

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is the most highly developed and frequently used means of communication that is shared and utilized in terms of common understanding by a particular community. In its countable form, it refers to the actual systems of sounds, word structures and the totality of such means of communication of a particular community. It is a social phenomenon which is a widely used means of communication through which people exchange their thoughts, feelings, desires, emotions, wants and so on. Though there are other means or systems of communication like tactile system, gustatory, system, olfactory system etc, language is the most developed means of communication among all.

There are a number of languages spoken throughout the whole world. Among all, the English language deserves to be regarded as the link language in the international level. It is common means of communication between the people of different linguistic backgrounds. English has occupied the space of the basic need of anyone who wants to keep in touch with the present world.

The English language has been the dominant and the key language to face challenges on various areas. Moreover, it has been the language of mass media, official instructions and international diplomacy. It is a language of politics, science and technology, economics medicine, marketing etc. It is, thus, obvious that English has earned a lot of fame, name and popularity in the world. So the sound knowledge of English language is a must for the development of our career.

Certainly, it is very difficult to learn a second language. It needs a long time and arduous effort to have mastery over all the levels of language successfully. The levels of language are phonological, morphological, syntactic and semantic. Of them, phonology and morphology are the most important levels because these are the starting points from which a language learner begins his/her journey of learning.

A second/foreign language learner has to master an adequate number of vocabulary items without which the effort to communicate either in spoken or written form of it will be meaningless. If the language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh of it (Harmer, 1998). So it is necessary to fill the granary of vocabulary and use them to convey the message meaningfully.

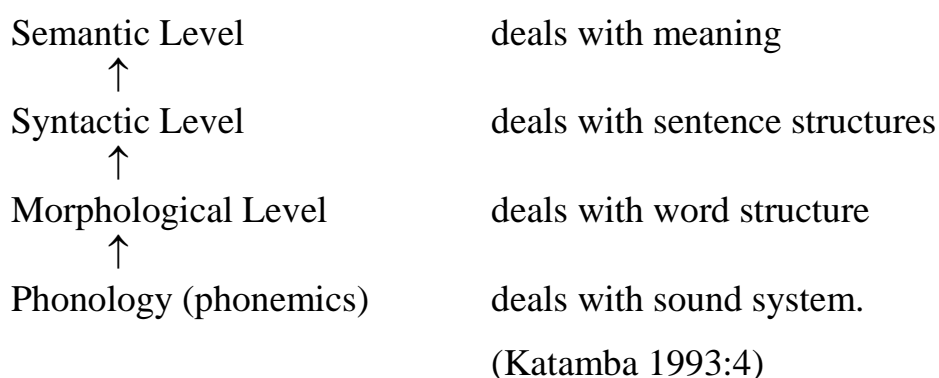
English has significant value in the education system of most of the countries in the world. The government of Nepal, too, has introduced the English language as a compulsory subject from grade one to the Bachelor Level. In this connection, CDC (2005) states, "There has been an increasing demand for English to start at the beginning of primary education". To meet the demand, the then His Majesty's Government decided to introduce English as a subject from grade one, starting in the academic year 2060 BS (2003 A.D.). Before that English was used to be taught from grade four only. The present book *My English Book IV* was revised in 2006 with the motto of making education purposeful, relevant and functional.

1.2 Levels of Language

Level is defined as "a general term in linguistics to refer to a major dimension of structural organization held to be susceptible of independent study. Phonology, grammar and semantics are the most widely recognized levels of analysis. But most often phonetics is distinguished from phonology, lexis from semantics and morphology and syntax are seen as separate levels within grammar" (Crystal 1985:77).

In grammar, the term 'level' refers to a layer of word-level, phrase-level, clause-level etc. Some scholars, for example, Stageberg, are in favour of including only three levels of structure. He says, 'a descriptive structural grammar of English progresses upward through three levels of structure; phonology, morphology and syntax'.

According to Katamba (1993:4), there are four levels of language, which are often called linguistic levels. They are phonological, morphological, syntactic and semantic levels which can be presented hierarchically in the following diagram :



The above mentioned levels of language are put in a hierarchical order with semantic at the top and phonology at the bottom. Each of these levels is to be found equally interrelated when language is to give some meaning. Each level of analysis of language can be described in the following paragraphs.

1.2.1 Phonology

This level of language studies how speech sound are structured or patterned in a particular language. Besides, it describes contrastive relationship of the phonemes of a language, their distribution and articulatory features of their allophones.

John Lyons says, "Phonology, then, is the level of which the linguist describes the sound-system of a particular language" (1970:21).

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

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

1.2.2 Morphology

Morphology is the study of internal structure of words or morphemes. It includes the stock of segmental morphemes and the ways in which words are built out of them (Hockett, 1970:177).

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

According to Crystal (1996:249), morphology is "the branch of grammar which studies the structures or forms of words." It deals with the internal structure of words such things as inflection for number, gender, case, tense, aspect etc. and derivation to form new words. It studies, for example, how the forms 'shout', 'shouted', 'shouting' and 'shouts' differ from another and how the forms 'goodness', 'encouraged', 'quickly', etc. are derived from the forms good, courage and quick respectively.

1.2.3 Syntactic Level

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

1.2.4 Semantic Level

In this level of language, we study the meaning of linguistic forms. It tells us, for example, that sense relationship between the words 'tiny' and 'very small', 'beautiful' and 'ugly' under the headings 'synonymy' and 'antonymy' respectively.

Leach, in this regard, says, "Semantics (as the study of meaning) is central to the study of communication; and as communication becomes more and more a crucial factor in social organization, the need to understand it

becomes more and more pressing. Semantics is also at the centre of the study of human mind- thought processes, cognition conceptualization- all these are intricately bound of with the way in which we classify and convey our experience of the world through language" (1985:ix).

1.3 Defining Vocabulary

Vocabulary, broadly speaking, refers to the words that we use in our day to day life for expressing our thoughts, feelings, desires, emotions etc. A word plays the most important role while communicating. So it is the most important unit of language. No one can express his/her feelings meaningfully if he/she knows only language structure but does not have adequate knowledge of vocabulary. So, to communicate effectively in a foreign language, the knowledge of vocabulary plays a very important role as it provides vital organs and flesh on the structure of language. The term 'Vocabulary' has been defined differently by linguists in different books. Some of the definitions are listed below :

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

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

In the same way, Harmer (1991:153) defines, "if language structure makes up the skeleton of language then it is vocabulary that provides the vital organs and the flesh."

In the same way, Hornby (1998:1331), has defined the term vocabulary as "all the words known to a person or used in a particular book, subject etc". The meaning of vocabulary is also given as "the total number of words in a language."

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

Thus, a single word or group of words which convey a single meaning is called vocabulary.

It is such a vital aspect of language without which communication remains impossible. The knowledge of language structure becomes handicapped if one does not possess the granary of crops i.e. vocabulary. So a good store of vocabulary is crucial for understanding all language and communicating in it. People have a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. So there is a great requirement of systematic analysis and evaluation of the vocabulary.

1.4 Word Classes

Traditional grammarians have classified words into eight different 'parts of speech'. They are nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. Nesfield (1965:8), defines these parts of speech as follows :

- i. "A noun is a word used for naming person 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. "An adverb is a word used to add something to meaning of a verb, an adjective or another adverb."
- v. "A verb is a word used for saying something about some persons or things."
- 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 previous 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 feeling".

These definitions given by traditional grammarians are notional and extremely vague. It is very difficult to judge from these definitions whether a particular word is a noun, a verb or an adjective. In the same way, articles (a, an, the), possessives (his, her, their, your, my, our) demonstratives (this, that, these, those) and quantifiers (all, some, neither etc) are traditionally included in adjective but they are different from most adjectives in the sense that, firstly, that precede adjective in sentences; secondly, most of them are never used predicatively; and lastly they have no comparative and superlative forms.

Arts and Arts (1986:22) has classified words into two major types : major and minor word classes. The former are also called open classes: their membership is unrestricted and indefinitely large since they allow the addition of new members. The latter classes are also called closed classes. Their membership is restricted since they do not allow the creation of new members. Besides, the number of items they comprise is so small that they can easily be listed. In English nouns, verbs, adjectives and adverbs are included under major word class and conjunctions, articles, pronouns, interjection etc. under minor under class.

Similarly, words can broadly be categorized into two types: content and structural words which are also called lexical or full words and functional words respectively. The former (content words) type is defined as the words which have stable lexical meaning. They are words that have meanings by themselves. Content words include mainly nouns, verbs, adjectives and adverbs. Structural or functional words, on the other hand, have no meanings of their own. They are used in utterances or sentences to show grammatical relationship. So they are also called grammatical or empty or function words. Structural words include auxiliaries, prepositions, articles, conjunctions, pronouns etc. Each type of content words are described individually in the following lines.

I) Nouns

Words are identifiable as noun on the basis of their syntactic and morphological properties. Adams (1973:17) says, "Among the features that we expect of nouns are : the ability to take the plural and genetic inflection, to take certain characteristics suffixes like -er, -ance, -ness, -ism, -ion etc., to be preceded by determiners like a, the, this, my, another, to follow the prepositions to all as the subject or the object of a sentence."

Typical derivational suffices that form such noun are :

- age : coverage, percentage, postage
- ance : appearance, utterance, reluctance etc.
- ation : confirmation, derivation, reservation etc.
- dom : freedom, boredom, kingdom etc.
- ment : development, enjoyment, movement etc.
- ist : specialist, feminist, educationist etc.
- ism : idealism, organism, socialism etc.

- hood : childhood, boyhood, brotherhood etc.
- ess : actress, mistress etc.
- er : farmer, soldier, teacher etc.
- ence : difference, preference, reference etc.
- ee : examinee, interviewee, employee etc.

II) Verb

The class of verb has a specific function in a sentence. It is such an element which is used as the minimal predicate of a sentence, co-occurring with a subject e.g., the students study, the fish swim etc. In this regard, Adams (1973:21) states, "We may say that verbs are typically associated with reference to time, with activity and changing conditions".

The typical derivational suffixes that form such verbs are listed below.

- en : soften, lengthen, blacken etc.
- ify : amplify, codify, simplify etc.
- ise/-ize : legalize, modernize, symbolize etc.

III) Adjective

Adjectives can occur within a noun phrase as its constituent. Adams (1973:17) in this regard, says, "Adjectives are identified by such characteristic features as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree, like *very*"

Some typical derivational suffixes of adjectives are listed below.

- able/ible : eatable, visible, workable, learnable
- al : normal, functional, derivational etc.
- ic/ical : economical, historical etc.
- ish : childish, foolish, greenish etc.

- ive : passive, effective, negative etc.
- less : aimless, hopeless, shameless etc.
- ous : continuous, courageous, dangerous, furious etc.
- y : sleepy, greedy, dirty etc.

IV) Adverb

An adverb has two major functions. It has the function to serve as a constituent in the structure of a sentence, and to serve as a modifier of the head in an adjective phrase or as adverb phrase. As constituents of sentences, adverbs function as adverbials expressing such meanings as the time, place, manner, frequency and degree of the verbal action. For example :

She goes to school *everyday*. (time)

Ram is playing on the *ground*. (place)

My teacher *always* suggests me. (frequency)

Mr. Jha completed his work *successfully*. (manner)

I like small children *very much*. (degree)

The typical derivational suffixes of adverb are given below.

- ly : bravely, successfully, badly etc.
- wards : towards, backwards, forwards
- wise : likewise, otherwise, levelwise etc.

1.5 Literature Review

In spite of the great significance of vocabulary items (content words), very few research studies have been carried out on vocabulary analysis and some of the studies are done related to textbook analysis and vocabulary achievement in the Department of English Education. Some of the studies which are more or less related to this study can be observed as follows :

Chudal (1997) has, in his M.Ed. thesis, studied English vocabulary achievement of the students of Grade Six with the objectives of making comparisons of vocabulary achievement. And findings of the study are stated descriptively. The study has found that the students' English vocabulary achievement was poor in total. However, the boys' vocabulary achievement was better in comparison to the girls. Similarly, the students from urban areas were better than the students from the rural areas.

Khatri (2000) has carried out a study on English vocabulary (nouns and verbs) achievement of the students of Grade Eight. The objective of his research study was to investigate the achievement of English vocabulary of the students of Grade Eight. The study has found that the students' achievement of nouns and verbs were 67.9 percentage and 59 percentage respectively.

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

Tiwari, H.P. (2004) has analyzed the vocabulary items used in My Primary English Book for Grade Four. Five hundred and forty six different vocabulary items were found to be used and the auxiliary verb 'is' occurred 467 times in the textbook.

Kattel (2005) has, carried out his M.Ed. thesis entitled "A Study on the Vocabulary Items Used in the New English Textbook for Grade Three" with the objective of analyzing vocabulary items used in English textbook for grade three. It was found that 693 different vocabulary items were used in the textbook. Among different parts of speech, 314 different nouns were

found to be used. Thus, the nouns occupied the highest number of vocabulary items and conjunctions were found to be used least in number. Only six conjunctions were found in the textbook.

Although some researches have already been carried on vocabulary achievement, textbook analysis and vocabulary analysis, no one has yet done a research on the analysis of content words used in My English Book (2006) for grade IV. Though Tiwari, H.P. (2004) carried out a research on the analysis of vocabulary items used in the English textbook for class IV, the very textbook was revised in 2006 with the different name and different vocabulary items. The book on which Tiwari carried out his research is not in use in the present curriculum of the same grade. So, the findings of his research are no longer in use and beneficial for the present textbook 'My English Book for Class IV'. And no one has yet carried out a research on the study of vocabulary items used in My English Book IV. So, the researcher attempted to carry out a research on this new topic.

Similarly, this research is different from Kattel's research in the sense that he has carried out his research work on the study of vocabulary items used in the English textbook for class III including both major and minor word class vocabulary items.

1.6 Objectives of the Study

This study was done with the following objectives.

- a) To study vocabulary items of only major word class i.e. content words (noun, verb, adverb and adjectives) used in My English Book for class Four in terms of :
 - Total number
 - Parts of speech

- Frequency of occurrence
- Phonological structure
- Morphological structure

b) To enlist some pedagogical implications.

1.7 Significance of the Study

Vocabulary provides the vital organs and flesh to the structures of language. It includes the use of single words, compounds words, idioms and phrases and the meaning in written and oral communication. So, the researcher hopes for the following significances of the study :

- i. This study will be significant to all those who are interested in analyzing vocabulary items of major word class.
- ii. It will be equally useful to the textbook writers for selecting the vocabulary items to frame the English textbook for the very grade.
- iii. This study will be beneficial to the primary school English teachers.
- iv. This study will be equally benefited to the primary level students.
- v. It will be beneficial to the teacher trainers, curriculum designers etc.
- vi. This study will act as a guide for further study on vocabulary analysis.

1.8 Definition of Specific Terms

Affix : A morpheme which only occurs when attached to some other morpheme or morphemes such as root, stem or base.

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

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

Consonant Cluster : It refers to the sequence of two or more consonant at the beginning or final position of a syllable.

Frequency : It refers to the recurrence of words.

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

Major Words : Nouns, verbs, adverbs, adjectives.

Minor Words : Pronouns, prepositions, conjunctions, interjections, determiners etc.

Monomorphemic Words : Words with only one free morpheme.

Monosyllabic Words : Words containing a single syllable.

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

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

Polymorphemic Words : Words with more than one morpheme i.e. a free morpheme and one or more bound morphemes.

Polysyllabic Words : Words containing more than one syllables.

Root : The irreducible core of a word, which can not be further analyzed without total loss of identity.

Suffix : An affix attached after a root, or stem or base as -es in buses.

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

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

Vocabulary : The content words used in My English Book for Grade IV.

Word Forms : Physical manifestations of lexemes.

CHAPTER-TWO

METHODOLOGY

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

2.1 Sources of Data

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

2.1.1 Secondary Sources of Data

The researcher collected all the vocabulary items related to major word class used in My English Book for Grade Four as the secondary source of data for the study.

Similarly, the researcher consulted and studied various articles, journals, theses, books etc. to support her thesis.

2.2 Tools for Data Collection

The researcher listed all the content words from the book through intensive observation.

2.3 Process of Data Collection

The researcher, while collecting the data, adopted the following procedures :

First of all, the researcher entered all the vocabulary items related to major word class from My English Book for Grade Four in the computer to list them in an alphabetical order, ignoring the vocabulary items under 'Tips to the teacher'. Then the total vocabulary items were divided into four different groups as nouns, verbs, adjectives and adverbs according to the parts of speech, with the help of Oxford Advanced Learner's Dictionary (Hornby, 2005) and English Syntactic Structure (Arts and Arts, 1986). While counting the total number of content words, name of persons and places under proper noun were not counted.

Then the researcher divided each item into different groups according to their types eg. noun ; proper, common, abstract, material and collective. Then the frequency of each item was counted. While counting the frequency of occurrence of each item, variant forms of the same category were counted as a single lexeme. For instance 'girl' and 'girls' were counted as a single lexeme 'girl'. In the same way, variant forms of the same verb, for example, 'write', 'wrote', 'writing', 'writes' were counted as a single lexeme 'write'. Phrasal verbs were counted as a single lexeme. The auxiliary verbs used in the textbook were not included in the data.

The researcher, then, classified all the vocabulary items into five groups; on the basis of the number of syllable they contain. They were classified into one syllabic, two syllabic, three syllabic, four syllabic and five syllabic words. While counting the number of words on the basis of syllable they consist, the researcher consulted the Oxford Advanced Learner's Dictionary (Hornby, 2005). Similarly, the syllable structures and consonant clusters were also observed.

Then the morphological structures of the vocabulary items were observed in terms of derivational affixes.

The total collected data were tabulated and analyzed and interpreted descriptively using simple statistical tools like percentage and average.

2.4 Limitations of the Study

The study was limited in the following ways :

- i. The study was limited to the vocabulary items of major word class used in My English Book IV, 2006 published by CDC.
- ii. The study was limited to the analysis of the vocabulary items in terms of the total number, parts of speech, frequency of occurrence, phonological structure (syllablewise and clusterwise) and morphological structure.
- iii. The study was limited to the study of morphological structure of words in terms of derivational affixes.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

The main aim of this research study was to analyze the vocabulary items of major word class : nouns, verbs, adjectives and adverbs used in My English Book for class IV. For that, the researcher, under this heading, has attempted to analyze the collected data (i.e. all the content words). To calculate the total number of content words, first of all, all such words were grouped together. Then they were divided into four different groups as nouns, verbs, adverbs, adjectives and then analyzed them in terms of the following variables :

- i. Total number
- ii. Parts of speech
- iii. Frequency of occurrence
- iv. Phonological structure
- v. Morphological structure

3.1 Analysis of Vocabulary Items in terms of Total Number

Altogether 943 variant forms of the content words were found to be used in the textbook (See Appendix-I). The total number of them found in the textbook is presented in the following table :

Table No. 1

Total Number of Vocabulary Items According to their Number and Percentage

S.N.	Vocabulary Items	No. of Words	Percentage
1.	Noun	495	52.49
2.	Verb	275	29.17
3.	Adjective	127	13.47
4.	Adverb	46	4.88
	Total	943	100

The above table shows that the highest number of words found in the text is *noun* category. Out of 943 variant forms of content words used in the textbook, 495 (52.49%) are nouns, only 46 (4.88%) are adverbs. In the same way, 275 (29.17%) and 127 (13.47%) verbs and adjectives were found to be used respectively in the textbook.

3.2 Analysis of Vocabulary Items in terms of Parts of Speech

Altogether 683 different lexemes belonging to four different word classes were found to be used in the book (See Appendix II). The number of vocabulary items under different parts of speech can be presented in the following table :

Table No. 2

Number and the Percentage of the Vocabulary Items According to Parts of Speech

S.N.	Vocabulary Items	No. of Words	Percentage
1.	Noun	322	47.14
2.	Verb	204	29.87
3.	Adjective	111	16.26
4.	Adverb	46	6.73
	Total	683	100

The above table shows that among four types of vocabulary items according to the parts of speech, the highest number of vocabulary items were nouns and the lowest number were adverbs. Out of 683 total vocabulary items (lexemes), 322 (47.14%) were nouns and only 46 (6.73%) were adverbs. Similarly, 204 (29.87%) verbs and 111 (16.26%) adjectives were found to be used in the textbook.

3.3 Analysis of Vocabulary Items in terms of Frequency of Occurrence

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

3.3.1 Frequency of the Word Forms

While counting the frequency of occurrence of content words used in the textbook, all content or major word classes were categorized into four different groups which are analyzed under the following sub headings :

3.3.1.1 Frequency of Occurrence of the Nouns

Altogether 322 vocabulary items belonging to the category of noun were found to be used in the textbook. The following table presents nouns with their type and frequency of occurrence.

Table No. 3

Nouns with their Frequency of Occurrence

S.N.	Nouns	Sing.	Plu.	Freq.
1.	action	-	1	1
2.	alphabet	1	-	1
3.	animal	1	1	2
4.	article	-	-	1
5.	baby	4	-	4
6.	balloon	1	-	1
7.	bathroom	1	-	1
8.	bat	-	1	1
9.	beak	-	1	1
10.	bed	6	-	6
11.	bee	-	3	3
12.	bench	2	1	3
13.	bird	8	3	11
14.	birthday	2	-	2
15.	body	2	-	2
16.	book	3	2	5
17.	bowl	1	-	1
18.	box	4	1	5
19.	boy	11	9	20
20.	basket	-	2	2
21.	branch	1	-	1
22.	bridge	3	-	3
23.	brother	1	2	3

24.	bush	1	-	1
25.	butcher	1	-	1
26.	firework	1	-	1
27.	cage	-	1	1
28.	calf	5	-	5
29.	capital	4	-	4
30.	cat	3	1	4
31.	chant	11	-	11
32.	chicken	-	1	1
33.	child	-	17	17
34.	chocolate	-	2	2
35.	cinema	-	3	3
36.	classroom	-	2	2
37.	coat	1	-	4
38.	colour	1	3	4
39.	comb	1	-	1
40.	consonant	1	-	1
41.	copy	3	-	3
42.	cow	6	3	9
43.	crocodile	-	1	1
44.	crop	-	1	1
45.	day	36	5	41
46.	degree	-	1	1
47.	desert	1	-	1
48.	dish	1	-	1
49.	district	1	-	1
50.	doctor	1	-	1
52.	doll	1	5	6
53.	door	1	-	1
54.	dress	8	-	8
55.	egg	-	1	1
56.	evening	1	-	1

57.	event	-	1	1
58.	example	5	2	7
59.	exercise	1	-	1
60.	eye	-	2	2
61.	face	4	-	4
62.	farmer	4	1	5
63.	father	3	-	3
64.	foot	-	2	2
65.	fellow	1	-	1
66.	female	-	1	1
67.	festival	-	4	4
68.	field	3	-	3
69.	film	-	1	1
70.	finger	3	-	3
71.	fish	4	1	5
72.	flag	6	-	6
73.	floor	1	-	1
74.	food	6	-	6
75.	forest	2	-	2
76.	form	2	-	2
77.	friend	9	7	16
78.	frog	-	1	1
79.	game	8	6	14
80.	gift	-	1	1
81.	girl	17	2	19
82.	girl-friend	3	-	3
83.	goat	1	-	1
84.	god	1	-	1
86.	grade	8	-	8
87.	grandma	1	-	1
88.	ground	2	-	2
89.	hair	9	-	9

90.	hand	-	3	3
91.	hat	1	-	1
92.	head	5	1	6
93.	hee-haw	5	-	5
94.	hive	2	-	2
95.	hole	1	-	1
96.	holiday	-	2	2
97.	homework	-	9	9
98.	hoot	1	-	1
99.	horse	2	1	3
100.	house	5	-	5
101.	ice-cream	1	-	1
102.	jungle	1	-	1
103.	key	1	-	1
104.	kitchen	1	-	1
105.	leg	1	10	11
106.	lesson	1	-	1
107.	letter	10	4	14
108.	library	2	-	2
109.	line	6	-	6
110.	lion	1	2	3
111.	lord	1	-	1
112.	male	1	-	1
113.	man	29	8	37
114.	market	2	-	2
115.	marks	-	3	3
116.	mat	1	-	1
117.	meal	1	-	1
118.	meaning	-	4	4
119.	mouse	-	2	2
120.	mirror	1	-	1
121.	mistake	2	-	2

122.	monkey	2	-	2
123.	month	7	-	7
124.	mother	7	-	7
125.	motorbike	1	-	1
126.	mountain	3	1	4
127.	mountaineer	4	-	4
128.	nail	-	1	1
129.	name	19	-	19
130.	neck	-	2	2
131.	noise	-	1	1
132.	nose	-	1	1
133.	number	-	1	1
134.	ogre	4	3	7
135.	ox	4	-	4
136.	palace	1	-	1
137.	pant	-	2	2
138.	parent	-	1	1
139.	park	-	1	1
140.	part	1	-	1
141.	people	-	11	11
142.	person	1	-	1
143.	picture	19	-	19
144.	piece	1	-	1
145.	pig	-	1	1
146.	place	6	1	7
147.	plain	-	1	1
148.	plant	-	2	2
149.	player	3	-	3
150.	poem	1	-	1
151.	paragraph	1	-	1
152.	programme	1	-	1
153.	punctuation	1	-	1

154.	pupil	-	2	2
155.	quarter	-	2	2
156.	question	-	20	20
157.	rabbit	5	-	5
158.	race	16	1	17
159.	rat	1	-	1
160.	reptile	-	1	1
161.	rhyme	1	-	1
162.	riddle	1	-	1
163.	riverside	1	-	1
164.	room	1	-	1
165.	rope	6	-	6
166.	runner	5	-	5
167.	sari	1	-	1
168.	scarf	3	-	3
169.	school	19	-	19
170.	seed	3	1	4
171.	sentence	10	-	10
172.	servant	8	-	8
173.	sheep	1	-	1
174.	shirt	3	1	4
175.	shoes	-	1	1
176.	shop	1	-	1
177.	shorts	-	3	3
178.	singular	3	-	3
189.	sister	1	2	3
180.	slip	1	-	1
181.	snake	6	-	6
182.	shed	1	-	1
183.	soap	-	1	1
184.	song	9	4	13
185.	sound	-	2	2

186.	space	-	2	2
187.	spelling	7	-	7
188.	spot	-	1	1
189.	spoon	1	-	1
190.	sport	-	1	1
191.	statement	-	1	1
192.	step	1	-	1
193.	stone	-	1	1
194.	story	3	-	3
195.	stranger	1	1	2
196.	student	2	-	2
197.	table	3	-	3
198.	tail	2	-	2
199.	tape	11	-	11
200.	toothpaste	1	-	1
201.	toes	-	2	2
202.	town	4	-	4
203.	tree	6	-	6
204.	trunk	2	-	2
205.	uncle	5	-	5
206.	uniform	1	1	2
207.	vegetable	1	-	1
208.	verb	-	1	1
209.	village	2	-	2
210.	vocabulary	8	-	8
211.	vowel	1	-	1
212.	wall	4	-	4
213.	way	1	1	2
214.	wedding	3	-	3
215.	wife	3	-	3
216.	window	-	1	1
217.	wing	-	2	2

218.	winner	-	2	2
219.	woman	5	-	5
220.	word	-	17	17
221.	year	4	6	10
222.	apostrophe	1	-	1
223.	apple	3	2	5
224.	arrow	1	-	1
225.	April	1	-	1
226.	basketball	4	-	4
227.	blackboard	2	-	2
228.	breakfast	2	-	2
229.	camera	1	-	1
230.	candle	-	1	1
231.	carrot	2	-	2
232.	study room	-	2	2
233.	cluck	2	-	2
234.	computer	1	-	1
235.	cowshed	1	-	1
236.	cracker	-	1	1
237.	cricket	1	1	2
238.	crossword	-	3	3
239.	crow	-	2	2
240.	dentist	2	1	3
241.	December	1	-	1
242.	donkey	2	-	2
243.	duck	-	1	1
244.	duster	2	-	2
245.	English	3	-	3
246.	everybody	13	-	13
247.	February	1	-	1
248.	football	2	-	2
249.	Friday	1	-	1

250.	Hindu	-	1	1
251.	January	1	-	1
252.	July	1	-	1
253.	king	6	-	6
254.	library	2	-	2
255.	landlord	15	-	15
256.	kitchen	1	-	1
257.	lunch	3	-	3
258.	morning	14	-	14
259.	May	2	-	2
260.	Monday	1	-	1
261.	night	1	2	3
262.	October	1	-	1
263.	ostrich	2	7	9
264.	owl	-	1	1
265.	pair work	5	-	5
266.	picnic	2	-	2
267.	pigeon	-	1	1
268.	pitcher	-	1	1
269.	potato	1	-	1
270.	Saturday	1	-	1
271.	sky	2	-	2
272.	snack	-	1	1
273.	Sunday	2	-	2
274.	supper	1	-	1
275.	swan	3	-	3
276.	Thursday	1	-	1
277.	tortoise	13	-	13
278.	tusk	1	-	1
279.	TV	2	-	2
280.	video	4	-	4
281.	watch	5	-	5

282.	Wednesday	1	-	1
283.	wolf	-	1	1
284.	witch	1	-	1
285.	world	1	-	1
286.	zoo	5	-	5
287.	class	13	-	13
288.	list	1	-	1
289.	mess	1	-	1
290.	pair	4	-	4
291.	plural	1	-	1
292.	series	-	1	1
293.	garland	1	-	1
294.	party	7	-	7
295.	chalk	-	1	1
296.	cream	1	-	1
297.	grass	4	-	4
298.	milk	1	-	1
299.	money	1	-	1
300.	surf	3	-	3
301.	behaviour	-	1	1
302.	choice	-	4	4
303.	conversation	-	8	8
304.	danger	-	1	1
305.	deed	2	1	3
306.	defense	2	-	2
307.	dream	3	-	3
308.	exclamation	1	-	1
309.	failure	1	-	1
310.	future	1	-	1
311.	goodness	1	-	1
312.	grammar	7	-	7
313.	hour	-	1	1

314.	idea	2	1	3
315.	indeed	3	-	3
316.	national	1	-	1
317.	occasion	1	-	1
318.	order	2	-	2
319.	shyness	1	-	1
320.	sweating	2	-	2
321.	trouble	2	-	2
322.	weather	1	-	1

Note : Nos. 1-221, Nos. 222-285, Nos. 286-293, Nos. 294-299 and Nos. 300-322 represent common nouns, proper nouns, collective nouns, material nouns and abstract nouns respectively.

From the above table, it becomes obvious that total 322 different nouns were found to be used in the textbook. Out of 322 nouns, 221 (68.63%), 64 (19.87%), 8 (2.48%), 6 (1.86%) and 23 (7.14%) are common nouns, proper nouns, collective nouns, material nouns and abstract nouns respectively.

Some of the compound nouns e.g. bathroom, birthday, girlfriend, ice-cream, motorbike, riverside, toothpaste, blackboard, basketball, classroom, landlord, pair work etc. are found to be used in the text.

Out of total 322 nouns, 82 (25.47%) are used in their singular forms only, 100 (31.06%) in plural forms only and 40 (12.42%) are used both in singular and plural forms.

Some of the nouns like milk, colour, copy, mistake, park, ship, sound etc. have been used both as nouns and verbs in the textbook. As a noun they are used 1, 1, 3, 2, 1, 1 and 2 times respectively in the textbook.

3.3.1.2 Verbs with their Frequency of Occurrence

Altogether 204 vocabulary items related to the category of verb (i.e. lexical verbs and phrasal verbs) were found to be used in the textbook. Verbs with their frequency of occurrence can be presented in the following table :

Table No. 4

Verbs with their Frequency of Occurrence

S.N.	Verbs	V ₁	V ₂	V ₃	V ₄	V ₅	Freq.
1.	achieve	1	-	-	-	-	1
2.	act	4	-	-	-	-	4
3.	allow	-	1	-	-	-	1
4.	answer	35	-	-	-	3	38
5.	argue	-	2	-	-	-	2
6.	ask	3	1	-	-	2	6
7.	attack	1	-	-	-	-	1
8.	attempt	5	-	-	-	-	5
9.	bathe	1	-	-	-	-	1
10.	bear	-	-	-	-	1	1
11.	beat	2	-	-	-	-	2
12.	become	-	2	-	-	-	2
13.	begin	-	1	-	-	-	1
14.	believe	1	-	-	-	-	1
15.	bend	-	1	-	-	-	1
16.	bite	1	1	-	-	-	2
17.	break	1	-	6	-	-	7
18.	bring	1	2	-	-	-	3
19.	brush	3	-	-	-	-	3
20.	buy	3	-	-	-	-	3
21.	call	3	5	-	-	-	8
22.	catch	2	3	-	-	-	5
23.	celebrate	1	-	-	-	-	1

24.	change	2	-	-	-	-	2
25.	chase	1	-	-	-	-	1
26.	choose	4	-	-	-	-	4
27.	clean	1	-	-	-	-	1
28.	close	4	-	-	-	-	4
29.	comb	2	-	-	-	-	2
30.	complete	8	-	-	-	-	8
31.	contact	-	1	-	-	-	1
32.	cook	-	-	-	-	1	1
33.	copy	3	-	-	-	-	3
34.	correct	5	-	-	-	-	5
35.	defense	2	-	-	-	-	2
36.	discuss	1	-	-	-	-	1
37.	divide	1	-	-	-	-	1
38.	draw	2	-	-	-	-	2
39.	dress	-	1	-	-	-	1
40.	drink	4	-	-	1	-	5
41.	drive	1	-	-	-	-	1
42.	earn	1	-	-	-	-	1
43.	eat	21	-	-	-	-	21
44.	encircle	1	-	-	-	-	1
45.	encourage	1	-	-	-	-	1
46.	fail	-	1	-	-	-	1
47.	fight	1	-	-	-	1	2
48.	fill	1	-	-	-	-	1
49.	find	8	2	-	-	-	10
50.	finish	1	-	-	-	-	1
51.	fly	1	1	-	-	-	2
52.	give	5	4	2	-	-	11
53.	get	21	8	-	-	1	30
54.	hang	1	-	-	-	-	1
55.	hear	1	8	-	-	-	9

56.	hold	-	1	-	-	-	1
57.	help	11	-	-	-	-	11
58.	hide	2	-	-	-	-	2
59.	invite	1	-	-	-	-	1
60.	jog	-	-	-	2	-	2
61.	keep	1	1	-	-	-	2
62.	know	8	-	3	-	1	12
63.	leave	-	2	-	-	3	5
64.	let	1	-	-	-	-	1
65.	light	2	-	-	-	-	2
66.	look	58	3	-	4	8	73
67.	like	39	-	-	-	5	44
68.	listen	35	-	-	-	2	37
69.	make	9	1	-	-	-	10
70.	match	11	-	-	-	-	11
71.	meet	1	2	-	-	-	3
72.	mime	3	-	-	-	-	3
73.	miss	-	-	-	1	-	1
74.	observe	1	-	-	-	-	1
75.	open	1	-	-	-	-	1
76.	paint	1	-	-	-	-	1
77.	pass	2	1	-	-	-	3
78.	play	17	-	-	5	4	26
79.	plough	-	1	-	-	-	1
80.	polish	1	-	-	-	-	1
81.	practise	1	-	-	-	-	1
82.	promise	1	-	-	-	-	1
83.	punctuate	2	-	-	-	-	2
84.	punish	1	-	-	-	-	1
85.	push	2	-	-	-	-	2
86.	put	4	-	-	-	-	4
87.	reach	3	-	-	-	-	3

88.	realize	1	3	-	-	-	4
89.	rearrange	1	-	-	-	-	1
90.	receive	1	-	-	-	-	1
91.	reread	1	-	-	-	-	1
92.	rescue	-	1	-	-	-	1
93.	ride	1	-	-	-	-	1
94.	return	1	-	-	-	-	1
95.	say	26	48	-	-	10	84
96.	sing	7	5	-	5	-	17
97.	save	-	3	-	-	-	3
98.	see	11	6	-	-	-	17
99.	scrub	1	-	-	-	-	1
100.	search	1	-	-	-	-	1
101.	set	-	1	-	-	-	1
102.	shoot	-	1	-	-	-	1
103.	show	-	-	-	1	-	1
104.	solve	1	3	-	-	-	4
105.	speak	2	-	-	-	-	2
106.	spear	2	-	-	-	-	2
107.	spoil	1	-	-	-	-	1
108.	spread	1	-	-	-	-	1
109.	start	2	-	-	-	-	2
110.	stretch	2	-	-	-	-	2
111.	study	2	-	-	-	-	2
112.	swing	1	-	-	-	-	1
113.	take	2	1	-	-	-	3
114.	teach	-	2	-	-	-	2
115.	tell	2	1	-	-	-	3
116.	think	2	3	-	-	-	5
117.	throw	1	-	-	-	-	1
118.	toast	3	-	-	-	-	3
119.	touch	4	10	-	-	-	14

120.	understand	1	-	-	-	-	1
121.	use	6	4	-	1	-	11
122.	visit	1	1	-	-	2	4
123.	wake	2	-	-	-	-	2
124.	want	1	2	-	-	1	4
125.	wash	8	-	1	-	-	9
126.	watch	5	2	-	-	-	7
127.	wave	1	2	-	-	-	3
128.	wear	3	-	-	4	-	7
129.	weigh	2	-	-	-	-	2
130.	worship	3	1	-	-	-	4
131.	write	26	1	-	-	-	27
132.	agree	2	-	-	-	-	2
133.	alive	1	-	-	-	-	1
134.	born	11	-	-	-	-	11
135.	bump	1	-	-	-	-	1
136.	buzz	1	-	-	-	-	1
137.	come	-	25	-	-	-	25
138.	chatter	3	-	-	-	-	3
139.	climb	3	6	-	-	1	10
140.	creak	1	-	-	-	-	1
141.	cry	2	2	-	-	-	4
142.	cycle	1	-	-	-	-	1
143.	dance	6	11	-	-	-	17
144.	fall	3	3	-	-	-	6
145.	fell	2	6	-	-	-	8
146.	go	36	7	-	11	3	57
147.	growl	2	-	-	-	2	4
148.	happen	-	-	-	1	1	2
149.	hop	1	-	-	-	-	1
150.	hope	2	-	-	-	-	2
151.	hum	2	-	-	-	-	2

512.	jump	15	1	-	-	-	16
153.	keep	1	1	-	-	-	2
154.	last	9	-	-	-	2	11
155.	laugh	4	14	-	1	-	19
156.	lay	1	-	-	-	-	1
157.	leap	2	-	-	-	-	2
158.	live	9	5	-	4	8	26
159.	neigh	2	-	-	-	-	2
160.	point	1	-	-	-	-	1
161.	purr	1	-	-	-	-	1
162.	quarrel	1	-	-	-	1	2
163.	run	-	7	-	-	-	7
164.	rest	1	-	-	-	-	1
165.	roar	1	-	-	-	-	1
166.	sit	2	1	-	-	1	4
167.	screech	2	-	-	-	-	2
168.	shout	1	8	-	1	-	10
169.	sleep	3	-	-	-	-	3
170.	smile	1	6	-	-	-	7
171.	snore	1	-	-	-	-	1
172.	soar	1	-	-	-	-	1
173.	squawk	1	-	-	-	-	1
174.	squeak	2	-	-	-	-	2
175.	stand	2	2	-	-	-	4
176.	stay	1	-	-	-	-	1
177.	stop	9	2	-	-	-	11
178.	succeed	2	-	-	-	-	2
179.	talk	2	4	-	-	-	6
180.	try	2	3	-	-	-	5
181.	act out	1	-	-	-	-	1
182.	come out	-	2	-	-	-	2
183.	come into	-	2	-	-	-	2

184.	fall down	-	2	-	-	-	2
185.	fly down	-	4	-	-	-	4
186.	get back	1	1	-	-	-	2
187.	get on	2	-	-	-	-	2
188.	get up	8	2	-	-	1	11
189.	go away	1	-	-	-	-	1
190.	get into	3	-	-	-	-	3
191.	jump over	1	-	-	-	-	1
192.	jump out	6	-	-	-	-	6
193.	look at	12	2	-	-	-	14
194.	look for	1	-	-	-	-	1
195.	look into	-	-	-	1	-	1
196.	keep on	-	1	-	-	-	1
197.	listen to	10	-	-	-	-	10
198.	look like	9	-	-	-	-	9
199.	put on	2	-	-	-	-	2
200.	put up	1	-	-	-	-	1
201.	set by	1	-	-	-	-	1
202.	set on	1	-	-	-	-	1
203.	sit down	1	-	-	-	-	1
204.	stand up	1	-	-	-	-	1

Note : Nos. 1-131 transitive verbs, Nos. 132-180 intransitive verbs and 181-204 phrasal verbs.

The above table displays that there are 204 verbs found to be used in the textbook. Among them, 180 (88.26%) are lexical verbs and 24 (11.76%) are phrasal verbs. Among 180 lexical verbs, the verb 'say' has the highest frequency of occurrence. It has occurred 84 times in the texts. It has been used for 26, 48 and 10 times in infinitive, simple past and third person singular forms respectively. Out of 204 verbs in total, 82 verbs have been used only once in the text.

Similarly, out of 180 total lexical verbs 131 (72.11%) are transitive and 51 (28.33%) are intransitive and only 24 (11.76%) phrasal verbs are found to be used in the textbook. Among phrasal verbs, the verb phrase 'look at' has the highest frequency of occurrence. It has occurred 14 times in the textbook. Thirteen other phrasal verbs are occurred only once in the text.

From the above facts, we can state that most of the verbs are used many times in their infinitive (V₁) and simple past (V₂) forms but a very few verbs are used in past participle (V₃), continuous (V₄) and third person singular form (V₅).

3.3.1.3 Frequency of Occurrence of the Adjectives

One hundred and eleven total number of vocabulary items belonging to adjectives were found to be used in the textbook. Adjectives found in the textbook are presented with their frequency of occurrence in the following table.

Table No. 5

Adjectives with their Frequency of Occurrence

S.N.	Adjectives	Pos.	Com.	Sup.	Freq.
1.	afraid	1	-	-	1
2.	alone	1	-	-	1
3.	black	1	-	-	1
4.	meaningful	1	-	-	1
5.	nice	3	-	-	3
6.	noisy	1	-	-	1
7.	old	1	-	-	1
8.	opposite	3	-	-	3
9.	powerful	1	-	-	1
10.	ready	3	-	-	3

11.	red	2	-	-	2
12.	right	6	-	-	6
13.	rough	1	-	-	1
14.	sad	8	-	-	8
15.	same	1	-	-	1
16.	short	12	1	1	14
17.	sick	1	-	-	1
18.	similar	12	-	-	12
19.	slippery	1	-	-	1
20.	slow	-	1	-	1
21.	exciting	1	-	-	1
22.	famous	1	-	-	1
23.	fast	7	-	-	7
24.	false	3	-	-	3
25.	small	7	-	1	8
26.	smart	1	-	-	1
27.	special	1	-	-	1
28.	squirmy	2	-	-	2
29.	stale	2	-	-	2
30.	stony	1	-	-	1
31.	straight	1	-	-	1
32.	strange	1	-	-	1
33.	strong	2	-	-	2
34.	stupid	2	-	-	2
35.	tall	9	4	7	20
36.	thin	6	-	-	6
37.	tired	1	-	-	1
38.	true	3	-	-	3
39.	unhappy	1	-	-	1
40.	untidy	1	-	-	1
41.	weak	-	-	1	1
42.	white	1	-	-	1

43.	good	-	-	4	4
44.	beautiful	3	-	-	3
45.	big	8	-	-	8
46.	fat	2	1	1	4
47.	wide	1	-	-	1
48.	wrong	1	-	-	1
49.	yellowish	4	-	-	4
50.	young	5	-	-	5
51.	brave	8	-	-	8
52.	broad	1	-	-	1
53.	busy	2	-	-	2
54.	careful	4	-	-	4
55.	careless	2	-	-	2
56.	clever	12	1	3	16
57.	cold	1	-	-	1
58.	cruel	2	-	-	2
59.	curly	3	-	-	3
60.	curt	1	-	-	1
61.	cute	1	-	-	1
62.	dangerous	3	-	-	3
63.	dear	1	-	-	1
64.	dark	2	-	-	2
65.	deep	1	-	-	1
66.	blank	2	-	-	2
67.	blind	12	-	-	12
68.	blue	2	-	-	2
69.	different	2	-	-	2
70.	dirty	2	-	-	2
71.	dry	1	-	-	1
72.	following	33	-	-	33
73.	full	4	-	-	4
74.	great	7	-	-	7

75.	green	4	-	-	4
76.	happy	6	-	-	6
77.	hard	4	-	-	4
78.	high	7	-	-	7
79.	hungry	1	-	-	1
80.	intelligent	5	-	-	5
81.	large	3	1	7	11
82.	long	15	-	-	15
83.	lovely	5	-	-	5
84.	quarter	2	-	-	2
85.	half	1	-	-	1
86.	little	16	-	-	16
87.	many	11	-	-	11
88.	whole	3	-	-	3
89.	this	11	-	-	11
90.	that	15	-	-	15
91.	these	5	-	-	5
92.	those	1	-	-	1
93.	eight	4	-	-	4
94.	eleven	3	-	-	3
95.	five	7	-	-	7
96.	forty four	1	-	-	1
97.	four	9	-	-	9
98.	fourteen	1	-	-	1
99.	seven	1	-	-	1
100.	six	13	-	-	13
101.	twenty	2	-	-	2
102.	twenty five	1	-	-	1
103.	twenty two	1	-	-	1
104.	two	14	-	-	14
105.	fifth	4	-	-	4
106.	final	1	-	-	1

107.	first	15	-	-	15
108.	fourth	4	-	-	4
109.	seventh	13	-	-	13
110.	sixth	3	-	-	3
111.	both	2	-	-	2

Note : Nos. 1-83 adjective of Quality, Nos. 84-88 adjective of Quantity, Nos. 89-92 Demonstrative adjective, Nos. 90-111 Numerical adjective.

The above table mirrors that altogether 111 different types of adjectives have been found in the textbook. Among them, 83 (74.77%) are qualitative adjective, 5 (4.50%) are quantitative adjectives, 4 (3.60%) are demonstrative adjectives and 19 (17.13%) are numerical adjectives.

It is obvious from the above table that out of 111 different adjectives, the adjective 'following' has occurred for 33 times in the textbook. So it has the highest frequency of occurrence. Similarly, 41 adjectives have occurred only 1 time i.e. the least frequency of occurrence.

3.3.1.4 Frequency of Occurrence of Adverbs

Forty six vocabulary items belonging to adverbs were found in the textbook. The adverbs with their frequency of occurrence are given in the following table :

Table No. 6

Adverbs with their Frequency of Occurrence

S.N.	Adverb	Freq.
1.	about	18
2.	after	4
3.	yesterday	7
4.	late	1
5.	early	1
6.	before	7
7.	finally	2
8.	when	20
9.	just	2
10.	last	3
11.	next	4
12.	now	4
13.	still	5
14.	o'clock	10
15.	around	1
16.	away	3
17.	down	10
18.	here	6
19.	near	3
20.	out	17
21.	there	7
22.	where	20
23.	always	12
24.	never	23
25.	normally	1
26.	often	12
27.	once	6
28.	again	11
29.	sometimes	12

30.	bravely	1
31.	how	25
32.	loudly	1
33.	luckily	1
34.	quickly	1
35.	quietly	1
36.	slowly	1
37.	steadily	1
38.	tightly	1
39.	well	6
40.	why	9
41.	generally	2
42.	together	2
43.	really	3
44.	so	10
45.	too	4
46.	also	11

Note : Nos. 1-28 adverb of time, Nos. 29 adverb of frequency, Nos. 30-42 adverb of Manner and 43-46 adverb of Degree.

The above table mirrors that altogether 46 different types of adverbs are found in the textbook. Among them, 28 are adverbs of time; only one is adverb of frequency, 14 are adverbs of manner and rest are adverb of degree.

Among all, 'how' has the highest frequency of occurrence i.e. 25 times in the text. 12 adverbs (26.08%) are used only once i.e. they have the least frequency of occurrence in the textbook.

3.4 Analysis of Vocabulary Items in terms of Phonological Structure

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

3.4.1 Syllable

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

3.4.1.1 On the basis of the Number

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

Table No. 7

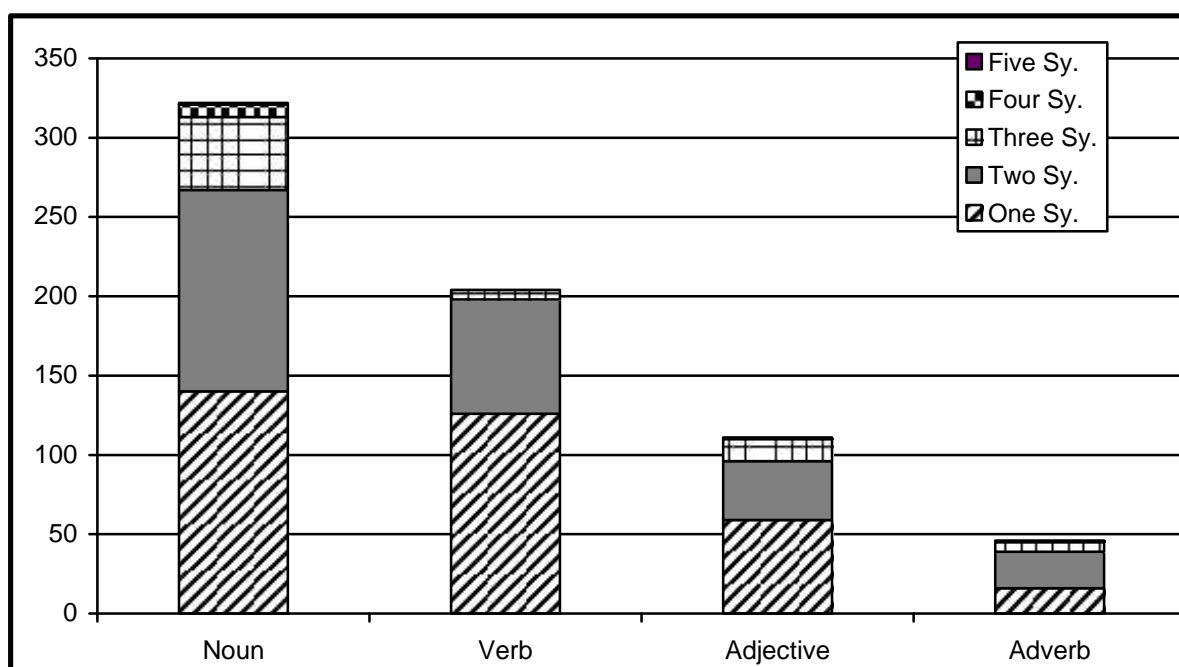
Number and Percentage of the Words according to the Number of Syllables

S.N.	No. of Syllables	No. of Words	Percentage
1.	One Syllable	380	55.64
2.	Two Syllables	220	32.21
3.	Tree Syllables	72	10.54
4.	Four Syllables	10	1.46
5.	Five Syllables	1	0.15
	Total	683	100

The above table mirrors that out of 683 total vocabulary items, 380 (55.64%) words are monosyllabic (i.e. having only one syllable), 220 (32.21%) disyllabic (i.e. having two syllables), 72 (10.54% are tri-syllabic (i.e. having three syllables), 10 are tetra-syllabic (i.e. having four syllables) and only 1 (0.15%) is penta-syllabic (i.e. having five syllables).

Out of 322 nouns used in the textbook, 140, 127, 46, 8 and 1 are mono syllabic, disyllabic, tri syllabic, tetra syllabic and penta syllabic respectively. In the same way, out of total 204 verbs, 126, 72 and 6 are mono syllabic, disyllabic and tri syllabic respectively. Likewise, among 111 total adjectives, 59, 37, 14 and 1 are mono syllabic, disyllabic, tri syllabic and tetra syllabic respectively. Similarly, out of 46 total adverbs used in the text book, 16, 23, 6 and 1 are mono syllabic, disyllabic, tri syllabic and tetra syllabic respectively. This data can be presented in the following bar diagram.

Figure No. 1
Bar Diagram Showing the Number of Syllables of the Words



There is only one word having five syllables i.e. vocabulary (vo-ca-bu-la-ry). It shows that the concept of one syllabic, two syllabic, three syllabic, four syllabic and five syllabic words are given but there is not proportional distribution of words in terms of syllables. Emphasis is given on monosyllabic and disyllabic words. It may be because it will be very difficult for the beginners of foreign language to pronounce the words with lots of syllables. Though some of the words of four syllables and only one word of five syllables are found to be used in the textbook.

3.4.2 On the basis of Syllable Structure of the Words

The structure of the syllable (i.e. canonical shape) can be represented by syllabic pattern in terms of consonant and vowel sound segments. Syllable structures of the words found in the textbook are presented with examples as follows : (See Appendix IV).

Syllable Structure	Examples	Syllable Structures	Examples
CV	say	CVCCC	comment
CV (C)	mar	CVCCC	temple
CVC	bad	CVCCV	birthday
CVCC	found	CVCCVCC	festival
CVCC	final	CVCVCV	tomato
CVCCCVC	children	CVCVC	morning
CVCV (C)	butcher	CVCVCVCC	chocolates
CVCVCVC	capital	CVCCVCVCC	consonant
CVCVCCC	servants	CVCCVCCC	conversations
CVCCVCCVC	contracted	CVCV(C)VVC	motorbike
CVCVCV (C)	similar	CVCCCVVC	punctuate
CVCVCCVVCV	vocabulary	CVCCCVVCC	punctuation
CVCCV (C)	danger	CVCCVCVC	dangerous
CVCVV	video	CVCCVCV	yesterday
CVCCVC	national	CVCCCVCC	district
CVCVCVCV	generally	CVCVCCV (C)	behaviour
CVCVCCVC	paragraph	CVCVCCVVC	celebrated
CVCVCCC	meaningful	CVVCVCC	rearrange
CCV	blue	CCVC	black
CCVCC	frogs	CCVCCC	climbed
CCVCVCC	crickets	CCVCCV	quickly

CCVCCVC	drinking	CCVCC	trouble
CCVCCC	grandma	CCVCV	Friday
CCVCVC	writing	CCCVCVC	squirmy
CCVCV (C)	brother	CCVCVCV (C)	clever
CCVCVCVCC	crocodiles	CCVV (C)	player
CVVC	vowel	CCVCCVC	statement
CCV(C)	floor	CCCVCCV(C)	stranger
CCCVCCVC	strangers	CCCVCCVCC	strongest
CCCVCCC	student	CCVCVCV	slippery
VC	earn	VCC	apple
VCV	agree	VCV(C)	order
VCVC	about	VCCV(C)	after
VCCC	asked	VCCC	uncle
VCCC	actions	VCCCVC	English
VCCCV	angry	VCCV	ogre
VCCVC	afraid	VCVCCC	elephant
VCVCCC	example	VCVCVC	animal
VCVCVCC	animals	VCVCCC	examples
VCVCCCC	elephants	VCCVCV	unhappy
VCVCCCVCV	apostrophe	VCCVCVC	exclamation
CCVCVC	stretches	VCCVCCVCC	understand
VCCVCC	article		

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

The above list shows that 87 different syllable structures of the words are found in the textbook.

3.4.3 Consonant Cluster

In terms of consonant clusters, the data was analyzed under the following sub headings :

i. Consonant Clusters in Initial Position

Two or three consonants in sequence are found to be used at the beginning of the words which are presented below :

A. Initial Consonant Clusters : Two consonants

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

/pl/	as	in	play	/sk/	as	in	scarf
/bl/	as	in	blue	/sl/	as	in	sleep
/kr/	as	in	cry	/sm/	as	in	small
/dr/	as	in	draw	/sn/	as	in	snake
/fl/	as	in	flew	/sp/	as	in	spread
/st/	as	in	stay	/sw/	as	in	swing
/r/	as	in	throw	/kl/	as	in	climb
/wh/	as	in	why	/fr/	as	in	friend
/kj/	as	in	cute	/kw/	as	in	quick
/pr/	as	in	practise	/fj/	as	in	future
/gr/	as	in	grammar	/tw/	as	in	twenty

[See Appendix V for the whole list]

B. Initial Consonant Clusters : Three consonants

The following types of consonant clusters were found starting with CCCV.

/skw/ as in squirmy

/str/ as in straight

/stj/ as in student

The above lists [A] and [B] show that the initial consonant clusters having the syllable structure CCV and consonant clusters having CCCV are found to be used in the text book.

The consonant cluster in spoken Nepali is very rarely used. So a Nepali learner of the English language feels difficulty in learning English clusters such as /str/, /stj/, /gr/, /dr/, /gl/, /tw/ etc.

ii. Consonant Clusters in Final Position

Two, three and four consonants in sequence are found to be used at the final position of the words. They are presented below (See Appendix V).

A. Final Consonant Clusters : Two consonants

Final consonants clusters with two consonants found in the textbook are as follows :

/lz/ as in animals

/lk/ as in milk

/kl/ as in article

/l / as in nails

/sn/ as in exclamation

/zd/ as in used

/pl/ as in example

/mb/ as in climb

/nd/ as in understand

/ z/ as in clothes

/kt/	as	in	act	/ps/	as	in	crops
/sk/	as	in	ask	/ts/	as	in	eats
/dz/	as	in	friends	/nt /	as	in	inch
/fl/	as	in	powerful	/ls/	as	in	false
/ld/	as	in	old	/nd /	as	in	rearrange
/ns/	as	in	once	/tz/	as	in	letters
/ks/	as	in	ox	/n /	as	in	seventh
/tn/	as	in	eaten	/m /	as	in	sometimes
/st/	as	in	strongest	/v /	as	in	leaves
/pt/	as	in	attempt	/nd /	as	in	change
/ n/	as	in	occasion	/vn/	as	in	given
/bl/	as	in	trouble	/lp/	as	in	help
/nk/	as	in	blank	/ft/	as	in	left
/kn/	as	in	broken	/mp/	as	in	bump
/f /	as	in	fifth	/g /	as	in	legs
/vd/	as	in	lived	/l /	as	in	falls
/v /	as	in	lives				

Note : [n] and [l] are syllabic contoids that function as a nucleus of a language.

B. Final Consonant Clusters : Three Consonants

Final consonant clusters with three consonants found in the textbook are listed below :

/mnt/	as	in	comment	/ gl/	as	in	jungle
/snz/	as	in	persons	/kst/	as	in	next
/nsd/	as	in	danced	/nts/	as	in	pants

/imz/	as	in	films	/ ks/	as	in	thanks
/fts/	as	in	gifts	/lvz/	as	in	wolves
/ndz/	as	in	hands	/mpl/	as	in	temple
/lpt/	as	in	helped	/snz/	as	in	conversations
/mpt/	as	in	jumped	/fnt/	as	in	elephant
/sts/	as	in	lasts	/gfl/	as	in	meaningful
/skt/	as	in	asked				

C. Final Consonant Clusters : Four Consonants

Final consonant clusters with four consonants found in the textbook are presented below.

/mplz/	as	in	examples	/ksnz/	as	in	actions
--------	----	----	----------	--------	----	----	---------

The above lists [A], [B] and [C] show that the final consonant clusters having the syllable structures VCC, VCCC, VCCCC and VCCCC are found to be used in the textbook. There are only two words with VCCCC and VCCCC syllable structure. They are 'examples' and 'actions' respectively.

3.5 Vocabulary Items in Terms of Morphological Structure

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

3.5.1 Monomorphemic Words

Most of the words used in the textbook are monomorphemic i.e. having only one morpheme. Out of 683 total content words used in the textbook, 469 (68.76%) words are monomorphemic. Out of 322 nouns, 237

(73.60%) are monomorphemic. In the same way, out of 204 verbs, 146 (71.57%), out of 111 adjectives, 69 (62.16%) and out 46 adverbs, 17 (36.96%) are monomorphemic words.

3.5.2 Polymorphemic Words

Among 683 total words used in the textbook, 214 (31.33%) are polymorphemic. Out of 322 nouns, 85 (26.4%) are polymorphemic. Similarly, out of 204 verbs, 58 (28.43%) are polymorphemic.

In the same way, out of 111 adjectives, 42 (37.84%), and out of 46 adverbs, 29 (63.04%) are polymorphemic words.

Note : Words belonging to more than one word class have been counted as a single lexeme in 3.4.1 and 3.4.2.

Except inflected words (i.e. words formed through the inflectional suffixes e.g. film+s=films), two types of polymorphemic word are found to be used in the textbook. They are as follows :

A. Complex Words

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

i. Single Affixation

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

a. Root+Suffix

Root		Suffix		Words
crack (v)	+	er	=	cracker (n)
quick (adj)	+	ly	=	quickly (adv)
quiet (adj)	+	ly	=	quietly (adv)
slow (adj)	+	ly	=	slowly (adv)
steady (adj)	+	ly	=	steadily (adv)
tight (adj)	+	ly	=	tightly (adv)
general (adj)	+	ly	=	generally (adv)
real (adj)	+	ly	=	really (adv)
act (v)	+	ion	=	action (n)
strange (adj)	+	ly	=	strangely (adv)
sweat (n)	+	ing	=	sweating (v)
win (v)	+	er	=	winner (n)
noise (n)	+	y	=	noisy (adv)
power (n)	+	full	=	powerful (adj)
slip (v)	+	ry	=	slippery (adj)
meaning (n)	+	full	=	meaningful (adj)
slow (adj)	+	er	=	slower (adj)
farm (v)	+	er	=	farmer (n)
run (v)	+	er	=	runner
excite (v)	+	ing	=	exciting (adj)
yellow (v)	+	ish	=	yellowish (adj)
good (adj)	+	ness	=	goodness (adj)
care (v)	+	full	=	careful (adj)
care (v)	+	less	=	careless (adj)
danger (n)	+	ous	=	dangerous (adj)
follow (v)	+	ing	=	following (adj)
love (v)	+	ly	=	lovely (adj)

final (adj)	+	ly	=	finally (adv)
normal (adj)	+	ly	=	normally (adv)
brave (adj)	+	ly	=	bravely (adv)
loud (adj)	+	ly	=	loudly (adv)
usual (adj)	+	ly	=	usually (adv)
teach (v)	+	er	=	teacher (n)
beauty (n)	+	full	=	beautiful (adj)
punctuate (v)	+	tion	=	punctuation (n)

b. Prefix+Root

Prefix		Root		Words
a	+	live	=	alive
be	+	come	=	become
en	+	circle	=	encircle
en	+	courage	=	encourage
re	+	arrange	=	rearrange
re	+	read	=	reread
re	+	turn	=	return
un	+	happy	=	unhappy
un	+	tidy	=	untidy

Thus, altogether 43 complex words formed through the process of single affixation are found to be used in the textbook.

ii. Multiple Affixation

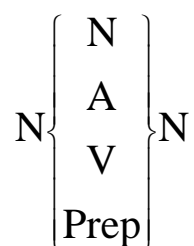
A root with more than one derivational and inflectional suffixes is found in three complex words. The structure of complex words through multiple affixation is given below :

Root+Suffix +Suffix

Root		Suffix		Suffix	Words
crack(v)	+	er	+	s	= crackers (n)
farm (v)	+	er	+	s	= farmers (n)
luck (n)	+	y	+	ly	= luckily (adv)

B. Compounding

On the basis of the head word (i.e. dominant constituent of the entire compound word), only 26 compound nouns are found in the textbook. The general structure of the compound noun according to Katamba (1993:323) is as follows :



Among them the following ones are found to be occurring in the textbook.

a. N→NN

basketball	girlfriend
birthday	landlord
classroom	motorbike
cowshed	riverside
everyone	twenty five
everybody	fifty five
firework	twenty two
football	homework
forty four	toothpaste
pair work	

- b. N → VN**
bathroom
crossword
breakfast

- c. N → AN**
good morning
good bye
ice cream
blackboard

The above mentioned examples clarify that out of 26 total compound words, 19 (73.08%), 3 (11.54%) and 4 (15.38%) are found containing a noun followed by another noun, a verb followed by a noun and an adjective followed by a noun respectively.

There is only one word (i.e. well done) containing an adverb followed by a verb found to be used in the textbook.

Moreover, there is a word derived from the process of reduplication in which the base is repeated. In the word 'hee-haw', 'hee' has been modified into 'haw'. So it is modified reduplicate word.

Beside these, on the basis of word formation process, there is only one word viz TV which is formed through the process of abbreviation or acronymy.

There are two more words which are formed through modification process. They are :

stand→stood where 'a' is replace by 'oo'
tooth→teeth were 'oo' is replace by 'ee'.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main aim of this research was to analyze the vocabulary items of major word class, used in My English Book IV by CDC, in terms of total number, parts of speech, frequency of occurrence, phonological structure and morphological structure.

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

- i. Six hundred and eighty three vocabulary items belonging to major word classes were found to be used in the text. Among them 322 (47.14%) nouns, 204 (29.87%) verbs, 111 (16.26%) adjectives and only 46 (6.73%) adverbs were found in the textbook (See Appendix I)
- ii. All types of nouns (proper, common, abstract, material and collective) are found to be used i.e. 221 common nouns, 64 proper nouns, 8 collective nouns, 6 material nouns and 23 abstract nouns. Out of 322 nouns, 82 are used in singular form, 100 in plural form and 40 are used both in singular and plural forms in the textbook.
- iii. Some of the nouns like milk, colour, mistake, copy, park, ship, sound etc. are used as both nouns and verbs. Among all the nouns used in the textbook, most of them are concrete nouns. Thus, we can say that nouns are selected scientifically.

- iv. One hundred and thirty one transitive, 49 intransitive and 24 phrasal verbs are found in the text.
- v. Similarly, out of 111 adjectives, 83 qualitative, 19 numerical, 5 quantitative and 4 demonstrative adjectives are found.
- vi. Regarding the frequency of occurrence of the lexemes, the lexeme 'say' has the highest frequency of occurrence. It has occurred 84 times in its different forms in the text.
- vii. Most of the verbs are used in their present, past and continuous forms but a very few verbs are used in past participle and third person singular forms.
- viii. Both types of adjectives i.e. regular (like fat) and irregular (like good) type of adjectives are found to be used in the textbook.
- ix. Among 683 word forms 341 (49.93%) are monosyllabic, 259 (37.92%) are two syllabic, 72 (10.54%) are three syllabic, 10 (1.46%) are four syllabic and only 1 (0.15%) is five syllabic (See Appendix-III).
- x. The words which have initial consonant clusters CCV and CCCV pattern and final consonant clusters having VCC, VCCC, VCCCC and VCCC are found in the text.
- xi. Syllabic patterns having syllabic contour (i.e. C) for example little (CVCC) are found. (See Appendix-IV).
- xii. Both monomorphemic and polymorphemic words are found to be used in the textbook.
- xiii. Both single affixation and multiple affixation are used to form complex vocabulary items.
- xiv. Compound words which are used in the textbook are formed through the process of adjective + noun, noun + noun, verb + noun and adverb + verb (e.g. well done).

4.2 Recommendations

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

- i. There is not given the word list of vocabulary items used in the textbook. The list of vocabulary items should be given in the textbook so that the students would find the word meaning easily.
- ii. Regarding the use of nouns, some of them are used in their plural forms only. So the singular forms should be introduced before their plural forms.
- iii. The words consisting four or five syllables become difficult to pronounce for the learners of primary level. So the words with four or five syllables like ‘vocabulary’ should not be used in the textbook designed for the beginners of the foreign language.
- iv. The words with consonant clusters in initial position like ‘squirmy’ and final position like ‘actions’ will be difficult for the beginners of a foreign language. So such types of word units should not be introduced in the primary level textbooks.
- v. Some of the compound words containing a verb followed by a noun and an adverb followed by a verb and an adjective followed by a noun are found in the textbook. But for the primary level students, compound words which contain only a noun followed by another noun should be given. So they will feel easy to understand their meanings.

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APPENDICES

Appendix I

Total Content Words

Found in the Textbook.

about	baby	book	cat
achieve	back	books	catch
act	bad	born	cats
actions	balloons	both	caught
afraid	balloon	bow	celebrated
after	basketball	box	chairs
again	bath	boxes	chalk
agree	bathroom	boy	change
ahead	bats	boy	chant
alive	beaks	brackets	chase
allowed	bears	branch	chatter
alone	beat	brave	chickens
along	beautiful	bravely	children
alphabet	became	break	chocolates
also	become	breakfast	choice
always	bed	bridge	choose
angry	bees	bring	cinema
animal	before	broken	class
animals	began	brother	classroom
answer	behaviour	brothers	clean
answers	believe	brought	clever
anybody	bench	brush	cleverer
anyone	benches	bump	cleverest
apostrophe	bent	bush	climb
apple	best	busy	climbed
apples	big	buy	climbs
April	bird	buzz	close
argued	birds	cage	clothes
around	birthday	calf	cluck
article	bit	call	coat
ask	bite	called	coffee
asked	black	came	cold
asks	blackboard	camera	colour
attack	blank	candles	colours
attempt	blind	capital	comb
away	blue	careful	come
baa	board	careless	comes
	body	carrot	comment

complete	dentist	event	find
computer	desert	everybody	finger
consonant	different	everyone	finish
contracted	dirty	example	fireworks
conversations	discuss	examples	first
cooks	dish	exciting	fish
copy	district	exclamation	fishes
correct	divide	exercise	five
cow	doctor	eyes	flag
cows	dog	face	flew
cowshed	dogs	failed	flies
crackers	doll	failure	floor
croak	dolls	fall	fly
creak	donkey	falls	following
cream	doors	false	food
cricket	down	famous	football
crickets	draw	farmer	forest
cried	dream	farmers	form
crocodiles	dress	fast	forty-four
crop	dressed	faster	found
crossword	drink	fastest	four
crows	drinking	fat	fourteen
cruel	drive	father	fourth
cry	dry	fatter	Friday
curly	ducks	fattest	friend
curt	duster	February	friends
cute	ear	feel	frog
cycle	early	feels	frogs
dance	earn	feet	full
danced	eat	fell	fun
danger	eaten	fellow	future
dangerous	eating	felt	game
dark	eats	females	games
day	eggs	festival	garland
days	eight	festivals	gave
dead	elephant	field	generally
dear	elephants	fifth	get
December	eleven	fifty	gets
deed	encircle	fifty-five	gifts
deeds	encourage	fighting	girl
deep	English	films	girl friend
defense	enough	final	girls
degrees	evening	finally	give

given	hive	laughed	mar
go	hole	laughing	market
goat	holidays	lay	marks
god	home works	leap	mat
goodness	hoot	leaves	match
goes	hop	left	may
going	hope	leg	meal
good	horse	legs	meaningful
good bye	horses	lesson	meanings
good morning	hours	let	meat
got	house	letter	meet
grade	how	letters	men
grammar	howl	library	mess
grandma	humming	light	met
grass	hungry	like	metres
great	ice-cream	likes	mice
green	idea	line	milk
grocer	ideas	ling	mime
growl	inch	lion	mirror
guess	indeed	lions	missing
habits	intelligent	list	mistake
half	invite	listen	Monday
hands	jogging	little	Mondays
hang	jump	live	money
happening	jumped	lived	monkey
happy	jungle	lives	monkeys
hard	just	living	month
hat	keep	long	moo
hate	kept	look	mooed
head	key	looked	more
heads	king	looking	morning
hear	kitchen	looks	most
heard	know	lord	mostly
held	known	loudly	mother
help	knows	lovely	motorbike
helped	landlord	luckily	mountain
helping	large	lunch	mountaineer
here	larger	made	mountains
here-how	largest	make	mouse
hide	last	makes	moved
high	lasts	male	moving
Hindus	late	man	mowed
	laugh	many	much

nails	pair work	punish	run
name	pairs	pupils	runner
names	palace	purr	running
national	pants	push	runs
naughty	paragraph	put	sad
near	paragraph	puzzle	said
necks	parents	quack	same
neigh	parks	quarrel	sang
Nepalese	parks	quarrels	sari
never	parrots	quarter	sat
next	party	questions	Saturday
nice	pass	quickly	saved
night	passed	quietly	saw
nights	person	rabbit	say
nine	persons	race	says
noise	picnic	races	scarf
noisy	picture	ran	school
normally	pictures	rat	screech
nose	piece	reach	scrub
November	pigeons	read	search
now	pigs	ready	second
number	pitcher	realize	see
observe	place	realized	seed
occasion	places	really	seeds
o'clock	plains	rearrange	sentences
October	plants	receive	series
often	play	red	servants
ogre	player	reptiles	set
ogress	playing	reread	seven
old	plays	rescued	seventh
older	ploughed	rest	shed
once	plural	return	sheep
only	poem	rhyiming	shirt
open	point	rice	shirts
opposite	polish	riddle	shoe
order	potato	ride	shoes
ostrich	powerful	right	shop
ostriches	practise	riverside	short
out	present	roar	shorter
owls	programme	room	shortest
ox	promise	rope	shot
paint	punctuate	rough	shout
pair	punctuation	round	shouted

shouting	spoil	take	tips
showing	spoon	takes	toast
shy	sports	talk	toes
shyness	spots	talked	together
sick	spread	tall	told
similar	squeak	taller	tomorrow
singing	squirmy	tallest	tomato
singular	stale	tape	tongue
sister	stand	taught	took
sisters	stand up	tea	tool
sit	start	teacher	toothpaste
sits	starts	teachers	top
six	statements	teeth	tortoise
sixth	stay	tell	touch
sleep	steadily	temple	touched
slip	step	ten	town
slippery	still	tense	tree
slower	stone	tenth	trial
slowly	stood	test	tried
small	stop	text	tried
smallest	stopped	thank	trouble
smart	stops	thanks	true
smile	story	that	trunk
smiled	story	there	try
smooth	straight	these	Tuesday
snacks	strange	thin	tusk
snake	stranger	things	TV
snore	strangers	think	twenty
so	stretch	thirty three	twenty five
soap	strong	this	twenty two
soar	strongest	those	two
solve	student	though	uncle
some	studies	thought	understand
sometimes	study	thought	unhappy
song	stupid	three	uniform
songs	succeed	Thursday	unit
sounds	super	tick	untidy
sowed	swan	tigers	use
spaces	sweating	tiger	used
speak	sweets	tightly	using
spear	swim	till	usually
special	table	time	vegetable
spelling	tail	times	verbs

very	water	white	worshipped
video	wave	whole	worshipping
village	waved	why	worships
visit	ways	wide	words
visited	weakest	wife	write
visits	wear	windows	writing
vocabulary	wearing	wings	wrong
vowel	weather	winner	wrote
wake	wedding	witch	year
walk	Wednesday	wolves	years
wall	week	woman	yellow
want	weigh	won	yellowish
wanted	well	words	yesterday
wants	well done	work	young
wash	went	worked	zoo
washing	west	working	
watch	when	worn	
watched	where	worship	

Appendix II

Number of Vocabulary Items According to Their Parts of Speech
Used in My English Book IV.

Nouns

action	carrot	district	form
alphabet	cat	doctor	Friday
animal	chalk	doll	friend
apostrophe	chant	donkey	frog
apple	chicken	door	future
April	child	dream	game
arrow	chocolate	dress	garland
article	choice	duck	gift
baby	cinema	duster	girl
balloon	class	egg	girl-friend
basket	classroom	English	goat
basketball	cluck	evening	god
bat	coat	event	goodness
bathroom	colour	everybody	goodness
beak	comb	example	grade
bed	computer	exclamation	grammar
bee	consonant	exercise	grandma
behaviour	conversation	eye	grass
bench	copy	face	ground
bird	cow	failure	hair
birthday	cowshed	farmer	hand
blackboard	cracker	father	hat
body	cream	February	head
book	cricket	fellow	hee-haw
bowl	crocodile	female	Hindu
box	crop	festival	hive
boy	crossword	field	hole
branch	crow	film	holiday
breakfast	danger	finger	homework
bridge	day	firework	hoot
bush	December	fish	horse
butcher	deed	flag	hour
cage	defense	floor	house
calf	degree	food	ice-cream
camera	dentist	foot	idea
candle	desert	football	indeed
capital	dish	forest	January

July	night	rat	Sunday
jungle	noise	reptile	supper
key	nose	rhyme	surf
king	number	riddle	swan
kitchen	occasion	riverside	sweating
kitchen	October	room	table
landlord	ogre	rope	tail
leg	order	runner	tape
lesson	ostrich	sari	Thursday
letter	other	Saturday	toes
library	owl	scarf	toothpaste
library	ox	school	tortoise
line	pair	seed	town
lion	pair work	sentence	tree
list	palace	series	trouble
lord	pant	servant	trunk
lunch	paragraph	shed	tusk
male	parent	sheep	TV
man	park	shirt	uncle
market	part	shoes	uniform
marks	party	shop	vegetable
mat	people	shorts	verb
May	person	shyness	video
meal	picnic	singular	village
meaning	picture	sister	vocabulary
mess	piece	sky	vowel
milk	pig	slip	wall
mirror	pigeon	snack	watch
mistake	pitcher	snake	way
Monday	place	soap	weather
money	plain	song	wedding
monkey	plant	sound	Wednesday
month	player	space	wife
morning	plural	spelling	window
mother	poem	spoon	wing
motorbike	potato	sport	winner
mountain	programme	spot	witch
mountaineer	punctuation	statement	wolf
mouse	pupil	step	woman
nail	quarter	stone	word
name	question	story	world
national	rabbit	stranger	year
neck	race	student	zoo

Verbs

achieve	complete	happen	open
act	contact	hear	paint
act out	cook	help	pass
agree	copy	hide	play
alive	correct	hold	plough
allow	creak	hop	point
answer	cry	hope	polish
argue	cycle	hum	practise
ask	dance	invite	promise
attack	defense	jog	punctuate
attempt	discuss	jump	punish
bathe	divide	jump out	purr
bear	draw	jump over	push
beat	dress	keep	put
become	drink	keep	put on
begin	drive	keep on	put up
believe	earn	know	quarrel
bend	eat	last	reach
bite	encircle	laugh	realize
born	encourage	lay	rearrange
break	fail	leap	receive
bring	fall	leave	reread
brush	fall down	let	rescue
bump	fell	light	rest
buy	fight	like	return
buzz	fill	listen	ride
call	find	listen to	roar
catch	finish	live	run
celebrate	fly	look	save
change	fly down	look at	say
chase	get	look for	screech
chatter	get back	look into	scrub
choose	get into	look like	search
clean	get on	make	see
climb	get up	match	set
close	give	meet	set by
comb	go	mime	set on
come	go away	miss	shoot
come into	growl	neigh	shout
come out	hang	observe	show

sing	squawk	talk	wake
sit	squeak	teach	want
sit down	stand	tell	wash
sleep	stand up	think	watch
smile	start	throw	wave
snore	stay	toast	wear
soar	stop	touch	weigh
solve	stretch	try	worship
speak	study	understand	write
spear	succeed	use	
spoil	swing	Verbs	
spread	take	visit	

Adjectives

afraid	eleven	lovely	stale
alone	exciting	many	stony
beautiful	false	meaningful	straight
big	famous	nice	strange
black	fast	noisy	strong
blank	fat	old	stupid
blind	fifth	opposite	tall
blue	final	powerful	that
both	first	quarter	these
brave	five	ready	thin
broad	following	red	this
busy	forty four	right	those
careful	four	rough	tired
careless	fourteen	sad	true
clever	fourth	same	twenty
cold	full	seven	twenty five
cruel	good	seventh	twenty two
curly	great	short	two
curt	green	sick	unhappy
cute	half	similar	untidy
dangerous	happy	six	weak
dark	hard	sixth	white
dear	high	slippery	whole
deep	hungry	slow	wide
different	intelligent	small	wrong
dirty	large	smart	yellowish
dry	little	special	young
eight	long	squirmy	

Adverbs

about	generally	now	still
after	here	o'clock	there
again	how	often	tightly
also	just	once	together
always	last	out	too
around	late	quickly	well
away	loudly	quietly	when
before	luckily	really	where
bravely	near	slowly	why
down	never	so	yesterday
early	next	sometimes	
finally	normally	steadily	

Appendix III

Words According to Their Number of Syllable

Mono Syllabic Words

act	cage	cry	feel
allow	calf	curt	fifth
apple	call	cute	fight
ask	candle	dance	fill
baa	carrot	dark	final
bat	cat	day	find
bath	cat	dear	first
bathe	catch	deed	five
bear	chair	deep	flag
bed	chalk	deep	fly
bee	change	dish	foot
bench	chant	dish	forth
bend	chase	dog	four
big	child	doll	frog
bird	child	door	full
birds	choice	down	fun
bite	choose	draw	get
black	clean	dream	give
blank	climb	dress	go
blind	close	dress	goat
blue	cloth	drink	good
book	cluck	drink	good
born	cluck	dry	grass
bowl	coat	duck	great
box	cold	duck	green
boy	comb	earn	growl
brave	comb	eat	hair
break	come	egg	hair
bridge	cook	eight	half
bring	cow	eye	hang
broad	cow	face	happen
brush	creak	fail	hard
bump	cream	fall	hat
bush	croak	false	hear
buy	crop	fast	hear
buzz	crow	fat	help

here	mark	purr	sing
hide	mat	push	sit
high	match	put	six
high	math	race	sixth
hold	may	rat	sleep
home	meal	reach	slow
hop	meat	rest	small
hope	meet	rhyme	smile
hose	mess	rid	snack
hour	milk	riddle	snake
how	mine	right	snore
hum	miss	roar	so
hump	month	room	soar
inch	mouse	rope	solve
jog	nail	rough	song
jump	neck	run	sound
June	next	sad	space
just	nice	same	speak
keep	night	save	spear
know	noise	say	special
large	now	school	spoil
last	often	scrub	spoon
last	old	search	spread
late	old	search	squawk
laugh	once	see	squeak
lay	out	seed	stale
leap	owl	set	stand
leave	ox	seven	stay
let	paint	shed	step
light	pair	sheep	still
like	pant	ship	stone
line	park	shirt	stop
lion	pass	shoe	straight
list	people	shop	strange
little	piece	shop	stretch
live	pig	short	strong
long	place	short	strong
look	plain	shot	surf
lord	plant	shout	swan
lunch	play	shout	swan
make	plough	show	sweet
male	poem	shy	swing
man	point	sick	table

tail	too	want	why
take	touch	wash	wide
talk	town	watch	wife
tape	tree	wave	wing
teach	trial	way	witch
tell	trouble	weak	wolf
that	true	wear	word
there	trunk	week	world
these	try	weigh	write
think	tusk	well	wrong
this	two	west	year
this	uncle	when	year
those	use	where	young
throw	verb	which	zoo
tired	wake	white	
toast	wall	whole	

Disyllabic Words

about	basket	complete	donkey
achieve	basket	contact	duster
act out	bathroom	copy	early
action	bear	copy	English
afraid	become	correct	event
after	before	cowshed	failure
again	begin	cracker	fall down
alive	believe	cricket	famous
allow	birthday	crossword	farmer
alone	bravely	cruel	father
also	breakfast	curly	fellow
always	brother	cycle	female
answer	busy	danger	finger
April	careful	defense	fly down
argue	careless	defense	football
around	chatter	degree	forty four
arrow	chicken	dentist	Friday
article	classroom	desert	future
attack	clever	desert	garland
attempt	coffee	different	garland
away	colour	discuss	get back
baby	come out	district	get on
balloon	comment	divide	girl friend

godness	mother	pupil	statement
grammar	mountain	put on	stony
happy	national	quarrel	story
hour	never	quarrel	stranger
hungry	noise	quarter	student
ice-cream	number	question	succeed
indeed	observe	quickly	Sunday
invite	occasion	quietly	Sunday
July	o'clock	rabbit	super
jump out	ogre	ready	tightly
keep on	open	realize	toothpaste
kitchen	order	receive	toothpaste
landlord	ostrich	reptile	trouble
listen	parent	reread	Tuesday
look at	party	rescue	Tuesday
look for	people	return	TV
look like	personal	rhyming	twenty
loudly	picnic	runner	uniform
lovely	picture	sentence	unit
many	pigeon	series	video
market	pitcher	set by	village
meaning	place	set on	visit
meter	player	seventh	vowel
mirror	plural	sit down	weather
mistake	polish	slowly	wedding
Monday	present	sometimes	window
money	programme	spelling	winner
monkey	promise	squirmy	woman
morning	punish	stand up	

Tri Syllabic Words

alphabet	come into	encourage	following
animal	computer	evening	forty four
article	consonant	every one	get into
basketball	crocodile	every one	go away
beautiful	crocodile	example	holiday
camera	dangerous	exciting	Idea
capital	December	exercise	jump over
celebrate	elephant	exercise	library
chocolate	encircle	finally	listen to
cinema	encircle	following	look into

luckily	paragraph	singular	unhappy
meaningful	potato	slippery	uniform
motorbike	powerful	steadily	untidy
mountaineer	punctuate	stranger	vegetable
normally	really	thirty three	yellowish
November	rearrange	together	yesterday
occasion	riverside	twenty five	
October	September	twenty two	
opposite	similar	understand	

Tetra Syllabic Words

apostrophe	exclamation	vegetable
behaviours	generally	vegetable
conversation	intelligent	
everyday	punctuation	

Penta Syllabic Words

Vocabulary

Appendix IV

Syllable Structures

CV

bee	hair	neigh	tea
boy	here	pair.	too
cow	high	say	two
day	how	see	way
dear	key	shoe	weigh
four	know	shy	year
go	lay	so	year
go	moo	sow	zoo

CV (C)

chair	pair	soar
door.	purr	wear
mar	roar	

CVC

bad	coat	food	hide
bath	come	form	hive
beat	curt	fourth	hoot
big	dark	full	hop
bird	dead	fun	hope
bite	deed	game	horse
book	deep	gave	house
born	dish	get	howl
both	dog	girl	hum
bowl	doll	girl	keep
bring	down	give	king
bush	face	goat	large
buzz	fall	god	late
cage	fat	good	laugh
calf	feel	guess	leap
call	feel	half	leave
cat	feet	hang	leg
catch	fell	hard	let
chalk	fill	hat	light
choice	fish	hate	like
choose	five	head	line

lion	poem	shout	touch
lip	push	sick	town
live	put	sing	use
long	race	sit	wake
look	rat	soap	wall
lord	reach	solve	wash
make	read	some	watch
man	red	song	wave
mat	rice	tail	match
mate	ride	take	week
meal	right	take	well
meat	room	tall	whole
meet	rope	tape	wide
mess	rough	teeth	wife
mime	run	ten	win
mother	sad	that	witch
mouse	same	then	work
name	sat	these	world
nice	seed	thin	write
night	set	third	wrong
nine	shed	this	young
noise	sheep	those	
noise	shop	time	
part	short	toes	
pass	shot	tongue.	

CVCC

point	comes	want	takes
round	fifth	heads	shorts
leave	comb	dance	left
legs	looked	makes	failed
feels	shirts	songs	month
verbs	west	words	talked
felt	cooks	head	chant
watched	looks	find	gets
change	rest	first	moved
jump	site	bats	tense
found	wings	marks	field
games	cycle	worked	likes
lives	lunch	help	mails
seeds	six	dolls	tenth
went	winners	milk	beaks

last	faint	times	called
names	things	books	falls
test	best	deeds	told
bench	lions	pigs	cats
kept	parks	tips	false
necks	think	bump	touched
thank	birds	ducks	tusk
bent	list	runs	cold
just	passed	toast	used.

CVCC

careful	lesson	people	riddle
final	listen	person	seven
kitchen	little	puzzle	table.

CVCCC

comme	hands	next	text
nt	helped	pants	thanks
danced	jumped	persons	wants
films	jungle	sixth	wolves
gifts	lasts	sounds	

CVCCC

temple

CVCCV

birthday fifty loudly lovely tightly

CVCCVCC

festival, home works, reptiles, toothpaste.

CVCVCV

camera	luckily	tomato
cinema	normally.	tomorrow
finally	potato	usually

CVCCCVC

children, complete

CVCVC

became	following	rabbit	unit
because	fourteen	races	using
began	horses	realize	village
believe	humming	receive	visit
careless	juggling	reread	washing
carrot	living	return	wedding
colours	looking	rhyiming	woman.
desert	market	runner	working
divide	metre	running	worship
famous	morning	series	yellow
fighting	palace	singing	
finish	polish	teachers	
fishes	punish	tortoise	

CVCV (C)

butcher	father	never	tiger
chatter	fatter	shorter	water
colour	larger	supper	weather
failure	letter	taller	
farmer	mirror	teacher	

CVCVCVCC

chocolates, vegetable.

CVCVCVC

capital, happening, holidays, riverside, uniform, visited, worshipping.

CVCCVCVCC

consonant

CVCVCCC

servants

CVCCVCCC

conversations

CVCCVCCVC

contracted, sentences

CVCV (C)CVC

motorbike, morning

CVCVCV (C)

similar, together

CVCCCVVC

punctuate

CVCVCCVCVCV

vocabulary

CVCCCVCC

punctuation

CVCCV (C)

danger, doctor, duster, faster, finger, monkey, number, picture, sister.

CVCCVCVC

dangerous, rescued

CVCVV

video

CVCCVCV

yesterday

CVCCVC

benches	goodness	mountain	sisters
boxes	helping	national	succeed
degrees	mistake	picnic	wanted
goddess	monkey	pictures	windows.

CVCCCVCC

district

CVCVCVCV

generally

CVCVCCV (C)

behaviour

CVCVCCVC

paragraph

CVCVCCVCVC

celebrated

CVCVCCC

meaningful

CVVCVCC

rearrange

CCV

blue	flew	throw.	why
cry	fly	tree	year
draw	play	true	
dry	stay	try	

CCVC

black	break	brush	close
board	bridge	class	cluck
brave	brought	clean	cream

cried	grade	small	still
crop	great	smart	stone
crows	green	smile	stood
cute	growl	smoth	stop
dream	place	snake	strange
dress	playing	spoil	swing
drive	quick	spoon	three
files	scarf	spread	where
flag	school	stale	white
frog	sleep	start	whole.
glass	slip	step	

CCVCC

blank	dressed	ploughed	stand
broken	drink	snacks	starts
climb	friend	special	stopped
clothes	frogs	sports	sweets
crops	plains	spots	trunks.

CCVCCC

climbed, climbs, friends, plants.

CCVCVCC

brackets, crickets, present, quarrels, questions, smallest.

CCVCCV

bravely, quickly, quietly, twenty.

CCVCCVC

drinking, practice.

CCVCC

trouble

CCVCCCV

grandma

CCVCV

Friday, slowly, stony, story, study.

CCVCVC

writing

CCCVVCVC

squirmy

CCVCV (C)

brother, clever, further, grammar, grocer.

CCVCVCV (C)

clever

CCVCVCVCC

crocodiles, cleverest.

CCVV (C)

player, slower

CVVC

vowel, showing.

CCVCCVC

statement

CCV(C)

floor, snore, spear.

CCCVCCV(C)

stranger

CCCVCCVC

strangers

CCCVCCVCC

strongest

CCCVCCC

student

CCVCVCV

slippery, steadily

VC

earn, eat, eight, eyes, owl.

VCC

apple

VCV

agree, away, idea, early.

VCV(C)

order

VCVC

about

alive

eating

open

achieve

around

enough.

again

arrow

ideas

ahead

attack

o'clock

VCCV(C)

after, answer, older

VCCC

asked, asks

VCCC

apples, uncle.

VCCC

actions

VCCCVC English, ostrich
VCCCV angry
VCCV ogre, only
VCCVC afraid, always, agrees
VCVCCC elephant, event
VCVCCC example
VCVCVC animal, evening, opposite
VCVCVCC animals
VCVCCC examples
VCVCCCC elephants
VCCVCV unhappy
VCVCCCVCV apostrophe
VCCCVCVCC exclamation
VCCCVCVC stretches
VCCVCCVCC understand
VCCVCC article, encircle

Appendix V

Words with Consonant Clusters at the Initial and Final Position

Words with Consonant Cluster at the Initial position

blank	dressed	slower	stone
block	drink	small	stony
brave	drive	smart	stood
break	flag	smile	stop
bridge	flies	smooth	stopped
broad	floor	snacks	story
broken	Friday	snake	straight
brother	friend	snore	strange
brought	frog	spear	stretch
brush	future	special	strong
class	grammar	spoil	study
clever	grocer	spoon	sweets
climb	growl	spots	swing
cloth	place	spread	three
cluck	plains	squawk	trouble
cream	player	squeak	trunk
cried	playing	squirmy	where
crocodile	plough	stale	white
crop	quack	stand	whole
crows	scarf	start	writing
cute	school	starts	
dream	sleep	step	
dress	slip	still	

Words with Consonant Cluster at the Final Position

actions	brackets	comb	elephant
animals	bump	comes	elephants
apple	called	consonants	encircle
articles	careful	conversations	event
asked	careful	cooks	example
asks	cats	crickets	examples
bats	change	crocodiles	exclamation
beaks	chant	cycle	failed
bench	chocolates	dance	faint
bent	cleverest	deeds	falls
best	climbed	district	false
birds	climbs	dolls	feels
books	cold	ducks	felt

festival	lunch	s
field	mails	sounds
fifth	makes	statements
films	marks	strangers
final	meaningful	strongest
final	milk	students
find	month	table
first	moved	table.
found	names	takes
friends	necks	talked
games	next	tense
gets	parks	tenth
gifts	passed	test
hands	people	texts
head	people	thank
heads	person	thanks
help	person	things
helped	pigs	think
homework	plants	times
jump	point	tips
jumped	point	toast
jungle	present	told
just	puzzle	touched
kept	puzzle	tusk
kitchen	quarrels	uncle
kitchen	questions	understand
last	rearrange	used
lasts	reptiles	verbs
leave	rest	want
left	riddle	wants
legs	riddle	watched
lesson	round	went
lesson	runs	west
likes	seeds	wings
lions	servants	winner
list	seven	wolves
listen	seven	words
listen	shirts	worked
little	shorts	
little	site	
lives	six	
looked	sixth	
looks	Smallest	

