns used in the textbook, 16 (40%) were personal pronouns. They are presented with their frequency of occurrence in the following table:

Table No. 13
Personal pronouns with their frequency of occurrence

| S.N. | Pronouns | Freq. |
|------|----------|-------|
| 1 | they | 89 |
| 2 | he | 98 |
| 3 | him | 11 |
| 4 | I | 93 |
| 5 | she | 105 |
| 6 | them | 19 |
| 7 | us | 5 |
| 8 | we | 33 |

| S.N. | Pronouns | Freq. |
|------|-------------|-------|
| 9 | you | 114 |
| 10 | me | 15 |
| 11 | it | 87 |
| 12 | anybody | 1 |
| 13 | every thing | 1 |
| 14 | nobody | 1 |
| 15 | nothing | 1 |
| 16 | no one | 1 |

The above table presents that there are 16 personal pronouns found to be used in the textbook. Among them, the personal pronoun 'you' has the highest frequency of occurrence. It has appeared 114 times in the textbook. The personal pronoun 'us' has the least frequency. It has been used only 5 times in the textbook. 'They', 'him', 'I', 'she', 'them', 'we', 'me' and 'it' have been used only 89, 98, 93, 105, 19, 33, 15 and 87 times respectively.

b. Possessive Pronouns

Among 40 pronouns, 9 (22.5%) possessive pronouns were found to be used in the textbook. The following table presents the possessive pronouns with their frequency of occurrence:

Table No. 14
Possessive pronouns with their frequency of occurrence

| S.N. | Pronouns | Freq |
|------|----------|------|
| 1 | her | 45 |
| 2 | hers | 1 |
| 3 | his | 44 |
| 4 | our | 6 |
| 5 | its | 8 |

| S.N. | Pronouns | Freq |
|------|----------|------|
| 6 | their | 18 |
| 7 | yours | 1 |
| 8 | your | 33 |
| 9 | my | 9 |

The above table mirrors that 9 possessive pronouns have been found in the textbook. Among them, 'her' bears the highest frequency of occurrence i.e. 45 times. 'Yours' and 'hers' have occurred only 1 time. They have the least frequency of occurrence.

c. Interrogative Pronouns

Altogether among 40 pronouns, 7 (17.5%) interrogative pronouns were found to be used in the new textbook. The following table displays their frequency of occurrence:

Table No. 15
Interrogative pronouns with their frequency of occurrence

| S.N. | Pronouns | Freq |
|------|----------|------|
| 1 | when | 25 |
| 2 | where | 34 |
| 3 | which | 13 |
| 4 | whom | 1 |

| S.N. | Pronouns | Freq |
|------|----------|------|
| 5 | whose | 2 |
| 6 | why | 35 |
| 7 | who | 22 |

It is obvious from the above table that there are 7 interrogative pronouns used in the new textbook. So, it has the highest frequency of occurrence. 'Whom' has appeared only 1 time. So, it has the least frequency of occurrence among interrogative pronouns used in the textbook.

d. Reflexive Pronouns

Among 40 total pronouns used in the textbook, 5 (12.5%) were found to be used as reflexive pronouns. The following table shows the reflexive pronouns with their frequency of occurrence:

Table No. 16
Reflexive pronouns with their frequency of occurrence

| S.N. | Pronouns | Freq |
|------|------------|------|
| 1 | himself | 1 |
| 2 | myself | 1 |
| 3 | themselves | 1 |
| 4 | yourself | 3 |
| 5 | herself | 1 |

From the table above, it is clear that there are only 5 reflexive pronouns used in the textbook. Among five reflexive pronouns, 'yourself' has occurred 3 times. So, it has the highest frequency of occurrence. The rest of the reflexive pronouns have appeared only 1 time in the textbook.

e. Demonstrative Pronouns

Three pronouns were found to be used as demonstrative pronouns in the textbook. The following table mirrors them with their frequency of occurrence:

Table No. 17
Demonstrative pronouns with their frequency of occurrence

| S.N. | Pronouns | Freq. |
|------|----------|-------|
| 1 | this | 23 |
| 2 | that | 35 |
| 3 | these | 22 |

The above table declares that there are only 3 (7.5%) demonstrative pronouns used in the textbook. Among them 'that' has the highest frequency of occurrence. It has occurred 35 times in the textbook. 'These' has the least frequency of occurrence. It has occurred only 22 times. It is also noticed that among all the types of pronouns, the personal pronoun 'you' has the highest frequency of occurrence. It has occurred 114 times in the textbook.

3.3.1.6 Frequency of Occurrence of Prepositions

Altogether 38 vocabulary items belonging to preposition were found to be used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 18

Preposition with their frequency of occurrence

| S.N | Preposition | Frequency | S.N | Preposition | Frequency |
|-----|-------------|-----------|-----|-------------|-----------|
| 1 | about | 34 | 20 | inside | 2 |
| 2 | above | 4 | 21 | in | 161 |
| 3 | against | 1 | 22 | in front of | 1 |
| 4 | along | 2 | 23 | into | 16 |
| 5 | across | 4 | 24 | of | 116 |
| 6 | after | 19 | 25 | on | 49 |
| 7 | around | 3 | 26 | opposite | 2 |
| 8 | at | 43 | 27 | onto | 2 |
| 9 | away | 3 | 28 | over | 6 |
| 10 | before | 4 | 29 | off | 1 |
| 11 | behind | 1 | 30 | through | 2 |
| 12 | besides | 1 | 31 | to | 189 |
| 13 | below | 3 | 32 | towards | 1 |
| 14 | beside | 1 | 33 | until | 1 |
| 15 | between | 3 | 34 | up | 9 |
| 16 | by | 7 | 35 | upon | 1 |
| 17 | down | 4 | 36 | under | 4 |
| 18 | for | 43 | 37 | with | 44 |
| 19 | from | 25 | 38 | without | 2 |

From the table, it is found that the preposition 'to' has the highest number of frequency. It has occurred 189 times in the textbook. Out of 38 prepositions, 11 have occurred only one time in the text.

3.3.1.7 Frequency of Occurrence of Conjunctions

Altogether 11 vocabulary items belonging to conjunctions were found to be used in the textbook (See Appendix-I). They are categorized into two different groups which are analyzed under the following sub-headings:

a. Coordinating Conjunctions

Among 11 conjunctions used in the textbook, 3 (27.27%) found to be used as coordinating conjunctions. They are presented in the following table with their frequency of occurrence:

Table No. 19

Coordinating conjunctions with their frequency of occurrence

| S.N. | Coordinating conjunctions | Freq |
|------|---------------------------|------|
| 1 | and | 210 |
| 2 | but | 16 |
| 3 | or | 13 |

The above table presents that only 3 coordinating conjunctions have been used in the textbook. Among them, 'and' has the highest and 'or' has the least frequency of occurrence. 'And' has occurred 210 times whereas 'or' has occurred only 13 times and 'but' has occurred 16 times.

b. Subordinating Conjunctions

Among 11 conjunctions, 8 (72.73%) were found to be subordinating. They are given in the following table with their frequency of occurrence:

Table No. 20

Subordinating conjunctions with their frequency of occurrence

| S.N. | Subordinating conjunctions | Freq |
|------|----------------------------|------|
| 1 | because of | 1 |
| 2 | although | 1 |
| 3 | as | 2 |
| 4 | as if | 1 |

| S.N. | Subordinating conjunctions | Freq |
|------|----------------------------|------|
| 5 | because | 19 |
| 6 | if | 4 |
| 7 | that | 14 |
| 8 | whether | 1 |

It is obvious from the above table that only 8 subordinating conjunctions have been used in the textbook. Among them, 'because' has the highest frequency of occurrence, it has occurred 19 times in the textbook. 'Although', 'as if', 'whether' have occurred only once they have the least frequency of occurrence.

From the above tables, it becomes obvious that both coordinating and subordinating conjunctions were found to be used in the textbook. Among the conjunctions, both coordinating and subordinating, 'and' has the highest frequency of occurrence. It has occurred 210 times in the textbook. 'Because of' 'as if', 'although' and 'whether' have occurred only 1 time i.e. the least frequency of occurrence.

3.3.1.8 Frequency of Occurrence of Interjections

Altogether 18 different vocabulary items belonging to interjections were found to be used in the textbook. They are displayed with their frequency of occurrence in the following table:

Table No. 21

Interjections with their frequency of occurrence

| S.N | Interjections | Frequency | S.N | Interjections | Frequency |
|-----|---------------|-----------|-----|---------------|-----------|
| 1 | bye! | 1 | 10 | oh! | 2 |
| 2 | cheer! | 1 | 11 | please! | 3 |
| 3 | excuse! | 3 | 12 | see you ! | 1 |
| 4 | good luck ! | 1 | 13 | sorry ! | 2 |
| 5 | hi! | 1 | 14 | thank you | 3 |
| 6 | I'm afraid | 1 | 15 | thank god ! | 1 |
| 7 | of course | 1 | 16 | welcome! | 2 |
| 8 | ok | 6 | 17 | very good ! | 1 |
| 9 | no | 14 | 18 | yes | 11 |

The above table presents that the interjection 'no' has highest frequency of occurrence that has occurred 14 times. Out of 18 interjections, 9 have occurred only 1 time in the textbook. This shows that the different interjections have been emphasized.

3.3.1.9 Frequency of Occurrence of Articles

Both definite (i.e. the) and indefinite (i.e. 'a' and 'an') articles were found to be used in the textbook. They are tabulated below with their frequency of occurrence:

Table No. 22

Articles with their frequency of occurrence

| S.N. | Articles | Frequency |
|------|----------|-----------|
| 1 | a | 280 |
| 2 | an | 17 |
| 3 | the | 646 |

The table displays that the definite article 'the' has the highest number of frequency than that of others. It has occurred 646 times in the textbook. It has also the highest frequency of occurrence of all the words used in the textbook. Similarly, indefinite article 'a' and 'an' have occurred 280 times and 17 times respectively.

3.3.1.10 Frequency of Occurrence of Quantifiers

Twenty different vocabulary items belonging to quantifiers were found to be used in the textbook. The following table displays them with their frequency of occurrence:

Table No. 23

Quantifiers with their frequency of occurrence

| S.N | Quantifiers | Frequency | S.N | Quantifiers | Frequency |
|-----|-------------|-----------|-----|-------------|-----------|
| 1 | all | 24 | 11 | little | 23 |
| 2 | any | 8 | 12 | lot of | 1 |
| 3 | a few | 1 | 13 | lots | 1 |
| 4 | both | 4 | 14 | many | 31 |
| 5 | enough | 2 | 15 | millions | 2 |
| 6 | every | 6 | 16 | more | 2 |
| 7 | dozen | 1 | 17 | much | 2 |
| 8 | few | 2 | 18 | plenty | 25 |
| 9 | hundred | 1 | 19 | some | 1 |
| 10 | less | 1 | 20 | most | 18 |

The above table declares that the quantifier 'many' has the highest frequency of occurrence. It has occurred 31 times in the textbook. Among 20 quantifiers, 7 have occurred only one time in the textbook.

3.3.1.11 Frequency of Occurrence of Numerals

Altogether 21 numbers were found to be used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 24

Numerals with their frequency of occurrence

| S.N | Numerals | Frequency | S.N | Numerals | Frequency |
|-----|------------|-----------|-----|----------|-----------|
| 1 | eight | 1 | 8 | three | 1 |
| 2 | five | 7 | 9 | six | 1 |
| 3 | four | 1 | 10 | seven | 1 |
| 4 | fifteen | 1 | 11 | ten | 1 |
| 5 | fourteen | 1 | 12 | eleven | 1 |
| 6 | fifty | 1 | 13 | twelve | 1 |
| 7 | fifty five | 1 | 14 | first | 13 |

| | | |
|----|-----------|----|
| 15 | one | 1 |
| 16 | ninety | 1 |
| 17 | seventeen | 1 |
| 18 | two | 19 |

| | | |
|----|--------|---|
| 19 | second | 1 |
| 20 | fourth | 1 |
| 21 | sixth | 1 |

From the table, it is found that both cardinal and ordinal numbers were found to be used in the textbook. Among 21 numbers, the cardinal number 'two' has highest number of frequency. In the textbook, out of 4 ordinal numbers, 'first' has the highest numbers of frequency. It has occurred 13 times in the textbook. The other ordinal numbers 'second', 'fourth' and 'sixth' have been used only once i.e. the least frequency of occurrence.

From the above mentioned facts, the total vocabulary items used in the textbook can be displayed with their numbers, types and sum of frequency of occurrence in the following table:

Table No. 25

Vocabulary items with their numbers, types and sum of frequency of occurrence

| S.N. | Vocabulary items | Types | Total number of words | Sum of freq. of occurrence |
|------|------------------|---------------------|-----------------------|----------------------------|
| 1 | Noun | Singular | 485 | 2075 |
| | | Plural | 113 | |
| | | Singular and Plural | 101 | |
| | | Total | 699 | |
| 2 | Verbs | Transitive | 195 | 2053 |
| | | Intransitive | 59 | |
| | | Phrasal verb | 30 | |
| | | Auxiliary verb | 14 | |
| | | Total | 298 | |

| | | | | |
|----|--------------|----------------------|-----|------|
| 3 | Adjective | Adjective of quality | 198 | 437 |
| 4 | Adverb | Adverb of place | 15 | 268 |
| | | Adverb of time | 21 | |
| | | Adverb of frequency | 7 | |
| | | Adverb of manner | 14 | |
| | | Adverb of degree | 10 | |
| | | Total | 67 | |
| 5 | Pronoun | Personal | 15 | 1058 |
| | | Possessive | 9 | |
| | | interrogative | 7 | |
| | | Reflexive | 6 | |
| | | Demonstrative | 3 | |
| | | Total | 40 | |
| 6 | Preposition | - | 38 | 821 |
| 7 | Conjunction | coordinating | 3 | 282 |
| | | subordinating | 8 | |
| | | Total | 11 | |
| 8 | Interjection | - | 18 | 55 |
| 9 | Article | Definite | 1 | 943 |
| | | Indefinite | 2 | |
| | | Total | 3 | |
| 10 | Quantifier | - | 20 | 156 |
| 11 | Numerals | Ordinal | 4 | 57 |
| | | Cardinal | 17 | |
| | | Total | 21 | |

The above table displays the total vocabulary items used in the new English textbook with their types, numbers and sum of frequency of occurrence. It clears that there are 699 nouns used in the textbook .Out of which, 405 are singular, 113 are plural and 101 are used both in singular and plural forms. Among 298 verbs, 195, 59, 30 and 14 have been used as transitive, intransitive, phrasal and auxiliary verbs respectively. Out of 1413 total vocabulary items, 198 have been used as the quality of adjective. Similarly, out of 67 adverbs used in the textbook, 15, 21, 6, 15 and 10 have been used as adverb of place,

time, frequency, manner and degree respectively. Among 40 pronouns, 15,9,7,6 and 3 are used as personal, possessive, interrogative, reflexive and demonstrative pronouns. Thirty-eight prepositions, 11 conjunctions, 18 interjections have been used in the textbook. Both definite and indefinite articles have been used in the textbook. Between them, definite article 'the' has occurred 297 times. In the same way, 20 quantifiers and 21 numerals have been used in the textbook.

In relation to the sum of frequency of occurrence 'noun' has the highest sum of frequency which is 2075 and 'interjection' has the least sum of frequency of occurrence which is 55.

3.3.2 Frequency of Occurrence of Abbreviated Forms

Altogether 7 different abbreviated vocabulary items were found to be used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 26
Abbreviated forms with their frequency of occurrence

| S.N | Abbreviated Forms | Frequency |
|-----|-------------------|-----------|
| 1. | a.m. | 2 |
| 2. | Mr. | 1 |
| 3. | T.V. | 1 |
| 4. | SLC | 2 |
| 5. | k.m. | 1 |
| 6. | B.Ed. | 1 |
| 7. | Mt. | 1 |

The above table mirrors that the abbreviated words 'am' and 'SLC' have the highest number of frequency. Both of them have occurred 2 times in the textbook. Similarly, 'Mr.' 'TV', 'k.m', 'B.Ed' and 'Mt' have occurred only 1 time in the textbook.

3.3.3 Frequency of Occurrence of Contracted Forms

Thirty-seven different contracted forms were found to be used in the textbook. They are displayed with their frequency of occurrence in the following table:

Table No.27
Contracted Forms with their frequency of occurrence

| S.N | Contracted form | Freq. of Occurrence |
|-----|-----------------|---------------------|
| 1 | that's | 4 |
| 2 | let's | 15 |
| 3 | won't | 4 |
| 4 | I'm | 13 |
| 5 | don't | 8 |
| 6 | you're | 4 |
| 7 | What's | 2 |
| 8 | men's | 2 |
| 9 | cat's | 2 |
| 10 | we' ve | 2 |
| 11 | who's | 2 |
| 12 | wolf's | 1 |
| 13 | I've | 4 |
| 14 | there's | 1 |
| 15 | haven't | 2 |
| 16 | you'll | 1 |
| 17 | isn't | 5 |
| 18 | He's | 3 |
| 19 | she's | 1 |
| 20 | hasn't | 1 |
| 21 | doesn't | 1 |
| 22 | He'll | 1 |
| 23 | wasn't | 1 |
| 24 | they're | 1 |
| 25 | how's | 1 |
| 26 | girl's | 1 |
| 27 | it's | 13 |
| 28 | I'll | 11 |
| 29 | heaven's | 1 |
| 30 | anybody's | 1 |
| 31 | where're | 1 |
| 32 | grandmother's | 1 |
| 33 | here's | 1 |
| 34 | everyone's | 1 |
| 35 | it'll | 1 |
| 36 | brother's | 1 |
| 37 | aren't | 1 |

- Note: 1. Different types of contractions like 'is' contraction, 'are' contraction, 'have' contraction, 'will' contraction, 'us' contraction etc and negative contractions are found to be used in the new English textbook.
2. Contracted forms which were contracted with proper noun are not included in the frequency (e.g. Ram's).

The above table presents that among 37 contracted forms, 'let's' has the highest number of frequency that has occurred 15 times in the textbook. Similarly, among negative contracted forms, 'isn't' has the highest frequency of occurrence i.e. 5 times.

3.4 Vocabulary Items in Terms of Average Frequency of Occurrence

The vocabulary items used in the new English textbook are presented with their average frequency in the following table:

Table No. 28

Vocabulary items with their average frequency

| Vocabulary items | Sum of freq. | No. of words (N) | Average freq. (X) |
|------------------|--------------|------------------|-------------------|
| Noun | 2075 | 699 | 2.97 |
| Verb | 2053 | 298 | 6.89 |
| Adjective | 437 | 198 | 2.20 |
| Adverb | 268 | 67 | 4.00 |
| Pronoun | 1058 | 40 | 26.45 |
| Preposition | 821 | 38 | 21.61 |
| Conjunction | 282 | 11 | 25.64 |
| Interjection | 55 | 18 | 3.06 |
| Article | 943 | 3 | 314.33 |
| Quantifiers | 156 | 20 | 7.80 |
| numeral | 57 | 21 | 2.71 |
| Total | 8205 | 1413 | 5.81 |

The table displays that the vocabulary item, 'article' has the highest average frequency which is 314.33. It means an 'article' has occurred at least 314.33

times in average. 'Adjective' bears the least average frequency i.e. only 2.20. The average frequency of verb, noun, adverb, pronoun, preposition, conjunction, interjection, quantifiers and numeral are 2.97, 6.89, 4.00, 26.45, 21.61, 25.64, 3.06, 7.8, 2.71, and 5.81 respectively.

The table also shows that the total sum of frequency of noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, article, quantifiers and numeral respectively (See Table-28).

Note:- To find out the average frequency of the vocabulary items, the following statistical formula has been adopted.

$$\text{Average frequency } (\bar{x}) = \frac{\sum f}{N}$$

Where,

(\bar{x}) means 'average frequency'

' $\sum f$ ' means 'sum of frequency'

'N' means 'number of words'

3.5 Frequency of Occurrence of Content Words in Ratio

In terms of frequency in ratio, content words are described under the following headings:

3.5.1 Frequency of Noun in Ratio with Other Content Words

The ratio of frequency of nouns with other content words (verb, adjective and adverb) is given in the following table:

Table No. 29

Ratio of frequency of noun with other content words

| S .N. | Vocabulary items | Sum of frequency | Frequency in Ratio |
|-------|------------------|------------------|--------------------|
| 1 | Noun:Verb | 2075:2053 | 1.01:1 |
| 2 | Noun:Adjective | 2075:437 | 4.75:1 |
| 3 | Noun:Adverb | 2075:268 | 7.74:1 |

The above table shows that the ratio of frequency of noun with adverb is the highest i.e. 7.74:1. It means a noun has occurred 7.74 times when an adverb occurred one time. Similarly the ratio of frequency of noun with verb and adjective is 1.01:1 and 4.75:1 respectively.

3.5.2 Frequency of Verb in Ratio with Other Content Words

The ratio of frequency of verb with other content words (noun, adjective and adverb) is given in the following table:

Table No. 30

Ratio of frequency of verb with other content words

| S .N. | Vocabulary items | Sum of frequency | Frequency in Ratio |
|-------|------------------|------------------|--------------------|
| 1 | Verb : Noun | 2053 : 2075 | 0.99:1 |
| 2 | Verb :Adjective | 2053 : 437 | 4.70:1 |
| 3 | Verb :Adverb | 2053 : 268 | 7.66:1 |

The above table shows that the ratio frequency of verb with adverb is the highest i.e. 7.66:1. It means a verb has occurred 7.66 times more than an adverb. Similarly, the ratio of frequency of verb with noun and adjective is 0.99:1 and 4.70:1 respectively.

3.5.3. Ratio of Frequency of Adjective with Other Content Words

The ratio of frequency of adjective with noun, verb and adverb is presented in the following table:

Table No. 31

Ratio of frequency of adjective with other content words

| S .N. | Vocabulary items | Sum of frequency | Frequency in Ratio |
|-------|-------------------|------------------|--------------------|
| 1 | Adjective : Noun | 437 : 2075 | 0.20:1 |
| 2 | Adjective :Verb | 437: 2053 | 0.21 :1 |
| 3 | Adjective :Adverb | 437 : 268 | 1.63:1 |

The above table displays that the ratio of frequency of adjective with adverb is the highest i.e. 1.63:1. It shows that an adjective has occurred 1.63 times more than an adverb. Similarly, the ratio of frequency of adjective with noun and verb is 0.20:1 and 0.21:1 respectively.

3.5.4 Ratio of Frequency of Adverb with Other Content Words

The ratio of frequency of adverb with noun, verb and adjective is presented in the following table:

Table No. 32

Ratio of frequency of adjective with other content words

| S.N. | Vocabulary items | Sum of frequency | Frequency in Ratio |
|------|-------------------|------------------|--------------------|
| 1 | Adverb : Noun | 268 : 2075 | 0.12:1 |
| 2 | Adverb :Verb | 268 : 2053 | 0.13:1 |
| 3 | Adverb :Adjective | 268 : 437 | 0.61:1 |

The above table displays that the ratio of frequency of adverb with adjective is the highest i.e. 0.61:1. It shows that an adverb has occurred 0.61 times when an adjective has occurred once. Similarly, the ratio of frequency of adverb with noun and verb is 0.12:1 and 0.13:1 respectively.

3.6 Vocabulary Items in Terms of Structure

In terms of structure, the collected data found in the new English textbook were analyzed under the following sub-headings:

3.6.1 Vocabulary Items in Terms of Syllable Structure

On the basis of syllable structure vocabulary items are described in the following sub-headings:

3.6.1.1 On the Basis of the Number

On the basis of the number of syllables, the words are classified into five groups; monosyllabic, disyllabic, tri-syllabic, tetra syllabic and penta-syllabic. Number and percentage of the words according to their number of syllables are presented in the following table:

Table No. 33

Number and percentage of the words according to their number of syllables

| S.N | No. of syllables | No. of words | Percentage |
|-----|------------------|--------------|------------|
| 1 | One syllable | 652 | 46.74% |
| 2 | Two syllable | 524 | 37.09% |
| 3 | Three syllable | 193 | 13.66% |
| 4 | Four syllable | 39 | 2.76% |
| 5 | Five syllable | 5 | 0.35% |
| | Total | 1413 | 100% |

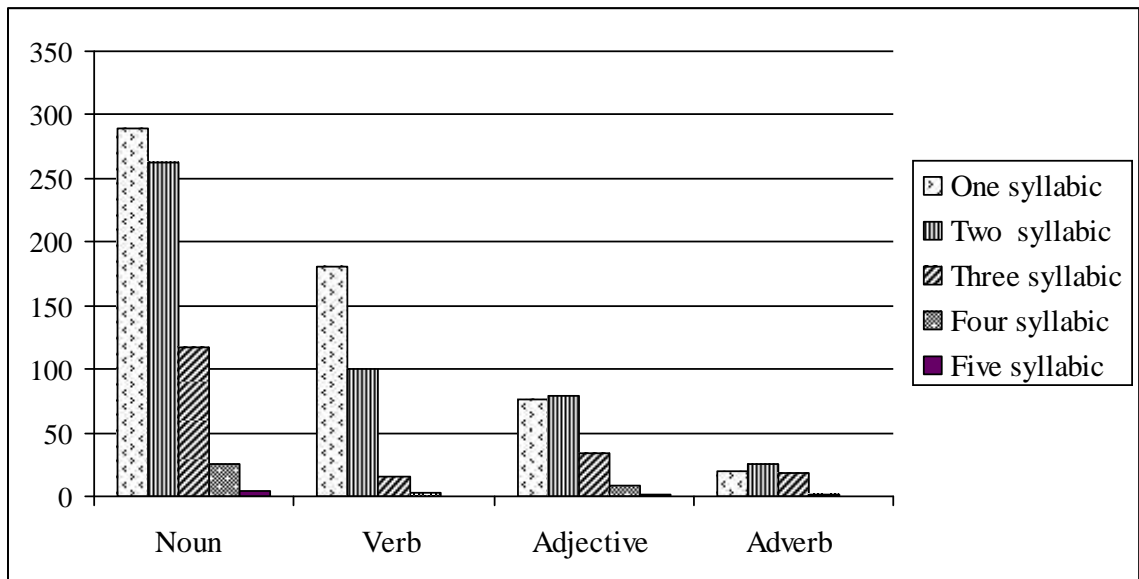
The above table mirrors that out of 1413 total vocabulary items, 652 (46.14%) words are monosyllabic (i.e. having only one syllable), 524 (37.09%) are disyllabic (i.e. having two syllable), 193 (13.66%) are tri-syllabic (i.e. having three syllables), 39 (2.76%) are treta-syllabic (i.e. having four syllables) and 5 (0.35%) are penta – syllabic (i.e. having five syllables).

Out of 699 nouns used in the textbook, 290, 262, 117, 26 and 4 are monosyllabic, disyllabic, tri-syllabic, treta –syllabic and penta syllabic respectively. In the same way, out of 298 verbs, 180, 100, 15, 3 are monosyllabic, disyllabic, tri-syllabic, and treta-syllabic respectively. Likewise, out of 198 adjectives 76, 79, 34, 8 and 1 are monosyllabic, disyllabic, tri-syllabic treta-syllabic and penta-syllabic respectively. Similarly, out of 67 adverbs used in the textbook, 20, 26, 19 and 2 are monosyllabic, disyllabic, tri-syllabic and treta-syllabic respectively. Out of 40 pronouns, 30 are monosyllabic and 10 are disyllabic. Among 38 prepositions, 13 are monosyllabic, 23 are disyllabic and 2 are tri-syllabic. Similarly, out of 11 conjunctions, 6 are monosyllabic, 4 are disyllabic and 1 is tri-syllabic. Among 18 interjections, 8 each are used as monosyllabic and disyllabic respectively

where as 2 are used in tri-syllabic. Likewise, out of 3 articles, all the articles are monosyllabic. Out of 20 quantifiers, 10 are monosyllabic and 10 are disyllabic and out of 21 numerals, 12, 6 and 3 are monosyllabic, disyllabic and tri syllabic respectively. From the mentioned data, the content words (i.e. noun, verb, adjective and adverb) are presented in the following bar diagram:

Figure No. 1

Bar diagram showing the number of syllables of the content words



The figure given above shows the concept of one syllabic, two syllabic, three syllabic, four syllabic, and five syllabic words given in the textbook but there is not proportional distribution of words in terms of syllables. More emphasis is given on monosyllabic and disyllabic. It is also noticed that less priority is given to four and five syllabic words. Some of the words of four syllables and only 5 words of five syllables are found to be used in the new English textbook.

3.6.1.2 On the Basis of Syllable Structures of the Words

The structure of the syllable can be presented by the syllabic pattern in terms of consonant and vowel sound segments. Syllable structures of the words found in the textbook are presented with examples as follows:

| Syllable Structure | Example |
|--------------------|--------------|
| CV | say |
| CV(C) | jar |
| CVC | food |
| CVCC | chant |
| CVCC | people |
| CVCCVC | children |
| CVCV(C) | teacher |
| CVCVC | morning |
| CVCVCVC | capital |
| CVVCVCC | rearrange |
| CVCVCV (C) | similar |
| CVCCVCV | yesterday |
| CVCCCVCC | district |
| CVCVCC | correct |
| CVCVV | radio |
| CVCC | temple |
| CVCCV | birthday |
| CVCVCV | potato |
| CVCCVCC | different |
| CVCCCV | pencils |
| CVCVCCVVCV | vocabulary |
| CVCCVCC | conversation |
| CVCCVCC | dentist |
| CVCCVC | rafting |
| CVCVCCVC | photograph |
| CVCCV(C) | picture |
| CVCVCC | meaningful |
| CV(C)CVCVCVC | herbivorous |
| CVCVCVCC | dishonest |
| CVCVCV | pharmacy |

| Syllable Structure | Example |
|--------------------|-------------|
| CCVCCVC | blanket |
| CCVCV | Friday |
| CCVCVCV(C) | clever |
| CCVV(C) | player |
| CVVC | vowel |
| CCVCCVC | statement |
| CCV(C) | floor |
| CCCVCCV(C) | stranger |
| CCCVCCC | student |
| CCVCCVC | transport |
| CCVCC | trouble |
| CCVCCVCVC | progressive |
| CCVC | straight |
| V | A |
| VC | is |
| VCC | apple |
| VCV | agree |
| VCC | and |
| VCVC | about |
| VCCC | asked |
| VCCV(C) | after |
| VCC | uncle |
| VCCVC | English |
| VCCVCC | article |
| VCVCC | example |
| VCCCV | angry |
| VVCVC | animal |
| VCCVCV | actually |
| VCCVC | April |
| VCCVCCVCC | understand |

| Syllable Structure | Example |
|--------------------|-------------|
| CVCCV(C) | longer |
| CVCVCVCV | generally |
| CVCCVCVCC | consonant |
| CVCCVCCC | destruction |
| CVCVCCV(C) | behavior |
| CCV | blow |
| CCVC | blank |
| CCVCC | flags |
| CCVCCC | climbed |
| CCVCCV | quickly |
| CCVCCCV | grandma |
| CCVCVC | grammar |
| CCVCV(C) | brother |

| Syllable Structure | Example |
|--------------------|--------------|
| VCCVCCVC | atmosphere |
| VCCVCVCCVC | interesting |
| VCCCVCC | extinction |
| VCVCCVC | education |
| VCVCCCC | elephants |
| VCVCCC | elephant |
| VCCVCVCV | especially |
| VCCV(C)CVCC | underlined |
| VCCVCVC | exciting |
| VCVCCCVC | electric |
| VCCVCVCC | intelligent |
| VCCCCVCVC | explosive |
| VCCVCVCVCVC | alphabetical |

- Note:** 1. C is a syllabic contoid that functions as a nucleus of a syllable.
2. (c) denotes the optional consonant in a syllable structure.
 3. Syllable structure of the compound words and phrasal verbs are not included here.

The above list shows that 86 different syllable structures of the words are found in the textbook.

3.6.2 Vocabulary Items in Terms of Morphological Structure

In terms of morphological structure the collected data were analyzed under the following sub headings:

3.6.2.1 Monomorphemic Words

Most of the words used in the textbook are monomorphemic, i.e. having only one morpheme. Out of 1413 total words, 1182 (76.57%) are monomorphemic. Out of 699 nouns, 540 (77.25%) are monomorphemic. Likewise, out of 298

verbs, 279 (93.62%) are monomorphemic. Similarly out of 198 adjectives, 131 (66.16%) are monomorphemic. Out of 67 adverbs, 31 (46.27%) are monomorphemic. Likewise, out of 40 pronouns, 27 (67.5%) are monomorphemic. In the same way, out of 38 prepositions, 24(63.16%) are monomorphemic.

Similarly, out of 11 conjunctions, 7 (66.64%) are monomorphemic. Out of 18 interjections, 10 (55.6%) are monomorphemic. In the same way, among 20 quantifiers, 16 (80%) are monomorphemic. Out of 21 numerals, 15 (71.43%) are monomorphemic. All the articles used in the textbook are monomorphemic.

3.6.2.2 Poly-morphemic Words

Among 1413 total words used in the textbook, 331 (23.43%) are poly-morphemic. (See Appendix- III) Out of 699 nouns, 159(22.75%) are poly-morphemic. Similarly, out of 298 verbs, 19(6.38%) are poly-morphemic. Among 198 adjectives, 66 (33.84%) are poly-morphemic. Likewise, out of 67 adverbs, 39 (58.21%) are poly-morphemic. Out of 40 pronouns, 13(32.5%) are poly-morphemic. Similarly, out of 38 prepositions, 14(36.84%) are poly-morphemic. Out of 11conjunctions, 4(33.36%) are poly-morphemic. Out of 18 interjections, 8 (44.4%) are poly-morphemic. In the same way, out of 20 quantifiers, 4(20%) are poly-morphemic. Similarly, out of 21 numerals, 6(38.573%) are poly morphemic. Poly- morphemic articles are not found in the textbook.

Note: Words belonging to more than one word class have been counted as a single lexeme.

3.6.3 Vocabulary Items in Terms of Word Structure

On the basis of structure of words the vocabulary items used in the new English textbook of grade five are described under the following sub-headings.

A. Complex Words

On the basis of the structure of complex words, the following types of affixations are found to form the complex words in the textbook:

i. Single Affixation

A root with only one derivational suffix is found in some of the complex words. The structures of the complex words formed through single affixation are given below:

a. Root + Suffix

| Root | Suffix | Words |
|--------------|---------------|------------------|
| express (v) | + ing | expressing (v) |
| rhyme (n) | + ing | rhyming (adj) |
| rain (n) | + y | rainy (adj) |
| follow (v) | + ing | following (adj) |
| spell (v) | + ing | spelling (n) |
| count (v) | + able | countable (adj) |
| trick (n) | + y | tricky (adj) |
| wind (n) | + y | windy (adj) |
| attract (v) | + ive | attractive (adj) |
| excite (v) | + ed | excited (adj) |
| worry (v) | + ed | worried (adj) |
| real (adj) | + y | really (adv) |
| suit (v) | + able | suitable (adj) |
| express (v) | + ion | expression (n) |
| sin (adj) | + full | sinful (adj) |
| locate (v) | + ion | location (n) |
| fit (v) | + ed | fitted (adj) |
| music (n) | + al | musical (n) |
| interest (n) | + ed | interested (adj) |
| garden (n) | + ing | gardening (v) |
| beauty (n) | + full | beautiful (adj) |
| main (adj) | + ly | mainly (adv) |
| run (v) | + ing | running (n) |
| noise (n) | + y | noisy (adj) |
| peace (n) | + full | peaceful (adj) |

| | | | |
|-----------------|---|------|-------------------|
| behave (v) | + | iour | behavior (n) |
| lead (v) | + | er | leader (n) |
| possess (v) | + | ive | possessive(adj) |
| learn (v) | + | ing | learning (n) |
| save | + | ing | saving (n) |
| immediate (adj) | + | ly | immediately (adv) |
| dive (v) | + | ing | diving (n) |
| most (adj) | + | ly | mostly (adv) |
| fame (n) | + | ious | famous (adj) |
| science (n) | + | ist | scientist |
| success (n) | + | ful | successful (adj) |
| ill (adj) | + | ness | illness (n) |
| dead (adj) | + | ly | deadly (adv) |
| invent (v) | + | or | inventor (n) |
| invent (v) | + | ion | invention (n) |
| play (v) | + | er | player (n) |
| explode (v) | + | sive | explosive (adj) |
| destruct (v) | + | ion | destruction(n) |
| late (adj) | + | er | later (adv) |
| mean (v) | + | ing | meaning (n) |
| read (v) | + | ing | reading (n) |
| inject (v) | + | on | injection (n) |
| travel (v) | + | ing | traveling (n) |
| chub (n) | + | y | chubby (adj) |
| manage (v) | + | er | manager (n) |
| help (v) | + | er | helper (n) |

| | | | |
|---------------|---|------|-------------------|
| educate (v) | + | ion | education (n) |
| correct (v) | + | ion | correction (n) |
| add (v) | + | ion | addition (n) |
| dictate (v) | + | ion | dictation (n) |
| attract (v) | + | ion | attraction (n) |
| occupy (v) | + | ion | occupation (n) |
| act (v) | + | ing | acting (n) |
| come (v) | + | er | comer (n) |
| attend (v) | + | ance | attendance (n) |
| sure (adj) | + | ly | surely (adv) |
| sing (v) | + | er | singer (n) |
| work (v) | + | er | worker (n) |
| wise (adj) | + | dom | wisdom (n) |
| entertain (v) | + | ment | entertainment (n) |
| teach (v) | + | ing | teaching (n) |
| measure (v) | + | ment | measurement (n) |
| grade (n) | + | er | grader (n) |
| possess (v) | + | ion | possession (n) |
| value (n) | + | able | valuable (adj) |
| exist (v) | + | ence | existence (n) |
| sudden (adj) | + | ly | suddenly (adv) |
| quick (adj) | + | ly | quickly (adv) |
| power (n) | + | full | powerful (adj) |
| extinct (adj) | + | ion | extinction (n) |
| paint (v) | + | er | painter (n) |
| drive (v) | + | er | driver (n) |

| | | | |
|----------------|---|------|-------------------|
| edit (v) | + | er | editor (n) |
| act (v) | + | or | actor (n) |
| dance (v) | + | er | dancer (n) |
| serious (adj) | + | ly | seriously (adv) |
| use (v) | + | full | useful (adj) |
| strange (adj) | + | er | stranger (n) |
| elder (adj) | + | ly | elderly (adj) |
| friend (n) | + | ly | friendly (ad) |
| faith (n) | + | full | faithful (adj) |
| quarrel (v) | + | some | quarrelsome (adj) |
| deep (adj) | + | ly | deeply (adv) |
| fear (n) | + | full | fearful (adj) |
| dread (n) | + | full | dreadful (adj) |
| beg (v) | + | ar | beggar (n) |
| happy (adj) | + | ly | happily (adv) |
| final (adj) | + | ly | finally (adv) |
| especial (adj) | + | ly | especially (adv) |
| hill (n) | + | ly | hilly (adv) |
| heavy (adj) | + | ly | heavily (adv) |
| general (adj) | + | ly | generally (adv) |
| train (v) | + | ing | training (n) |
| progress (v) | + | ive | progressive (adj) |
| play (v) | + | full | playful (adj) |
| excite (v) | + | ing | exciting (adj) |
| high (adj) | + | est | highest (adj) |

b) Prefix + Root

| Prefix | | Root | | Words |
|---------------|---|-------------|---|--------------|
| a | + | lone | = | alone |
| be | + | cause | = | because |
| a | + | round | = | around |
| be | + | come | = | become |
| be | + | side | = | beside |
| a | + | part | = | apart |
| a | + | long | = | along |
| a | + | way | = | away |
| un | + | like | = | unlike |
| a | + | like | = | alike |
| re | + | turn | = | return |
| im | + | prove | = | improve |
| dis | + | appear | = | disappear |
| a | + | go | = | ago |
| a | + | broad | = | abroad |
| a | + | cross | = | across |
| re | + | cite | = | recite |
| mis | + | fortune | = | misfortune |
| a | + | bound | = | abound |
| re | + | write | = | rewrite |
| un | + | scramble | = | unscramble |
| dis | + | honest | = | dishonest |
| re | + | present | = | represent |

Thus, altogether 125 complex words formed through the process of single affixation are found to be used in the textbook.

ii. Multiple Affixation

A root with more than one derivational and inflectional suffixes is found in some of the complex words. The structure of the complex words formed through the process of multiple affixation is given below:

Root + Suffix + Suffix

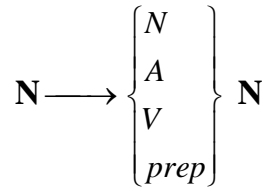
| Root | | suffix | | suffix | = | words |
|-------------|---|--------|---|--------|---|------------------|
| faith(n) | + | full | + | ly | = | faithfully (adv) |
| use (v) | + | al | + | ly | = | usually (adv) |
| care (v) | + | full | + | ly | = | carefully (adv) |
| play (v) | + | er | + | s | = | players (n) |
| village (n) | + | er | + | s | = | villagers (n) |
| mean (v) | + | ing | + | full | = | meaningful (adj) |
| require (v) | + | ment | + | s | = | requirements (n) |

b. Prefix + Root + suffix

| Prefix | | Root | | suffix | = | words |
|--------|---|--------------|---|--------|---|---------------------|
| re | + | fresh(adj) | + | ing | = | refreshing (adj) |
| un | + | interest (n) | + | ing | = | uninteresting (adj) |
| dis | + | appear (v) | + | ed | = | disappeared (adj) |
| un | + | lucky (adj) | + | ly | = | unluckily (adv) |

B. Compounding

According to Katamba (1993), the general structure of the compound noun is as follows:



Among them, the following ones are found to be occurring in the new English textbook for grade five:

a. N → NN

| | | |
|--------------|----------------|---------------|
| party dress | post office | flower vase |
| headmistress | police station | magic box |
| fisherman | car park | teaspoon |
| water animal | sport center | sunbathing |
| traffic jam | classmates | motorbike |
| fifty-five | water way | football |
| newspaper | art galleries | snow-dad |
| toothache | head teacher | sun-rise |
| window ledge | earring | sunshades |
| cardboard | story tiller | sunlight |
| bus stop | businessman | folk tale |
| everybody | bio-data | drawing paper |
| everyone | shopkeeper | photograph |

b. N →

AN

| | | |
|--------------|---------------|----------------|
| hard work | new year | short answer |
| rainy season | grandfather | short cut |
| good evening | grand mother | past life |
| long jump | electric lamp | tag-question |
| close friend | tele film | good luck |
| golden eagle | cooking-pot | drinking water |

cooking oil

tricky talk

black spot

c. N → VN

breakfast

crossword

d. N → PN

afternoon

On the basis of the head word (i.e. dominant constituent of the entire compound word), only 69 compound nouns are found in the textbook. Out of 69 compound nouns, 42 (60.87%), 24 (34.78%), 2(2.9%), 1(1.45%) are found containing a noun followed by another noun, an adjective followed by a noun, a verb followed by a noun and a preposition followed by a noun respectively.

There is a word derived from the process of reduplication in which the base is repeated. In the word 'ding-dong', 'ding' has been modified into 'dong'. So, it is a modified reduplicated word.

Besides these, on the basis of word formation process, there are only two words (i.e. 'phone' and 'exam') which are formed through the process of shortening.

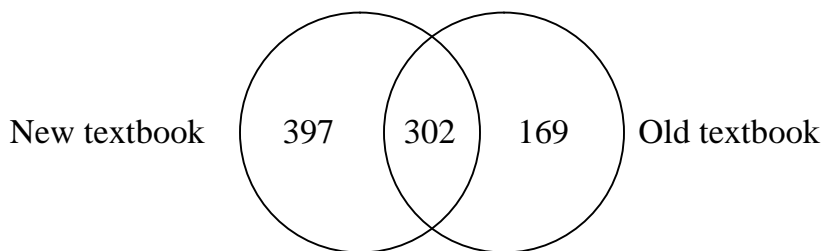
3.7 Excluded, Repeated and Included Vocabulary Items

Excluded and repeated vocabulary items from the old English textbook, and vocabulary items included as new entry in the new English textbook were analyzed under the following sub- headings:

3.7.1 Excluded, Repeated and Included Nouns

Altogether out of 909 vocabulary items used in the old English textbook, 471 nouns were found to be used there. (See Appendix-IV). Out of 471 total nouns 169 (35.88%) and 302 (64.12%) were found to be excluded and repeated respectively from the old textbook (See Appendix- V and VI). Similarly, out of total 699 nouns used in the new textbook, 397 nouns were found to be included as new entry (See Appendix-VII). The following Venn diagram displays the excluded, repeated and included nouns:

Figure No.2



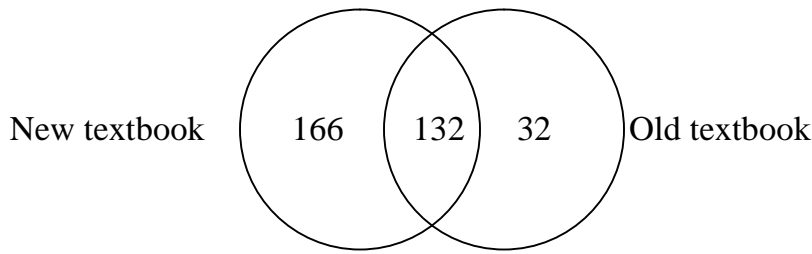
The above Venn diagram shows that there were 471 nouns used in the old textbook. Among them 169 (35.88%) nouns have been excluded (i.e. not used in the new textbook) and 302 (64.12%) have been repeated in the new textbook. Similarly, the diagram also clears that there are 699 nouns used in the new textbook out of which 302 (44.20%) are repeated from the old textbook and 397 (55.80%) and found to be included first time as new entry.

3.7.2 Excluded Repeated and Included Verbs

Out of 164 verbs used in the old textbook (See Appendix- IV), 32 were found to be excluded and 132 to be repeated (See Appendix- V and VI) and out of

298 verbs used in the new textbook, 166 are included as new entry. (See Appendix- VII). They are presented in the following Venn diagram:

Figure No. 3

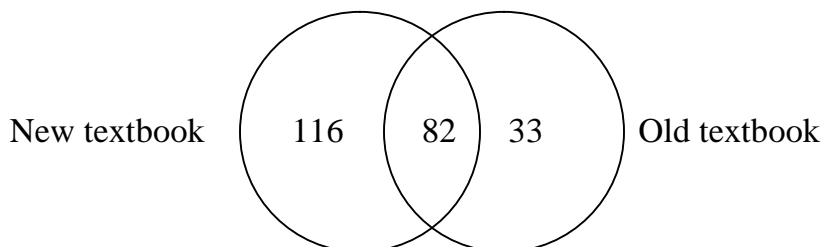


The above Venn diagram show that out of 164 verbs used in the old textbook, 32 (19.51%) have been excluded (i.e. not used in the new textbook) and 132 (90.49%) have been repeated in the new textbook. It also mirrors that out of 298 verbs used in the new textbook, 166 (55.70%) have been included as new entry in the textbook.

3.7.3 Excluded, Repeated and Included Adjectives

Out of 115 adjectives used in the old textbook (See Appendix- IV), 33 were found to be excluded and 82 to be repeated (See Appendix- V and VI) and out of 198 adjectives used in the new textbook, 116 are included as new entry. (See Appendix- VII). They are displayed in the following Venn diagram:

Figure No.4

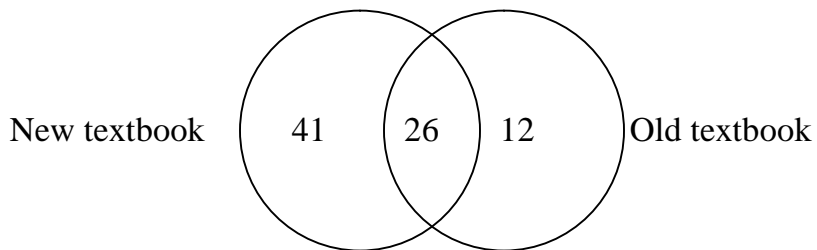


The above Venn diagram show that out of 115 adjectives used in the old textbook, 33 (28.70%) have been excluded (i.e. not used in the new textbook) and 82 (71.37%) have been repeated in the new textbook. It also mirrors that out of 198 adjectives used in the new textbook, 116 (58.59%) have been included as new entry in the textbook.

3.7.4 Excluded, Repeated and Included Adverbs

Out of 38 adverbs used in the old textbook (See Appendix- IV), 12 were found to be excluded and 26 to be repeated (See Appendix- V and VI), and out of 67 adverbs used in the new textbook, 41 are included as new entry. (See Appendix- VII). The following Venn diagram displays the fact:

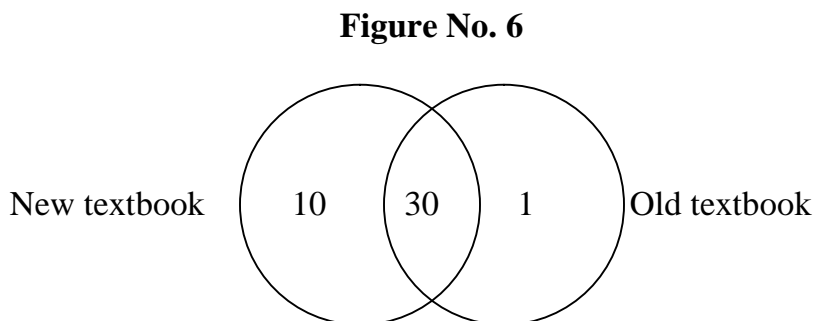
Figure No. 5



The above Venn diagram shows that out of 38 adverbs used in the old textbook, 12(31.58%) have been excluded (i.e. not used in the new textbook) and 26 (68.42%) have been repeated in the new textbook. It also displays that out of 67 adverbs used in the new textbook, 41(61.19%) have been included as new entry in the textbook.

3.7.5 Excluded, Repeated and Included Pronouns

Out of 31 pronouns used in the old textbook (See Appendix- IV), only 1 i.e. 'mine' was found to be excluded. Similarly, 30 were found to be repeated. (See Appendix- V and VI) and out of 40 pronouns used in the new textbook, 10 are included as new entry. (See Appendix- VII). They are displayed in the following Venn diagram:

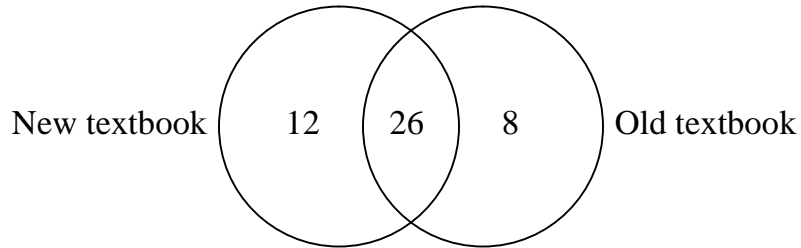


The above Venn diagram shows that out of 31 pronouns used in the old textbook, 1 (3.23%) have been excluded (i.e. not used in the new textbook) and 30 (96.73%) have been repeated in the new textbook. It also mirrors that out of 40 pronouns used in the new textbook, 10 (25%) have been included as new entry in the textbook.

3.7.6 Excluded, Repeated and Included Prepositions

Out of 34 prepositions used in the old textbook (See Appendix- IV), 8 were found to be excluded and 26 to be repeated (See Appendix- V and VI). Among 38 prepositions used in the new textbook, 12 are included as new entry. (See Appendix- VII). They are presented in the following Venn diagram:

Figure No.7

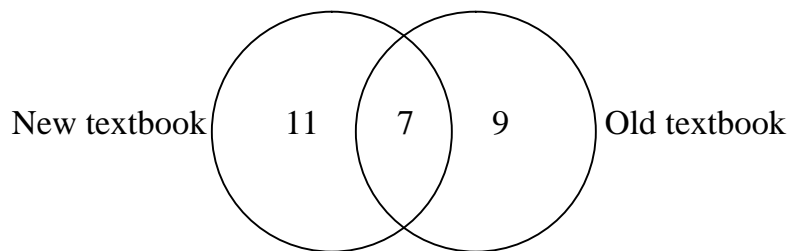


The above Venn diagram shows that out of 34 prepositions used in the old textbook, 8 (23.53%) have been excluded (i.e. not used in the new textbook) and 26 (76.47%) have been repeated in the new textbook. It also mirrors that out of 38 prepositions used in the new textbook, 12(31.58%) have been included in the textbook.

3.7.7 Excluded, Repeated and Included Conjunctions

Out of 6 conjunctions used in the old textbook (See Appendix- IV), 2 were found to be excluded. (See Appendix- V). They were 'so' and 'for'. Similarly, 4 conjunctions were found to be repeated (See Appendix-VI). Among 11 conjunctions used in the new textbook, 7 are included as new entry.(See Appendix- VII). They are presented in the following Venn diagram:

Figure No.8

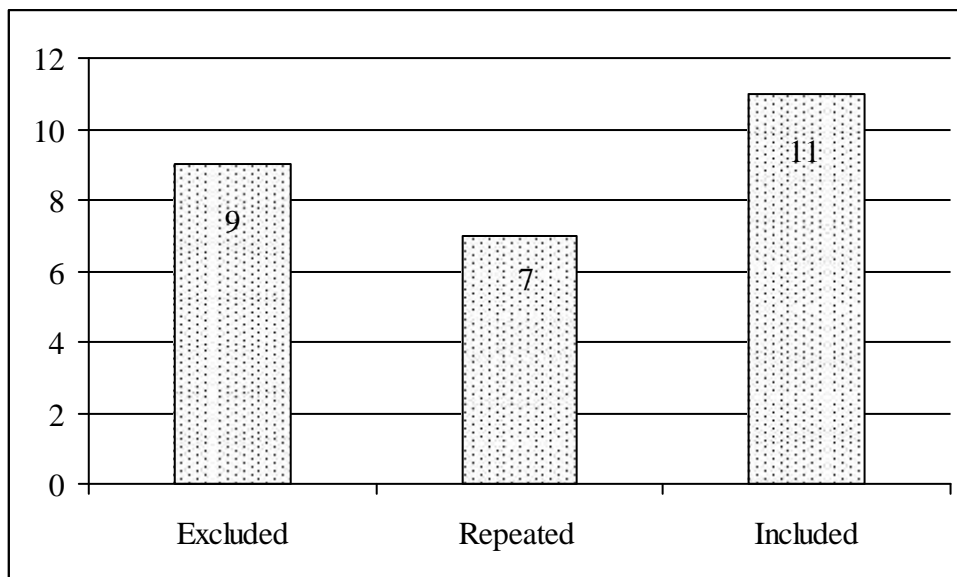


The above diagrams shows that out of 6 conjunctions used in the old textbook, 2 have been excluded (i.e. not used in the new textbook) and 4 have been repeated in the new textbook. It also mirrors that out of 11 conjunctions used in the new textbook, 7 have been included.

3.7.8 Excluded, Repeated and Included Interjections

Among 16 Interjections used in the old textbook (See Appendix- IV), 9 were found to be excluded. (See Appendix- V). Similarly, 7 interjections were found to be repeated (See Appendix-VI). Among 18 interjections used in the new textbook, 11 are included as new entry. (See Appendix- VII). They are presented in the following bar chart:

Figure No.9



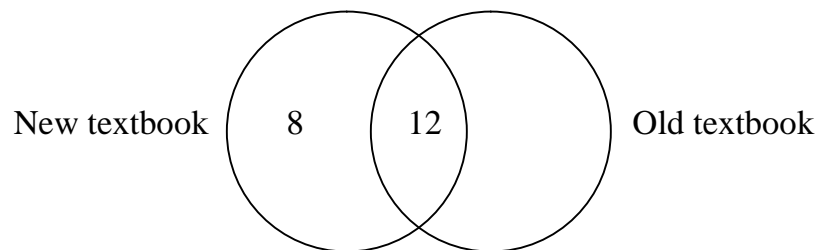
The above bar chart shows that out of 6 conjunctions used in the old textbook, 2 have been excluded (i.e. not used in the new textbook) and 4 have been

repeated in the new textbook. It also mirrors that out of 11 conjunctions used in the new textbook, 7 have been included in the textbook.

3.7.9 Excluded, Repeated and Included Quantifiers

Out of 12 quantifiers used in the old textbook (See Appendix- IV), no quantifier was found to be excluded. All quantifiers were found to be repeated (See Appendix-VI). Among 20 quantifiers used in the new textbook, 8 are included in the new textbook (See Appendix- VII). They are presented in the following Venn diagram:

Figure No.10

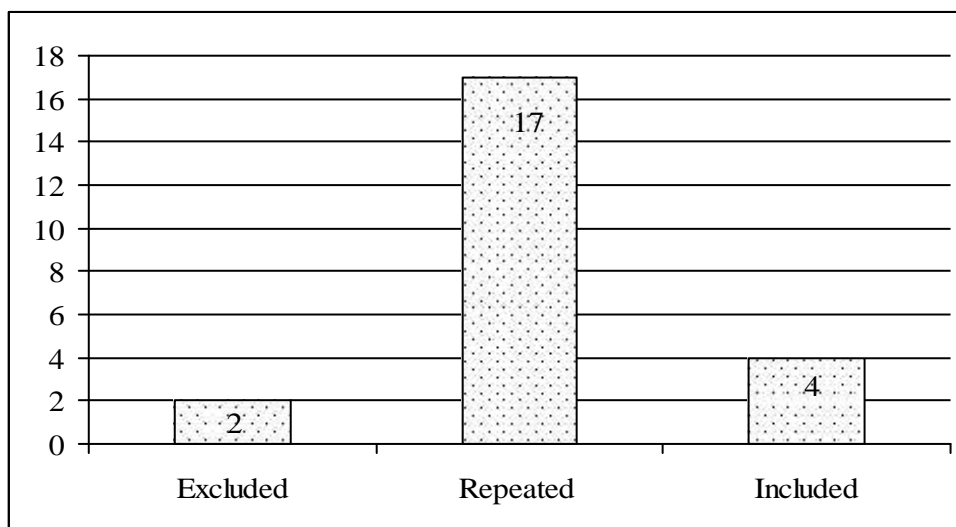


The above Venn diagram shows that no quantifiers are excluded from the old textbook. All 12 have been repeated. It also mirrors that out of 20 quantifiers, 8 are used in the new textbook.

3.7.10 Excluded, Repeated and Included Numerals

There were 19 numerals used in the old textbook (See Appendix- IV), among them 2 were found to be excluded. (See Appendix- V). Similarly, 17 numerals were found to be repeated (See Appendix-VI). Among 21 numerals used in the new textbook, 4 are included as new entry. (See Appendix- VII). They are presented in the following bar chart:

Figure No.11



The above bar chart shows that out of 19 numerals used in the old textbook, 2 have been excluded (i.e. not used in the new textbook) and 17 have been repeated in the new textbook. It also displays that out of 21 numerals used in the new textbook, 4 have been included in the textbook.

Both definite article (the) and indefinite articles (a, an) used in the old textbook have been repeated in the new English textbook.

The total excluded, repeated and included vocabulary items can be presented in the following table:

Table No. 34

The number of total excluded, repeated and included vocabulary items

| S.N. | Vocabulary items | Excluded | Repeated | Included |
|-------|------------------|----------|----------|----------|
| 1 | Noun | 169 | 302 | 397 |
| 2 | Verb | 32 | 132 | 166 |
| 3 | Adjective | 33 | 82 | 116 |
| 4 | Adverb | 12 | 26 | 41 |
| 5 | Pronoun | 1 | 30 | 10 |
| 6 | Preposition | 8 | 26 | 12 |
| 7 | Conjunction | 2 | 4 | 7 |
| 8 | Interjection | 9 | 7 | 11 |
| 9 | Article | - | 3 | - |
| 10 | Quantifier | - | 12 | 8 |
| 11 | Numeral | 2 | 17 | 4 |
| Total | | 268 | 641 | 772 |

The above table declares that out of 909 vocabulary items used in the old English textbook, 268(29.48%) have been excluded from there (i.e. not used in the new English textbook). Similarly, 641 (70.52%) vocabulary items have been repeated in the new textbook. Among the entire excluded vocabulary items, 169 (35.88%) are nouns, 32, (19.51% are verbs, 33 (2.70%) are adjectives and 12 (31.58%) are adverbs. Similarly 1(3.23%) pronoun, 8 (23.53.%) preposition, 2 conjunctions, 9(56.25%) interjections and 2(10.52%) numerals have been excluded from the old textbook. The total excluded vocabulary items from the old text book are 268 i.e. 29.48 in percentage.

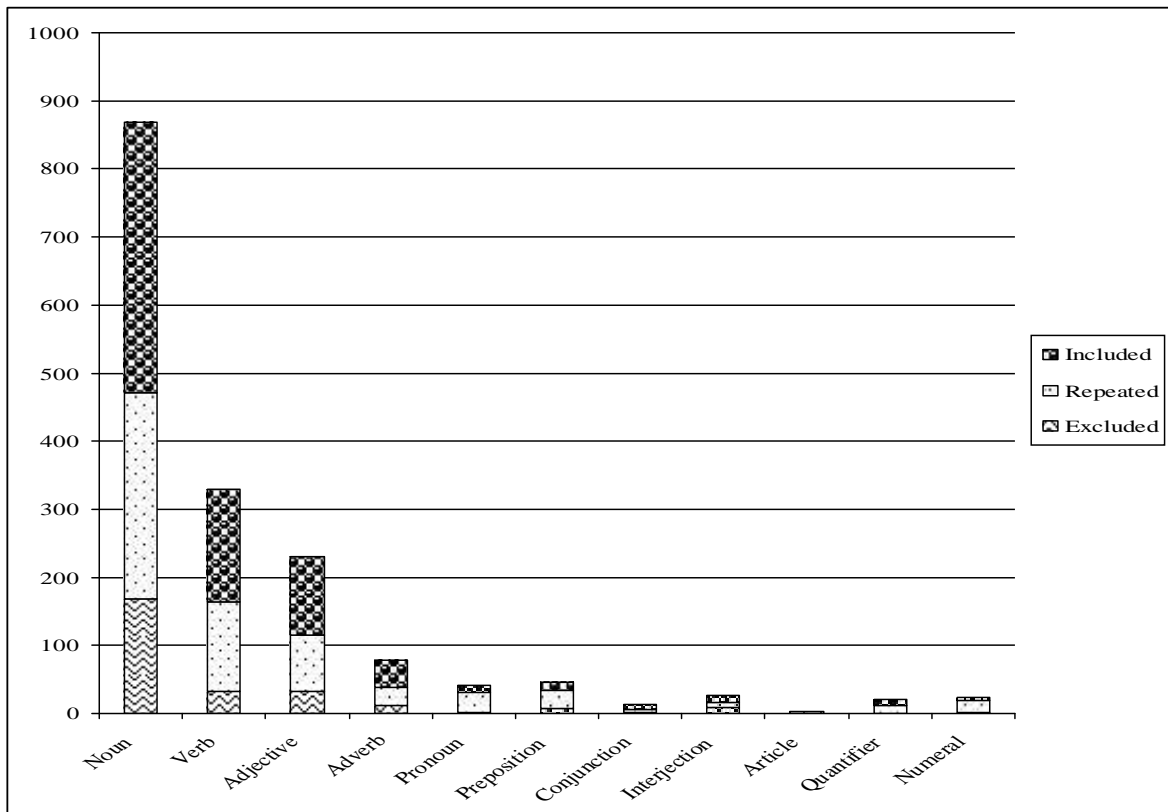
Similarly, 302 (64.12%) nouns, 132(80.49%) verbs, 82(71.30%) adjectives, 26 (68.42%) adverbs, 30 (96.73%) pronouns, 26 (76.47%) prepositions, 4 conjunctions, 7(53.75%) interjections, all 3(100%) articles, 12(100%) quantifiers and 17 (89.47%) numerals have been repeated in the new textbook

from the old one. Thus, the total repeated vocabulary items from the old textbook to the new one are 641, which are 79.52 in per cent.

The table also shows that 397 nouns (56.80%) , 166(55.70%), verbs 116(58.59%) adjectives, 41(1.19%) adverbs, 10(25%) pronouns, 12 (13.58%) prepositions, 7 conjunctions, 11 (61.11%) interjections, 8 (40%) quantifiers and 4(19.05%) numerals have been included as new entry in the new textbook. Out of 1413 the total number of included vocabulary items is 772 which is 54.64%

The excluded, repeated and included number of vocabulary items can be presented in the following chart:

Figure No. 12



CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main aim of this research study was to analyze the vocabulary items used in the new English textbook for grade five by CDC, in terms of total number, parts of speech, frequency of occurrence, syllable structure and morphological structure, as well as this study also aimed to find out excluded and repeated vocabulary items from the old English textbook for grade five and newly included vocabulary items in the new textbook.

On the basis of the interpretation of the data, the findings of the present study are summarized below:

- i. Altogether 1413 vocabulary items belonging to different word classes were found to be used in the new textbook. Among them, 699 (49.47%) nouns, 298 (21.09 %) verbs, 198 (14.01 %) adjectives, 67 (4.74 %) adverbs, 40(2.83 %) pronouns, 38 (2.69 %) prepositions, 11 (0.78 %) conjunctions, 18 (1.27 %) interjections, 20 (1.42 %) quantifiers, 21 (1.49 %) numerals and 3 (0.21 %) articles were found in the textbook.
- ii. Out of 699 nouns, 489 are used in singular form, 113 in plural form and 101 are used both in singular and plural forms in the textbook.

- iii. Some of the nouns like fish, colour work, leave, study, want etc. are used as both nouns and verbs. Among all the nouns used in the textbook most of them are concrete nouns.
- iv. Two hundred and ninety-eight verbs are found in the text. Out of them, 254 are lexical, 14 are auxiliary and 30 are phrasal verbs. Among lexical verbs, 195(65.44%) are transitive and 95 (34.56%) are intransitive Most of the verbs are used in their present, past and continuous forms, but a very few verbs are used in past participle and third person singular forms.
- v. Similarly, 198 adjectives are found in the text. They are of both types i.e. regular (like small) and irregular (like bad).
- vi. Sixty-seven adverbs are found to be used in the text. Out of them 15 are adverbs of place 21 are adverb of time, 6 are adverb of frequency, 15 are adverb of manner and 10 are adverb of degree.
- vii. Thirty-six pronouns are found in the new English textbook. Out of them 16, 9 3, 5 and 7 are personal, possessive, demonstrative, reflexive and interrogative respectively.
- viii. Altogether 41 prepositions are found in the new textbook.
- ix. Altogether 11 conjunctions, 4 coordinating and 7 subordinating, are found in the new textbook.

- x. Eighteen interjections are found in the new textbook.
- xi. Twenty quantifiers are found in the text
- xii. Three articles, one definite (i.e. 'the') and two indefinite (i.e. 'a' and 'an') are found in the textbook.
- xiii. Twenty numerals, out of which 17 are cardinal and 4 are ordinal, are found in the text.
- xiv. Beyond word classes, 7 abbreviated forms and 37 contracted forms are used in the text.
- xv. Regarding the frequency of occurrence, among 699 nouns, 'word' has occurred 59 times. Intransitive verbs 'go' have the highest number of frequency of occurrence within verbs. It has occurred 69 times in the text. Similarly, among adjectives, 'good' has the highest frequency of occurrence. It has occurred 19 times. Likewise, 'these' has occurred 59 times which deserves of the highest number of frequency among adverbs.
- xvi. Likewise, 'you', 'to', 'and', 'no', 'many' and 'two' have the highest frequency within pronouns, prepositions, conjunction, interjections, quantifiers and numerals respectively.

- xvii. Out of 1413 different word forms, definite article 'the' has the highest frequency of occurrence. It has occurred 646 times in the text.
- xviii. Among 1413 word forms, 652 (46.14%) are monosyllabic, 524 (37.09%) are two syllabic, 193 (13.66%) are three syllabic, 39 (2.76%) are four syllabic and 5 (0.35%) are five syllabic.
- xix. Both monomorphemic and polymorphemic words are found to be used in the textbook. Between them 1082 (76.57%) are monomorphemic and 331 (23.433%) are polymorphemic words.
- xx. Both single affixation and multiple affixations are used to form complex vocabulary items. For instance deep + ly = deeply and faith + full + ly = faithfully.
- xxi. Compound words which are used in the textbook are formed through the process of adj + noun, noun + noun, verb + noun and preposition + noun.
- xxii. Regarding the excluded repeated and included vocabulary items, altogether 268 words are excluded from the old English textbook for grade V published by CDC. Among them, 163 are nouns, 32 are verbs, 33 are adjectives and 12 are adverbs similarly 1, 8, 2, 9 and 2 are pronoun, preposition, conjunction, interjection and numerals respectively.

- xxiii. Among 909 total word forms used in the old textbook, 641 (70.52%) words are repeated in the new textbook.
- xxiv. Among 1413 content words used in the new textbook, 772 (54.64%) are new words (i.e. included).
- xxv. Among 1413 vocabulary items used in the new textbook, 'article' has the highest frequency of occurrence in average i.e. 314.33 times. It means an 'article' has occurred at least 314.33 times in average. Similarly, adjective deserves the lowest average frequency. i.e. only 2.20 times.
- xxvi. Regarding the ratio of frequency among content words, 'noun' with 'adverb' has the highest frequency i.e. 7.74:1 and 'adverb' with 'noun' has the least frequency.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation of the data, the following recommendations have been made:

- i. The word list of vocabulary items used in the new English textbook is not given. The list of vocabulary items should be given in the textbook so that the students would find the word meaning easily.

- ii. Regarding the use of nouns, some of them are used in their plural form only. So, the singular forms should be introduced before their plural forms.
- iii. Regarding the use of verbs, less emphasis is given to past participle and the third person singular verbs. This shows that there is not a balance in selecting the forms of verbs, and their types. Less emphasis is given to intransitive verbs. .
- iv. The words consisting four or five syllables become difficult to pronounce for the learners of primary level. So, the words with four or five syllables should not be used in the textbook.
- v. More syllabic patterns having syllabic contoid should be introduced.
- vi. Multiple affixation words were found difficult. So, these words should not be given emphasis.
- vii. Compound words which contain only a noun followed by another noun should be given so that the students will feel easy to understand their meanings.
- viii. Most of the vocabulary items should be repeated from the old textbook.

- ix. Much emphasis is given to include the new vocabularies in the new textbook.
- x. The number of numerals and quantifiers should be increased in the new textbook.
- xi. Technical terms were hardly found in the new and old textbooks. So, such terms should be introduced.
- xii. The number of abbreviated forms should be given emphasis.

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