

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication through which we express our feelings, thoughts and desires. In other words, language is the most advanced means of communication. It functions in different fields of human activity marching along with the advancement of knowledge. It is the means of self-expression and of communicating or expressing ideas or feelings. Language is specific, unique and universal within the species. Language is a social phenomenon, which we use in the society to express our ideas and feelings, by means of which we establish the relation in the society. According to Sapir (1978, p. 8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”

There are a number of languages used in the world. Among them, English is one of the most influential, dominant and rich language. Undoubtedly, we can say that it is a world language. It is the language of books, newspapers, airports, international business and academic conference , science and technology, the language of medicine, diplomacy, sports, advertisement and so on.

The gravity of the English language is more powerful. This language has been recognized as one of the official languages of the UNO. So, it has played a vital and significant role in the international communication. It has been rightly claimed that it is a store of knowledge; the window through which we can view world. It has been regarded as a library language. Because of the fact, English has been indispensable for all those, who seek

knowledge. The importance of the English language can be judged from the fact that there is no country in the world where the speakers of English can not be understood. Therefore, everyone is supposed to learn it. Realizing the value of English the, Government of Nepal has introduced it as a compulsory subject from primary level to bachelor level. At university level, most of the prescribed and reference books are available in English medium. So, a good knowledge of English is sought in the education in Nepal.

English is taught as a foreign language in Nepal. Undoubtedly, learning a second or a foreign language is not an easy task. It needs a lot of time and effort to have mastery over all the levels of language. There are four levels of language. They are; phonological level, morphological level, syntactic level and semantic level. Among them, phonology and morphology are the most important levels of language because a language learner starts his/her journey of language from these levels. A second language learner has to learn adequate amount of vocabulary items. Without learning vocabulary, he/ she is not able to communicate either in spoken or written form of the target language. It means vocabulary plays a vital role to convey the message meaningfully. So vocabulary is compared with flesh and blood of the language.

At our schools, English is taught within a limited time to the students because they have to master other subjects too. So, certain vocabulary has to be selected in particular level on the basis of the principle of vocabulary selection.

1.2 Review of the Literature

In the Department of English Language Education, a number of studies have been carried out on the analysis of the textbook and vocabulary and some of the studies have been carried out on vocabulary achievement which are more or less related to this study.

Chudal, (1997) has in his M.Ed. thesis, carried out a study on English vocabulary achievement of the students of grade six. And findings of the study are stated descriptively. His study has shown that the students' English vocabulary achievement was poor in total. The boys' vocabulary achievement was better than that of the girls. Similarly, the students from urban areas were better than the students from rural areas.

Lamichhane, (1999) has carried out a research on "Analysis of the new English textbook for grade eight". He concluded that the materials have been organized systematically on the basis of well established psycholinguistics principles, progressive, development of practices from known to unknown, easy to difficult and shorter to longer ones.

Karki (2000) has carried out study on English vocabulary (nouns and verbs) achievement of the students of grade eight. The percentage of the total achievement of the students in nouns and verbs were 67.9% and 59% respectively.

Dahal, (2002) has analysed the new English for grade 'X' in terms of physical aspects, organization of the materials and its presentation. His study was positive towards the organization and presentation of the materials but it was negative on the physical aspects of the book.

Tiwari, (2004) has studied the vocabulary used in English textbook for grade four. His study has shown that 546 different vocabulary items have been used in the book. The auxiliary verb “is” has the highest number of frequency and both definite and indefinite articles were found to be used in the textbook.

Dawadi, (2004) has analysed the new English textbook for grade seven. Her objective of the study was to examine the qualities of the English textbook for grade seven in terms of physical and academic aspects. Her study has shown that the subject matter was free from sex-bias. It was interesting for the students to read it and it provided new information. It did not contain all contents expected by curriculum.

Bohara, (2004) has carried out a research on “A Descriptive study on the English Textbook for Grade one” He found that the text book presented a list of only 183 vocabulary items. The vowel sound /O/ and the consonant sound /z/ were not found in the language used in the textbook.

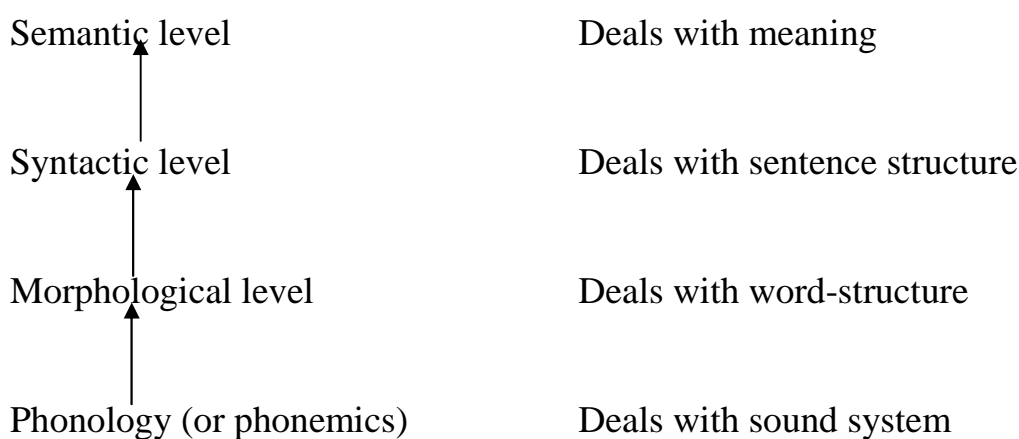
Poudel, (2007) has carried out a study on the analysis of the vocabulary used in my English Book for Grade one. He found that nouns had the highest frequency but interjections had the least frequency.

Even if some researches have been carried out on vocabulary achievement and vocabulary analysis, no one has done a research on the analysis of the vocabulary used in the English textbook for grade six yet. That is why, the researcher carried out a research in order to analyze the vocabulary used in the English textbook for grade six.

1.3 Levels of Language

The most widely recognized levels of languages are phonology, grammar and semantics, but often phonetics is distinguished from phonology, lexis from semantics, and morphology and syntax are seen as separate levels within grammar. Pragmatics is also sometimes described as a level of language.

According to Katamba (1993, p. 4), there are four levels of language. They are shown in the following diagram:



These levels are assumed to be ordered in hierarchy with phonology at the bottom and semantics at the top. The short description of each level is given below:

1.3.1 Phonological Level

Phonological level is one of the levels of language which is concerned with phonology. Phonology is the study of sound patterns in a language. It is the study of speech sounds of a given language or a particular language and their functions within the sound system of that language. It is the sound system of the language. It is the organization of sounds into patterns. The

phonology of one language will be different from that of other language. It is also called functional phonetics because it is concerned with the functional aspect of speech sounds in a particular language.

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

Segmental phonology deals with the analysis of speech into discrete segments, such as phonemes. Supara-segmental phonology, on the other hand, deals with the analysis of those features which extend over more than one segment such as, intonation, pitch, juncture, stress etc.

1.3.2 Morphological Level

Morphological level is another level of language which deals with morphemes. Crystal (1996, p. 249) defines it as “The branch of grammar which studies the structures of words.” According to Lyons (1968, p. 52), “Morphology deals with the internal structure of words.” Simply speaking, morphology is the study of morphemes i.e. the internal structure of words, their types and their function in a language. It is the grammar of words. Morpheme is the smallest unit of grammar and the central concern of morphology.

1.3.3 Syntactic Level

Syntactic level of a language deals with syntax. Syntax is the study of the internal structure of a sentence. It is the arrangement of words into longer units such as phrases, clauses and sentences. Simply speaking, it is the grammar of sentences or the science of sentence construction. In other words, at syntactic level, we study how words are combined to form larger units of language. viz. phases, clauses and sentences. Thus, syntax is the

study of the principles and processes by which sentences are constructed in a particular language.

1.3.4 Semantic Level

It is another level of language which is concerned with the meaning aspect of language. Semantics is the study of meaning i.e. what is covered by the word 'meaning'. It is the study of meaning in human language. In other words, it is the study of meaning and deals with the meaning of linguistic forms. It studies, for example, the sense relationship between the words 'low' and 'high' under the heading antonymy. Similarly, it studies 'high' and 'tall' under the heading synonymy.

1.4 Aspects of Language

The objective of teaching a thing is to help the learners in learning.

Therefore, teaching should facilitate the learning on the part of the learners.

But the most important question regarding the language learning is what the things are that a language learner needs to learn.

A learner of a language needs to learn its vocabulary, grammar, pronunciation and spelling and different skills. Thus, aspects of language refer to the things that a learner of language needs to learn. According to Harmer (1997, p. 22), Pronunciation, grammar, vocabulary, discourse and skills are the aspects of language. short description of each aspect is given below:

1.4.1 Pronunciation

Pronunciation refers to the spoken shape of language. It generally refers to the pronunciation of words. Pronunciation includes the pronunciation of

segmental sounds (i.e. vowels and consonants) and the pronunciation of supra segmental features like pitch, intonation, stress length etc.

As a language learner, we need to learn various sounds that occur in a language we should be able to differentiate between these sounds and understand certain sound rules, e.g., the different pronunciation of the -ed past tense endings. When we learn new words, we need to know how they are pronounced and where they are stressed. Similarly, we need to be able to know intonation pattern, rhythm and the relationship between pitch and intonation because accurate pronunciation gives us communicative efficiency. So, it is the most important aspect of language.

1.4.2 Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame of language. Tense, voice, person, number etc are the aspects of grammar. Grammar includes sentence grammar called syntax and word grammar called morphology.

Knowledge of grammar is essential for competent users of language because it is the backbone of language. If our aim of language teaching is to enable the learners to use the language, we should teach grammar of a language.

1.4.3 Vocabulary

Vocabulary includes words, lexis, or word power. They are vital organs and the flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching. There is distinction between active and passive vocabulary in language learning.

We need to learn the words of the language. When we say words, we need to learn what they mean and how they are used. Words occur in contexts so their meaning needs to be taught according to the context where they are used.

1.4.4 Discourse

Discourse refers to a continuous stretch of language larger than a sentence, but within the broad notion, several different applications may be found. At its most general, a discourse is a behavioural unit which has a pre-theoretical status in linguistics: it is a set of utterances which constitute any recognizable speech event. For example: a conversation, a joke, sermon, an interview.

As we know language is used differently in different situations. So, we should be able to use language according to situation. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language functions.

1.4.5 Skills

We, literate people can listen to the radio, talk on the phone, read books and newspapers and write letters. Thus, we can make use of language in its various modes and manners. These modes or manners are called skills. Language has four skills: listening, speaking, reading and writing. These skills can be classified into two types. They are:

- I. Receptive skills
- II. Productive skills

Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message.

Thus, listening and reading are the receptive skills and speaking and writing are the productive skills.

1.5 Vocabulary

1.5.1 Definition of Vocabulary

The term vocabulary is defined differently in different books.

According to Richard et al. (1985, p. 307) vocabulary refers to a “a set of lexemes, including single words and idioms:”

According to Oxford Advanced Learner’s Dictionary of current English (2000), the term vocabulary has been defined as “Body of words known to a person or used in a particular book, subject etc”. The meaning of vocabulary is also given as “Total number of words that make up a language”.

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

From the above definitions, we can conclude that vocabulary can be a single word or a group of words that expresses a single meaning. For example, “black-board” and “sister-in-law” are the words made up of two or three words but express a single idea (meaning). There are also multi-word idioms such as “call it a day”, where the meaning of the phrase can not be deduced from an analysis of the component words.

Vocabulary items are the most important aspects of language. Learners need to learn what vocabulary means and how it is used. communication

breaks down when people do not use the right words. A good store of vocabulary is crucial for understanding and communication.

1.5.2 Types of Vocabulary

There are various criteria, on the basis of which vocabulary is classified

Harmer (1997, p. 159) classified vocabulary into two types: active and passive. The active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use, whereas the passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not be able to produce. In other words, active vocabulary refers to words which the student understands, can produce correctly and use constructively very often in speaking and writing. Passive vocabulary refers to words that the student recognizes and understands when they occur in content but which he can not produce correctly himself. Also they are words he does not use frequently. Through practice and in course of gradual development in the linguistic and communicative competence of the learners, the passive vocabulary can also gradually be active when it commonly and naturally appears in the performance level of learner's language use. The passive vocabulary is supposed to be in competence level, i.e. the learners have 'learnt' or 'known' but might not use in their linguistic behaviour. But it is said that passive vocabulary should be at least receptive. i.e. it needs to be recognized at least though it can not be produced, i.e. it can't be produced at the time of need. Thus, no vocabularies are active or passive to a person or to a learner.

Fries (1945, p. 44-50) classifies English words into four groups: function words, substitute words, grammatically distributed words and content

words. The function words primarily perform grammatical functions e.g. the word 'do' signaling questions. The substitute words, e.g. he, she, they etc. replace class of words and several classes. Grammatically distributed words, e.g. some, any etc show unusual, grammatical restrictions in distribution. The number of the words in the first three groups is rather small in English. The fourth group, content words constitute the bulk of the vocabulary of English.

On the basis of the types of meaning they convey, vocabulary can be classified into two categories: Concrete and abstract. If a word refers to an object with a concrete shape, it is known as concrete vocabulary. For example; pen, book, table etc. on the other hand, an abstract vocabulary refers to a word which signifies something that has no definite shape and size and which depends on our personal imagination. For example; love, affection etc.

Aarts and Aarts (1986, p. 22) classify words into two types: major and minor word classes. The former are also called open classes because it is said that new words can be added to their group. Their membership is unlimited; i.e. they are infinite in number and they are also variable. Many new words can be created and added to their group. So their members can be increased by adding new words. In English, there are four word classes; nouns, adjectives, adverbs and verbs. Minor word classes, on the other hand, are also called closed classes. They are said to be in closed class in the sense that they are limited in number. They neither lose nor add new members. They are finite and invariable. Minor word classes include auxiliary verbs, pronouns, articles, prepositions, conjunctions etc.

Similarly, words can broadly be divided into two types: content and functional. Content words are those words which refer to a thing, quality,

state or action. They have meaning when they are used in isolation. Content words are mainly nouns, main verbs, adjectives and adverbs. They are also called lexical words because they give lexical meaning even when they are used alone. Function words, on the other hand, are those words which have little meaning of their own, but which show grammatical relationship in and between sentences. They have no clear-cut meaning in isolation. Function words are mainly auxiliary verbs, pronouns, preposition, conjunctions, articles etc. They are also called structure words or grammatical words.

On the basis of the structure, there are three types of words: simple, compound and complex.

(i) Simple words

The words having a single free morpheme are called simple words. They have neither prefixes nor suffixes. Thus, they consist of a free morpheme only. Example: friend, news, paper, book, play, press etc.

(ii) Compound words

The words which are composed of two free morphemes are called compound words. Thus, they consist of two free morphemes. Example: newspaper, blackbird, daylight, overcoat etc.

(iii) Complex Words

The words which are composed of free and bound or bound and bound morphemes are called complex words. They contain prefixes or suffixes or both to the root or base. Thus, they consist of free plus bound or bound plus bound morphemes. Example: unhappy, friendly, unimpressionistic player etc.

Traditional grammarians have classified words into different ‘parts of speech and defined each part of speech’ in notional terms. According to most traditional grammarians, there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Nesfield (1965), defines these parts of speech as follows:

- I. a noun is a word used as the name of a person, place or thing.
- II. a pronoun is a word used instead of a noun or noun equivalent.
- III. an adjective is a word used to qualify a noun or pronoun.
- IV. a verb is a word used for saying something about some persons or things.
- V. an adverb is a word used to add something to the meaning of a verb, an adjective or another adverb.
- VI. a preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
- VII. a conjunction is a word used to join words or sentences.
- VIII. an interjection is a word used to express some sudden feelings.

These definitions provided by traditional grammarians are largely notional and extremely vague. It is also impossible to judge from these definitions whether a particular words is a noun, a verb or an adjective.

Modern grammarians classify words into “word classes” by considering their formal and functional characterization. According to Aarts and Aarts (1986, p. 21), word class membership may be said to be dependent on, at least two kinds of properties: morphological and syntactic. In other words, words should be classified into different words classes on the basis of their formal structure and functional characteristics.

In modern linguistics, linguists have tried to be as comprehensive as possible in defining words. Though many of them have defined the term 'word' variously, they have come to the final point that words are those structural units of language which consist of one or more morphemes. Different linguists have defined words variously. If we consider some, David Crystal says, "A word is a grammatical unit consisting of morphemes and functioning to form phrases, clauses and sentences."

Similarly, Bloomfield says, "A word is a minimal free form" None of these definitions give a clear concept of words. So a word should be defined on the basis of its orthographic, phonological, morphological, lexical and semantic identities which are also known as various senses of words.

- (i) Orthographic word
- (ii) Phonological word
- (iii) Morphological word
- (iv) Lexical word
- (v) Semantic word

A Short description of each sense of words is as follows:

(i) Orthographic word

An orthographic word is one which has a space on either side of its position in a sentence. For example, the sentence 'He has eaten rice'. has four orthographic words which are clearly noticeable due to the space in between them. This definition applies only to the written medium.

(ii) Phonological word

Phonological word refers to the word in spoken form. Phonological word is preceded and followed by a pause or silence in speech. Phonological word

is represented in phonemic or phonetic symbol. For example, ‘cut’ is orthographic word and /kʌt/ is its phonological representation.

(iii) Morphological word

A morphological word is defined as having a unique form. It considers the form of word only but not meaning for example: ‘table’ is one morphological word although it has two meanings (‘a piece of furniture’ and ‘a diagram’)

(iv) Lexical word

A lexical word is also called lexeme. It is also called a dictionary word. For example ‘take’, ‘takes’, ‘taking’, ‘taken’ and ‘took’ are five morphological words but only one lexical word, i.e. ‘take’ which is given in a dictionary. So this criterion considers only the base meaning of words, not forms. This means that morphologically different words can be the same lexical word.

(v) Semantic word

A semantic word considers the meaning. For example, ‘table’ has two different meanings (“a piece of furniture” and “a diagram”), so they are two semantic words, but one morphological word.

1.5.3 Importance of Teaching Vocabulary

Vocabulary is, in fact, backbone of language. It refers to a set of lexemes, including single words, compound words and idioms. A good store of words is quite useful for understanding and communication. Mostly, the language teaching programme aims to help students to provide a large range of useful vocabulary. In every teaching topic, students face the new

words. They practise them clarifying the meaning and using them in sentences.

The students and teachers who have strong vocabulary power can understand the others and express their views easily. But the lack of vocabulary power, a person cannot express his/ her view perfectly. A person who has a large number of active vocabulary certainly becomes fluent in speaking and writing activities.

Vocabulary, as one of the aspects of language, closely links with grammar. With the help of grammar, the words are arranged systematically. In any language, grammar provides certain structure and vocabulary provides meaningful words to fulfill the certain structure. In other words, without a range of vocabulary, a language can not be imagined. In this regard, Wilkins (1972, p. 111) says, “without grammar very little can be conveyed without vocabulary nothing can be conveyed.” Thus, vocabulary teaching is essential.

1.5.4 Aspects of Learning Words

Learning a word means more than just knowing its meaning. It means understanding the meaning is only one aspect of learning a word. If the word has become part of one’s vocabulary, s/he has to master its pronunciation, spelling, grammatical function and usage. The receptive skills (i.e. listening and reading) help to recognize its spelling, pronunciation, meaning and use of a word while the productive skills (i.e. speaking and writing helps in practising its spelling, pronunciation, meaning and use integrating with structure.

Learning new word is one of the most important and difficult tasks in learning a language. There are certain things about the words that students

need to know which are called aspects of learning words. In this regard, Celce Murcia and Larsen- Freeman (1993, p. 30), say to really know a word, one needs to know its:

- Spelling (orthography)
- Phonetic representation (pronunciation, syllabification, and stress)
- Morphological irregularity (where applicable)
- Syntactic features and restrictions (including parts of speech)
- Common derivation and collocations (i.e. words with which it occurs)
- Semantic features and restriction.

Thus, learning a word does not only imply learning meaning aspect of that word rather it implies learning other aspects mentioned above too.

According to Harmer (1997, p. 158) “Knowing a word means far more than just understanding its meaning. Knowing a word implies knowing four different aspects of vocabulary”. Based on Harmer (1997), we can summarize that “Knowing a word” comprises:

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

Description of each aspect is given below:

1.5.4.1 Word Meaning

The meaning of a word is primarily what it refers to in the real world, its denotation. Meaning in context or sense relations of a word is called world meaning here. Most words have more than one meaning. For example, the word 'run' obviously means a verb of action (moving with quick steps), but it also means a noun (e.g. a batsman made 30 runs). If we combine it with different prepositions (which are called phrasal verbs), it may have more than 30 different meanings. We decipher the meaning of a word by looking at the context in which it is used. For example, we understand that the word 'book' has two different meanings in the following contents: if we see a woman arguing at the ticket office and saying "But I booked my tickets three days ago" with if we see a policeman accompanied by an unhappy-looking man at a police station saying "we booked him for speeding, "So, students need to understand the importance of meaning in context. This way of knowing the word meaning is known as meaning in context. The other way to understand the word meaning is sense relations. Sometimes words have meanings in relation to other words. For example, the word 'vegetable' is used to describe one of a number of things, e.g carrots, cabbages, potatoes etc. 'Vegetable' has a general meaning whereas 'carrot' is more specific. We also understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and 'bad' in relation to a word like 'evil' (synonyms) and so on.

1.5.4.2 Word Use

Word use is also one of the aspects of learning words. What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. A word can be used differently in different situations. Thus words can also be learned by using them according to our

purposes. Every word can not be used in every situation. That is why, we should be very careful in using the words. Some of the uses of words are as follows:

(i) Metaphor and idiom

Word meaning is frequently stretched through the use of metaphor and idiom. Metaphor is a way of describing something by saying that it is like some thing else. For example; the word ‘hiss’ describes the noise that snakes make. But its meaning can be stretched to describe the way people talk to each other. (Don’t move’, she hissed). That is metaphorical use. Similarly in idiom more than two words convey a single meaning’ for example. It’s raining ‘cats and dogs’ does not mean ‘cats and dogs’ are raining but heavily’.

(ii) Collocation

Collocation is the way in which words are used together regularly. Some words can occur in a particular situation. They have close relation while occurring with certain words, otherwise they will be meaningless. For example, we can have as headache, stomachache, or earache, but we can not have a legache’ or a “throatache”.

(iii) Style and Register

We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. Style implies formal and informal use of words, whereas register implies the different fields of using the words. For example;

Style: I’m angry (neutral use)
 I’m really pissed off. (informal use)

Register Words used in medicine, politics, sports etc.

1.5.4.3 Word Formation

A word is a combination of sound in speech and combination of letters in writing which includes both pronunciation and spelling. A slight change in pronunciation or in spelling can bring significant change in the meaning of the words. Word formation, therefore, means knowing how words are written and spoken and knowing how they can change their forms.

Words can change their shape and their grammatical value, too. Students need to know facts about word-formation and how to twist words to fit them in different grammatical contexts. Thus, the verb 'run' has the participles 'running' and 'ran'. The present participle 'running' can be used as an adjective and 'run' can also be a noun.

Students also need to know how suffixes and prefixes such as 'im' or 'ly' change the shape and meaning of the word for example;

im + perfect = imperfect

quick + ly = quickly

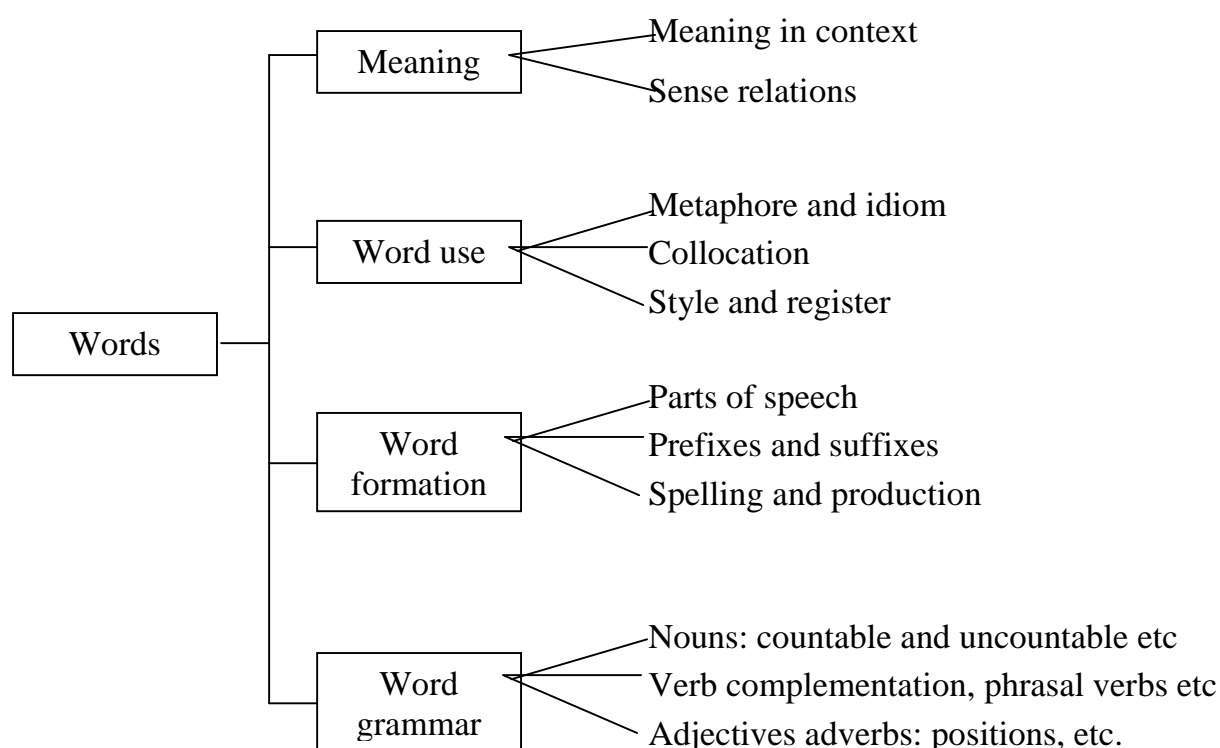
Students also need to know how words are spelt and how they sound. Parts of learning a word is learning its written and spoken form. Thus, word formation means knowing how words are written and spoken and knowing how they can change their forms.

1.5.4.4 Word Grammar

Word grammar is another aspect of learning words. Various forms of a word and their structures are called word grammar. Words not only change according to their grammatical meaning but they can also trigger the use of

certain grammatical patterns. For example, a countable noun can be both singular and plural (e.g. one chair, two chairs), but an uncountable noun can only be singular (e.g. furniture, not furnitures). This difference is reflected in grammatical rules: the word ‘chair’ can collocate with plural verbs whereas the word ‘furniture’ cannot. Verbs trigger certain grammar too. For example, ‘tell’ is followed by an object + to + infinitive (He told me to take a book), but the very ‘say’ does not work in the same way. These are only a few examples. Students need to know many more grammatical behaviour of words.

We can summarize the aspects of learning words in the following way:



(Source: Harmer, 1991:158)

1.5.5 Various Ways of Word Formation

A word is a single meaningful unit of spoken or written form of language. Sometimes it is also called lexicon. Every language has words. It is

universal. Words are formed differently in different languages. In some languages words have only one morpheme (without prefixes and suffixes) such as the Chinese and Japanese language. But in some languages like English, words have one or more than one morpheme. In English, there are different word formation processes; most of the common types of word formation processes are as follows:

- (i) Affixation
- (ii) Compounding
- (iii) Modification
- (iv) Functional homonymy
- (v) Reduplication
- (vi) Shortening
- (vii) Back formation
- (viii) Blending
- (ix) Borrowing
- (x) Acronym
- (xi) Coinage

(i) Affixation

It is a process of making complex words. In this process, either a prefix or suffix or both are added to a base to change the form and meaning of the words. For example:

un + happy = Unhappy (prefix)

beauty + ful = beautiful (suffix) etc.

(ii) Compounding

It is a process of making compound words. In this process, two free morphemes or two independent words are combined together to form a new word. For example;

text + book = text book

news + paper = newspaper

green + house = greenhouse

(iii) Modification

It is a process of new word formation by changing a sound segment or spelling in writing and such words are called modified words. For example:

man = men

mouse = mice

take = took etc.

(iv) Functional Homonymy

Some words can be used as nouns, adjective or adverbs without any change in the form of the word. This process of derivation is called conversion or functional homonymy. It indicates towards the change in the function of a word. In this process, the words are same but the meaning is different e.g.

Round: The earth is round (adj.)

He was kicked on the first round (noun)

He walked round the tree. (prep.)

(v) Reduplication

It is a process of word formation in which a part or the whole word is repeated. Such words are called reduplicated words. e.g.

bye - bye
tip - tip
zig - zag etc

(vi) Shortening

Shortening, a word formation process, is also called clipping. It is a process of reducing in the form of words without changing the word class e.g.

Full words	shortened words
Photograph	photo
Mathematics	maths
influenza	flu etc.

(vii) Back Formation

This is a process of reduction in the form of words with a change in word class. Generally, a noun is back formed into a verb. e.g.

Noun	Verb (reduced form)
television	televise
editor	edit
donation	donate etc.

(viii) Blending

It is a process of forming new words by combining two separate words. It is done by taking only the beginning of one word and joining it to the end of

the other word. Simply speaking, this process involves the fusion of two words into one. e.g.

Smoke + fog = smog

motor + hotel = motel

television + broadcast = telecast etc.

(ix) Borrowing

Borrowing simply means taking words from other languages. So when a word is borrowed into one language from other language, it is called borrowing and such words are called borrowed words. English generally borrows words from other languages with which it comes into contact. e.g.

Lathi (from Hindi)

Guru (from Hindi)

garage (from French)

boss (from Dutch) etc.

(x) Acronymy

Acronymy is also known as abbreviation. It is process of word formation in which initial letters of a group of words are pronounced as a word. For example: SAARC, UNESCO etc.

(xi) Coinage

Sometimes words may be created from scratch, eg. Compute, Orion etc.

This process of word formation is called coinage. This process is common in industrial organization which required new names for their products.

1.5.6 Criteria of Selecting Vocabulary

Selection is the choice of linguistic items such as grammar, vocabulary etc. Language is a vast ocean containing many things. All items cannot be taught at a time. So, we select the teaching items according to the level, need and other various criteria, which is called selection.

According to Harmer, (1997, p. 154), one of the problems of vocabulary teaching is how to select words to teach some of syllabuses are based on the principles that concrete words such as table, car, pen etc have to be taught at lower level and more abstract words like love, affection, etc have to be taught at upper levels. These are conventionally followed principles. More scientific criteria of selecting vocabulary items are as follows:

(a) Frequency

Frequency means the number of occurrence of the same item again and again. Frequency counts the number of recurring items. Words occurring time and again such as this, that, is a etc have high frequency and those words that occur rarely such as gravity, creation etc have low frequency. Structural words have more frequency than content words. So, more frequent words should be selected for teaching.

(b) Range

The number of texts in which an item occurs is its range. A word that occurs everywhere is more important than the one which occurs in one particular text. The words having high range should be selected in language teaching.

(c) Coverage:

Coverage means the degree to which words can be used to replace other words because they have a similar meaning. If a word can be used to mean various things or actions, it has more covering capacity. For example; 'seat' includes the meaning of chair, bench and stool. Words which replace other words should be selected.

(b) Learnability

The criteria of learnability tells us that easier items should be selected because they are easy to learn. Some words are easier to learn than the other ones. Learnability may be influenced by the following five factors; similarly; clarity, brevity, regularity and learning load.

(e) Availability

The principle of availability refers not to the frequency but to the appropriateness and necessity of an item in a certain situation and so in a particular register. A word available at hand ensures learning. 'Chalk' and 'duster' may have low range on low frequency in other contexts but for a school, these are readily available items.

1.6 Objectives of the Study

The objectives of this study were as follows:

- (i) To analyse the vocabulary used in the English textbook for Grade six in terms of the following variables:
 - a. Total number
 - b. Parts of speech
 - c. Frequency

d. Structure: phonological and morphological

(ii) To list some pedagogical implications.

1.7 Significance of the Study

This study will be significant in the following ways:

- i. This research will provide valuable insights to the people who are interested in analyzing vocabulary items.
- ii. It will be beneficial to syllabus designers and textbook writers.
- iii. This study will be fruitful for school teachers (especially to the lower secondary teachers)
- iv. This study will be useful to the teacher trainers and students too.

1.8 Definitions of Specific Terms

Abbreviated Forms: Short Forms of words are called abbreviated Forms. e.g. Mr., P.m. etc.

Affix: An affix is bound morpheme attached to the root or stem. E.g., un (affix) + kind (root) + unkind

Complex Words: Complex words refer to the words which consist of a root plus one or more derivational affixes. e.g., good +ness = goodness un+ happy + ness= unhappiness etc.

Compound words: Compound words refer to the words which consist of two or more free morphemes, which are both words. e.g, black +board= blackboard, home + sick = homesick etc.

Consonant cluster: At least two consonant sounds occurring together in a syllable without any vowel in between is called consonant cluster. This

kind of consonant cluster can be at the beginning or end of a syllable. e.g, /sku:l/ (sk-)in the word “school”

Contracted Forms: The items which have become shorter due to the deletion of some of their letters are called contracted forms. e.g. isn't is the contracted form of is not.

Conventionalized Multiword Forms: Group of words which occur together in order to serve specific functions are called conventionalized multiword forms.

Corpus: The total written words.

Frequency: Reoccurrence of words is called frequency.

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

Monomorphemic words: The words that have only one morpheme are monomorphemic words.

Monosyllabic words: A monosyllabic word refers to the word which contains a single syllable.

Polymorphemic words: Words with more than one morpheme.

Polysyllabic words: A word containing more than one syllable is called polysyllabic word.

Morphemes: The smallest grammatical units which can not be divided without destroying the meaning e.g., boy cat, etc.

Parts of speech: Parts of speech refer to the groups of words which are similar in function.

Root : The root is the part of a word left when all the affixes are removed.

Prefix: An affix attached before a root or stem or base. E.g, 'un- in unkind.

Syllable: A unit of pronunciation larger than a sound and smaller than a word.

Word Forms: physical manifestations of lexemes.

Vocabulary: Vocabulary, here, refers to the words used in the English textbook for grade six.

Textbook for Grade six: It refers to the book of English prescribed for grade six students to be studied as a compulsory subject, published by CDC and written by Naresh Prasad Gautam, Arun Kiran Pradhan, Christine Stone and Promod Kumar Shah.

CHAPTER- TWO

METHODOLOGY

This chapter deals with the plans and procedure of the study applied by the researcher to achieve objectives of the study. The sources of data, process of data collection and limitations of the study are discussed under methodology.

2.1 Source of Data

To accomplish the present study, the researcher used the following sources of data:

2.1.1 Primary Sources of Data

Primary sources of data were not used in this research.

2.1.2 Secondary Source of Data

Our English book for Grade six, various books, journals, research reports, dictionaries and articles related to this study are the secondary sources of data.

2.2 Process of Data Collection

In the process of data collection, the researcher adopted the following procedures:

Firstly, the researcher listed all the vocabulary items used in “Our English Book for Grade Six” alphabetically. These vocabulary items were divided into four different groups; word forms (e.g., apple, bag, drink etc. contracted forms (e.g. they’re, isn’t etc.) abbreviated forms (e.g. a.m., p.m.

etc.) and conventionalized multiword forms (eg, good bye, good afternoon etc.) in corpus.

Secondly, the word forms were classified into eleven different groups namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, articles, numerals and quantifiers in terms of parts of speech. The researcher used Oxford Advanced Learner's Dictionary (Hornby, 2002) and English Syntactic Structure (Aarts and Aarts, 1986) while determining the parts of speech of the words used in our English book for Grade six.

Thirdly, the frequency of occurrence of each and every vocabulary items was counted adopting the following procedures:

- i. While counting the frequency of occurrence of nouns which are used in the textbook for the first time were written as they were. When the same noun or variant forms of the same noun were found, +1 mark was assigned after the written noun and total number of frequency was counted. For example, 'box', boxes were counted as a lexeme 'box'. Similarly, compound nouns were counted as word. Proper nouns mentioned in the textbook were not listed and counted their frequency of occurrence.
- ii. While counting the frequency of occurrence of verbs, the verb found for the first time in the textbook was written as it was. When the same verb or variant forms of the same verb were found, +1 mark was assigned and total number of frequency of occurrence was counted. Various forms of same verb were counted as one lexeme. For example; help, help, helping were counted as a lexeme 'help'. The verbs in contracted form were not

studied while counting the frequency of occurrence of verbs. They were studied in contracted forms.

- iii. Applying the above mentioned procedure, the frequency of occurrence of adjectives and adverbs was counted.
- iv. Pronouns were divided into personal pronouns, demonstrative pronouns, reflexive pronouns, interrogative pronouns, relative, pronouns and possessive pronouns and their frequency of occurrence was separately counted.
- v. While counting the frequency of occurrence of prepositions, articles, conjunctions, numerals, quantifiers, interjections, abbreviated forms and contracted forms used in the textbook, the above mentioned procedures were applied.

Fourthly, the researcher classified all the vocabulary items into four groups; one syllabic, two syllabic, three syllabic and four syllabic in terms of syllable. Then, the syllable structure and consonant clusters were also observed.

Fifthly, morphological structure of vocabulary items was observed in terms of derivational affixes.

Lastly, the collected vocabulary items were tabulated, analyzed and interpreted descriptively using simple statistical tools like percentage.

2.3 Limitations of the Study

This study was limited in the following ways:

- i. This study was limited to the English textbook for Grade six in Nepal.

- ii. The study was limited to the analysis of the vocabulary items in terms of total number, parts of speech, frequency and structure (phonological and morphological).
- iii. The study was limited to the study of the morphological structure of words in terms of the derivational affix.
- iv. The analysis of the vocabulary items was limited to the evaluation criteria developed by the researcher himself.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

The main objective of this study was to analyze the vocabulary items used in Our English Book for Grade Six. So, under this heading, the researcher attempted to study the Collected data (i.e. all the vocabulary items). To calculate, the total corpus, all the vocabulary items, were grouped into four different groups namely word forms, contracted forms, abbreviated forms and conventionalized multiword forms in terms of total number and their frequency of occurrence, whereas word forms were further divided into eleven different groups (in terms of parts of speech or word class) namely nouns, verbs, adjectives adverbs pronouns, prepositions, conjunctions, articles, interjections, quantifiers and numerals and studied them in terms of the following variables:

- i. Total number
- ii. Parts of Speech
- iii. Frequency of occurrence
- iv. Syllable structure and consonant cluster and
- v. Morphological structure

3.1 Analysis of Vocabulary Items in Terms of Corpus

Altogether 22965 corpus were found to have been used in the textbook.

Running words found to have been used in the textbook are presented in the following table:

Table No. 1
Total Corpus According to their Number and percentage

S.N.	Vocabulary Items	No. of words	Percentage
1	Word Forms	22330	97.23%
2	Contracted Forms	544	2.36%
3	Abbreviated Forms	75	0.33%
4	Conventionalized multiword Forms	16	0.07%
	Total	22965	100%

The above table shows that the highest number of corpus was found in the first category i.e. word forms. Out of 22965 vocabulary items, 22330 (97.23%) vocabulary items were found in the first category. The least number of vocabulary items was found in the last category i.e. conventionalized multiword forms. Out of 22965 vocabulary items, 544 (2.36%), 75 (0.33%) and 16 (0.07%) were found in contracted forms, abbreviated forms and conventionalized multiword forms respectively.

3.2 Analysis of vocabulary items in terms of the total number

Altogether 1593 different vocabulary items were used in the text book (see Appendix I) The following data present the total number of vocabulary items used in the textbook:

Table No. 2

Total Number of Vocabulary Items with their Number and Percentage

S.N.	Vocabulary Items	No. of words	Percentage
1	Word Forms	1574	98.80%
2	Abbreviated Forms	9	0.56%
3	Conventionalized multiword Forms	10	0.64%
	Total	1593	100%

(Note: Contracted forms were separated (e.g., “what’s” was separated as what and ‘is’ while counting the total number of vocabulary items. Then, the total number was counted so contracted forms were not included here.)

The above table shows that out of 1593 vocabulary items, 1574 (98.80%), 9 (0.56%) and 10 (0.64%) are word forms, abbreviated forms and conventionalized multiword forms respectively. Thus, the highest number of vocabulary items is found in the first category i.e. word forms and the least number of vocabulary items are found in the second a category i.e. abbreviated forms.

3.3 The Vocabulary Items in Terms of the Parts of Speech

Altogether 1574 difference words were found in the English textbook for grade six. (see Appendix II). The number of vocabulary items belonging to different parts of speech is presented in the following table:

Table No. 3
The Vocabulary Items in Terms of the Parts of Speech

S.N.	Parts of speech	No. of words	Percentage
1	Nouns	826	52.44%
2	Verbs	328	20.83%
3	Adjectives	160	10.14%
4	Adverbs	112	7.11%
5	Pronouns	44	2.79%
6	Prepositions	37	2.41%
7	Conjunctions	7	0.44%
8	Interjections	20	1.27%
9	Articles	3	0.19%
10	Quantifiers	11	0.70%
11	Numerals	26	1.65%
	Total	1574	100%

(Note : Nos. 1 -4 and nos.5-11 represents major and minor word class respectively.)

The above table shows that there were 826 nouns used in the textbook which have covered 52.47%. Similarly, out of 1574 vocabulary items, there were 328 (20.83%) verbs, 160 (10.16%) adjectives, 112 (7.11%) adverbs, 44 (2.79%) pronouns, 37 (2.41%) prepositions, 7 (0.44%) conjunctions, 20 (1.27%) interjections, 3 (0.19%) articles, 11 (0.70%) quantifiers and 26 (1.65%) numerals.

3.4 Analysis of the Vocabulary Items in Terms of the Frequency of Occurrence

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

3.4.1 Frequency of the Word Forms

All word forms were categorized into eleven different groups in terms of parts of speech while counting the frequency of occurrence of word forms and analyzed under the following subheadings:

3.4.1.1 Frequency of Occurrence of the Nouns

Altogether 826 vocabulary items belonging to nouns were found to have been used in the textbook. (For details see Appendix iv)

Out of 826 nouns, the noun 'word' has the highest number of frequency of occurrence. It has occurred 156 times in the textbook . Out of 156 times, it has occurred 27 items in the singular form and 129 times in the plural form. Out of 826 nouns, 283 different nouns have occurred only one time in the textbook.

Frequency of occurrence among nouns is unbalanced. But most of the nouns used in the textbook are concrete. That is why, the selection of nouns is good.

3.4.1.2 Frequency of Occurrence of the Verbs

Altogether 328 vocabulary items related to verbs were found to have been used in the textbook. (For details see Appendix V).

There are 283 lexical verbs used in the text book. Among the lexical verbs, the verb ‘write’ has the highest number of frequency. It has occurred 180 times in the textbook. Out of 180 times, it has been used 143, 5, 10, and 22 times in the present form, past form, past participle form and present participle form respectively. Similarly, there are 13 (Nos.284-296) auxiliary verbs used in the text book. Among them, the auxiliary verb “is” has the highest number of frequency. It has occurred 699 times in the textbook. Out of 699 times, it has occurred 500 times without contraction and 199 times with contraction. Similarly, there are 32 (Nos.297-328) Phrasal verbs used in the text book. Among phrasal verbs, ‘look at’ has the highest number of frequency of occurrence. It has occurred 30 times in the textbook. Among modal auxiliary verbs, ‘can’ has the highest number of frequency of occurrence. It has occurred 149 times. It has occurred 108 times without contraction and 41 times with contraction.

The above facts show that there is a great disparity in the frequency of the occurrence of the verbs used in the textbook. Out of 328 verbs, 80 verbs have occurred only one time.

3.4.1.3 Frequency of Occurrence of the Adjectives

Altogether 160 vocabulary items belonging to adjectives were found to have been used in the textbook. The following table presents the adjectives with their frequency of occurrence:

Table No. 4**Adjectives with their Frequency of Occurrence**

S.N.	Adjectives	No. F.			
1	clever	7	25	Amazing	1
2	lazy	1	26	Interesting	11
3	new	20	27	Wide	4
4	slow	2	28	Soft	1
5	black	5	29	Round	2
6	old	39	30	Comfortable	1
7	small	30	31	Pretty	1
8	happy	7	32	White	9
9	big	58	33	Smart	1
10	brown	34	34	Narrow	1
11	expensive	10	35	Bright	6
12	strong	4	36	High	27
13	right	6	37	easy	5
14	hot	1	38	hungry	1
15	tall	16	39	different	9
16	well	9	40	careful	2
17	long	40	41	kind	4
18	dreadful	1	42	important	8
19	dear	3	43	unhappy	2
20	dangerous	7	44	angry	35
21	short	25	45	wrong	12
22	sad	3	46	difficult	6
23	dark	6	47	enormous	3
24	heavy	9	48	good	44
			49	bad	11

50	ordinary	3
51	rice	6
52	busy	3
53	healthy	1
54	alphabetical	2
55	large	6
56	fine	2
57	cold	6
58	fast	18
59	wild	1
60	upsetting	1
61	beautiful	10
62	lame	2
63	blind	1
64	young	10
65	greedy	1
66	rich	5
67	true	5
68	afraid	5
69	flase	2
70	surprised	1
71	cruel	3
72	poor	3
73	real	1
74	flat	1
75	modern	2
76	foreign	3
77	brave	5

78	curely	4
79	straight	5
80	useful	5
81	special	3
82	green	4
83	hard	3
84	cheap	5
85	warm	1
86	quiet	3
87	exciting	1
88	plain	1
89	light	4
90	low	2
91	grassy	1
92	proud	1
93	funny	2
94	fat	1
95	thin	2
96	slim	2
97	square	1
98	oval	1
99	broad	2
100	sparkling	1
101	dull	1
102	slanting	1
103	same	5
104	fierce	2
105	extra	1

106	pink	2
107	peaceful	1
108	boring	1
109	powerful	1
110	crowded	2
111	lonely	1
112	friendly	1
113	intelligent	1
114	sleepy	1
115	popular	2
116	tasty	2
117	suitable	1
118	chief	3
119	slippery	1
120	wet	4
121	dry	1
122	sensible	1
123	deep	3
124	tired	6
125	quick	4
126	cloudy	3
127	dead	4
128	alive	1
129	safe	2
130	loose	1
131	secret	2
132	valuable	2
133	famous	4

134	muddy	2
135	archeological	1
136	musical	2
137	crooked	2
138	cheerful	1
139	national	1
140	smooth	1
141	generous	1
142	noisy	2
143	selfish	1
144	red	3
145	hot	1
146	simple	1
147	thick	1
148	unkind	1
149	thin	1
150	huge	1
151	delicious	1
152	great	1
153	wise	1
154	sweet	1
155	fresh	1
156	sharp	1
157	weak	1
158	untidy	1
159	tidy	2
160	dirty	2

Note: Frequency of occurrence of the comparative and the superlative forms of the adjectives were counted but the comparative and the superlative forms were not included in the list.

The above table shows that the adjective ‘big’ has the highest number of frequency. It has occurred 58 times. Out of 160 adjectives, 97 (60.62%) have occurred more than one time in the text book, whereas 63 (39.38%) have occurred only one time in the textbook. Thus, there is not a balance in the frequency of occurrence of adjectives.

3.4.1.4 Frequency of Occurrence of the Adverbs

Altogether 112 vocabulary items belonging to adverbs were found to have been used in the textbook. The following table presents the adverbs found in the textbook with their frequency of occurrence:

Table No. 5
Adverbs with their Frequency of Occurrence

S.N.	Adverbs	No. of . F	13	where	42
1	there	77	14	o'clock	16
2	here	36	15	today	8
3	very	81	16	more	10
4	ago	3	17	suddenly	4
5	down	28	18	so	4
6	now	52	19	away	12
7	a lot	2	20	lots	1
8	near	10	21	back	9
9	how	78	22	off	5
10	out	24	23	quickly	15
11	then	27	24	together	8
12	yesterday	35	25	why	29

26	everyday	9
27	as	7
28	really	3
29	correctly	13
30	silently	6
31	quietly	7
32	too	30
33	tomorrow	10
34	only	13
35	beautifully	1
36	late	8
37	always	10
38	often	6
39	sometimes	9
40	never	6
41	once	2
42	wherever	1
43	easily	2
44	when	42
45	usually	8
46	immediately	3
47	carefully	11
48	neatly	5
49	next day	11
50	next	2
51	yet	2
52	certainly	2
53	clearly	1
54	slowly	5
55	everywhere	1
56	later	4
57	happily	3

58	also	3
59	tonight	1
60	soon	4
61	gently	1
62	again	5
63	enough	14
64	properly	1
65	nowadays	2
66	last night	1
67	heavily	1
68	early	5
69	absolutely	1
70	forward	2
71	nearly	2
72	lightly	2
73	accurately	1
74	just	11
75	twice	1
76	skillfully	1
77	ever	14
78	exactly	1
79	automatically	1
80	anywhere	1
81	prouly	1
82	even	1
83	recently	1
84	safely	1
85	already	4
86	loudly	2
87	politely	1
88	perhaps	1
89	greedly	2

90	carelessly	1
91	tightly	1
92	angrily	2
93	brightly	2
94	fiercely	2
95	sweetly	1
96	calmly	1
97	dangerously	1
98	joyfully	1
99	mostly	1
100	strongly	1
101	softly	1

102	untidly	1
103	freely	1
104	weakly	1
105	secretly	1
106	occasionally	1
107	horizontally	1
108	vertically	1
109	still	2
110	not	37
111	fast	10
112	wrongly	1

The above table shows that the adverb ‘very’ has the highest number of frequency. It has occurred 81 times in the textbook. Out of 112 adverbs, 40 (35.71%) have occurred only one time in the textbook.

It shows a great disparity in the frequency of occurrence of adverbs.

3.4.1.5 Frequency of Occurrence of the Pronouns

Altogether 44 vocabulary items belonging to pronouns were found to have been used in the textbook. Pronouns found in the textbook are presented in the following table with their frequency of occurrence:

Table No. 6**Pronouns with their Frequency of Occurrence**

S.N.	Pronouns	No. of. F.
1	we	183
2	this	120
3	he	260
4	they	225
5	your	88
6	you	426
7	everything	3
8	what	214
9	these	113
10	that	43
11	it	368
12	she	142
13	who	54
14	me	45
15	I	435
16	myself	5
17	herself	2
18	them	54
19	everyone	21
20	their	65
21	which	66
22	our	34
23	her	55
24	my	101
25	yourself	3
26	his	59
27	someone	4
28	himself	2
29	hers	1
30	anything	2
31	nobody	2
32	something	7
33	noone	3
34	its	12
35	whose	7
36	him	25
37	those	3
38	us	25
39	somebody	1
40	yours	5
41	mine	4
42	anyone	1
43	ours	1
44	theirs	2

The above table shows that among 44 different pronouns, the personal pronoun 'I' has the highest number of frequency. It has occurred 435 times in the text book. Out of 44 pronouns, 12(27.27%) personal pronouns (e.g. I, she etc.) , 4 (9.09%) self pronouns (e.g. herself, myself etc.), 4 (9.09%) demonstrative pronouns (e.g. this, these etc.), 4(9/09%) interrogative pronouns (e.g. whose, what etc.). 12 (27.27%) possessive pronouns (e.g my, mine, your etc.) and 7 (15.91%) indefinite pronouns (e.g. someone, something etc.) were found to have been used in the text book.

It shows a disparity in the occurrence of the pronouns so, they should be used in balanced ways.

3.4.1.6 Frequency of Occurrence of the Prepositions

Altogether 37 vocabulary items belonging to pronouns were found to have been used in the textbook. They are presented in the following table with their frequency of occurrence:

Table No. 7
Prepositions with their Frequency of Occurrence

S.N.	Prepositions	No. of F	8	under	6
1	to	361	9	behind	4
2	for	166	10	with	132
3	in	495	11	before	11
4	of	160	12	inside	8
5	by	15	13	off	4
6	from	53	14	at	111
7	below	2	15	on	138

16	into	28
17	middle	1
18	across	6
19	outside	8
20	about	50
21	after	11
22	up	10
23	over	12
24	through	6
25	in front of	3
26	round	4
27	without	2

28	between	2
29	towards	5
30	onto	39
31	along	4
32	above	1
33	against	4
34	during	1
35	underneath	1
36	opposite	3
37	among	1

The above table shows that among 37 different prepositions, the preposition “in” has the highest number of frequency of occurrence. It has occurred 495 times in the textbook. Similarly, the prepositions ‘to’, ‘for’ ‘of’ ‘on’ ‘with’ and ‘at’ have occurred 361, 166, 160, 132 and 111 time respectively. Five different prepositions have occurred only one time. They are, among, underneath, during, above, and middle.

The prepositions found to be used in the textbook represent great disparity in their frequency of occurrence. So, they should be used in a balanced way.

3.4.1.7 Frequency of Occurrence of Conjunctions

Altogether 7 vocabulary items belonging to conjunctions were found to have been used in the text book. They are presented with their frequency of occurrence in the following table.

Table No. 8
Conjunctions with their Frequency of Occurrence

S.N.	Conjunctions	No.of. F.
1	And	601
2	But	78
3	Or	84
4	Because	52
5	Though	1
6	although	1
7	except	1

The above table shows that both co-ordinating and subordinating conjunctions were used in the textbook. Among these 7 different conjunctions, the conjunction ‘and’ has the highest number of frequency. It has occurred 601 times in the textbook. Similarly, ‘or’ and ‘but’ have occurred 84 and 78 times respectively. The subordinating conjunctions ‘because’ has occurred 52 times in the textbook. Out of 7 conjunctions, the conjunctions ‘though’, ‘although,’ and ‘except’ have occurred only one time in the text book.

This fact shows that there is a great disparity in the frequency of the conjunctions.

3.4.1.8 Frequency of Occurrence of the Articles

Both indefinite (‘a’ and ‘an’) and definite (the) articles were found to have been used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 9
Articles with their Frequency of Occurrence

S.N.	Articles	No.of. F.
1	a	749
2	an	61
3	the	1481

The above table shows that the definite article ‘the’ has the highest number of frequency of occurrence than others. It has occurred 1481 times in the textbook. Similarly, indefinite articles ‘a’ and ‘an’ have occurred 749 and 61 times in the textbook respectively.

The great disparity is seen in the frequency of occurrence of definite and indefinite articles.

3.4.1.9 Frequency of Occurrence of the Interjections

Twenty different vocabulary items belonging to interjections were found to have been used in the text book. They are tabulated with their frequency of occurrence in the following table:

Table No. 10
Interjections with Frequency of Occurrence

S.N.	Interjections	No. of. F
1.	yes !	85
2.	no!	74
3.	hooray!	1
4.	terrific!	1
5.	amazing!	1
6.	please!	48
7.	quack!	1
8.	haha!	1
9.	hellow!	8
10.	sorry!	18
11.	oh!	29
12.	congratulation!	1
13.	miaow!	3
14.	grr!	2
15.	cheep!	2
16.	well!	3
17.	thank you!	13
18.	good bye!	5
19.	well done!	1
20.	bye!	1

The above table shows that the interjection ‘Yes’ has the highest number of frequency of occurrence. It has occurred 85 times in the textbook. Similarly, the interjections no, please, oh, sorry, and thank you have occurred 74, 48, 29,18 and 13 times in the textbook respectively. The

interjections ‘hallow’, ‘goodbye’, ‘well’, ‘miaow’ and ‘cheep’ have occurred more than one time in the textbook. But the interjections ‘bye’ ‘well done’, ‘congratulation’, ‘haha’, ‘quack’, ‘amazing’, ‘terrific’ and ‘hooray’ have the least frequency of occurrence. They have occurred only one time in the textbook. Thus, 8 (40%) interjections have occurred only one time.

3.4.1.10 Frequency of Occurrence of the Quantifiers

Altogether 11 vocabulary items belonging to quantifiers were found to have been in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 11
Quantifiers with their Frequency of Occurrence

S.N.	Quantifiers	No.of .F
1	some	35
2	any	9
3	each	17
4	All	46
5	both	2
6	either	2
7	neither	2
8	much	24
9	many	46
10	little	47
11	few	9

The above table shows that the quantifier ‘little’ has the highest number of frequency of occurrence. It has occurred 47 times in the textbook.

Similarly, the quantifiers ‘both’, ‘either’ and ‘neither’ have the least frequency of occurrence. They have occurred only two times in the textbook. Among these quantifiers, ‘all’ and ‘many’ have occurred 46 times. Similarly. The quantifiers ‘some’, ‘much’, ‘each’, ‘any’, and ‘few’ have occurred 35, 24, 17, 9 and 9 times in the textbook respectively.

Great disparity is also seen in the frequency of occurrence of the quantifiers.

3.4.1.11 Frequency of Occurrence of the Numerals

Altogether 26 numerals were found to have been used in the textbook, They are presented with their frequency of occurrence in the following table:

Table No. 12
Numerals with their Frequency of Occurrence

S.N.	Quantifiers	No.of .F
1	One	73
2	Two	61
3	Three	18
4	Four	18
5	Five	15
6	Six	31
7	Seven	8
8	Eight	2
9	Nine	1
10	Ten	3
11	Eleven	1

12	Twelve	2
13	Fifteen	1
14	Sixteen	1
15	Twenty	3
16	Twenty-one	1
17	Twenty- three	1
18	Thirty	3
19	One lakh	4
20	One million	5
21	One hundred	4
22	One thousand	1
23	Fourty	1
24	First	44
25	Second	15
26	Third	11

[Note.: (Nos. 1- 23) and (Nos. 24-26) represent cardinal and ordinal numbers respectively.]

The above table shows that both cardinal and ordinal numbers were found to have been used in the textbook. The cardinal number ‘one’ has the highest number of frequency among all the numerals. It has occurred 73 times in the textbook. Among ordinal numbers, ‘first’ has the highest number of frequency. It has occurred 44 times in the textbook.

3.4.2 Frequency of Occurrence of the Abbreviated Forms

Nine different abbreviated vocabulary items were found to have been used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 13

Abbreviated Forms and their Frequency of Occurrence

S.N.	Quantifiers	No.of .F
1	Dr.	1
2	Mr	16
3	Mrs	10
4	TV	7
5	Kg	1
6	Km	6
7	Usa	1
8	P.M.	20
9	A.m	13

The above table shows that the abbreviated word 'P.m.' has the highest number of frequency. It has occurred 20 times in the textbook. Similarly, the abbreviated words Mr., Mrs., a.m., TV, and Km have occurred 16, 10, 13, 7 and 6 times in the textbook respectively. Out of nine abbreviated vocabulary items, three words Dr., Kg, and USA have occurred only one time in the textbook.

3.4.3 Conventionalized Multiword Forms with their Frequency of Occurrence

Altogether 10 different conventionalized multiword forms were found to have been used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 14
Conventionalized Multiword Forms and their Frequency of Occurrence

S.N.	Quantifiers	No.of .F
1	pleased to	3
2	good morning	2
3	fine thanks	1
4	good rest	1
5	good afternoon	1
6	of course	2
7	turn right	2
8	turn left	2
9	round here	1
10	hands up	1

The above table shows that the Conventionalized Multiword forms / phrase “pleased to” has the highest number of frequency of occurrence. It has occurred three times in the textbook.

3.4.4 Frequency of Occurrence of the Contracted Forms

Forty six different contracted forms were found to have been used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No 15**Contracted Forms with their Frequency of Occurrence**

S.N.	Contracted	No. of F
1	who's	5
2	it's	49
3	what's	11
4	there's	21
5	here's	3
6	where's	4
7	girl's	2
8	friend's	1
9	that's	11
10	man's	2
11	son's	1
12	baby's	1
13	world's	1
14	chemist's	1
15	baker's	1
16	she's	18
17	he's	36
18	cat's	3
19	bird's	2
20	elephant's	1
21	father's	1
22	you're	9
23	they're	11

24	we're	5
25	I've	19
26	they've	8
27	you've	8
28	we've	4
29	I'll	31
30	that'll	1
31	we'll	14
32	I'd	7
33	hasn't	1
34	won't	9
35	wasn't	4
36	weren't	2
37	couldn't	9
38	haven't	14
39	mustn't	8
40	aren't	9
41	doesn't	14
42	don't	38
43	isn't	23
44	didn't	30
45	can't	32
46	I'm	69

Notes.: 1 Nos. 1 -19, Nos. 20 -21, Nos. 22-24, Nos. 25-28, Nos 29-31, No. 32, Nos. 33-45 and no 46 represent 'is contraction,' 'has contraction', 'are contraction', have contraction, 'will contraction', would contraction, 'negative contraction' and 'am contraction' respectively.

2. Contracted forms which were contracted with proper nouns were not included in the frequency, (e.g., Hari's)

The above table shows that the contracted form 'I'm' (I am) has the highest number of occurrence. It has occurred 69 times in the textbook. Similarly, among negative contracted forms, the contacted word 'don't' (do not) has the highest number of frequency of occurrence. It has occurrence 38 times in the text book.

3.5 Analysis of Vocabulary Items in Terms of Phonological Structure

The data were analyzed in terms of phonological structure under the following sub headings:

3.5.1 Syllable

In terms of syllable, the data were analyzed under the following sub-headings:

3.5.1.1 On the basis of the Number

On the basis of the number of the syllable contained in the words, they are classified into four groups; monosyllabic, two syllabic, three syllabic and four syllabic. Number and percentage of words according to their number of syllables are presented in the following table:

Table No. 16
Number and Percentage of Words According to their Number of Syllables

S.N.	No. of Syllables	No. of words	Percentage
1.	One syllable	811	51.52%
2.	Two syllable	557	35.38%
3.	Three syllable	176	11.18%
4.	Four syllable	30	1.90%
	Total	1574	100%

(Appendix III for the list)

The above table shows that out of 1574 words 811 (51.52%) are monosyllabic, 557 (35.38%) are two syllabic, 176 (11.18%) words are three syllabic and 30 (1.90%) four syllabic.

Out of 826 nouns, 380, 316, 114 and 16 nouns are monosyllabic, two syllabic, three syllabic and four syllabic respectively. Out of 328 verbs, 235, 83, 9 and 1 verbs are monosyllabic, two syllabic, three syllabic and four syllabic respectively. Similarly, out of 160 adjectives, 82, 58, 17 and 3 adjectives are monosyllabic, two syllabic, three syllabic and four syllabic respectively. Out of 112 adverbs, 28, 48, 27 and 9 adverbs are monosyllabic, two syllabic, three syllabic and four syllabic. Similarly, out of 44 pronouns, 31 pronouns are monosyllabic and 13 pronouns are two syllabic. Out of 37 prepositions, 14, 20 and 3 prepositions are monosyllabic, two syllabic and three syllabic respectively. Similarly, out of 7 conjunctions, 4 conjunctions are monosyllabic and 3 conjunctions are two syllabic. Out of 20 interjections, 10, 7, 2, and 1 interjections are monosyllabic, two syllabic, three syllabic and four syllabic respectively.

Out of 11 quantifiers, 8 are monosyllabic and 3 are two syllabic.

Similarly, out of 26 numerals 15, 6 and 5 are monosyllabic, two syllabic and three syllabic respectively (see Appendix II).

The above table shows that the concept of monosyllabic, two syllabic, three syllabic, four syllabic are given but there is not a balance in the distribution of words in terms of syllable.

3.5.1.2 On the basis of the Syllable Structure of the Words

The structure of the syllables can be represented by the syllabic pattern in terms of consonant and vowel segments. Syllable structures of the words found in the textbook are presented with examples as follows (see appendix III).

S.N.	Syllable structure	Example
1.	CCCVC	straight
2.	CCCVCCC	students
3.	CCV	draw
4.	CCVCCC	blanks
5.	CCVCCVC	standing
6.	CCVCCVCC	questions
7.	CCVCV	story
8.	CCVCVC	places
9.	CCVCCC	triangle
10.	CCVCCV	quietly
11.	CVC	boys
12.	CVCC	bottle
13.	CVCCC	hands
14.	CVCCCC	pencils
15.	CVCCCV	country

16.	CVCCVC	countries
17.	CVCCVCVC	computer
18.	CVCCVCVCC	computers
19.	CVCCV	basket
20.	CVCCVCC	sentence
21.	CVCCVCCC	sentences
22.	CVCV	carry
23.	CVCVC	balloon
24.	CVCVCC	letters
25.	CVCVCCCV	silently
26.	CVCVCCV	silently
27.	CVCVCCVC	butterfly
28.	CVCVCV	camera
29.	CVCVCVC	bananas
30.	CVCCVCVCCV	dangerously
31.	CVCCCCV	recently
32.	CVCVV	radio
33.	CVCVVC	ralios
34.	V	eye
35.	VC	egg
36.	VCC	ask
37.	VCCC	uncle
38.	VCCV	empty
39.	VCCVCV	untidy
40.	VCCCVCCVC	expensive
41.	VCCVCCV	umbrella
42.	VCCV	also
43.	VCCVC	outside
44.	VCCVCC	answer
45.	VCCVCVC	answers
46.	VCCVCVC	alphabet

47.	VCV	easy
48.	VCVC	above
49.	VCVCC	animal
50.	VCVCCVC	aeroplane
51.	VCVCVC	opposite
52.	VCVCVCCV	immediately
53.	VCVCVCCV	automatically
54.	VCCVCVCCV	absolutely
55.	VCCCVCVCV	angrily
56.	VCCVCVCV	Untidily
57.	VCCCC	actions

(Note: Syllable structures of the compound words and phrasal verbs are not included here).

The above list shows that 57 words of different syllable structures were found in the textbook.

3.5.2 Consonant Cluster

In terms of consonant clusters, the data were analyzed under the following subheadings:

3.5.2.1 Consonant Clusters in Initial Position

Two and three consonants in sequence were found to have been used at the beginning of the words which are as follows:

a. Initial sequence of two constants

Initial consonant clusters with two consonants were found in the textbook are presented below:

/sp/ as in speak
/sn/ as in snow
/sl/ as in sleep
/st/ as in stick
/pr/ as in practice
/tj/ as in tuesday
/kr/ as in cream
/bl/ as in black
/dr/ as in drink
/gr/ as in grade
/fr/ as in friend
/θr/ as in three
/sk/ as in sky
/sm/ as in smoke
/sw/ as in swim
/pl/ as in plain
/tr/ as in trangle
/kl/ as in clue
/kw/ as in quickly
/br/ as in break
/gl/ as in glass
/fl/ as in fly
/nj/ as in news
/bj/ as in beautiful

b. Initial sequence of three consonants

Following types of consonant clusters were found starting with CCCV:

/spr/ as in spring
/stj/ as in student
/skw/ as in square
/str/ as in straight
/flj/ as in flew

(See Appendix III)

The above list shows that the initial consonant clusters having the syllable structure CCV and consonant clusters having the syllable structure CCCV were found in the textbook.

Presenting two and three consonants in sequence at the beginning of the words is appropriate because it makes the learners able to pronounce the words having two and three consonant clusters at the beginning.

3.5.2.2 Consonant Clusters in Final Position

Two, three and four consonants in sequence were found to be occurred at the end of the words which are presented below.

a. Final Sequence of the Two Consonants

Under two consonants finally, the following types of consonant clusters were found:

/dz/ as in birds
/gl/ as in jungle
/kl/ as in circle
/ks/ as in sticks
/kt/ as in correct
/lf/ as in herself

/lp/ as in help
/lv/ as in twelve
/ml/ as in animal
/nd/ as in second
/ndz/ as in orange
/ns/ as in sentence
/nt/ as in chant
/ps/ as in campus
/(r) z/ as in years
/sk/ as in ask
/sn/ as in lesson
/st/ as in fast
/ts/ as in cheats
/vn/ as in eleven
/ft/ as in craft
/fl/ as in beautiful
/lz/ as in girls
/gz/ as in bags
/nts/ as in lunch
/dl/ as in niddle
/tl/ as in gentle
/tm/ as in bottom
/pl/ as in temple
/nk/ as in ink

(See Appendix III)

b. Final Sequence of Three Consonants

Under three consonants in sequence at the ends of words. The following types were found:

/ksn/ as in action

/miz/ as in animals

/mpl/ as in example

/nsl/ as in pencil

/ndz/ as in hands

/nks/ as in blanks

/sks/ as in asks

/ngl/ as in triangle

/plz/ as in apples

/dnt/ as in student

/ngs/ as in strings

/sts/ as in tourists

/blz/ as in vegetables

/kts/ as in objects

c. Final Sequence of Four Consonants

Under four consonants in sequence at the ends of words, following types were found:

/dnts/ as in students

/ksns/ as in actions

/nslz/ as in pencils

/mplz/ as in examples

The above lists shows that final consonant clusters having the syllable structures VCC, VCCC and VCCCC occurred in the textbook.

3.6 Analysis of the Vocabulary Items in Terms of Morphological Structure

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

3.6.1 Monomorphemic Words

Most of the words used in the textbook are monomorphemic. Out of 1574 words, 1201 are monomorphemic (see Appendix-I). Out of 826 nouns, 635 (96.88%) are monomorphemic. Similarly, out of 328 verbs, 281 (85.67%) are monomorphemic. Out of 112 adverbs, 50 (44.64%) adverbs are monomorphemic. Similarly, out of 160 adjectives, 121 (75.63%) are monomorphemic. Out of 44 pronouns, 26 (59.09%) are monomorphemic. Out of 37 prepositions, 32 (86.49%) are monomorphemic. Similarly, out of 26 numerals, 21 (80.77%) are monomorphemic. Out of 20 interjections, 15 (75%) are monomorphemic. Out of 7 conjunctions, 6 (85.71%) are monomorphemic. All quantifiers and articles were found to have been in the textbook are monomorphemic.

3.6.2 Polymorphemic Words

Out of 1574 words, 373 (23.70%) are polymorphemic (see Appendix-I). Out of 826 nouns, 191 (23.12%) are polymorphemic. Out of 328 verbs, 47 (14.33%) are polymorphemic. Similarly, out of 112 adverbs, 62 (55.36%) are polymorphemic. Out of 160 adjectives, 39 (24.38%) are polymorphemic. Out of 37 prepositions, 5(13.51%) are polymorphemic.

Out of 20 interjections, 5 (25%) are polymorphemic. Out of 26 Numerals, 5 (19.23%) are polymorphemic.

Out of 7 conjunctions, only one conjunction is polymorphemic.

Polymorphemic quantifiers and articles were not found in the textbook.

Besides inflected words, (i.e. words formed through the inflectional suffixes, e.g. bag + s - bags), two types of polymorphemic words were found to have been used in the textbook. They are as follows:

3.6.2.1 Complex Words

On the basis of the structure of the complex words, the following two types of affixation were found.

3.6.2.1.1 Single Affixation

The structure of complex words formed through the process of single affixation are as follows:

root		suffix		
beauty (n)	+	ful	-	beautiful (adj.)
silent (adj.)	+	ly.	-	silently (adv.)
act (v)	+	ion	-	action (n.)
amaze (v)	+	ment	-	amazement (n)
bake (v)	+	er	-	baker (n)
bear (v)	+	er	-	bearer (n)
sell (v)	+	er	-	seller (n)
compute (v)	+	er	-	computer (n)
converse (v)	+	ation	-	conversation (n)
direct (v)	+	ion	-	direction (n)
express (v)	+	ion	-	expression (n)

equip (v)	+	ment -	equipment (n)
glide (v)	+	er -	glider (n)
govern (v)	+	ment -	government (n)
hold (v)	+	er -	hunter (n)
hunt (v)	+	er -	hunter (n)
ill (adj)	+	ness -	illness (n)
inform (v)	+	ation -	information (n)
instruct (v)	+	ion -	instruction (n)
invent (v)	+	er -	inventer (n)
jump (v)	+	er -	jumper (n)
kidnap (v)	+	er -	kidnapper (n)
fish (n)	+	er -	fisher (n)
report (v)	+	er -	reporter (n)
permit (v)	+	ion -	permission (n)
play (v)	+	er -	player (n)
tell	+	er -	teller (n)
speak (v)	+	er -	speaker
real (adj)	+	ly -	really (adv.)
correct (v)	+	ly -	correctly (adv.)
quick (adj.)	+	ly -	quickly (adv.)
easy (adj.)	+	ly -	easily (adv.)
slow (adj.)	+	ly -	slowly (adv.)
clear (adj)	+	ly -	clearly (adv.)
happy (adj.)	+	ly -	happily (adv.)
gentle (adj)	+	ly -	gently (adv.)
proper (adj.)	+	ly -	properly (adv.)
absolute (adj.)	+	ly -	absolutely (adv.)
near (adj.)	+	ly -	nearly (adv.)
light (adj.)	+	ly -	lightly (adv.)

accurate (adj.)	+	ly	-	accurately (adv.)
exact (adj.)	+	ly	-	exactly (adv.)
recent (adj.)	+	ly	-	recently (adv.)
safe (adj.)	+	ly	-	safely (adv.)
loud (adj.)	+	ly	-	loudly (adv.)
polite (adj.)	+	ly	-	politely (adv.)
greedy (adj.)	+	ly	-	greedily (adv.)
tight (adj.)	+	ly	-	tightly (adv.)
angry (adj.)	+	ly	-	angrily (adv.)
bright (adj.)	+	ly	-	brightly (adv.)
sweet (adj.)	+	ly	-	sweetly (adv.)
most (adj.)	+	ly	-	mostly (adv.)
strong (adj.)	+	ly	-	strongly (adv.)
soft (adj.)	+	ly	-	softly (adv.)
weak (adj.)	+	ly	-	weakly (adv.)
secret (adj.)	+	ly	-	secretly (adv.)
expense (v)	+	ive	-	expensive (adj.)
danger (n)	+	ous	-	dangerous (adj)
comfort (v)	+	able	-	comfortable (adj.)
care (v)	+	ful	-	careful (adj.)
use (v)	+	ful	-	useful (adj.)
fun (n)	+	y	-	funny (adj.)
excite (v)	+	ing	-	exciting (adj.)
peace (n)	+	ful	-	peaceful (adj.)
power (n)	+	ful	-	powerful (adj.)
friend (n)	+	ly	-	friendly (adj.)
taste (n)	+	y	-	tasty (adj.)
sense (n)	+	ible	-	sensible (adj.)
cloud (n)	+	y	-	cloudy (adj.)

value (n)	+	able	-	valuable (adj.)
fame (n)	+	ous	-	famous (adj.)
mud (n)	+	y	-	muddy (adj.)
archeology (n)	+	ical	-	archeological (adj.)
music (n)	+	al	-	musical (adj.)
cheer (v)	+	ful	-	cheerful (adj.)
nation (n)	+	al	-	national (adj.)
noise (n)	+	y	-	noisy (adj.)
dirt (n)	+	y	-	dirty (adj.)
upset (v)	+	ing	-	upsetting (adj.)

Thus, altogether 80 complex words formed through the process of single affixation were found in the textbook.

3.6.2.1.2 Multiple Affixation

A root with more than one derivational suffix was found in one complex word. The structure of the complex word formed through the process of multiple affixation is given below:

root	+	suffix	+	suffix		
beauty	+	ful	+	ly	-	beautifully
use	+	al	+	ly	-	usually
care	+	ful	+	ly	-	carefully
skill	+	ful	+	ly	-	skillfully
care	+	less	+	ly	-	carelessly
danger	+	ous	+	ly	-	dangerously
joy	+	ful	+	ly	-	joyfully
occasion	+	al	+	ly	-	occasionally

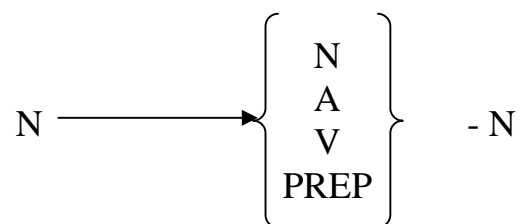
Besides these two derivational prefixes, 'un' and 'dis' were found to be used in the textbook.

e.g.	prefix		root		
	un	+	tidy	-	untidy
	dis	+	appear	-	disappear

3.6.2.2 Compound Words

On the basis of the head word (i.e. dominant constitute of the entire compound word), only 75 compound nouns were found to have been used in the textbook. Out of 75 compound nouns, 55 were found containing a noun followed by another noun, 6 were found containing a noun followed by a verb, 5 were found containing an adjective followed by a noun, 5 are found containing a verb followed by a noun and 3 nouns were found containing an adverb followed by a noun, a verb followed by and adverb and an adjective followed by a verb.

According to Katamba (1993, p. 323), the general structure of the compound noun is as follows:



Among them, the following ones were found to occur in the textbook:

i. Noun - Noun + Noun

racecourse	Raincoat
workman	fire engine
volleyball	Postcard
tempo-driver	exercise book
time table	cupboard
sun light	butterfly
sun glass	businessman
story song	bus driver
story song	bedroom
spaceship	bookshop
school day	birthday
question mark	basketball
race course	ball pen
policeman	air craft
pancake	airport
news paper	twenty-three
news reporter	twenty-six
library card	motor-bike
ice-cream	moon-ship
Jeep- driver	homework
railway	fisherman
homework	shopkeepr
goat man	hand glider
football	goal post
film star	fireman
bookseller	airline
fisherman	classroom
	peanut

ii. Noun - Noun + verb

water fall

toothache

sun - shine

leaf - let

hand - writing

earth - quake

iii. Noun - Adjective + Noun

gentle man

micro phone

head quarter

head master

green grocer

iv. Noun - Verb + Noun

sail fish

play ground

dining room

chop stick

cross word

v. Noun - Adverb + noun

after noon

vi. Noun - Verb + Adverb

breakfast

vii. Noun - Adjective + verb

full stop

The above lists show that the selection of compound words is not scientific because there were only three compound words containing an

adverb followed by a noun, a verb followed by an adverb and an adjective followed by a verb.

Besides these, there are four words which are formed through the process of modification. They are as follows:

man - men where 'a' is replaced by 'e'

tooth - teeth where 'oo' is replaced by 'ee'

foot - feet where 'oo' is replaced by 'ee'

mouse - mice where 'ou' is replaced by 'i'

Similarly, one clipping word was found to have been used in the textbook which is as follows; 'photo' - clipped from 'photograph'.

Similarly, one borrowing word was also found to have been used in the textbook which is given below.

restaurants - borrowed from French

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation, the researcher has drawn the following findings:

1. The whole corpus is made up of 22965 vocabulary items.
2. In terms of total number, 1593 different vocabulary items were found to be used in the textbook.
3. Among different parts of speech (i.e. word class), the highest number of vocabulary items are nouns in the textbook. Out of 1593 vocabulary items, 826 (51.52%) are nouns. Similarly, out of 1593 vocabulary items, 328 verbs (283 lexical verbs, 13 auxiliary verbs and 32 phrasal verbs), 160 adjectives, 112 adverbs, 44 pronouns, 37 prepositions, 7 conjunctions (3 coordination and 4 subordination), 3 articles, 20 interjections, 11 quantifiers, 26 numerals, 9 abbreviated forms and 10 conventionalized multiword form have been used in the textbook.
4. Indefinite forms (V^1), past forms (V^{ed}), past participle form (V^{en}), present participle forms (v-ing) and 3rd person singular present forms (v-s/es) of verbs were used in the textbook. Out of 328 verbs, 80 (24.39%) were found to have been used only one time in the textbook.
5. The adjectives were used in the positive, comparative degree and superlative. Many adjectives were found to have been used in positive degree only.

6. Both cardinal (e.g. one; two, three etc.) and ordinal numbers (e.g. First, Second, Third etc.) were found to have been used in the textbook.
7. Personal pronouns, self-pronouns, demonstrative pronouns, interrogative pronouns possessive pronouns and indefinite pronouns were found to have been used in the textbook.
8. Both coordinating (and, but etc.) and subordinating (because, although etc) conjunctions have been used in the textbook.
9. Both indefinite (e.g. 'a' and 'an' and definite (e.g. the) articles were found to have been used in the textbook.
10. Regarding the frequency of occurrence of vocabulary items, the auxiliary verb 'is' has the highest number of frequency. It has occurred 699 times in the textbook. Out of 699 times, it has occurred 500 times without contraction and 199 times with contraction.
11. Among nouns, the noun 'word' has the highest number of frequency. It has occurred 156 times in the textbook. Out of 156 times, it has occurred 27 times in the singular form and 129 times in plural form.
12. Both simple and complex prepositions were used found in the textbook.
13. Out of 46 contracted forms, I'm (i.e. I am) has the highest number of frequency of occurrence. It has occurred 69 times in the textbook. Similarly, among negative contracted forms, the contracted word 'don't' (i.e. do not) has the highest number of frequency of occurrence. It has occurred 38 times in the textbook.

14. Among abbreviated forms, ‘p.m.’ has the highest number of frequency of occurrence. It has occurred 20 times in the textbook.
15. Among conventionalized multiword forms, ‘placed to’ has the highest frequency of occurrence. It has occurred 3 times in the textbook.
16. Among 1574 word forms, 811 (51.52%) words are monosyllabic, 557 (35.38%) are two syllabic, 176 (11.18%) words are three syllabic and 30 (1.90%) are four syllabic.
17. Vocabulary items with initial, consonant cluster having the pattern CCV and CCCV and final consonant cluster having the pattern VCC, VCCC and VCCCC have been used in the textbook.
18. Out of 1574 word forms used in the textbook, 1201 (76.30%) are monomorphemic and 373 (23.69%) are polymorphemic words.
19. Both single affixation and multiple affixation are used to form complex words.
20. Compound words found in the textbook are formed through the process of noun + noun, adjective + noun, verb + noun, adverb + noun, verb + adverb and adjective + verb.
21. One borrowed word “restaurant” was used in the textbook.

4.2 Recommendations

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

1. All the vocabulary items used in the textbook are not listed in the word list. So, it would be better if all the vocabulary items found in the textbook were listed in the word list.

2. The frequency of occurrence of the vocabulary items should be balanced. A great disparity is seen in the frequency of occurrence among vocabulary items. So, vocabulary should be selected on the basis of scientific criteria.
3. Both cardinal and ordinal numbers used in the textbook have been randomly selected. It creates confusion to the teachers as to how much they have to teach the students. So, cardinal and ordinal numbers should be presented in the word list systematically.
4. Some nouns e.g., materials, opponents, rails, shoes, workmen, knees etc. are used in plural forms only. So, presenting plural forms of the nouns without their singular forms may not be unpractical. Therefore, singular forms of nouns should be used before plural forms.
5. Although many verbs were found to be used in all forms of verbs, there are some verbs (i.e. passed slipped etc.) which have been used in the past forms only. So, presenting past forms of verbs, without their infinitive forms may not be practical. Therefore, care should be taken while selecting the various forms of lexeme.
6. Some of the words used in the textbook are same structurally but they are different functionally. In other words, some words such as 'Fast', 'white', 'round' etc were found to belong to more than one parts of speech. (i.e. word classes). The word 'fast' has been used both as an adjective and adverb. Therefore, the teacher should explain the word class of words functionally while teaching.

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Appendix I

Total Number of Vocabulary found in the Textbook

A. Word words

age	boy	cloud	fly
air	bread	club	field
apple	branch	clue	film
ant	brick	cock	fire
aunt	bridge	court	fish
axe	bubble	cow	flag
back	bus	cream	flight
badge	bush	crops	floor
bag	cage	crowd	food
ball	cake	cub	form
bank	calf	cup bad	fox
bat	candle	date	flute
bean	cap	day	frog
bear	car	death	frog
bed	card	deer	friend
bee	cat	desk	fruit
belt	cause	dish	fun
bell	chair	dog	future
bench	chalk	door	game
bike	cave	dot	gate
bill	chart	drink	giant
bird	chance	duck	girl
blank	chant	ear	glass
boat	chick	earth	goat
bolt	child	edge	god
bone	chin	egg	gold
book	choice	exam	grade
boot	circle	eye	grass
brush	class	face	ground
bottle	clay	fact	group
bottom	clock	foot	guest
box	cloth	fan	gulf

gun	light	number	rice
hair	line	nurse	ring
hand	lion	oil	rat
hat	list	paddle	road
head	load	page	rock
health	loof	pair	role
hen	log	pan	roof
hero	lunch	part	room
hill	man	path	root
hour	map	paw	rope
hole	mark	pen	rose
home	mask	people	rule
horse	mat	pet	sale
house	meal	petrol	salt
hut	meat	phone	sand
ice	menu	piece	sandal
idea	metal	pig	sari
ink	mouse	pinch	school
jam	milk	ping	screen
jar	mule	place	score
jeep	month	plait	sea
job	moon	plan	seal
jog	mouth	plane	surf
joice	mud	plant	seat
jungle	mug	pile	set
key	name	poem	shape
kid	needle	pole	sheep
kind	nest	pond	shelf
king	net	pot	ship
kite	news	prison	shirt
knee	night	prize	shoe
knife	noise	puzzle	shop
knot	noodle	quize	sir
lab	noon	race	skill
lake	neck	raft	size
lamp	north	rail	skin
land	nose	red	skirt
level	note	reed	sky
life	noun	rest	slave

sleeve	tent	wolf	chop
smile	tongue	wood	clean
snake	text	wool	clap
snow	term	word	climb
son	thief	work	close
song	thing	world	buy
sort	thought	yak	cook
sound	thorn	year	cost
soap	time	zoo	count
space	tin	act	crawl
spoon	title	ask	cry
sport	tool	eat	cross
square	top	break	cut
spot	torch	beat	cycle
spring	tense	bend	dance
staff	town	bite	draw
star	train	bleat	die
steam	triangle	blow	dig
stick	tree	blow	dive
stone	trick	boild	drink
stove	trip	burn	dream
straw	truck	bow	draw
street	trunk	bray	drive
stretch	type	break	drop
string	tyre	add	earn
stripe	uncle	breathe	ear
stamp	unit	bring	end
swift	van	burn	enjoy
suit	verb	build	fail
sum	voice	call	fall
sun	wall	come	fear
sweet	watch	care	feed
table	way	carry	feel
tail	week	catch	fetch
rank	weight	change	fight
tape	wheel	chase	fill
taxi	wife	cheat	film
tea	wind	check	fish
tooth	wish	choose	fit

fly	lift	rain	stop
find	light	ring	stretch
fry	like	reach	study
freeze	listen	read	sweep
give	live	rest	take
gaze	lock	rhyme	care
get	look	ride	teach
go	lose	rise	tear
glide	love	ruin	swim
grow	make	run	tear
guard	march	say	tell
guess	mark	sing	test
hang	match	sit	think
hate	mean	save	throw
hear	meet	see	tick
hold	mend	score	tickle
help	milk	seem	tie
hide	miss	sell	touch
hit	mix	send	trace
hope	move	sew	travel
huff	need	share	tremble
include	neigh	shock	trick
hurt	nibble	shoot	try
join	open	step	turn
jump	pack	shout	talk
keep	paint	show	use
kill	pass	shut	visit
know	pay	sleep	wait
knit	plant	slip	walk
knock	play	smell	want
label	plough	smoke	warp
land	copy	solve	wash
laugh	pour	speak	watch
lead	press	spell	wave
learn	puff	stand	wear
leave	pull	start	win
lend	pump	stay	work
let	push	steal	write
lie	put	steer	be

am	good	wet	once
are	bad	dry	when
was	nice	deep	next
were	large	tried	yet
is	fine	quick	soon
have	cold	dead	just
can	fast	safe	twice
may	wild	loose	still
will	lame	crooked	not
shall	blind	smooth	fast
must	young	red	we
warn	rich	hot	this
do	true	thick	he
new	false	thin	they
slow	cruel	huge	your
black	poor	great	you
old	real	wise	what
small	flat	sweet	these
big	brave	fresh	that
brown	straight	sharp	it
strong	green	weak	she
right	hard	there	who
hot	cheap	here	me
tall	warm	down	I
well	quiet	now	them
long	plain	near	their
dear	light	how	which
short	low	out	our
sad	proud	then	her
dark	fat	where	my
wide	thin	more	his
soft	slim	so	hers
round	square	lots	its
white	broad	back	whose
smart	dull	off	him
bright	sane	why	those
high	fierce	as	us
kind	pink	too	yours
wrong	chief	late	mine

theirs	through	grr	four
ours	round	cheep	five
to	and	well	six
for	but	bye	seven
in	or	some	eight
of	though	any	nine
by	a	each	ten
from	an	all	eleven
with	the	both	twelve
off	yes	much	lakh
at	no	little	first
on	on	few	third
middle	please	one	action
from	quack	two	
up	miaow	three	
aircraft	bearer	chemist	diary
album	beaver	childhood	difference
amount	bicycle	chilli	diamond
animal	birthday	chimney	distance
april	biscuit	chop-stick	district
airport	black bard	city	doctor
airline	book shop	classroom	donkey
address	boarder	climber	drama
area	body	colour	drawing
army	bracelet	coconut	ducking
arrival	breakfast	coffee	earthquake
arrow	brother	collar	ending
article	bucket	comma	ending
artist	butcher	compass	engine
author	butterfly	copy	enemy
autumn	cactus	corner	entrance
baby	carpark	country	evening
barker	campus	creature	example
balloon	capital	crossword	factory
ball-pen	cassette	cupboard	falcon
bamboo	ceiling	dancer	family
basket	centre	daughter	farmer
bazaar	carrot	dentist	flower
bedroom	cheetah	dialogue	film star

finger	knowledge	mystery	poster
fireman	ladder	necklace	powder
football	lady	notice	power
forest	lava	object	practice
Friday	leader	obstacle	present
garage	leaflet	ocean	pressure
garden	leaf	office	problem
gentleman	leg	omelets	program
giraffe	lemon	orange	pronoun
glider	leopard	packet	pupil
goal post	lesson	painting	puppy
garlic	letter	penguin	quarter
greeting	liter	palace	question
grocer	luggage	pancake	rabbit
guitar	magazine	panda	rce course
heading	magpie	paper	radio
helmet	mammal	parcel	railway
habit	mango	parent	raincoat
history	manner	partner	ransom
hockey	market	party	reason
holder	matter	passage	recipe
homework	meaning	patient	request
honey	meeting	pavement	ribbon
hospital	message	peanut	river
hotel	metre	peg leg	rubber
human	midnight	pencil	rucksack
hunter	minute	person	ruler
husband	mistake	photo	oupee
ice-cream	Monday	picnic	sailfish
illness	monkey	picture	Saturday
insect	money	piglet	schooldays
journey	monster	pilot	science
island	museum	plastic	scientist
jacket	moon ship	player	scissors
jumper	morning	play ground	season
kerosene	mother	pocket	secret
kilo	motorbike	poison	sentence
kitchen	mountain	police	service
kitten	music	postcard	silver

sister	tunnel	discuss	have to
soldier	uniform	escape	write out
spaceship	valley	excuse	hold up
speaker	video	explain	listen to
spirit	village	finish	look at
status	village	follow	look for
starter	villain	forget	look out
statement	waiter	frighten	loop up
station	water	gallop	pack up
full-stop	weather	happen	pick up
story	weeding	invent	pump out
student	Wednesday	invite	put out
subject	welder	lower	pull up
sugar	window	marry	point to
surgeon	winner	obey	roll up
Sunday	woman	order	sit doan
sunglass	worker	practice	stand for
sun-light	workman	prefer	stand up
sun-shine	writer	pretend	tie
sweater	yoghurt	protect	take off
teacher	answer	record	turn on
telephone	arrange	reflect	wake up
tempo	arrive	repeat	write down
temple	attend	reply	eat up
Thursday	begin	rescue	break down
ticket	believe	suggest	clever
tiger	borrow	supply	lazy
timetable	celebrate	surprise	happy
toilet	collect	swallow	dreadful
toothache	compare	untie	heavy
tortoise	complete	upset	pretty
tourist	concern	welcome	narrow
towel	conquer	worry	easy
tower	control	check up	hungry
traffic	cover	fall off	different
feature	decide	find out	careful
trousers	describe	get out	angry
t-shirt	design	get up	busy
Tuesday	destroy	go up	healthy

upset	unkind	loudly	into
greedy	tidy	perhaps	across
surprised	dirty	greedy	about
modern	very	proudly	after
foreign	ago	perhaps	during
curly	a lot	greedy	over
useful	o'clock	proudly	without
special	today	tightly	between
exciting	away	brightly	towards
grassy	quickly	fiercely	onto
funny	really	sweetly	along
oval	quietly	calmly	above
sparkling	only	mostly	against
slanting	always	strongly	opposite
extra	often	softly	among
peaceful	sometimes	freely	because
boring	never	weakly	although
crowded	neatly	wrongly	expect
lonely	next day	everything	hooray
friendly	clearly	myself	ha ha
sleepy	slowly	herself	hello
tasty	later	everyone	sorry
suitable	also	yourself	thank you
slippery	tonight	someone	good bye
sensible	gently	himself	well done
cloudy	again	anything	either
alive	enough	nobody	neither
secret	last night	something	many
valuable	early	noone	fifteen
famous	forward	somebody	sixteen
muddy	nearly	anyone	twenty
cheerful	lightly	below	thirty
generous	never	under	fourty
noisy	any where	behind	second
selfish	even	before	adjective
simple	safely	inside	adventure
aeroplane	ambulance	book-seller	banana
afternoon	alphabet	badminton	basket-ball
amazement	astronaut	bakery	bus-driver

buffalo	head quarters	protector	conformable
businessman	Himalayas	question mark	important
calculation	holiday	restaurant	unhappy
camera	information	refreshment	difficult
carpenter	instruction	reporter	enormous
carriage	interview	registration	beautiful
centimeter	inventor	savory	powerful
ceremony	invention	shopkeeper	intelligent
cigarette	jeep-driver	situation	popular
cinema	jewellery	sub-marine	musical
committee	kangaroo	situation	national
competition	kidnapper	sub-marine	delicious
computer	kilometer	stationer	untidy
conversation	kingfisher	storybook	yesterday
crocodile	laboratory	story song	suddenly
customer	language	suggestion	together
definition	librarian	T-junction	everyday
description	library	television	correctly
dictionary	mechanic	temperature	silently
direction	material	tamato	tomorrow
division	microphone	umbrella	wherever
expression	negative	vegetable	easily
elephant	newspaper	visitor	usually
emperor	officer	volcano	carefully
equipment	opponent	volleyball	certainly
exercise	opposite	waterfall	everywhere
festival	parachute	continue	happily
fire-engine	paragraph	disappear	properly
fisherman	participle	discover	nowadays
forestry	permission	interview	heavily
glossary	pharmacist	remember	skillfully
gorilla	pharmacy	terrify	exactly
government	photograph	underline	recently
greengrocer	potato	understand	already
grocery	policeman	look after	politely
hand kerchief	Polynesian	expensive	carelessly
hand writing	preference	dangerous	angrily
head master	prisoner	amazing	joy fully
head master	professor	interesting	untidily

secretly	one hundred	cauliflower	news reporter
in front of	one thousand	community	tape recorder
underneath	ordinary	electricity	temp-driver
terrific	stationery	exercise book	university
amazing	activity	geometry box	apologize
underneath	anniversary	helicopter	alphabetical
twenty-three	caterpillar	library card	archeological
twenty-six	caterpillar	mortification	beautifully
one million	certificate	nationality	

B. Abbreviated Forms

Mr. Mrs. Dr. Tr. K.g. Km. USA p.m. am .

C. Conventionalized multiword word From

pleased to

good morning

fine thanks

good rest

good afternoon

of course

turn night

turn right

turn left

round here

hands up

Appendix II

Number of Vocabulary Items

According to their parts of speech

Nouns

action	axe	boat
activity	baby	bolt
adjective	back	bone
adventure	badge	book
adverbs	badminton	bookshop
aero plane	bag	boot
afternoon	baker	book-seller
age	bakery	brush
air	ball	bus-driver
aircraft	balloon	boarder
album	ball-pen	body
amazement	bamboo	bottle
amount	banana	bottom
amazement	bank	box
ambulance	basket	boy
amount	basket-ball	bracelet
animal	bazaar	bread
anniversary	bat	branch
apple	bedroom	breakfast
april	bean	brick
apology	bear	bridge
airport	bearer	brother
airline	beaver	bubble
ant	bed	bucket
address	bee	buffalo
alphabet	belt	builder
area	bell	bus
army	bench	bush
arrival	bicycle	businessman
arrow	bike	butcher
article	bill	butterfly
artist	bird	cactus
astronaut	birthday	cage
aunt	biscuit	cake
author	blackboard	calculation
autumn	blank	calf

car park	classroom	deer
camera	clay	definition
campus	climber	dentist
candle	clock	description
cap	cloth	desk
capital	cloud	dialogue
car	club	diary
card	clue	dictionary
carpenter	cock	difference
carriage	colour	diamond
cassette	coconut	direction
cat	coffee	dish
caterpillar	collar	distance
cause	comma	district
ceiling	committee	division
centimeter	community	doctor
center	compass	dog
ceremony	competition	donkey
certificate	computer	door
chair	conversation	dot
chalk	copy	drama
cave	corner	drawing
cauliflower	country	drink
carrot	court	duck
chart	cow	ducking
chance	cream	ear
chant	creature	earth
chick	crops	earthquake
cheetah	crosswords	edge
chemist	crocodile	egg
child	crowd	expression
childhood	cub	electricity
chilli	cup	elephant
chimney	cupboard	emperor
chin	customer	ending
choice	dad	engine
chop-stock	dancer	enemy
cigarette	danger	entrance
cinema	date	equipment
circle	daughter	evening
city	day	exam
class	death	example

exercise	gate	helmet
exercise book	gentleman	habit
eye	geometry box	hour
face	giant	history
factory	giraffe	hockey
fact	girl	holder
falcon	glass	holiday
family	glider	hole
farmer	glossary	home
foot	goalpost	homework
festival	goat	honey
fire engine	god	horse
fan	gold	hospital
fly	gorilla	hotel
flower	government	house
field	grade	human
film	garlic	human
filmstar	grass	hunter
finger	greengrocer	husband
fire	greeting	hut
fireman	grocer	ice
fish	grocery	ice-cream
fisher man	ground	idea
flag	group	illness
flight	guest	information
floor	guitar	ink
food	gulf	insect
football	gun	instruction
forest	hair	interview
forestry	hand	inventor
form	handkerchief	journey
fox	handwriting	invention
flute	hat	island
frog	head	jacket
friday	heading	jam
friend	headmaster	jar
fruit	health	jeep
fun	helicopter	jeep-driver
future	hen	jewellery
game	hero	job
garage	hill	jug
garden	Himalayas	juice

jumper	line	month
jungle	lion	moon
kangaroo	list	moon ship
kayak	litre	morning
kerosene	load	mother
key	loaf	motorbike
kid	log	mountain
kidnapper	luggage	mouth
kilo	lunch	mud
kilometer	mechanic	mug
kind	magazine	multification
king fisher	magpie	music
kitchen	mammal	mystery
kite	man	name
kitten	mango	nationality
knee	manner	necklace
knife	map	needle
knot	market	negative
knowledge	mark	nest
lab	mask	net
laboratory	mat	news
ladder	material	newspaper
lady	maths	news reporter
lake	matter	night
lamp	meal	noise
land	meaning	noodle
language	meat	noon
lava	meeting	neck
leader	menu	north
leaflet	message	nose
leaf	metal	note
leg	metre	notice
lemon	mouse	noun
leopard	microphone	number
lesson	midnight	nurse
letter	mike	object
level	Monday	obstacle
librarian	monkey	ocean
library	money	office
librarycard	monster	officer
life	museum	oil
light	mule	omelet

opponent	photograph	puppy
orange	picnic	puzzle
order	picture	quarter
oxygen	piece	question
opposite	pig	question mark
packet	piglet	quiz
paddle	pilot	rabbit
page	pinch	race course
painting	ping	race
pair	place	radio
penguin	plant	raft
palace	plastic	rail
pan	player	railway
pancake	playground	raincoat
panda	pile	ransom
paper	potato	reason
parachute	pocket	restaurant
paragraph	poem	reciple
parcel	pole	red
parent	police	reed
participle	policeman	refreshment
partner	Polynesian	reporter
part	pond	request
party	postcard	rest
passage	poster	rest
oath	pot	ribbon
patient	powder	rice
pavement	power	ring
paw	practice	rat
peanut	preference	registration
pegleg	present	river
pen	pressure	road
pencil	prison	rock
people	prison	role
permission	prisoner	roof
person	prize	room
pet	problem	root
petrol	professor	rope
pharmacist	program	rose
pharmacy	pronoun	rubber
phone	protector	rucksack
photo	pupil	rule

ruler	sky	stripe
rupee	slave	student
sailfish	sleeve	subject
sale	smile	sugar
salt	snake	stamp
sand	snow	swift
sandal	soldier	surgeon
sari	son	suggestion
Saturday	song	suit
savory	sort	sum
school	sound	sun
school day	soup	Sunday
science	space	sunglass
screen	spaceship	sun-light
scientist	speaker	sun-shine
scissors	spirit	sweater
score	spoon	sweet
sea	sport	table
seal	sub-marine	teacher
surf	status	tail
season	square	tank
seat	spot	tape
secret	spring	taper order
sentence	staff	taxi
service	star	tea
set	starter	t-junction
shape	statement	tooth
sheep	station	telephone
shelf	stationer	television
ship	stationery	tempo
shirt	steam	tent
shoe	stick	tongue
shop	stone	text
shopkeeper	full-stop	temperature
silver	story	temple
sir	story book	term
skill	story song	thief
sister	stove	thing
situation	straw	thought
size	street	thorn
skin	stretch	Thursday
skirt	string	ticket

tiger
time
timetable
tin
title
toilet
tomato
tool
toothache
top
torch
tortoise
tempo-driver
tourist
tense
towel
tower
town
traffic
train
triangle
feature
tree
trick
trip
trousers
truck
trunk
t-shirt
Tuesday
tunnel

type
tyre
umbrella
uncle
uniform
unit
university
valley
vegetable
van
verb
video
village
villain
visitor
voice
volcano
volley ball
waiter
wall
watch
water
water fall
way
weather
wedding
Wednesday
week
weight
welder
wheel

wife
wind
window
winner
wing
wish
wolf
woman
wood
wool
word
work
worker
wing
wish
wolf
woman
wood
wool
word
work
worker
workman
world
writer
yak
year
zoo
yoghurt

Verbs

act
answer
apologize
arrange
arrive
ask
eat
attend

bark
beat
begin
believe
bend
bite
bleat
blow

blow
build
burn
borrow
bow
bray
break
add

breathe	decide	frighten
bring	describe	freeze
burn	design	gallop
build	destroy	give
call	die	gaze
come	dig	get
care	disappear	go
carry	discover	glide
catch	discuss	grow
celebrate	dive	guard
change	drink	guess
chase	dream	hang
cheat	drep	happen
check	drive	hate
choose	drop	hear
chop	earn	hold
clean	eat	help
clap	end	hide
climb	enjoy	hit
close	escape	hope
collect	excuse	huff
buy	explain	include
compare	fail	interview
complete	fall	intent
concern	fear	hurt
conquer	feed	invite
continue	feel	join
control	fetch	jump
cook	fight	keep
cost	fill	kill
count	film	know
cover	finish	knit
crawl	fish	knock
cry	fit	label
cross	fly	land
cut	follow	laugh
cycle	forget	lead
dance	fond	learn
draw	fry	leave

lend	pour	shock
let	practise	shoot
lie	prefer	step
life	press	step
light	pretend	shout
like	protect	show
listen	puff	shut
like	pull	sleep
lock	pump	slip
look	push	smell
lose	put	smoke
love	rain	solve
lower	ring	speak
make	reach	spell
march	read	stand
mark	record	start
marry	record	stay
match	reflect	steal
mean	remember	steer
meet	repeat	stop
mend	reply	stretch
milk	rescue	study
miss	rest	suggest
mix	rhyme	supply
move	ride	surprise
need	rise	swallow
neigh	ruin	swim
nibble	run	sweep
obey	say	take
open	sing	tech
order	sit	tear
pack	save	tell
paint	see	terrify
pass	score	test
pay	seem	think
plant	sell	throw
play	send	tick
plough	sew	tickle
copy	share	tie

touch
trace
travel
tremble
trick
try
turn
talk
underline
understand
untie
upset
use
visit
wait
walk
want
warp
wash
watch
wave
wear
welcome
win

work
worry
write
be
am
are
was
were
is
have
can
may
will
shall
must
warn
do
check up
fall off
find out
get out
get up
go up
have to

write out
hold up
listen to
look at
look for
look out
look up
look after
pack up
pump out
pull out
pull up
point to
roll up
sit down
stand for
stand up
tip up
take off
turn on
walk up
write down
eat up
break down

Adjective

clever
lazy
new
slow
black
old
small
happy
big
brown
expensive
strong

right
hot
tall
well
long
dreadful
dear
dangerous
short
sad
dark
heavy

amazing
interesting
wide
soft
round
comfortable
pretty
white
smart
narrow
bright
high

easy	foreign	popular
hungry	brave	tasty
different	curly	suitable
careful	straight	chief
kind	useful	slippery
important	special	wet
unhappy	green	dry
angry	hard	sensible
wrong	cheap	deep
difficult	warm	tried
enormous	quiet	quick
good	exciting	cloudy
bad	plain	dead
ordinary	light	alive
nice	low	safe
busy	grassy	loose
healthy	proud	secret
alphabetical	funny	valuable
large	fat	famous
fine	thin	muddy
cold	slim	archeological
fast	square	musical
wild	oval	crooked
upset	broad	cheerful
beautiful	sparkling	national
lame	dull	smooth
blind	slanting	generous
young	same	noisy
greedy	fierce	selfish
rich	extra	red
true	pink	hot
afraid	peaceful	simple
false	boring	thick
surprised	powerful	unkind
cruel	crowded	thin
poor	lonely	huge
real	friendly	delicious
flat	intelligent	great
modern	sleepy	wise

sweet
fresh
sharp

weak
untidy
tidy

dirty

Adverbs

there
here
very
ago
down
now
a lot
near
now
out
then
yesterday
where
o'clock
today
more
suddenly
so
away
lots
back
off
quickly
together
why
everyday
as
really
correctly
silently
quietly
too
tomorrow

only
beautifully
late
always
often
sometimes
never
once
wherever
easily
when
usually
immediately
neatly
next day
carefully
next
yet
certainly
clearly
slowly
every where
later
happily
also
tonight
soon
gently
again
enough
properly
nowadays
last night

heavily
early
absolutely
forward
nearly
lightly
accurately
just
twice
skillfully
never
exactly
automatically
any where
even
recently
safely
already
loudly
politely
perhaps
greedily
carelessly
proudly
tightly
angrily
brightly
fiercely
sweetly
calmly
dangerously
joyfully
mostly

strongly
softly
untidily
freely

weakly
secretly
occasionally
horizontally

vertically
still
not
fast

Pronouns

we
this
he
they
your
you
everything
what
these
that
it
she
who
me
I

myself
herself
them
everyone their
which
our
her
my
yourself
his
someone
himself
hers
anything
nobody

something
noone
its
whose
him
those
us
somebody
yours
mine
anyone
ours
theirs

Prepositions

to
for
in
of
by
from
below
under
behind
with
before
inside

off
at
on
into
middle
across
from
about
after
up
during
over

through
in front of
round
without
between
towards
onto
along
above among
against
underneath opposite

Conjunctions

and
but
or

because
through
although

except

Articles

a

an

the

Interjections

yes
no
hooray
terrific
amazing
on
please

quack
ha ha
hellow
sorry
congratulation
miaow
grr

cheep
well
thank you
good bye
well done
bye

Quantifiers

some
any
each
all

both
either
neither
much

many
little
few

Numerals

one
two
three
four
five
six
seven
eight
nine

ten
eleven
twelve
fifteen
sixteen
twenty
twenty-three
twenty-six
thirty

lakh
onemillion
one hundred
one thousand
fourty
first
second
third

Appendix III

Words According to their Number of syllable

A. One Syllabic words

age	box	clock	fact
air	boy	cloth	foot
apple	bread	cloud	fan
ant	branch	club	fly
aunt	brick	clue	field
axe	bridge	cock	film
back	bubble	court	fire
badge	bus	cow	fish
bag	bush	cream	flag
ball	cage	crops	flight
bank	cake	crowd	floor
bat	calf	cub	food
bean	candle	cup bad	form
bear	cap	date	fox
bed	car	day	flute
bee	card	death	frog
belt	cat	deer	frog
bell	cause	desk	friend
bench	chair	dish	fruit
bike	chalk	dog	fun
bill	cave	door	future
bird	chart	dot	game
blank	chance	drink	gate
boat	chant	duck	giant
bolt	chick	ear	girl
bone	child	earth	glass
book	chine	edge	goat
boot	choice	egg	god
brush	circle	exam	gold
bottle	class	eye	grade
bottom	clay	face	grass

ground	lamp	north	rail
group	land	nose	red
guest	level	note	reed
gulf	life	noun	rest
gun	light	number	rice
hair	line	nurse	ring
hand	lion	oil	rat
hat	list	paddle	road
head	load	page	rock
health	loof	pair	role
hen	log	pan	roof
hero	lunch	part	room
hill	man	path	root
hour	map	paw	rope
hole	mark	pen	rose
home	mask	people	rule
horse	mat maths	pet	sale
house	meal	petrol	salt
hut	meat	phone	sand
ice	menu	piece	sandal
idea	metal	pig	sari
ink	mouse	pinch	school
jam	milk	ping	screen
jar	mule	place	score
jeep	month	plait	sea
job	moon	plan	seal
jog	mouth	plane	surf
joice	mud	plant	seat
jungle	mug	pile	set
key	name	poem	shape
kid	needle	pole	sheep
kind	nest	pond	shelf
king	net	pot	ship
kite	news	prison	shirt
knee	night	prize	shoe
knife	noise	puzzle	shop
knot	noodle	quize	sir
lab	noon	race	skill
lake	neck	raft	size

skin	tape	wheel	chase
skirt	taxi	wife	cheat
sky	tea	wind	check
slave	tooth	wish	choose
sleeve	tent	wolf	chop
smile	tongue	wood	clean
snake	text	wool	clap
snow	term	word	climb
son	thief	work	close
song	thing	world	buy
sort	thought	yak	cook
sound	thorn	year	cost
soap	time	zoo	count
space	tin	act	crawl
spoon	title	ask	cry
sport	tool	eat	cross
square	top	break	cut
spot	torch	beat	cycle
spring	tense	bend	dance
staff	town	bite	draw
star	train	bleat	die
steam	triangle	blow	dig
stick	tree	blow	dive
stone	trick	boild	drink
stove	trip	burn	dream
straw	truck	bow	drep
street	trunk	bray	drive
stretch	type	break	drop
string	tyre	add	earn
stripe	uncle	breathe	ear
stamp	unit	bring	end
swift	van	burn	enjoy
suit	verb	build	fail
sum	voice	call	fall
sun	wall	come	fear
sweet	watch	care	feed
table	way	carry	feel
tail	week	catch	fetch
rank	weight	change	fight

fill	leave	pull	start
film	lend	pump	stay
fish	let	push	steal
fit	lie	put	steer
fly	lift	rain	stop
find	light	ring	stretch
fry	like	reach	study
freeze	listen	read	sweep
give	live	rest	take
gaze	lock	rhyme	care
get	look	ride	teach
go	lose	rise	tear
glide	love	ruin	swim
grow	make	run	tear
guard	march	say	tell
guess	mark	sing	test
hang	match	sit	think
hate	mean	save	throw
hear	meet	see	tick
hold	mend	score	tickle
help	milk	seem	tie
hide	miss	sell	touch
hit	mix	send	trace
hope	move	sew	travel
huff	need	share	tremble
include	neigh	shock	trick
hurt	nibble	shoot	try
join	open	step	turn
jump	pack	shout	talk
keep	paint	show	use
kill	pass	shut	visit
know	pay	sleep	wait
knit	plant	slip	walk
knock	play	smell	want
label	plough	smoke	warp
land	copy	solve	wash
laugh	pour	speak	watch
lead	press	spell	wave
learn	puff	stand	wear

win	bright	sane	why
work	high	fierce	as
write	kind	pink	too
be	wrong	chief	late
am	good	wet	once
are	bad	dry	when
was	nice	deep	next
were	large	tried	yet
is	fine	quick	soon
have	cold	dead	just
can	fast	safe	twice
may	wild	loose	still
will	lame	crooked	not
shall	blind	smooth	fast
must	young	red	we
warn	rich	hot	this
do	true	thick	he
new	false	thin	they
slow	cruel	huge	your
black	poor	great	you
old	real	wise	what
small	flat	sweet	these
big	brave	fresh	that
brown	straight	sharp	it
strong	green	weak	she
right	hard	there	who
hot	cheap	here	me
tall	warm	down	I
well	quiet	now	them
long	plain	near	their
dear	light	how	which
short	low	out	our
sad	proud	then	her
dark	fat	where	my
wide	thin	more	his
soft	slim	so	hers
round	square	lots	its
white	broad	back	whose
smart	dull	off	him

those	middle	quack	three
us	from	miaow	four
yours	up	grr	five
mine	through	cheep	six
theirs	round	well	seven
ours	and	bye	eight
to	but	some	nine
for	or	any	ten
in	though	each	eleven
of	a	all	twelve
by	an	both	lakh
from	the	much	first
with	yes	little	third
off	no	few	action
at	on	one	
on	please	two	

B. Two Syllabic Words

aircraft	barker	breakfast	chimney
album	balloon	brother	chop-stick
amount	ball-pen	bucket	city
animal	bamboo	butcher	classroom
april	basket	butterfly	climber
airport	bazaar	cactus	colour
airline	bedroom	carpark	coconut
address	bearer	campus	coffee
area	beaver	capital	collar
army	bicycle	cassette	comma
arrival	birthday	ceiling	compass
arrow	biscuit	centre	copy
article	black bard	carrot	corner
artist	book shop	cheetah	country
author	boarder	chemist	creature
autumn	body	childhood	crossword
baby	bracelet	chilli	cupboard

dancer	garden	ladder	mother
daughter	gentleman	lady	motorbike
dentist	giraffe	lava	mountain
dialogue	glider	leader	music
diary	goal post	leaflet	mystery
difference	garlic	leaf	necklace
diamond	greeting	leg	notice
distance	grocer	lemon	object
district	guitar	leopard	obstacle
doctor	heading	lesson	ocean
donkey	helmet	letter	office
drama	habit	liter	omelet
drawing	history	luggage	orange
ducking	hockey	magazine	packet
earthquake	holder	magpie	painting
ending	homework	mammal	penguin
ending	honey	mango	palace
engine	hospital	manner	pancake
enemy	hotel	market	panda
entrance	human	matter	paper
evening	hunter	meaning	parcel
example	husband	meeting	parent
factory	ice-cream	message	partner
falcon	illness	meter	party
family	insect	midnight	passage
farmer	journey	minute	patient
flower	island	mistake	pavement
film star	jacket	Monday	peanut
finger	jumper	monkey	peg leg
fireman	kerosene	money	pencil
football	kilo	monster	person
forest	kitchen	museum	photo
Friday	kitten	moon ship	picnic
garage	knowledge	morning	picture

piglet	rucksack	teacher	woman
pilot	ruler	telephone	worker
plastic	rupee	tempo	workman
player	sailfish	temple	writer
play ground	Saturday	thursday	yoghurt
pocket	schooldays	ticket	answer
poison	science	tiger	arrange
police	scientist	timetable	arrive
postcard	scissors	toilet	attend
poster	season	toothache	begin
powder	secret	tortoise	believe
power	sentence	tourist	borrow
practice	service	towel	celebrate
present	silver	tower	collect
pressure	sister	traffic	compare
problem	soldier	feature	complete
program	spaceship	trousers	concern
pronoun	speaker	t-shirt	conquer
pupil	spirit	Tuesday	control
puppy	status	tunnel	cover
quarter	starter	uniform	decide
question	statement	valley	describe
rabbit	station	video	design
race course	full-stop	village	destroy
radio	story	village	discuss
railway	student	villain	escape
raincoat	subject	waiter	excuse
ransom	sugar	water	explain
reason	surgeon	weather	finish
recipe	Sunday	weeding	follow
request	sunglass	wednesday	forget
ribbon	sun-light	welder	frighten
river	sun-shine	window	gallop
rubber	sweater	winner	happen

invent	look for	upset	selfish
invite	look out	greedy	simple
lower	loop up	surprised	unkind
marry	pack up	modern	tidy
obey	pick up	foreign	dirty
order	pump out	curly	very
practice	put out	useful	ago
prefer	pull up	special	a lot
pretend	point to	exciting	o'clock
protect	roll up	grassy	today
record	sit down	funny	away
reflect	stand for	oval	quickly
repeat	stand up	sparkling	really
reply	tie	slanting	quietly
rescue	take off	extra	only
suggest	turn on	peaceful	always
supply	wake up	boring	often
surprise	write down	crowded	sometimes
swallow	eat up	lonely	never
untie	break down	friendly	neatly
upset	clever	sleepy	next day
welcome	lazy	tasty	clearly
worry	happy	suitable	slowly
check up	dreadful	slippery	later
fall off	heavy	sensible	also
find out	pretty	cloudy	tonight
get out	narrow	alive	gently
get up	easy	secret	again
go up	hungry	valuable	enough
have to	different	famous	last night
write out	careful	muddy	early
hold up	angry	cheerful	forward
listen to	busy	generous	nearly
look at	healthy	noisy	lightly

never	freely	before	expect
any where	weakly	inside	hooray
even	wrongly	into	ha ha
safely	everything	across	hello
loudly	myself	about	sorry
perhaps	herself	after	thank you
greedy	everyone	during	good bye
proudly	yourself	over	well done
perhaps	someone	without	either
greedy	himself	between	neither
proudly	anything	towards	many
tightly	nobody	onto	fifteen
brightly	something	along	sixteen
fiercely	noone	above	twenty
sweetly	somebody	against	thirty
calmly	anyone	opposite	fourty
mostly	below	among	second
strongly	under	because	
softly	behind	although	

C. Three Syllabic words

adjective	bus-driver	computer	exercise
adventure	buffalo	conversation	festival
aeroplane	businessman	crocodile	fire-engine
afternoon	calculation	customer	fisherman
amazement	camera	definition	forestry
ambulance	carpenter	description	glossary
alphabet	carriage	dictionary	gorilla
astronaut	centimeter	direction	government
book-seller	ceremony	division	greengrocer
badminton	cigarette	expression	grocery
bakery	cinema	elephant	hand kerchief
banana	committee	emperor	hand writing
basket-ball	competition	equipment	head master

head master	photograph	continue	wherever
head quarters	potato	disappear	easily
Himalayas	policeman	discover	usually
holiday	Polynesian	interview	carefully
information	preference	remember	certainly
instruction	prisoner	terrify	everywhere
interview	professor	underline	happily
inventor	protector	understand	properly
invention	question mark	look after	nowadays
jeep-driver	restaurant	expensive	heavily
jewellery	refreshment	dangerous	skillfully
kangaroo	reporter	amazing	exactly
kidnapper	registration	interesting	recently
kilometer	savory	conformable	already
kingfisher	shopkeeper	important	politely
laboratory	situation	unhappy	carelessly
language	sub-marine	difficult	angrily
librarian	situation	enormous	joy fully
library	sub-marine	beautiful	untidily
mechanic	stationer	powerful	secretly
material	storybook	intelligent	in front of
microphone	story song	popular	underneath
negative	suggestion	musical	terrific
newspaper	t- junction	national	amazing
officer	television	delicious	underneath
opponent	temperature	untidy	twenty-three
opposite	tomato	yesterday	twenty-six
parachute	umbrella	suddenly	one million
paragraph	vegetable	together	one hundred
participle	visitor	everyday	one thousand
permission	volcano	correctly	ordinary
pharmacist	volleyball	silently	stationery
pharmacy	waterfall	tomorrow	

D. Four Syllabic Words

activity

anniversary

caterpillar

caterpillar

certificate

cauliflower

community

electricity

exercise book

geometry box

helicopter

library card

multification

nationality

news reporter

tape recorder

temp-driver

university

apologize

alphabetical

archeological

beautifully

immediately

absolutely

accurately

automatically

dangerously

occasionally

horizontally

vertically

congratulation

Appendix IV
Nouns with their Frequency of Occurrence

S.N	Nouns	Singular Forms	Plural Forms	No.of F.
1.	action	5	3	8
2.	activity	2	37	39
3.	adjective	2	12	14
4.	adventure	-	2	2
5.	adverb	-	5	5
6.	aeroplane	13	3	16
7.	afternoon	3	-	3
8.	age	5	-	5
9.	air	10	-	10
10.	aircraft	1	-	1
11.	airport	8	-	8
12.	album	1	-	1
13.	amazement	1	-	1
14.	ambulance	1	-	1
15.	amount	1	-	1
16.	animal	17	23	40
17.	anniversary	1	-	1
18.	apple	12	15	27
19.	april	2	-	2
20.	apology	1	-	1
21.	airline	1	-	1
22.	ant	1	-	1
23.	address	1	-	1
24.	alphabet	1	-	1
25.	area	1	-	1
26.	army	4	-	4
27.	arrival	1	-	1
28.	arrow	5	-	5
29.	article	1	-	1
30.	artist	3	-	3
31.	astronaut	2	2	4
32.	aunt	4	-	4
33.	author	3	-	3
34.	autumn	1	-	1
35.	axe	1	1	2
36.	baby	5	3	8
37.	back	1	-	1
38.	badge	3	-	3
39.	badminton	14	-	14
40.	bag	12	1	13
41.	baker	4	-	4

42.	bakery	2	-	2
43.	ball	3	-	3
44.	balloon	1	-	1
45.	ball-pen	1	-	1
46.	bamboo	1	-	1
47.	banana	3	1	4
48.	bank	5	1	6
49.	basket	5	-	5
50.	basket-ball	1	-	1
51.	bazaar	9	-	9
52.	bat	1	-	1
53.	bed-room	1	-	1
54.	bean	1	-	1
55.	bear	3	2	5
56.	bearer	1	-	1
57.	beaver	-	1	1
58.	bed	3	-	3
59.	bee	-	1	1
60.	belt	-	4	4
61.	bell	-	1	1
62.	bench	1	-	1
63.	bicycle	6	2	8
64.	bike	2	-	2
65.	bill	3	-	3
66.	bird	18	7	25
67.	birthday	4	-	4
68.	biscuit	1	7	8
69.	blackboard	4	-	4
70.	blank	-	5	5
71.	boat	22	9	31
72.	bolt	1	-	1
73.	bone	1	2	3
74.	book	63	48	111
75.	bookshop	1	-	1
76.	boot	-	1	1
77.	book-seller	1	-	1
78.	brush	7	-	7
79.	bus- driver	1	-	1
80.	boarder	1	-	1
81.	body	1	-	1
82.	bottle	7	-	7
83.	bottom	5	-	5
84.	box	48	9	57
85.	boy	18	6	24
86.	bracelet	-	2	2
87.	bread	-	7	7
88.	branch	1	2	3
89.	breakfast	2	-	2

90.	brick	1	8	9
91.	bridge	5	1	6
92.	brother	8	6	14
93.	bubble	1	-	1
94.	bucket	1	-	1
95.	buffalo	2	5	7
96.	builder	-	1	1
97.	bus	7	-	7
98.	bush	8	4	12
99.	businessman	1	-	1
100.	butcher	1	-	1
101.	butterfly	1	-	1
102.	cactus	-	10	10
103.	cage	3	-	3
104.	cake	3	1	4
105.	calculation	-	1	1
106.	calf	1	-	1
107.	car park	1	-	1
108.	camera	1	2	3
109.	campus	6	-	6
110.	candle	-	1	1
111.	cap	14	-	14
112.	capital	2	-	2
113.	car	4	6	10
114.	card	5	2	7
115.	carpenter	1	-	1
116.	carriage	-	1	1
117.	cassette	-	2	2
118.	cat	33	4	37
119.	caterpillar	5	-	5
120.	cause	1	-	1
121.	ceiling	1	-	1
122.	center	-	2	2
123.	ceremony	1	-	1
124.	ceremony	1	-	1
125.	certificate	1	-	1
126.	chair	2	3	5
127.	chalk	3	-	3
128.	cave	3	-	3
129.	cauliflower	1	-	1
130.	carrot	-	1	1
131.	chart	1	-	1
132.	chance	1	-	1
133.	chant	14	-	14
134.	chick	-	1	1
135.	cheetah	5	2	7
136.	chemist	2	-	2
137.	child	1	34	35

138.	child hood	1	-	1
139.	chili	-	3	3
140.	chimney	6	-	6
141.	chin	-	1	1
142.	choice	1	-	1
143.	chop- stick	1	-	1
144.	cigarette	-	2	2
145.	cinema	3	-	3
146.	cinema	2	1	3
147.	circle	13	1	14
148.	city	20	1	21
149.	classroom	8	-	8
150.	clay	1	-	1
151.	climber	-	1	1
152.	clocks	-	3	3
153.	cloth	-	9	9
154.	cloud	1	1	2
155.	club	8	-	8
156.	clue	-	2	2
157.	cock	1	-	1
158.	colour	1	1	2
159.	coconut	1	-	1
160.	coffee	10	-	10
161.	collar	1	1	2
162.	comma	-	4	4
163.	committee	1	-	1
164.	community	1	-	1
165.	compass	-	1	1
166.	competition	3	2	5
167.	computer	2	1	3
168.	conversation	9	8	17
169.	copy	2	1	3
170.	corner	1	-	1
171.	country	12	10	22
172.	court	1	-	1
173.	cow	2	2	4
174.	cream	1	-	1
175.	creature	12	-	12
176.	crops	-	1	1
177.	crossword	4	1	5
178.	crocodile	3	-	3
179.	crowd	-	1	1
180.	cub	1	-	1
181.	cup	-	7	7
182.	cupboard	1	-	1
183.	customer	1	-	1
184.	bad	1	-	1
185.	dancer	2	1	3

186.	danger	3	-	3
187.	date	5	-	5
188.	daughter	2	-	2
189.	day	26	4	30
190.	death	1	-	1
191.	deer	-	2	2
192.	definition	-	1	1
193.	dentist	-	1	1
194.	description	12	6	18
195.	desk	6	1	7
196.	dialogue	4	1	5
197.	diary	5	-	5
198.	dictionary	2	-	2
199.	difference	-	1	1
200.	diamond	3	-	3
201.	direction	1	2	3
202.	dish	1	-	1
203.	distance	-	2	2
204.	district	4	-	4
205.	division	1	-	1
206.	doctor	5	-	5
207.	dog	20	6	26
208.	dinkey	-	1	1
209.	door	27	5	32
210.	dot	-	2	2
211.	drama	2	1	3
212.	drawing	1	2	3
213.	drink	3	1	4
214.	driver	1	1	2
215.	duck	8	2	10
216.	duckling	1	-	1
217.	ear	4	8	12
218.	earth	2	-	2
219.	earthquake	1	-	1
220.	edge	5	1	6
221.	egg	7	10	17
222.	expression	-	1	1
223.	electricity	1	-	1
224.	elephant	17	23	40
225.	emperor	-	1	1
226.	ending	-	1	1
227.	engine	13	11	24
228.	enemy	-	1	1
229.	entrance	1	-	1
230.	equipment	2	-	2
231.	evening	9	2	11
232.	exam	5	-	5
233.	example	4	-	4

234.	exercise	2	2	4
235.	exercise book	54	4	58
236.	eye	-	10	10
237.	face	7	4	11
238.	factory	3	-	3
239.	fact	-	1	1
240.	falcon	2	-	2
241.	family	10	-	10
242.	farmer	9	-	9
243.	foot	2	3	5
244.	father	35	-	35
245.	festival	5	1	6
246.	fire engine	4	-	4
247.	fan	1	-	1
248.	fly	1	-	1
249.	flower	1	-	1
250.	field	9	6	15
251.	film	5	2	7
252.	film star	2	-	2
253.	finger	2	1	3
254.	fire	9	-	9
255.	fireman	1	-	1
256.	fish	18	-	18
257.	fisherman	2	-	2
258.	flag	2	-	2
259.	flight	3	-	3
260.	floor	10	-	10
261.	food	8	-	8
262.	football	3	-	3
263.	forest	8	4	12
264.	forestry	4	-	4
265.	form	7	3	10
266.	fox	22	-	22
267.	flute	1	-	1
268.	frog	1	1	2
269.	friday	1	-	1
270.	friend	36	29	65
271.	fruit	6	-	6
272.	fun	5	-	5
273.	future	4	-	4
274.	game	7	2	9
275.	garage	1	-	1
276.	garden	3	-	3
277.	gate	4	-	4
278.	gentleman	1	-	1
279.	geometry box	1	-	1
280.	giant	2	12	14
281.	giraffe	6	5	11

282.	girl	6	1	7
283.	glass	14	11	25
284.	glider	2	-	2
285.	glossary	8	-	8
286.	goalpost	4	-	4
287.	goat	13	1	14
288.	god	-	3	
289.	gold	3	-	3
290.	gorilla	1	-	3
291.	government	1	-	1
292.	grade	20	-	1
293.	garlic	4	-	20
294.	grass	11	-	4
295.	greengrocer	12	-	11
296.	greeting	2	-	12
297.	grocer	1	-	2
298.	grocery	4	-	1
299.	ground	6	-	64
300.	group	8	10	18
301.	guitar	2	-	2
302.	gulf	4	-	4
303.	gun	1	-	1
304.	hair	3	-	3
305.	hand	11	-	11
306.	handkerchief	5	5	10
307.	handwriting	4	-	4
308.	hat	18	-	18
309.	guest	2	-	2
310.	heading	4	-	4
311.	headmaster	-	1	1
312.	headquarter	2	-	2
313.	headquarters	-	1	1
314.	health	3	-	3
315.	helicopter	3	-	4
316.	hen	25	-	25
317.	hockey	1	-	1
318.	hero	3	-	3
319.	hill	-	1	1
320.	himalayas	1	-	1
321.	helmet	-	1	1
322.	habit	1	-	1
323.	hour	13	-	13
324.	history	1	-	1
325.	holder	6	-	6
326.	holiday	1	3	4
327.	hole	14	6	20
328.	home	32	-	32
329.	homework	16	-	16

330.	honey	4	-	4
331.	horse	1	4	5
332.	hospital	13	-	13
333.	hotel	9	-	9
334.	house	39	11	50
335.	human	2	-	2
336.	hunter	2	-	2
337.	husband	3	1	4
338.	hut	2	-	2
339.	ice	1	-	1
340.	ice-cream	4	-	4
341.	idea	2	3	5
342.	illness	1	-	1
343.	information	4	-	4
344.	ink	4	-	4
345.	insect	1	1	2
346.	instruction	1	9	10
347.	interview	2	-	2
348.	inventor	1	-	1
349.	journey	1	-	1
350.	invention	2	1	3
351.	island	3	1	4
352.	jacket	5	-	5
353.	jam	1	-	1
354.	jar	1	-	1
355.	jeep	1	-	1
356.	jeep- dircer	1	-	1
357.	jewellery	2	-	2
358.	job	1	-	1
359.	jug	-	1	1
360.	juice	1	-	1
361.	jumper	1	-	1
362.	jungle	9	-	9
363.	kangaroo	1	1	2
364.	kayak	2	2	4
365.	kerosene	1	-	1
366.	key	1	1	2
367.	kcid	1	-	1
368.	kidnapper	-	1	1
369.	kilo	1	-	1
370.	kilometer	-	4	4
371.	kind	1	2	3
372.	king	1	-	1
373.	kingfisher	5	7	12
374.	kitchen	4	-	4
375.	kite	8	15	23
376.	kitten	1	-	1
377.	knee	-	1	1

378.	knife	4	-	4
379.	knot	1	-	1
380.	knowledge	2	-	2
381.	lab	1	-	1
382.	laboratory	1	-	1
383.	ladder	1	-	1
384.	lady	9	-	9
385.	lake	10	-	10
386.	lamb	1	-	1
387.	lamp	1	1	2
388.	land	3	-	3
389.	language	6	-	6
390.	lava	1	-	1
391.	leader	4	-	4
392.	leaf-let	1	-	1
393.	leaf	2	7	9
394.	leg	2	11	13
395.	lemon	1	-	1
396.	leopard	2	-	2
397.	lesson	7	3	10
398.	letter	35	12	57
399.	level	2	-	2
400.	librarian	5	-	5
401.	library	17	1	18
402.	library card	1	-	1
403.	life	13	-	13
404.	light	4	-	4
405.	line	1	1	2
406.	lion	1	2	3
407.	list	6	1	7
408.	litre	1	1	2
409.	load	5	1	6
410.	loaf	2	-	2
411.	log	3	1	4
412.	luggage	2	-	2
413.	lunch	1	-	1
414.	machanic	4	1	5
415.	magazine	1	-	1
416.	magpie	-	1	1
417.	mammal	1	-	1
418.	man	72	51	123
419.	mango	2	5	7
420.	manner	1	-	1
421.	map	5	-	5
422.	market	1	-	1
423.	mark	2	2	4
424.	mask	5	16	21
425.	mat	1	-	1

426.	material	-	1	1
427.	maths	2	-	2
428.	matter	1	-	1
429.	meal	5	-	5
430.	meaning	4	4	8
431.	meat	11	-	11
432.	meeting	2	-	2
433.	menu	2	-	2
434.	message	2	-	2
435.	metal	7	-	7
436.	metre	2	11	13
437.	mouse	13	8	21
438.	microphone	1	-	1
439.	midnight	1	-	1
440.	milk	4	-	4
441.	minute	6	4	10
442.	minute	1	3	4
443.	mistake	4	-	4
444.	monday	14	-	14
445.	money	13	3	16
446.	monkey	1	-	2
447.	monster	1	-	1
448.	museum	2	-	2
449.	mule	5	-	5
450.	month	5	-	5
451.	moon	1	-	1
452.	moonship	22	6	22
453.	morning	18	-	18
454.	mother	12	-	12
455.	motorbike	4	-	10
456.	mouth	3	-	3
457.	mud	1	1	1
458.	mug	-	-	1
459.	multification	1	-	1
460.	music	2	-	2
461.	mystery	3	-	3
462.	name	23	20	43
463.	nationality	2	-	2
464.	necklace	1	-	1
465.	needle	1	1	2
466.	negative	4	-	4
467.	nest	3	2	5
468.	net	4	-	4
469.	news	1	-	1
470.	newspaper	2	2	4
471.	newsreporter	1	-	1
472.	night	10	-	10
473.	noise	5	-	5

474.	noodle	-	2	2
475.	noon	1	-	1
476.	neck	1	-	1
477.	north	1	-	1
478.	nose	7	-	7
479.	note	-	4	4
480.	nitice	5	2	7
481.	noun	4	6	10
482.	number	21	10	31
483.	nurse	8	-	8
484.	objects	-	1	1
485.	obstacle	1	-	1
486.	office	3	-	3
487.	ocean	3	-	3
488.	officer	1	-	1
489.	oil	6	-	6
490.	omlette	1	-	1
491.	opponent	1	1	1
492.	orange	2	8	10
493.	order	9	-	9
494.	oxygen	2	-	2
495.	opposite	-	2	2
496.	packet	3	-	3
497.	paddle	-	1	1
498.	page	16	6	22
499.	painting	-	1	1
500.	pair	1	8	9
501.	penguin	3	-	3
502.	palace	1	-	1
503.	pan	2	-	2
504.	pancake	1	4	5
505.	panda	-	1	1
506.	paper	10	-	10
507.	parachute	-	1	1
508.	paragraph	1	3	4
509.	parcel	2	-	2
510.	parent	-	5	5
511.	participle	2	-	2
512.	partner	11	-	11
513.	part	-	5	5
514.	party	5	-	5
515.	passage	5	-	5
516.	path	2	-	2
517.	patient	1	4	5
518.	pavement	1	-	1
519.	paw	2	-	2
520.	peanut	-	1	1
521.	pegleg	3	-	5

522.	pen	6	2	8
523.	pencil	7	1	8
524.	people	-	48	48
525.	permission	1	-	1
526.	person	12	1	13
527.	pet	1	1	2
528.	petrol	2	-	2
529.	pharmacist	1	-	1
530.	pharmacy	1	-	1
531.	phone	2	-	2
532.	photo	5	1	6
533.	photograph	1	4	5
534.	picnic	4	1	5
535.	picture	48	48	96
536.	piece	5	3	8
537.	pig	29	6	35
538.	piglet	1	-	1
539.	pilot	3	1	4
540.	pinch	1	-	1
541.	ping	1	-	1
542.	place	12	7	19
543.	plait	-	1	1
544.	plan	5	3	8
545.	plane	24	1	25
546.	plane	2	3	5
547.	plant	1	-	1
548.	plastic	-	2	2
549.	player	3	-	3
550.	playground	1	-	1
551.	pile	2	3	5
552.	potato	-	1	1
553.	pocket	11	-	11
554.	poem	1	-	1
555.	poison	1	-	1
556.	pole	7	-	7
557.	police	3	-	3
558.	policeman	-	2	2
559.	pond	7	-	7
560.	post card	2	-	2
561.	poster	3	-	3
562.	pot	12	2	14
563.	powder	1	-	11
564.	power	2	-	22
565.	practice	3	-	3
566.	preference	-	-	1
567.	present	1	3	1
568.	pressure	1	-	1
569.	prison	1	1	1

570.	prisoner	-	-	2
571.	prize	1	1	1
572.	problem	1	-	1
573.	professor	1	73	1
574.	program	1	-	1
575.	pronoun	-	-	3
576.	protector	1	-	1
577.	pupil	-	-	1
578.	puppy	2	1	2
579.	puzzle	4	1	5
580.	quarter	1	-	1
581.	question	7	1	80
582.	questionmark	1	2	1
583.	quiz	3	-	3
584.	rabbit	15	-	15
585.	race course	4		4
586.	race	2		3
587.	radio	14		15
588.	raft	3		3
589.	rail	-		1
590.	railway	-	3	2
591.	raincoat	3	4	3
592.	ransom	4	-	4
593.	reason	-	4	4
594.	restaurant	3	-	3
595.	reciple	1	-	1
596.	red	1	-	1
597.	reed	-	3	3
598.	refreshment	-	3	3
599.	reporter	1	-	1
600.	request	-	1	1
601.	rest	3	-	3
602.	ribbon	-	1	1
603.	rice	38	-	38
604.	ring	1	-	1
605.	rat	9	-	9
606.	registration	1	-	1
607.	river	19	2	21
608.	road	17	-	17
609.	rock	3	-	3
610.	role	-	1	1
611.	roof	4	-	4
612.	room	4	3	7
613.	root	-	1	1
614.	rope	6	2	8
615.	rose	-	1	1
616.	rubber	1	-	1
617.	ruksack	1	-	1

618.	rule	1	10	11
619.	ruler	10	-	10
620.	rupee	2	10	12
621.	sailfish	2	-	2
622.	sale	1	-	1
623.	salt	3	-	3
624.	sand	1	-	1
625.	sandal	-	1	1
626.	sari	3	-	3
627.	saturday	17	-	17
628.	savoury	1	-	1
629.	school	75	1	73
630.	schoolday	-	1	1
631.	science	3	-	3
632.	screen	1	-	1
633.	scientist	1	-	1
634.	scissor	-	1	1
635.	score	1	-	1
636.	sea	5	1	6
637.	seal	2	1	3
638.	surf	1	-	1
639.	season	2	-	2
640.	seat	6	-	6
641.	secret	1	-	1
642.	sentence	21	60	81
643.	service	1	-	1
644.	set	2	-	2
645.	shape	1	-	1
646.	sheep	-	2	2
647.	shelf	1	-	1
648.	ship	1	-	1
649.	shirt	8	3	11
650.	shoe	-	1	1
651.	shop	5	1	6
652.	shop keeper	1	-	1
653.	silver	1	-	1
654.	sir	16	-	16
655.	skill	1	2	3
656.	sister	5	4	9
657.	situation	-	1	1
658.	size	1	-	1
659.	skin	4	-	4
660.	skirt	2	-	2
661.	sky	5	-	5
662.	slave	1	-	1
663.	sleeve	-	2	1
664.	smile	1	-	1
665.	snake	6	8	14

666.	snow	3	-	3
667.	soldier	2	7	9
668.	son	16	-	16
669.	song	9	2	11
670.	sort	-	2	2
671.	sound	1	1	2
672.	soup	2	-	2
673.	space	3	9	12
674.	spaceship	2	-	2
675.	speaker	3	-	3
676.	spirit	3	-	3
677.	spirit	2	2	4
678.	spoon	-	5	5
679.	sport	3	-	3
680.	sub- marine	1	-	1
681.	status	-	5	5
682.	square	-	2	2
683.	spot	1	-	1
684.	spring	6	-	6
685.	staff	1	3	4
686.	star	-	1	1
687.	statement	-	7	7
688.	station	1	-	1
689.	stationer	1	-	1
690.	stationery	1	-	1
691.	steam	4	-	4
692.	stick	2	1	3
693.	stone	10	4	14
694.	full-stop	3	-	3
695.	story	53	6	59
696.	story book	2	-	2
697.	story song	1	-	1
698.	stove	1	-	1
699.	straw	7	-	7
700.	street	2	-	2
701.	stretch	1	-	1
702.	string	4	1	5
703.	stripe	-	4	4
704.	student	8	4	12
705.	subject	3	-	3
706.	sugar	28	-	28
707.	stamp	-	1	1
708.	swift	4	-	4
709.	surgeon	1	-	1
710.	suggestion	-	7	7
711.	suit	1	-	1
712.	sum	1	-	1
713.	sun	1	-	1

714.	sunday	5	-	5
715.	sunglass	-	1	1
716.	sunlight	1	-	1
717.	sunshine	1	-	1
718.	sweater	2	-	2
719.	sweet	1	2	3
720.	table	7	2	9
721.	teacher	34	3	34
722.	tail	5	3	8
723.	tank	1	1	2
724.	tape	5	-	5
725.	tape-recorder	1	-	1
726.	taxi	1	-	1
727.	tea	22	-	22
728.	t-junction	2	-	2
729.	tooth	2	16	18
730.	telephone	5	-	5
731.	television	2	-	2
732.	tempo	9	-	9
733.	tent	-	1	1
734.	tongue	-	1	1
735.	text	1	-	1
736.	temperature	2	-	2
737.	temple	4	-	4
738.	term	1	-	1
739.	thief	1	6	7
740.	thing	2	30	32
741.	thought	-	1	1
742.	thorn	-	4	4
743.	thursday	1	-	1
744.	ticket	3	-	3
745.	tiger	2	1	3
746.	time	36	30	66
747.	timetable	2	-	2
748.	tin	5	-	5
749.	title	6	2	8
750.	toilet	1	-	1
751.	tomato	1	1	2
752.	tool	1	1	2
753.	toothache	1	-	1
754.	top	9	-	9
755.	torch	1	-	1
756.	tortoise	-	1	1
757.	tempo- driver	1	-	1
758.	tourist	-	5	5
759.	tense	-	4	4
760.	towel	4	-	4
761.	tower	-	1	1

762.	town	6	1	7
763.	traffic	2	-	2
764.	train	3	-	3
765.	triangle	1	2	3
766.	treasure	-	2	2
767.	tree	19	10	29
768.	trick	1	3	4
769.	trip	4	-	4
770.	trouser	-	2	2
771.	truck	1	2	3
772.	trunk	-	2	2
773.	t-shirt	-	2	2
774.	tuesday	6	-	6
775.	tunnel	2	1	3
776.	type	1	-	1
777.	tyre	1	2	3
778.	umbrella	3	-	3
779.	uncle	8	-	8
780.	uniform	6	-	6
781.	unit	3	1	4
782.	university	1	-	1
783.	valley	1	1	2
784.	vegetable	3	4	7
785.	van	1	-	1
786.	verb	2	9	11
787.	video	1	-	1
788.	village	8	1	9
789.	villain	3	-	3
790.	visitor	6	1	7
791.	voice	3	1	4
792.	volcano	2	-	2
793.	volleyball	18	-	18
794.	waiter	1	-	1
795.	wall	23	1	24
796.	watch	5	-	5
797.	water	37	-	37
798.	waterfall	1	-	1
799.	way	6	5	11
800.	weather	1	-	1
801.	wedding	1	-	1
802.	wednesday	4	-	4
803.	week	10	1	11
804.	weight	-	1	1
805.	welder	1	-	1
806.	wheel	-	5	5
807.	wife	8	-	8
808.	wind	2	-	2
809.	window	9	1	10

810.	winner	1	-	1
811.	wing	-	5	5
812.	wish	-	3	3
813.	wolf	19	-	19
814.	woman	4	2	6
815.	wood	22	-	22
816.	wool	1	-	1
817.	word	27	129	156
818.	work	11	-	11
819.	worker	1	-	1
820.	workman	-	1	1
821.	world	10	-	10
822.	writer	1	-	1
823.	yak	1	1	2
824.	year	9	20	29
825.	zoo	8	-	8
826.	yoghurt	3	-	3

Appendix V

Verbs with their Frequency of Occurrence

S.N.	Verbs	Inf.	v-ed	v-en	v-ing	v-s/es	freq
1	act	16	-	-	1	-	17
2	answer	85	1	-	1	37	128
3	apologize	2	-	-	2	-	4
4	arrange	2	-	-	-	-	2
5	arrive	2	4			1	7
6	ask	60	11	-	4	1	75
7	eat	24	7	2	5	5	43
8	attend	1	-	-	-	1	2
9	bark	1	-	-	-	-	1
10	beat	1	-	-	-	-	1
11	begin	5	4	-	2	1	12
12	believe	1	-	-	-	-	1
13	bend	1	-	-	-	-	1
14	bite	4	2	-	-	-	6
15	bleat	1		-	-	-	1
16	blow	5	7	-	-	-	12
17	boild	-	1	-	1	-	2
18	burn	3	-	-	-	-	3
19	borrow	2	2	-	-	-	4
20	bow	6	1	-	-	-	7
21	bray	1	-	-	-	-	1
22	break	2	3	2	-	-	7
23	add	2	-	1	-	-	2
24	breathe	1	-	-	-	-	1
25	bring	8	3	-	-	1	12
26	burn	3	1	-	-	-	4
27	build	9	14	-	3	-	26
28	cruel	2	14	-	-	5	21
29	come	48	11	-	5	8	72
30	care	1	1	-	-	-	2
31	carry	7	1	-	8	1	17
32	catch	11	8	-	5	1	25
33	celebrate	1	-	-	-	-	1
34	change	2	2	-	-	2	6
35	chase	-	-	-	1	-	1
36	cheat	1	-	-	-	-	1
37	check	6	1	-	-	-	7
38	choose	10	-	-	-	-	10
39	chop	1	1	-	1	-	3
40	clean	8	1	-	2	1	12
41	clap	4	-	-	2	1	7
42	climb	6	3	-	1	-	10
43	close	4	1	-	-	-	5
44	collect	-	4	-	3	-	7

45	buy	17	-	-	4		21
46	compare	2	-	-	1	-	3
47	complete	29	-	-	-	-	29
48	concern	-	-	-	1	-	1
49	conquer	1	-	-	-	-	1
50	continues	-	2	-	-	-	2
51	control	-	-	-	1	-	1
52	cook	6	2	-	5	2	15
53	cost	1	-	-	-	1	2
54	count	2	-	-	-	-	2
55	cover	-	1	-	1	-	2
56	crawl	2	-	-	-	-	2
57	cry	-	4	-	1	-	5
58	cross	1	-	-	-	-	1
59	cut	14	-	-	3	-	17
60	cycle	-	-	-	8	-	8
61	dance	2	4	-	6	-	12
62	draw	37	1	-	-	1	39
63	decide	1	1	-	-	-	2
64	describe	8	-	-	8	2	18
65	design	1	-	-	-	-	1
66	destroy	-	1	-	-	-	1
67	die	-	8	-	-	-	8
68	dig	1	-	2	3	-	6
69	disappear	1	1	-	-	-	2
70	discover	-	1	-	-	-	1
71	discuss	16	-	-	1	-	17
72	dive	1	-	-	-	1	2
73	drink	6	1	-	3	1	11
74	dream	-	-	-	1	-	1
75	drep	1	2	-	-	-	2
76	drive	1	2	-	2	1	6
77	drop	2	1	-	-	-	4
78	earn	1	1	-	-	-	2
79	eat	42	-	1	6	6	56
80	end	4	7	-	-	-	4
81	enjoy	19	1	-	1	4	31
82	escape	2	1	-	-	-	3
83	excuse	-	-	-	-	-	1
84	explain	2	-	-	-	1	1
85	fail	2	5	-	-	-	2
86	fall	5	-	2	7	-	19
87	fear	1	-	-	-	-	1
88	feed	1	2	-	1	-	4
89	feel	3	-	-	-	-	3
90	fetch	3	-	-	-	-	3
91	fight	2	-	-	2	-	4
92	fill	16	-	-	-	-	16
93	film	-	-	-	1	-	1
94	finish	5	4	-	-	-	9

95	fish	-	-	-	1	-	1
96	fit	2	-	-	-	-	2
97	follow	-	-	-	3	-	3
98	fly	16	4	2	7	1	30
99	forget	1	2	-	-	-	3
100	find	43	4	-	-	-	47
101	fry	-	1	-	-	-	1
102	frighten	-	6	-	-	-	6
103	freeze	-	-	1	-	-	1
104	gallop	1	-	-	-	-	1
105	gaze	31	6	3	4	1	45
106	gave	1	-	-	-	-	1
107	get	15	6	-	-	1	22
108	go	65	7	-	58	9	139
109	glide	-	-	-	1	1	2
110	grow	8	-	-	1	1	10
111	guard	-	1	-	-	-	1
112	guess	1	-	-	1	-	2
113	hang	1	-	-	-	-	1
114	happen	1	5	-	4	2	12
115	hate	1	1	-	-	-	2
116	hear	11	3	-	-	-	14
117	hold	5	2	-	4	1	12
118	help	24	2	-	4	2	22
119	hide	6	1	-	1	-	8
120	hit	4	-	-	2	-	6
121	hope	3	-	-	-	-	3
122	huff	3	4	-	-	-	7
123	include	-	-	-	1	-	1
124	interview	-	-	-	1	-	1
125	invent	-	3	-	-	-	3
126	hurt	3	-	-	-	-	3
127	invite	2	2	-	4	-	8
128	join	6	2	-	3	-	11
129	jump	7	7	-	4	3	21
130	keep	7	-	-	5	1	13
131	kill	8	2	-	-	-	10
132	know	9	1	-	-	-	10
133	knit	-	-	-	1	-	1
134	knock	-	4	-	1	1	6
135	label	1	-	-	-	-	1
136	land	4	3	-	2	-	9
137	laugh	4	2	-	5	1	12
138	lead	-	10	-	-	1	2
139	learn	18	6	-	5	-	31
140	leave	7	5	-	2	5	22
141	lend	1	-	-	1	-	2
142	let	3	-	-	1	-	4
143	lie	1	-	-	-	-	1
144	lift	3	-	-	1	-	4

145	light	4	-	-	-	-	4
146	like	72	4	-	1	7	84
147	listen	36	-	-	8	1	45
148	live	29	8	-	4	-	38
149	lock	-	1	-	-	5	1
150	look	24	9	-	8	-	45
151	lose	3	-	-	-	-	3
152	love	5	1	-	-	-	6
153	lower	-	-	-	1	-	1
154	make	44	53	-	6	-	110
155	march	1	-	-	-	-	1
156	mark	1	-	-	-	-	1
157	marry	1	1	-	-	-	2
158	match	11	-	-	-	-	11
159	mean	7	-	-	-	10	17
160	meet	7	8	-	-	-	15
161	mend	1	3	-	-	2	6
162	milk	-	-	-	1	-	1
163	miss	-	2	-	8	-	10
164	mix	1	-	-	-	-	1
165	move	5	3	-	1	-	9
166	need	7	-	-	-	-	7
167	neigh	1	-	-	-	-	1
168	nibble	4	-	-	-	-	4
169	obey	1	-	-	-	1	2
170	open	19	3	-	5	-	28
171	order	3	2	-	-	1	3
172	pack	1	-	-	-	1	2
173	paint	2	-	-	-	-	3
174	pass	-	1	-	-	-	1
175	pay	4	-	-	1	-	5
176	plant	7	-	-	3	1	10
177	play	15	43	-	14	-	73
178	copy	-	2	-	-	-	2
179	plough	7	-	-	-	-	7
180	pour	-	-	-	1	-	1
181	practise	43	-	-	4	-	47
182	prefer	10	-	-	-	1	11
183	press	2	-	-	-	-	2
184	pretend	5	-	-	-	-	5
185	protect	1	-	-	-	-	1
186	puff	3	4	-	-	-	7
187	pull	4	3	-	9	-	16
188	pump	2	-	-	-	-	2
189	push	1	2	-	-	1	4
190	put	42	-	-	7	-	49
191	rain	10	2	-	5	-	17
192	ring	-	1	-	-	-	1
193	reach	5	1	-	1	-	7
194	read	91	14	-	15	3	23

195	record	-	-	-	1	-	1
196	reflect	-	-	-	-	-	1
197	remember	7	-	-	-	-	7
198	repeat	3	-	-	-	-	3
199	reply	3	6	-	1	-	10
200	rescue	-	1	-	-	-	1
201	rest	-	-	-	1	-	1
202	rhyme	3	-	2	2	-	5
203	ride	10	2	-	4	1	19
204	rise	-	2	-	-	1	3
205	ruin	-	1	-	-	-	1
206	run	9	3	-	14	2	28
207	say	22	54	-	12	9	97
208	sing	-	3	-	7	-	10
209	sit	5	2	-	9	1	7
210	save	3	2	-	-	-	5
211	see	55	19	8	1	1	94
212	score	-	1	-	-	-	1
213	seem	-	-	-	-	1	1
214	sell	1	-	-	-	6	7
215	send	7	2	-	-	-	9
216	sew	1	-	-	-	-	1
217	share	1	-	-	1	-	2
218	shock	-	1	-	-	-	1
219	shoot	6	3	-	1	1	11
220	step	-	-	-	3	-	3
221	shout	1	4	-	4	-	9
222	show	9	1	1	3	2	16
223	shut	4	-	-	-	-	4
224	sleep	7	-	-	6	-	13
225	slip	-	1	-	-	-	1
226	smell	2	-	-	2	-	4
227	smoke	2	-	-	1	-	3
228	solve	2	-	-	-	-	2
229	speak	10	1	2	5	3	21
230	spell	-	1	-	-	-	1
231	stand	3	2	-	5	4	11
232	start	13	5	-	3	1	25
233	stay	5	1	-	2	-	9
234	steal	3	1	1	3	-	8
235	steer	-	-	-	1	2	1
236	stop	7	1	-	1	1	11
237	stretch	-	-	-	-	2	1
238	study	22	-	-	1	-	25
239	suggest	-	-	-	-	1	1
240	supply	-	-	-	-	-	1
241	surprise	-	2	-	-	-	2
242	swallow	1	-	-	3	1	1
243	swim	18	5	3	2	-	29
244	sweep	3	1	-	4	1	6

245	take	21	9	-	1	1	35
246	teach	2	-	-	-	-	4
247	tear	1	-	-	5	2	1
248	tell	13	3	-	-	-	23
249	terrify	-	1	-	-	-	1
250	test	11	-	-	1	1	1
251	think	13	2	-	2	3	17
252	throw	10	6	1	-	-	22
253	tick	2	-	-	1	-	2
254	tickle	3	-	-	1	-	4
255	tie	1	2	-	-	-	4
256	touch	5	-	-	-	-	5
257	trace	1	-	-	-	-	1
258	travel	1	-	-	-	-	1
259	tremble	1	-	-	-	-	1
260	trick	1	1	-	-	-	2
261	try	2	3	-	-	-	5
262	turn	4	3	-	-	-	9
263	talk	38	2	-	-	-	55
264	underline	-	2	-	-	-	2
265	understand	2	-	-	-	-	2
266	untie	2	-	-	-	-	2
267	upset	1	-	-	-	-	1
268	use	42	20	-	10	1	73
269	visit	11	-	-	-	-	11
270	wait	-	2	-	8	-	10
271	walk	13	7	-	7	1	28
272	want	8	7	-	-	5	20
273	warp	1	1	-	-	-	2
274	wash	6	2	-	3	1	12
275	watch	5	2	-	4	-	11
276	wave	2	2	-	2	-	6
277	wear	14	2	-	12	6	34
278	welcome	4	--	-	1	--	5
279	win	4	5-	-	-	--	9
280	work	6	5	-	8	-	27
281	worry	3	8	-	-	5	3
282	write	138	5	10	22	5	180
283	warn	-	5	-	-	5	1
284	am	-	-	-	-	-	74
285	are	-	-	-	-	-	295
286	was	-	-	-	-	-	141
287	were	-	-	-	-	-	37
288	is	-	-	-	-	-	699
289	have	148	11	-	6	55	220
290	can	138	11	-	-	-	149
291	may	22	9	-	-	-	31
292	will	63	7	-	-	-	70
293	shall	8	3	-	-	-	11
294	must		-	-	-	-	35

295	be	-	-	-	-	-	49
296	do	238	78	12	41	51	420
297	check up	-	-	-	17	-	17
298	fall off	1	1	-	-	-	2
299	find out	6	-	-	-	-	6
300	get out	2	-	-	-	-	2
301	get up	2	1	-	-	1	4
302	go up	-	-	-	1	-	1
303	have to	8	1	-	-	-	9
304	write out	1	-	-	-	-	1
305	hold up	-	-	-	-	1	1
306	listen to	16	1	-	3	-	20
307	look at	28	1	-	1	-	30
308	look for	4	-	-	3	-	7
309	look out	1	-	-	3	-	4
310	look up	1	-	-	-	-	1
311	look after	-	4	-	-	-	4
312	pack after	1	-	-	-	-	1
313	pick up	-	3	-	-	-	3
314	pump out	-	1	-	-	-	1
315	pullout	-	-	-	2	-	2
316	pull up	-	-	-	1	-	1
317	paint to	7	-	-	-	-	7
318	roll up	-	1	-	-	-	1
319	sit down	-	2	-	-	-	2
320	stand for	2	-	-	-	-	2
321	stand up	-	-	-	-	-	
322	tie up	1	-	-	-	-	1
323	turn off	-	3	-	-	-	3
324	turn on	1	-	-	-	-	1
325	wake up	1	-	-	-	-	1
326	write down	5	-	-	-	-	5
327	eat up	-	2	-	-	-	2
328	break down	-	-	-	-	-	1

Note: Nos. 1-283, nos. 284-296 and Nos. 297-328 represent lexical verbs, auxiliary verbs and phrasal verbs, auxiliary verbs and phrasal verbs respectively.