

# Adjectives in English Course Books

- An investigation of the relation between textbooks and high-frequency lists.

Göteborg University/Department of English  
Olle Stål 801102-0255  
C-level paper, 15 hec  
Interdisciplinary Degree Project  
Teacher Education Programme  
Supervisor: Pia Köhlmyr

Grade: **G** Signature:                      Date: 2009-01-12

## Abstract

Do the textbooks provide pupils with a relevant vocabulary, or are the words in the textbooks just placed there in a haphazard manner? Some words are more important to know, in order to understand as much as possible. This essay concerns adjectives in English textbooks, and their relation to high-frequency lists. In order to study the relationship, two textbooks are examined and the results show both similarities and differences to previous studies. One conclusion is that words that occur more than once are most likely to be in the frequency lists and therefore, ought to be emphasised by teachers who teach weaker pupils. The results also showed that both textbooks emphasise spoken language. The essay discusses the importance of an individualized English classroom and the importance of high-frequency lists and how to use them properly.

## Table of contents

1. Introduction	3
1.1 Background	3
1.2 Aim and Scope	4
1.3 Material and Method	4
1.4 Plan of study	5
2. Previous research	7
2.1 Vocabulary acquisition	9
3. Results and Discussion	11
3.1 Spoken language	12
3.2 Written language	14
3.3 Discussion	16
4. Pedagogical aspects	19
5. Conclusion and Summary	22

## References

## Appendix

1. All adjectives and their occurrences

# 1. Introduction

## 1.1 Background

A language contains spoken and written words, which are used in certain areas. Due to today's globalisation, a common language is necessary for communication. Sweden is a small country and seen to the entire world, Swedish is a very small language. English, on the other hand, has become the global language and is therefore extremely important to master. In order to master it, English is compulsory in Swedish schools. According to the syllabus, one of the reasons why it is compulsory is that Swedish people should be able to be a part of the global labour market (skolverket.se).

Learning a new language is hard for most people. However, according to Hedge (2000), people that have low linguistic competence are often seen as people with low communication competence. Languages are often very complex and contain vocabulary, pronunciation and grammatical structure. Vocabulary is a very important part of a language and is necessary for the grammatical structure. A rich vocabulary also helps people to understand and learn new words, *“the more you know of the surrounding words, the more contextual support will be received, and the easier it will be to decode the unknown words”* (Krantz 1998:118). It is hard to state how many words a person needs to know to master a language but according to Nation (2001), a small but well-chosen vocabulary, will help the learner a lot. He claims that learners should focus on high-frequency words, which are words that are frequently used in spoken and written language. He also refers to Michael West's (1953) list of words that contains around 2,000 word families and covering almost 80% of most texts and conversations. Some of these word families are function words such as *a, some, two, to* but most are content words such as, nouns, verbs, adjectives and adverbs. *“There is a small group of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.”* (Nation 2001:13).

One of the goals of frequency lists is to find the minimum number of words necessary to understand as much as possible and thereby simplify English for the language learner. For example, if one only has one year to learn English, that person ought to emphasise on high-frequent vocabulary.

*“A language is so complex that selection from it is always one of the first and most difficult problems of anyone who wishes to teach it systematically. It has come to be*

*more and more generally realised that random selection is a wasteful approach, and that only a complete system of capable of continuous enlargement can form a satisfactory objective for the first stage in any attempt to grasp as much of the entire language as may ultimately be necessary.” (West 1953:5)*

Since the knowledge of high frequency words give so much back in form of understandings of different type of texts and conversations, they ought to be a natural part of the English education. However, the quote above was written in 1953 and people get more influences and travel a lot more today. If English is studied from books exclusively, one needs to study it systematically but, on the other hand, to be exposed as much as possible to the language must be the best way to learn it. A person who lives a year in England would probably know a lot more English than a person who stays at home and study the language systematically. Therefore frequency lists may not be as important as they were in 1953 yet they should not be neglected, they could still be used as an important tool for teachers and learners.

## **1.2 Aim and Scope**

The aim of this essay is to examine the words used in textbooks, and their relations to high-frequency wordlists. The study is based on English textbooks for nine graders in Sweden. This essay focuses on adjectives and is based on two textbooks, *Happy* and *What's up*. There are several different English textbooks used in Sweden today. However, by examining only two textbooks, the data is more manageable. It is also of great importance that the two chosen books are comparable in order to see any similarities or differences. Adjective is one of the main word classes and can be found in everyday language. The emphasis of this study was on the two following questions below:

- Is there a significant relation between textbooks in the ninth grade, and frequency lists?
- Do the adjectives that appear more often in the textbooks, have a stronger relation to frequency lists?

## **1.3 Material and Method**

In order to examine if there is a relation between textbooks targeted towards grade nine and high-frequency wordlists, two textbooks are examined, *Happy* and *What's up*. All the adjectives, both in texts and glossaries are counted, listed and compared to high-frequency lists. Also the number of times that the adjectives occur are counted in

order to see if adjectives that occur more often, are more likely to be in the high-frequency lists. The adjectives from the textbooks are compared to *Longmans Dictionary of contemporary English*, where the 3000 most frequent words are marked. It also distinguishes between spoken and written frequency.

Adjectives can be found in the everyday language and are used to describe nouns or pronouns. They make the language more colourful, for example, if one compares “the man walked down the street” to “the poor, old coloured man walked down the lonely and quiet street” there are a lot more nuances in the last sentence, created by adjectives. One could argue that the use of adjectives is one difference between low-achieving and the high-achieving pupils, where low-achieving pupils often only describe the action or the process without using adjectives. Therefore their stories often lack of nuances. According to Anderman and Rogers (1996), adjectives are culturally modified and have low accurate equivalence between different languages. For example, in a Swedish dictionary, the words *damage* and *injure* have the same translation. However, an object cannot be injured, therefore words have to be learned in a relation to other, surrounding words. In order to learn the true understanding of adjectives, they have to be studied in several contexts. One result of the low equivalence could be that it is harder to learn adjectives than other word classes.

Both examined textbooks, *Happy No 3* and *What's up? 8* are used in several schools in Sweden today, they are targeted towards the latter part of compulsory school and were published in 2006. Henceforth *Happy No 3* will be mentioned as *Happy* and *What's up? 8* as *What's up*. Some books are strictly textbooks and others are combined text- and workbooks. Therefore, it is important that the chosen books are structured in similar manner, to be able to compare them. Both *Happy* and *What's up* contain similar quantities of text and have the same structure. Also, both books deal with cultural content and contain different sorts of material, such as stories, song lyrics, interviews and facts about English speaking countries.

#### **1.4 Plan of study**

The first part of this study investigates previous research in similar areas. A frequency list is a great tool for teachers and learners, but is not the only aspect of vocabulary acquisition nor does it tell the learner which words to learn. For example, according to Keller (1999), the numeral *nine* does not occur in the first 500 words of English even

though the other nine digits do. Therefore, and in order to draw more accurate conclusions about pedagogical aspects, vocabulary acquisition is also investigated and presented. In the following chapter the results from the study are presented. First an overview of the adjective occurrences are shown, and after that the results are divided into two major parts, where the first part represents spoken language and the second part written language. Both parts show the result of adjectives that occurred once, twice and more than twice, in the examined books. In the discussion, the results are discussed and analyzed. Also similarities and differences between the two textbooks are looked at. After the discussion, pedagogical aspects are considered and discussed, both in relation to frequency lists and vocabulary acquisition. The last part of this study presents a conclusion of the examination, where both the results and previous research are considered, and a summary of the essay.

## 2. Previous research

Frequency lists have been carried out for many years. The first edition of Michael West's *A General Service List of English Words* was published in 1936. The main purpose of his book was to define a minimum number of words that are more important to know, and therefore simplify English for the learner. The chief values of his list were,

“(1) how very heavy is the learning-burden of the major words compared with all the others, and how very much the learner's task may be lightened by cutting out everything which is not really essential, especially in those heavy words.

(2) how much less frequent and less important are the minor items of words than one would have expected. Indeed it may be taken as a general rule that anything which seems in the least degree unusual or doubtful should certainly be excluded from the teaching course.”  
(West 1953:8)

There are many frequency lists today and they are all very similar. In fact, 80% of the lists are more or less the same. Therefore and due to their importance, Nation (2001) suggests in his study of vocabulary acquisition, that teachers and learners should spend a considerable time on the high-frequency words.

Table 1. Text type and text coverage by the most frequent 2000 words of English and an academic word list in four different kinds of texts

Levels	Conversation	Fiction	Newspapers	Academic text
1 <sup>st</sup> 1000	84,3%	82,3%	75,6%	73,5%
2 <sup>nd</sup> 1000	6,0%	5,1%	4,7%	4,6%
Academic	1,9%	1,7%	3,9%	8,5%
Other	7,8%	10,9%	15,7%	13,3%

(Nation 2001:17)

On the other hand, he also argues that learners should not stop practising vocabulary after knowing high-frequency words, but should continue with low-frequency words to increase their vocabulary size, “*to read with minimal disturbance from unknown vocabulary, language users probably need a vocabulary of 15,000 to 20,000 words*” (Nation 2001:20). Low-frequency words occur infrequently and cover only a small part of any text. However, one should not forget that the boundary between high-frequency vocabulary and low-frequency vocabulary is arbitrary. Some low-frequency words are used frequently and near the high-frequency list yet did not manage to get into the list. For example, a list that contains the 2000 most frequent words only includes the 2000 most frequent words. Words that come after those 2000 words may



still be almost as frequent and important as the last words on the list, but are not included. According to Nation (2001), many low-frequency words are names such as, Sweden, Texas, John and could be very frequently used in some texts. However, these words are “*closely related to the message of the text, and they could not be sensibly pre-taught because their use in a text reveals their meaning*” (Nation 2001:19).

Thorén (1967) presents a list that contains 10.000 words that he recommends for pupils who intend to study English at the University. He studied how many words per page a person would be unfamiliar with when reading a novel, in relation to that person’s vocabulary knowledge. The table below shows his result, where seven different books are examined. In other words, it shows how many times a person has to use a dictionary, per page, if that person wants to understand every word on that particular page. 2000, 3000, 4000 and so on, stands for how many words the reader knows and the numbers below represent an average of ten pages.

Table 2. The number of unfamiliar words, per page, a person with a certain number of word knowledge would come across in literature.

		2000	3000	4000	5000	6000	7000	10000
1.	Agatha Christie	20	14	11	9	7	5	2
2.	Agatha Christie	15	11	8	6	4	3	2
3.	Shute	22	18	14	11	9	7	4
4.	Shute	17	10	8	7	6	4	2
5.	Maugham	17	14	11	9	6	4	3
6.	Maugham	29	20	16	13	11	9	6
7.	Priestley	23	16	12	9	7	6	3
	<b>Average</b>	<b>20</b>	<b>15</b>	<b>11</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>3</b>

(Thorén 1967:14)

In Kellers’ (1991) research about word frequency and pedagogical value; contrasting textbook vocabulary lists with word frequency counts, he compared Russian textbooks to Morkovkins list of the 1500 most frequent words. His conclusion was that “*pedagogical lists often make significant departures from actual item counts of spoken Russian*” (Keller 1999:237). He also suggested that textbooks should have summaries of high-frequency words in every five chapters, in order to make the vocabulary acquisition more efficient and meaningful.

Perssons' (2008) investigated whether English textbooks for upper secondary school provide their readers with accurate English vocabulary. Her conclusion was that the most frequent verbs did not occur in all of her examined frequency lists, but they were all mentioned in Thorén (1967). She also stated that her result showed that there was *"no obvious consistency between the different textbooks and the verbs they provide their readers with in the word lists"* (Persson 2008:20).

## 2.1 Vocabulary acquisition

According to Carter (1998) a rich vocabulary is essential.

*"For most learning purposes, vocabulary needs to be taught for comprehension and for production. Comprehension relies on strategies, which help learners to store them in memory. Production relies on strategies which help learners to activate their lexical store, retrieve items from memory and use them in contextually appropriate ways."* (Carter 1998:239).

One could therefore argue that comprehension is essential for production. To be able to reach a complete comprehension of a word, one needs to be exposed to that certain word several times in different contexts. There is a distinction between passive and active vocabulary, comprehension and production. A passive vocabulary is the number of words that a person understands by itself or in a context, and relates to reading or listening comprehension. An active vocabulary includes words a person use when speaking or writing (Hedge 2000). One needs to get used to a word in order to get that certain word into ones active vocabulary. McKeown and Curtis (1987) states that if one wants to have a complete knowledge of a word, the word has to be exposed several times under different circumstances and during a long period of time. There are also other aspects why words should be exposed in different contexts. For example, words that refer to feelings often differ between people's cultural, political, social and historical backgrounds, and therefore, words have to be learned in relation to other, surrounding words.

*"...learning the meaning of a word involves knowing how that meaning is defined in relation to other similar or opposite words. Learning English therefore means gradually acquiring a knowledge of synonyms, antonyms, and other relations in its semantic structure."* (Hedge 2000:113).

Several strategies or methods of vocabulary acquisition have been investigated, for example learning words from lists versus learning words from a context, silent learning versus learning aloud, telling method versus guessing method etcetera. However, the English syllabus clearly states that English should not be divided into

different parts that are taught in a certain order or in one certain way, but should be taught together. It also states that pupils have their own way of learning and therefore, teachers should not be satisfied with only one teaching method. According to Nelson Wareborn (2004) and the English syllabus, the teachers' role is to help pupils find their own way of learning and the teacher and the pupil should together try to find the key. Nation (2001) describes some methods for learning high-frequency words.

Table 3. Ways of learning and teaching high-frequency words

Direct teaching	Teacher explanation Peer teaching
Direct learning	Study from word cards Dictionary use
Incidental learning	Guessing from context in extensive reading Use in communication activities
Planned encounters	Graded reading Vocabulary exercises

(Nation 2001:16)

As mentioned earlier, he also stated that one should never stop to learn new words. However, when it comes to low-frequency vocabulary, teachers' aim should not be the same as it is when working with high-frequency vocabulary. Instead of working directly with each word, teachers' should aim to teach and train their pupils to use different strategies, such as guessing from context, using vocabulary cards and dictionaries. These strategies will provide a way for the pupils to continue their vocabulary enlargement.

Table 4. The differing focus of teachers' and learners' attention to high- and low frequency words

	High-frequency words	Low-frequency words
Attention to each word	Teacher and learners	Learners
Attention to strategies	Teacher and learners	Teacher and learners

(Nation 2001:21)

### 3. Results and Discussion

All adjectives in *Happy* and *What's up*, both from the texts and from the belonging wordlists, have been compared to *Longmans Dictionary of Contemporary English*.

All adjectives from the two textbooks are listed and can be found in appendix 1.

Those adjectives that did not exist in the dictionary were removed from the list.

There are 336 different adjectives in *Happy* and together, they occur 1002 times. Many adjectives only occur once but others are more frequent. The most frequent adjective in *Happy* was *young*, and it occurs 41 times, other adjectives that occur twenty times or more are *big*, *good*, *huge*, *little*, *old* and *white*. In *What's up* there are 315 different adjectives and together they occur 833 times. The most frequent adjective is *good* and it occurs 35 times. In *What's up* there are only three more adjectives that occur twenty times or more *best*, *new* and *long*. The whole list of adjectives and how many times they occur can be seen in appendix 1. There are a many more adjectives in *Happy* than in *What's up*, however, both textbooks have a similar number of different types of adjectives.

Table 5. Adjectives in the two examined textbooks

	Adjective occurrences	Different types
Happy	1002	336
What's up	833	315

As mentioned earlier, many adjectives only occur once in the textbooks. Of all 336 different adjectives in *Happy*, 184 occur once and only 152 occur twice or more. Of the 315 different adjectives in *What's up*, 187 adjectives occur once and only 128 occur twice or more. One reason why most adjectives, in both books, only occur once can be due to the widely spread variation of texts.

Table 6. Number of adjectives exposed twice or more

	Adjectives exposed twice or more
Happy	152
What's up	128

Many of the adjectives that occur twice, first occur in the running text and then again in the wordlist that belongs to that special text, for example, *brutal*, *fierce*, *compulsory*, *extravagant* and *horrendous* only occur twice. In other words, these adjectives do not occur in more than one text. Of the total number of 336 different adjectives in *Happy*, only 87 adjectives occur more than twice and of the 315 different

adjectives in *What's up*, only 73 adjectives occur more than twice. Because of their frequent occurrences, they should have a strong relation to high-frequency lists. Therefore these are some of the most important adjectives to learn. Since these are the adjectives that the textbooks emphasise, one could argue that these are the adjectives that the books suggest that the pupils should know or learn. Only two adjectives in both textbooks that are exposed more than four times are not in the frequency list. Those adjectives are *retarded* (exposed 6 times) and *American* (exposed 13 times). However, all the six *retarded* come from the same text.

Table 7. Number of adjectives exposed more than twice

Adjectives exposed more than twice	
Happy	87
What's up	73

*Longmans dictionary of contemporary English* shows the 3000 most frequent words and it distinguishes between spoken and written language. Therefore, the words have been compared to both spoken and written language. In fact, 26 of the adjectives in *Happy*, and 32 in *What's up*, are included in the high-frequency list of spoken but not in written language. Some examples of words that are not included in the high-frequency list of written language are *amazing*, *awful* and *weird*. However, 18 of the adjectives in *Happy*, and 11 in *What's up*, are included in the high-frequency list of written language but not in the list of spoken language, for example *ultimate*, *pale* and *nearby*. More examples can be found in the appendix 1 and the words that are included in one of the lists but not the other, are marked with parenthesis. The results are presented from two different angles, within the spoken and written language. Since much of the previous research shows material that have been compared to the 2000 most frequent words this study distinguishes between the 3000 most frequent words and the 2000 most frequent words. Therefore it is easier to compare the result of this study to the result of previous studies. Henceforth *Longmans dictionary of contemporary English* will be mentioned as *Longmans list*.

### 3.1 Spoken language

It is striking how similar the two textbooks are in their relation to high frequency lists. Statistics show that 63,1% of all adjectives in *Happy* and 62,2% of all adjectives in *What's up* are in *Longmans list* of the 3000 most frequent words. However, 50% of all

adjectives in *Happy* and 49,5% in *What's up* are in the list of the 2000 most frequent words. Again, a similar result between both textbooks is shown. Some examples of words that are in *Longmans list* of the 3000 most frequent words but not among the 2000 most frequent words are *orange*, *native* and *ideal*. Furthermore, the result shows that both textbooks usage of adjectives in relation to frequency lists, are low in contrast to, for example, Nations' study in 2001.

Table 8. Adjectives found in the textbooks, in relation to *Longmans list* of the 3000 most frequent spoken words

	>3000	Non
Happy	63,1%	36,9%
What's up	62,2%	37,8%

Table 9. Adjectives found in the textbooks, in relation to *Longmans list* of the 2000 most frequent spoken words

	>2000	Non or 3000
Happy	50%	50%
What's up	49,5%	50,5%

If the adjectives are divided into three different categories, the 1000 most, the 2000 most and the 3000 most frequent words, the results show that the group of the 1000 most frequent words is the largest. The results are similar for both textbooks, and also agree with Nations' study 2001. The group of the 3000 most frequent words is the smallest.

As mentioned earlier, many of those adjectives that occur twice, are first mentioned in the text and then again in the following wordlist. Therefore, they only occur in one text. However, 80,3% of the adjectives in *Happy* and 81,3% of the adjectives in *What's up*, that occur twice or more are in *Longmans list* of the 3000 most frequent words. Only 69,7% of the adjectives in *Happy* and 72,7% of the adjectives in *What's up*, that occur twice or more are in *Longmans list* of the 2000 most frequent words. Again both textbooks show a very similar result and around 10% of the adjectives, that occur twice or more are in the group between the 2000 and the 3000 most frequent words.

Table 10. Adjectives, that occur twice or more, in relation to *Longmans list* of 3000 most frequent spoken words.

	>3000	Non
Happy	80,3%	19,7%
What's up	81,3%	18,7%

Table 11. Adjectives, that occur twice or more, in relation to *Longmans list* of 2000 most frequent spoken words.

	>2000	Non or 3000
Happy	69,7%	30,3%
What's up	72,7%	27,3%

Of all adjectives that occur more than twice throughout the book, 90,8% in *Happy* and 93,2% in *What's up* are in *Longmans list* of the 3000 most frequent words. These adjectives have a strong relation to high-frequency lists, and as much as 85,1% of the adjectives in *Happy* and 84,9% of the adjectives in *What's up*, that occur more than twice are in *Longmans list* of the 2000 most frequent words. The relation between *Longmans list* and the used adjectives is much clearer in this category, and it is still remarkable how similar the result is between the two textbooks.

Table 12. Adjectives, that occur more than twice, in relation to *Longmans list* of the 3000 most frequent spoken words.

	>3000	Non
Happy	90,8%	9,2%
What's up	93,2%	6,8%

Table 13. Adjectives, that occur more than twice, in relation to *Longmans list* of 2000 most frequent spoken words.

	>2000	Non or 3000
Happy	85,1%	14,9%
What's up	84,9%	15,1%

### 3.2 Written language

The researches show that adjectives in both *Happy* and *What's up* have a stronger relation to high-frequency lists of spoken language than written language. Many of the adjectives can be found in *Longmans list* of spoken language but not in *Longmans list* of written language. In comparison to the 63,1% of all the adjectives in *Happy*, that are in *Longmans list* of spoken language (see table 8), only 60,7% of all adjectives in the same book, are in *Longmans list* of written language. In *What's up*, 62,2% of all adjectives are in *Longmans list* of spoken language (see table 8), but only

55,6% of all adjectives are in the same list of written language. As low as 42,5% of all adjectives in *Happy* and 38,4% in *What's up* are in the list of the 2000 most frequent words. Both textbooks show much lower figures in the relation between the adjectives and the frequency list, but for the first time throughout the study, the textbooks differ from each other.

Table 14. Adjectives, found in the books, in relation to *Longmans list* of the 3000 most frequent written words

	>3000	Non
Happy	60,7%	39,3%
What's up	55,6%	44,4%

Table 15. Adjectives, found in the books, in relation to *Longmans list* of the 2000 most frequent written words

	>2000	Non or 3000
Happy	42,8%	57,2%
What's up	38,4%	61,6%

Of all the adjectives that occur twice or more, 77,6% in *Happy* and 73,4% in *What's up*, are in *Longmans list* of the 3000 most frequent written words. Only 59,2% of the adjectives in *Happy* and 51,6% of the adjectives in *What's up*, that occur twice or more are in *Longmans list* of the 2000 most frequent written words. That is 10,5% lower for *Happy* and 21,1% lower for *What's up* than their figures for the same category in spoken language. The difference between the textbooks that was shown earlier is now even larger.

Table 16. Adjectives, that occur twice or more, in relation to *Longmans list* of the 3000 most written frequent words.

	>3000	Non
Happy	77,6%	22,4%
What's up	73,4%	26,6%

Table 17. Adjectives, that occur twice or more, in relation to *Longmans list* of the 2000 most frequent written words.

	>2000	Non or 3000
Happy	59,2%	40,8%
What's up	51,6%	48,4%

Of all the adjectives that occur more than twice, the emphasised adjectives, 87,4% in *Happy* and 87,7% in *What's up*, are in *Longmans list* of the 3000 most frequent words. In *Happy*, 74,7% of the adjectives that occur more than twice are in *Longmans*



list of the 2000 most frequent words, and in *What's up*, 65,8% of the adjectives are in *Longmans list* of the 2000 most frequent words.

Table 18. Adjectives, that occur more than twice, in relation to *Longmans list* of the 3000 most frequent written words.

	>3000	Non
Happy	87,4%	12,6%
What's up	87,7%	12,3%

Table 19. Adjectives, that occur more than twice, in relation to *Longmans list* of the 2000 most frequent written words.

	>2000	Non or 3000
Happy	74,7%	25,3%
What's up	65,8%	34,2%

### 3.3 Discussion

A rather low relationship between all the adjectives found in the two textbooks and *Longmans list* is shown by the researches. Especially in contrast to Nations' study (2001), where about 80% of all words were found in high-frequency lists.

Approximately 62,7% of all adjectives were in the frequency list of spoken language, and only 57,5% in written language. The relation was, of course, even lower in comparison to the 2000 most frequent words. In the written language the result was as low as 40%. However, there are significant differences between adjectives that occur once and adjectives that occur more often. Around 70 to 80 percent of the adjectives that occur twice or more can be found in the list of the 3000 most frequent words.

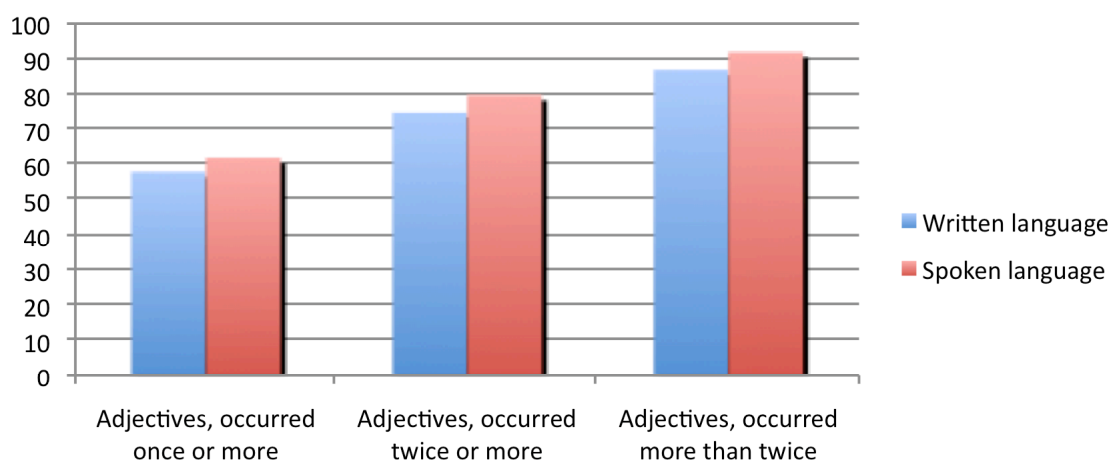
One could argue that words that occur more often than other words are more important to know. An average 90 percent of those adjectives that are frequently used in both textbooks, words that occur more than twice, are in *Longmans list* of the 3000 most frequent words. It is clear how much stronger the relation, between the adjectives that occurred more often and *Longmans list*, is. The reason why many adjectives only occur once in the textbooks is hard to explain but could be due to the varied range of texts. Both textbooks include extracts from novels, interviews, plays, and songs etcetera.

Another clear fact shown by the result, is that the relation between the adjectives and the list of frequently spoken words is a lot stronger in both books, than the relation between the adjectives and the list of frequently written words.

Therefore, one could argue that there are significant differences between the

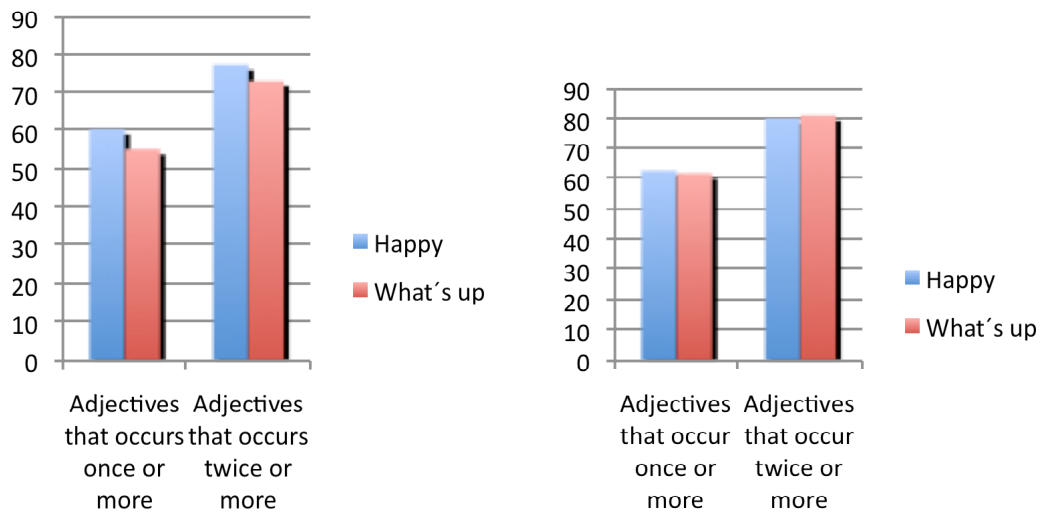
textbooks' emphasis on spoken and written language. One reason for that could be that both books target youngsters and therefore try to be more trendy and cool. It is almost as if they try to catch the pupils' interest a lot more than structuring the books systematically together with tools as the syllabus and frequency lists. Also, the names *Happy* and *What's up* tend to be more trendy titles targeted towards a younger audience. To emphasise spoken language, the textbooks may attract the pupils who often prefer to speak or write in an informal manner, however, in the curriculum no special part of the English language should be emphasised. The figure below shows that the emphases-towards-spoken-language trend is consistently no matter how many times the adjectives are exposed.

Figure 1. Differences between the adjectives' relation to *Longmans list* in spoken and written language (average in percent).



Both textbooks mostly show a similar result but there are some differences between them. In spoken language, the adjectives in the two books are very similar in relation to *Longmans list* of frequently spoken words. However, a comparison shows that there are differences when it comes to written language. The adjectives and their relations to *Longmans list* of frequently written words, differs between the two books. The number of adjectives that agrees with the frequency list is higher in *Happy* than it is in *What's up*. In figure 2 below you can see the differences between the textbooks in written language and the similarities in spoken language.

Figure 2. Differences and similarities between *Happy* and *What's up*. The left figure shows written language and the right figure shows spoken language.



Even though both books contained similar amount of different types of adjectives, one should not forget that *Happy* contained many more adjectives than *What's up*.

Therefore, the adjectives that occurred twice or more, must have been exposed more times than the same group in *What's up*. However, the fact, that both books were strikingly similar in spoken language and that both emphasised more towards spoken language makes them more alike than different.

#### 4. Pedagogical aspects

The range between the pupils' knowledge within the same age group is huge and therefore it is more or less impossible to know how much the pupils know just by knowing their age. Teachers have to reach their pupils at the pupils' own level and therefore it is extremely important to know what level the pupils are at. Nation (2001) describes that teachers have to work differently when they teach high-frequency vocabulary, than they do when teaching low-frequency vocabulary. Therefore, teachers have to, or at least should try to individualize the English classroom. They have to work more direct with new words with pupils who do not master the high-frequency vocabulary. However, they still have to increase all pupils' awareness of how they learn. All people learn differently, but by increasing pupils' awareness, the learning process will be more efficient.

*“When learners know the high-frequency vocabulary and move to the study of low-frequency words, the teacher does not spend substantial amounts of class time explaining and giving practice with vocabulary, but instead concentrates on expanding and refining the learners' control of vocabulary learning and coping strategies. Learners however should continue to learn new words.” (Nation 2001:21)*

Frequency word lists are important tools to help teachers know which words and texts to emphasise. This study has shown that words that occurred twice or more are more likely to occur in frequency word lists. Therefore, teachers should emphasise those words to their weaker pupils. Since the most frequent words of the English language are the most valuable words to know, textbooks targeted towards beginners, should also be based on high-frequency word lists.

To select vocabulary taught in school, high-frequency lists should work together with other criteria such as sets, synonyms and opposite words. For example, if *one* is one of the most frequent words and *two* is not, *two* should be considered to be taught at the same time as *one* anyway. Also, if *beautiful* is a frequent used word, it could be taught together with words as *handsome* and *awful* regardless of their frequency ranking. According to Hedge (2000), some words are just easier to learn in sets because they are related. Also remember that all digits between one and ten, but nine, are in the list of the 500 most frequent words. It would be rather ridiculous to teach new pupils how to count to ten, but skip number nine simply because it is not in the list of the most frequent words. West (1953) describes several factors, other than frequency, that need to be considered in vocabulary selection. He states that some words are frequently used yet unnecessary because they are covered by other words.

For example *for the time being* is a common expression, but is covered by *for the present*, and therefore the expression is not as necessary to learn. Some words need to be emphasised, regardless of their frequency ranking, due to their necessity. He also states that English second language learners learn English to express ideas rather than emotions, and therefore “*intensive words and items are of secondary importance to the foreign learner, however common they may be*” (West 1953:10). However, one should remember that things have changed since 1953 and that many Swedes live in other countries today. According to Thorén (1967), to use a high-frequency list as a course book will only result in unnatural and shallow knowledge, if any at all. Instead, one of the purposes of high frequency lists is to help teachers evaluate their teaching materials. Materials that include many high frequent words are better to use for beginners. It is only when most of the high frequent words are known by the students, teachers should use other materials. The purpose of the lists is not at all to set a maximum limit, because there should never be one, but to set a minimum limit of words, taught in compulsory school.

A well-known strategy to learn and remember a certain word is to repeat it many times. The more one is exposed to a word the easier it will be to remember that word. There is a reason for why many companies pay a lot of money for advertising to be seen several times by their target groups, repetition simply helps us remember. In order to promote comprehension and help pupils store words in their memory, examinations should be designed so that the pupils have to know the true meaning of the words. Pupils need to add their new knowledge to the knowledge they already have and work with the new knowledge so it will become a part of the active vocabulary. Associations will enhance new words to stay in the pupils’ memory and can be created by putting words into different contexts and to find opposite words.

Krantz (1989) tested if there were any differences in vocabulary acquisition when pupils used a monolingual dictionary or a bilingual dictionary. His conclusion was that the two groups showed little or no differences at all. In spite of this he stated that it is a lot harder to understand the meaning of a sentence with a vocabulary error, especially those that occur from lexical errors, than it is to understand the meaning of a sentence when a grammatical error occurs. He also stated that the greater a person’s vocabulary is the more effective a monolingual dictionary will be. On the other hand, a person with no, or only little knowledge of the language, will not benefit from a monolingual dictionary at all, due to the simple fact that the person would not

understand much of the explanations. If one uses a monolingual dictionary, the risk of misunderstandings or interpretational mistakes will decrease, yet no one of the examined textbooks contained a monolingual wordlist.

Both textbooks were strikingly similar, and both emphasised spoken language. The syllabus clearly states that no part of the English language is more important than another. Therefore one can argue that both textbooks do not achieve the demands of the syllabus by themselves, and teachers therefore need additional material to achieve the demands. It is important to realise that the syllabus and textbooks are different things. One should not forget that the teaching material companies main purpose is to sell more material and therefore, the textbooks may or may not be based on the syllabus.

In addition to the high-frequency lists there are special vocabulary lists in different topics. For example, *Academic Word List* is a list that contains word families that often occur in academic texts but are not included in the list of the 2,000 most frequent words of English. These words are important for people who want to study at the university. Most pupils are probably not aware that these lists exist, therefore teachers, especially in upper secondary school, should speak more openly about them. A list that no one is aware of, simply does not serve its purpose.

Table 20. The coverage by the different kinds of vocabulary in an academic corpus

Type of vocabulary	Coverage in %
1 <sup>st</sup> 1000 words	71,4%
2 <sup>nd</sup> 1000 words	4,7%
Academic Word List	10,0%
Others	13,9%
Total	100,0%

(Nation 2001:13)

To get a true understanding of a word, it needs to be taught in different contexts. Therefore, novels serve a great purpose for vocabulary acquisition. There are a tremendous number of novels and they could easily be fitted for each pupil's level of knowledge and interests. However, many pupils today do not like to read. Doris Lessing, who was awarded the Nobel Prize in literature in 2007, once said in an interview that it is the teachers' fault. Teachers ruin all the fun with reading a novel by letting all pupils read the same novel and asking a lot of questions about that

particular novel afterwards. Therefore reading has become closer to a punishment for many pupils than a peaceful wonderful thing that it actually is.

## 5. Conclusion and summary

In comparison to the previous studies, the result from this study shows both similarities and differences. If all adjectives are considered, this study does not follow Nation's (2001) study, where approximately 80% of conversations, fictions, newspapers and academic texts were covered by the 2000 most frequent words. However, if only adjectives that occurred twice or more are considered, the result becomes more accurate. The results from this study are similar to Kellers' study in 1991, where Russian pedagogical wordlists often have a low relation to Russian high-frequency lists. However, the low relation between adjectives and high frequency lists in the two examined textbooks could be due to the fact that both books contained different text types. For example, a song lyric may use an unusual language, but could still be included in the book because it is popular at the time, and one should not forget that these books are both targeted towards youngsters. The adjectives that occurred several times had a very strong relation to the high-frequency list. Around 90%, a little less in written language, were found in *Longmans list* but in Persson's (2008) study of verbs, the relation was not as strong, even for the most frequent verbs. She also stated that there was no obvious consistency between her four examined books and the verbs they provided. However, as already mentioned *Happy* and *What's up* are very similar and provide their pupils with almost the same quantity of different type of adjectives.

Since high-frequency words are more important, the results show that learners should first focus on words that occur more than once in their textbooks. It is first when learners know the words that occur more often in their textbooks they should move on to low-frequency words, words that only occur once in their textbooks. Table 2, showed that a person that knows 2000 words face 17 more unfamiliar words per page than a person that knows 10 000 words. Also, Nation (2001) stated that a person needs a vocabulary of 15 000 to 20 000 words in order to read a text with minimal disturbances.

There is clearly a relation between textbooks for the ninth grade and frequency lists, and that relation just grows stronger the more the adjectives occurred. To learn approximately 20 000 words in a second language is hard, but linguistic competence

is the “name of the game” for those who wish to be seen as people with high communication competence.

This study has investigated adjectives in two textbooks in the ninth grade, and their relation to a high-frequency list. The result clearly showed that both books focused on spoken language. It also described the importance of high-frequency lists and how to use them. The result from the study showed that pupils who do not master all high-frequent words should spend a considerable time on words that occur more than once. For teachers, the study showed that it is important to use different teaching methods and always focus on teaching learning strategies, to help their pupils increase their vocabulary more efficiently in the future.



## References

Anderman G. and Rogers M. 1996 *words, words, words; The Translator and the Language Learner* WBC Book Manufactures Ltd, Great Britain

Carter R. 1998 *Vocabulary Applied Linguistic Perspectives* Routledge, London

Gustafsson, Österberg, Cowle 2006 *What's up? Textbook 8* Bonniers Utbildning, Stockholm

Hedge, T. 2000 *Teaching and Learning in the Language Classroom* Oxford University Press, Oxford UK

Keller, H. 1991 *Word Frequency and Pedagogical Value: Contrasting Textbook Vocabulary Lists with Word Frequency Counts* American Association of teachers of Slavic and East European Languages, The Slavic and East European Journal, vol. 35, no. 2, pp. 228-244

Krantz, G. 1989 *Vocabulary acquisition a study of reading strategies* University of Gothenburg, Department of English, Gothenburg

McKeown, M. and Curtis, M. 1987 *The nature of vocabulary acquisition* Lawrence Erlbaum Associates, Inc. New Jersey

Nation, I.S.P. 2001 *Learning Vocabulary in Another Language* Cambridge University Press, UK

Nelson Wareborn M. 2004 *Minst 100 nya ord I veckan ska läras in. Vem har motivationen och uthålligheten för det? Andraspråkinlärares strategianvändning I ordinlärning* RAPP 298:2004:4 Göteborgs Universitet, Gothenburg

Pearson Longman 2007 *Longmans Dictionary of Contemporary English* Pearson Education Limited, La Tipografica Varese, Italy

Persson, K. 2008 *Verbs in TEFL Textbook Word Lists- do they provide their readers with a relevant vocabulary?* University of Gothenburg, Department of English, Gothenburg

Peterson, Sutcliffe, Johansson, Bergman 2006 *Happy No. 3* Gleerups Utbildning AB, Malmö

Thorén B. 1967 *10 000 ord för tio års engelska* C W K Gleerup Bokförlag, Lund

West, M. 1953 *A General Service List of English Words* Straker Brothers Limited, London

([www.Skolverket.se](http://www.skolverket.se)) English syllabus for Swedish contemporary school 2008-12-11  
<http://www3.skolverket.se/ki03/front.aspx?sprak=SV&ar=0809&infotyp=23&skolform=11&id=3870&extraId=2087>

### Happy- spoken language

Adjectives	Times	1000	2000	3000	non-
abominable	1				x
absurd	1				x
active	1		x		
admired	1			x	
adult	1				(x)
amazed	1				x
amazing	3		x		
american	13				x
angry	6			x	
appealing	1				x
asian	2				x
atomic	1				x
average	2		x		
awesome	3				x
awful	6	x			
bad	3	x			
basic	1		x		
beautiful	11	x			
best	16	x			
better	9	x			
better-remembered					
big	27	x			
bigger	1	x			
biggest	8	x			
binary	1				x
bizarre	1				x
black	10	x			
blazing	2				x
blind	1		x		
blinding	1				x
blonde	1			x	
blue	9	x			
bored	1			x	
brave	3			x	
brief	1		x		
bright	2		x		
brilliant	3		x		
brown	3		x		
brutal	2				x
busy	1	x			
calm	1			x	
certain	3	x			
charming	2				x
cheap	1	x			
cheapest	1	x			
chemical	1				(x)
clever	3		x		
cold	11	x			

comfortable	1		x		
committed	1				x
common	2	x			
communist	1				x
compulsory	2				x
cool	2		x		
coolest	1		x		
correct	1	x			
crazy	1		x		
customary	1				x
cute	2		x		
damp	1				x
dangerous	6		x		
danish	1				x
dark	5		x		
dead	1	x			
deep	11		x		
delicate	1				x
determined	1				(x)
dew-wet	1				x
different	4	x			
difficult	4	x			
digital	1				x
direct	1		x		
dirty	1		x		
disabled	1			x	
disposable	1				x
disrespectful	1				x
double	1	x			
dreadful	1				x
driven	1				x
dry	4		x		
dumb	1			x	
easy	1	x			
educated	3				x
elite	1				x
encouraging	1			x	
english	1				x
enormous	2		x		
enthusiastic	1			x	
established	1				x
	1				
evil	1			x	
excellent	2	x			
excited	1				x
exhausted	1				x
expensive	2	x			
expert	2				(x)
explicit	1				x
extravagant	2				x
extreme	1			x	
fair	2	x			

familiar	1			x	
famous	15		x		
fast	1		x		
fastest	1		x		
favourite	5			x	
female	1			x	
fierce	2				x
final	1	x			
fine	1	x			
first	3	x			
fit	1		x		
flat	2		x		
foggy	1				x
following	1			x	
freezing	2				x
french	1				x
frequent	1				(x)
frightening	1				x
frigid	1				x
frigtened	1			x	
front	2	x			
frozen	2				x
full	2	x			
fully-grown	1				x
funniest	2	x			
funny	1	x			
furthest	1				x
gentle	1			x	
giant	5				(x)
golden	1				(x)
good	30	x			
	1				
great	13	x			
greatest	4	x			
green	3	x			
grey	4		x		
grown-up	1				x
handsome	1				x
happy	1	x			
hard	3	x			
hated	2	x			
healthy	2			x	
high	2	x			
highest	1	x			
honourable	1				x
horrendous	2				x
hot	5	x			
huge	15	x			
icy-cold	2				x
ideal	9			x	
identical	2				x

immature	1				x
impolite	2				x
important	5	x			
impossible	2		x		
impressive	1				(x)
incurable	2				x
indian	1				x
innocent	2				(x)
insulting	1				x
intelligent	1			x	
intense	1				(x)
interesting	1	x			
invisible	3				x
iron	1				x
italian	1				x
kind	3		x		
larger	7	x			
largest	1	x			
last	1	x			
latest	2	x			
leather	3				(x)
left	1	x			
lifelike	1				x
light	1	x			
little	20	x			
local	2	x			
long	19	x			
loud	4		x		
low	2	x			
lucky	1		x		
magnificent	1				x
major	2	x			
male	1			x	
man-made	2				x
many	3	x			
medical	1		x		
<b>mettered</b>	1				
middle	1	x			
miserable	1				x
mixed	1		x		
modern	7	x			
musical	1			x	
native	1			x	
nearby	1				(x)
new	14	x			
newest	1	x			
next-door	1				x
nice	5	x			
noble	2				x
normal	3	x			
norwegian	1				x
obvious	1		x		

occasional	2			x	
offensive	1				x
old	22	x			
old-fashioned	2				x
older	3	x			
orange	1			x	
ordinary	3	x			
<b>paintstained</b>	2				
pale	2				(x)
particular	1	x			
past	1	x			
peaceful	2			x	
perfect	1		x		
physical	1		x		
pink	2		x		
pitiful	1				x
plastic	1				x
polite	3			x	
poor	5	x			
poorer	1	x			
popular	11		x		
powerful	2			x	
predictable	1				x
presidential	1				x
pretty	2		x		
professional	1		x		
proud	5		x		
psychological	1				(x)
purple	1			x	
quick	1	x			
quiet	5		x		
racist	1				x
rapid	1				(x)
rapid-firing	3				x
raw	1				(x)
real	11	x			
reasonable	1	x			
recent	1		x		
red	12	x			
red-headed	1				x
remarkable	1				(x)
remote	2				(x)
restless	2				x
rich	2		x		
richest	5		x		
right	4	x			
right hand side					x
rigid	1				x
romantic	1				x
rough	2		x		
rude	1			x	

sad	2		x		
salted	1				x
satin	1				x
scaly	1				x
scared	1			x	
second-class					x
secret	1			x	
serious	1	x			
several	2				x
sexual	2			x	
shabbiest	1				x
sharp	2			x	
short	5	x			
sick	2	x			
similar	2	x			
simple	6	x			
slow	1		x		
small	19	x			
smaller	1	x			
snow-topped					x
soaking	1				x
soft	5		x		
sore	1			x	
special	8	x			
spectacular	1				x
stagnant	1				x
stock	1				x
straight	1		x		
strange	6		x		
strong	4	x			
stronger	1	x			
stuffy	1				x
stupid	2	x			
successful	4		x		
sudden	1		x		
sunny	1				x
swedish-born					x
sweet	1		x		
tall	4		x		
tallest	1		x		
terrible	3	x			
thick	2		x		
thin	4		x		
threatening	3				x
tighter	1		x		
tiny	3		x		
top	3	x			
tough	3		x		
tougher	1		x		
traditional	1			x	
TRUE	1	x			
ugly	1			x	



unbearable	2				x
unclean	1				x
unfair	1			x	
unhappy	1			x	
unique	1			x	
unlucky	1				x
up to date	1				x
upper-middle-class					x
useful	1	x			
useless	1				x
usual	1		x		
warm	7		x		
vast	2			x	
watertight	1				x
wealthy	2				x
weedy	1				x
weird	1		x		
welcoming	1				x
well	1	x			
western	1		x		
wet	4		x		
white	25	x			
whole	2	x			
wide	3	x			
vietnamese	1				x
wild	3		x		
wintery	1				x
violent	1			x	
wonderful	1	x			
wooden	2			x	
worse	1	x			
wrinkled	1				x
yellow	2		x		
young	41	x			
younger	5	x			

### Happy- written language

Adjectives	Times	1000	2000	3000	non-
abominable	1				x
absurd	1				x
active	1		x		
admired	1				(x)
adult	1			x	
amazed	1				x
amazing	3				(x)
american	13				x
angry	6			x	
appealing	1				x
asian	2				x
atomic	1				x
average	2		x		
awesome	3				x
awful	6				(x)
bad	3	x			
basic	1	x			
beautiful	11		x		
best	16	x			
better	9	x			
better-remembered					
big	27	x			
bigger	1	x			
biggest	8	x			
binary	1				x
bizarre	1				x
black	10	x			
blazing	2				x
blind	1			x	
blinding	1				x
blonde	1				(x)
blue	9		x		
bored	1				(x)
brave	3				(x)
brief	1		x		
bright	2		x		
brilliant	3			x	
brown	3		x		
brutal	2				x
busy	1		x		
calm	1			x	
certain	3	x			
charming	2				x
cheap	1		x		
cheapest	1		x		
chemical	1			x	
clever	3				(x)
cold	11	x			

comfortable	1		x	
committed	1			x
common	2	x		
communist	1			x
compulsory	2			x
cool	2		x	
coolest	1		x	
correct	1		x	
crazy	1			(x)
customary	1			x
cute	2			(x)
damp	1			x
dangerous	6		x	
danish	1			x
dark	5	x		
dead	1	x		
deep	11	x		
delicate	1			x
determined	1		x	
dew-wet	1			x
different	4	x		
difficult	4	x		
digital	1			x
direct	1	x		
dirty	1		x	
disabled	1		x	
disposable	1			x
disrespectful	1			x
double	1		x	
dreadful	1			x
driven	1			x
dry	4		x	
dumb	1			(x)
easy	1	x		
educated	3			x
elite	1			x
encouraging	1			(x)
english	1			x
enormous	2		x	
enthusiastic	1			(x)
established	1			x
evil	1		x	
excellent	2		x	
excited	1			x
exhausted	1			x
expensive	2		x	
expert	2		x	
explicit	1			x
extravagant	2			x
extreme	1		x	
fair	2		x	

familiar	1		x		
famous	15		x		
fast	1		x		
fastest	1		x		
favourite	5			x	
female	1		x		
fierce	2				x
final	1	x			
fine	1	x			
first	3	x			
fit	1			x	
flat	2		x		
foggy	1				x
following	1	x			
freezing	2				x
french	1				x
frequent	1			x	
frightening	1				x
frigid	1				x
frigtened	1				(x)
front	2		x		
frozen	2				x
full	2	x			
fully-grown	1				x
funniest	2			x	
funny	1			x	
furthest	1				x
gentle	1			x	
giant	5			x	
golden	1			x	
good	30	x			
	1				
great	13	x			
greatest	4	x			
green	3		x		
grey	4		x		
grown-up	1				x
handsome	1				x
happy	1	x			
hard	3	x			
hated	2			x	
healthy	2			x	
high	2	x			
highest	1	x			
honourable	1				x
horrendous	2				x
hot	5		x		
huge	15		x		
icy-cold	2				x
ideal	9			x	
identical	2				x

immature	1				x
impolite	2				x
important	5	x			
impossible	2		x		
impressive	1			x	
incurable	2				x
indian	1				x
innocent	2			x	
insulting	1				x
intelligent	1				(x)
intense	1			x	
interesting	1		x		
invisible	3				x
iron	1				x
italian	1				x
kind	3			x	
larger	7	x			
largest	1	x			
last	1	x			
latest	2	x			
leather	3			x	
left	1	x			
lifelike	1				x
light	1	x			
little	20	x			
local	2	x			
long	19	x			
loud	4			x	
low	2	x			
lucky	1			x	
magnificent	1				x
major	2	x			
male	1		x		
man-made	2				x
many	3		x		
medical	1		x		
<b>mettered</b>	1				
middle	1		x		
miserable	1				x
mixed	1				(x)
modern	7	x			
musical	1			x	
native	1			x	
nearby	1			x	
new	14		x		
newest	1		x		
next-door	1				x
nice	5		x		
noble	2				x
normal	3	x			
norwegian	1				x
obvious	1		x		

occasional	2		x	
offensive	1			x
old	22	x		
old-fashioned	2			x
older	3	x		
orange	1			(x)
ordinary	3		x	
<b>paintstained</b>	2			
pale	2		x	
particular	1	x		
past	1	x		
peaceful	2			(x)
perfect	1		x	
physical	1	x		
pink	2		x	
pitiful	1			x
plastic	1			x
polite	3			(x)
poor	5	x		
poorer	1	x		
popular	11	x		
powerful	2		x	
predictable	1			x
presidential	1			x
pretty	2		x	
professional	1	x		
proud	5		x	
psychological	1		x	
purple	1			(x)
quick	1		x	
quiet	5		x	
racist	1			x
rapid	1		x	
rapid-firing	3			x
raw	1		x	
real	11	x		
reasonable	1		x	
recent	1	x		
red	12	x		
red-headed	1			x
remarkable	1		x	
remote	2		x	
restless	2			x
rich	2		x	
richest	5		x	
right	4	x		
right hand side				x
rigid	1			x
romantic	1			x
rough	2		x	
rude	1			(x)

sad	2			x	
salted	1				x
satin	1				x
scaly	1				x
scared	1				(x)
second-class					x
secret	1		x		
serious	1	x			
several	2				x
sexual	2		x		
shabbiest	1				x
sharp	2		x		
short	5	x			
sick	2			x	
similar	2	x			
simple	6	x			
slow	1		x		
small	19	x			
smaller	1	x			
snow-topped					x
soaking	1				x
soft	5		x		
sore	1				(x)
special	8	x			
spectacular	1				x
stagnant	1				x
stock	1				x
straight	1			x	
strange	6		x		
strong	4	x			
stronger	1	x			
stuffy	1				x
stupid	2			x	
successful	4	x			
sudden	1			x	
sunny	1				x
swedish-born					x
sweet	1			x	
tall	4		x		
tallest	1		x		
terrible	3			x	
thick	2		x		
thin	4		x		
threatening	3				x
tighter	1			x	
tiny	3		x		
top	3	x			
tough	3		x		
tougher	1		x		
traditional	1	x			
TRUE	1	x			
ugly	1				(x)

unbearable	2				x
unclean	1				x
unfair	1				(x)
unhappy	1				(x)
unique	1		x		
unlucky	1				x
up to date	1				x
upper-middle-class					x
useful	1	x			
useless	1				x
usual	1		x		
warm	7		x		
vast	2		x		
watertight	1				x
wealthy	2				x
weedy	1				x
weird	1				(x)
welcoming	1				x
well	1		x		
western	1		x		
wet	4			x	
white	25	x			
whole	2	x			
wide	3	x			
vietnamese	1				x
wild	3		x		
wintery	1				x
violent	1			x	
wonderful	1		x		
wooden	2			x	
worse	1		x		
wrinkled	1				x
yellow	2			x	
young	41	x			
younger	5	x			



**Whats up- spoken language**

Adjectives	Times	1000	2000	3000	non-
absent					x
afraid	4	x			
air-cooled	1				x
alone	2		x		
amazed	2				x
amazing	1		x		
american	2				x
angry	3			x	
arch	1				x
ashamed	1			x	
astounding	1				x
attractive	2		x		
awesome	1				x
awful	3	x			
bad	6	x			
beautiful	13	x			
best	34	x			
better	4	x			
<b>bewildering</b>					x
big	19	x			
bigger	5	x			
biggest	1	x			
bitter	1			x	
black	3	x			
blonde	1			x	
blue	11	x			
bouncing	1				x
bright	2		x		
bright-eyed	1				x
brilliant	3		x		
brisk	1				x
british	1				x
built-in	2				x
busiest	1	x			
childlike	1				x
classic	1				(x)
clean	1		x		
clever	3		x		
closed	1			x	
cold	7	x			
concerned	1	x			
confused	1			x	
cool	5		x		
correct	3	x			
creative	1				(x)
cruel	2			x	
crunchy	1				x
curious	1			x	

curly	2				x
cute	2		x		
dark	5		x		
dead	1	x			
deep	2		x		
delicate	1				x
designer	1				x
desperate	1			x	
devastating	1				x
different	3	x			
difficult	5	x			
dirty	3		x		
disappointed	2			x	
disgusted	1				x
	1				
dried	1				x
dull	1			x	
eager	1				x
easy	1	x			
elderly	1			x	
elegant	1				x
empty	5		x		
endless	1				x
enormous	1		x		
evil	3			x	
excellent	1	x			
excited	1				x
exciting	1		x		
expensive	1	x			
extreme	1			x	
FALSE	2				(x)
famous	4		x		
far	1	x			
faraway	1				x
fast	1		x		
fastest	2		x		
fat	3		x		
few	5	x			
fierce	1				x
fine	2	x			
fireproof	1				x
fit	1		x		
five-lane	1				x
flat	1		x		
fond	1				x
foolish	1				x
frantic	1				x
free	1	x			
french	1				x
fresh	3		x		
fried	1				x
friendlier	1		x		

frightened	1			x	
full	1	x			
fun	1	x			
generous	2				(x)
gentle	1			x	
glad	3		x		
gold	3			x	
golden	1				(x)
good	35	x			
good-looking					x
gorgeous	1			x	
great	9	x			
greatest	1	x			
green	4	x			
grey	2		x		
grown-up	1				x
guilty	2		x		
handsome	2				x
handsomest	1				x
happy	7	x			
hard	14	x			
heart-broken					x
heavy	2	x			
hectic	1				x
honest	4	x			
hostile	1				x
hot	7	x			
huge	3	x			
hyper-active	1				x
ideal	1			x	
ill	1			x	
important	4	x			
impossible	1		x		
improved	1				x
inflatable	2				x
inquisitive	1				x
intelligent	3			x	
intensive	1				x
involved	2		x		
jagged	1				x
jealous	3				x
large	2	x			
late	1	x			
later	1	x			
latest	2	x			
lifelong	3				x
lined	1				x
little	19	x			
local	1	x			
lonely	1			x	
long	23	x			
longer	1	x			

longest	2	x			
loud	1		x		
low	1	x			
low-fat	1				x
lovely	2	x			
lower	1	x			
magic	2				x
magnificent	1				x
main	1	x			
many	3	x			
marvellous	2		x		
mean	1				x
middle	1	x			
modern	8	x			
moral	1			x	
muddy	2				x
multicultural	1				x
mysterious	2				x
mystical	2				x
nasty	4		x		
native	1			x	
near	1		x		
nearby	3				(x)
nearest	4		x		
nerve-racking					x
nervous	2			x	
new	24	x			
nice	6	x			
noisy	1			x	
non-stick	1				x
normal	1	x			
norwegian	1				x
nutty	1				x
odd	1	x			
odd-looking	1				x
old	17	x			
older	1	x			
oldest	1	x			
open	1	x			
orange	2			x	
overcrowded	1				x
pale	1				(x)
patchy	1				x
perfect	4		x		
pink	4		x		
plastic	2				x
pleased	1		x		
poisonous	1				x
poor	2	x			
popular	3		x		
powdery	1				x
pretty	2		x		

prickly	1				x
private	1	x			
professional	1		x		
proud	3		x		
puzzling	1				x
quality	1				x
quick	1	x			
quiet	2		x		
red	9	x			
reddish	1				x
retarded	6				x
rich	1		x		
ridiculous	2		x		
right hand side					x
risky	1				x
romantic	1				x
rough	1		x		
round	1	x			
sad	1		x		
scared	3			x	
scary	1				x
scientific	1			x	
several	2				x
severe	3			x	
shaggy	1				x
shock	1				x
shocked	1			x	
short	6	x			
shy	1				x
silent	1				(x)
silly	2		x		
silver	1				x
simple	1	x			
slender	1				x
slimy	1				x
slow	3		x		
small	13	x			
smallest	1	x			
smart	2		x		
smarter	1		x		
smartest	2		x		
smooth	2				(x)
sociable	1				x
soft	5		x		
solar-powered					x
sour	1				x
special	1	x			
stiff	2			x	
stinging	1				x
strange	4		x		
strict	1			x	
striped	1				x

strong	2	x			
stuffed	1				x
stupid	2	x			
successful	1		x		
swedish	1				x
sweet	3		x		
talented	2				x
tall	3		x		
taller	1		x		
teenage	1				x
terrible	2	x			
terrified	2				x
terrifying	1				x
thin	2		x		
tight	3		x		
tired	2	x			
tiresome	1				x
top	3	x			
TRUE	8	x			
two-hour	1				x
typical	1		x		
ultimate	1				(x)
unbelievable				x	
uncomfortable	3				x
understanding					x
uneasy	1				x
unexpected	1				x
unfair	1			x	
unhappy	2			x	
unlikely	1			x	
unruly	1				x
unusual	2		x		
upper	1				(x)
urgent	1			x	
useful	1	x			
useless	1				x
usual	1		x		
vague	1			x	
warm	1		x		
warmest	1		x		
waterproof	2				x
week-long	1				x
weird	2		x		
well	1	x			
well-known	2				x
wet	1		x		
white	13	x			
whole	4	x			
wide	1	x			
wonderful	3	x			
woolen	1				x
worrying	1			x	

worn	1			x
worse	1	x		
worst	1	x		
wrong	1	x		
yellow	1		x	
young	14	x		
younger	1	x		
youngest	1	x		

**Whats up- written language**

Adjectives	Times	1000	2000	3000	non-
absent					x
afraid	4		x		
air-cooled	1				x
alone	2	x			
amazed	2				x
amazing	1				(x)
american	2				x
angry	3			x	
arch	1				x
ashamed	1				(x)
astounding	1				x
attractive	2		x		
awesome	1				x
awful	3				(x)
bad	6	x			
beautiful	13		x		
best	34	x			
better	4	x			
<b>bewildering</b>					x
big	19	x			
bigger	5	x			
biggest	1	x			
bitter	1			x	
black	3	x			
blonde	1				(x)
blue	11		x		
bouncing	1				x
bright	2		x		
bright-eyed	1				x
brilliant	3			x	
brisk	1				x
british	1				x
built-in	2				x
busiest	1		x		
childlike	1				x
classic	1			x	
clean	1		x		
clever	3				(x)
closed	1				(x)
cold	7	x			
concerned	1	x			
confused	1				(x)
cool	5			x	
correct	3		x		
creative	1			x	
cruel	2				(x)
crunchy	1				x
curious	1				(x)



curly	2				x
cute	2				(x)
dark	5	x			
dead	1	x			
deep	2	x			
delicate	1				x
designer	1				x
desperate	1			x	
devastating	1				x
different	3	x			
difficult	5	x			
dirty	3			x	
disappointed	2			x	
disgusted	1				x
	1				
dried	1				x
dull	1				(x)
eager	1				x
easy	1	x			
elderly	1			x	
elegant	1				x
empty	5			x	
endless	1				x
enormous	1			x	
evil	3			x	
excellent	1			x	
excited	1				x
exciting	1			x	
expensive	1			x	
extreme	1			x	
FALSE	2			x	
famous	4			x	
far	1	x			
faraway	1				x
fast	1			x	
fastest	2			x	
fat	3			x	
few	5	x			
fierce	1				x
fine	2	x			
fireproof	1				x
fit	1			x	
five-lane	1				x
flat	1			x	
fond	1				x
foolish	1				x
frantic	1				x
free	1	x			
french	1				x
fresh	3			x	
fried	1				x
friendlier	1			x	

frightened	1				(x)
full	1	x			
fun	1			x	
generostiy	2			x	
gentle	1			x	
glad	3			x	
gold	3			x	
golden	1			x	
good	35	x			
good-looking					x
gorgeous	1				(x)
great	9	x			
greatest	1	x			
green	4		x		
grey	2		x		
grown-up	1				x
guilty	2			x	
handsome	2				x
handsomest	1				x
happy	7	x			
hard	14	x			
heart-broken					x
heavy	2	x			
hectic	1				x
honest	4			x	
hostile	1				x
hot	7		x		
huge	3		x		
hyper-active	1				x
ideal	1			x	
ill	1		x		
important	4	x			
impossible	1		x		
improved	1				x
inflatable	2				x
inquisitive	1				x
intelligent	3				(x)
intensive	1				x
involved	2			x	
jagged	1				x
jealous	3				x
large	2	x			
late	1	x			
later	1	x			
latest	2	x			
lifelong	3				x
lined	1				x
little	19	x			
local	1	x			
lonely	1				(x)
long	23	x			
longer	1	x			

longest	2	x			
loud	1			x	
low	1	x			
low-fat	1				x
lovely	2			x	
lower	1	x			
magic	2				x
magnificent	1				x
main	1	x			
many	3		x		
marvellous	2				(x)
mean	1				x
middle	1		x		
modern	8	x			
moral	1		x		
muddy	2				x
multicultural	1				x
mysterious	2				x
mystical	2				x
nasty	4				(x)
native	1			x	
near	1			x	
nearby	3			x	
nearest	4			x	
nerve-racking					x
nervous	2			x	
new	24		x		
nice	6		x		
noisy	1				(x)
non-stick	1				x
normal	1	x			
norwegian	1				x
nutty	1				x
odd	1			x	
odd-looking	1				x
old	17	x			
older	1	x			
oldest	1	x			
open	1	x			
orange	2				(x)
overcrowded	1				x
pale	1			x	
patchy	1				x
perfect	4		x		
pink	4			x	
plastic	2				x
pleased	1			x	
poisonous	1				x
poor	2	x			
popular	3	x			
powdery	1				x
pretty	2			x	

prickly	1				x
private	1	x			
professional	1	x			
proud	3			x	
puzzling	1				x
quality	1				x
quick	1		x		
quiet	2		x		
red	9	x			
reddish	1				x
retarded	6				x
rich	1		x		
ridiculous	2				(x)
right hand side					x
risky	1				x
romantic	1				x
rough	1			x	
round	1		x		
sad	1			x	
scared	3				(x)
scary	1				x
scientific	1		x		
several	2				x
severe	3			x	
shaggy	1				x
shock	1				x
shocked	1				(x)
short	6	x			
shy	1				x
silent	1			x	
silly	2				(x)
silver	1				x
simple	1	x			
slender	1				x
slimy	1				x
slow	3		x		
small	13	x			
smallest	1	x			
smart	2		x		
smarter	1		x		
smartest	2		x		
smooth	2			x	
sociable	1				x
soft	5		x		
solar-powered					x
sour	1				x
special	1	x			
stiff	2				(x)
stinging	1				x
strange	4		x		
strict	1				(x)
striped	1				x

strong	2	x			
stuffed	1				x
stupid	2			x	
successful	1	x			
swedish	1				x
sweet	3			x	
talented	2				x
tall	3			x	
taller	1			x	
teenage	1				x
terrible	2			x	
terrified	2				x
terrifying	1				x
thin	2			x	
tight	3			x	
tired	2			x	
tiresome	1				x
top	3	x			
TRUE	8	x			
two-hour	1				x
typical	1			x	
ultimate	1			x	
unbelievable					(x)
uncomfortable	3				x
understanding					x
uneasy	1				x
unexpected	1				x
unfair	1				(x)
unhappy	2				(x)
unlikely	1			x	
unruly	1				x
unusual	2			x	
upper	1			x	
urgent	1				(x)
useful	1	x			
useless	1				x
usual	1			x	
vague	1				(x)
warm	1			x	
warmest	1			x	
waterproof	2				x
week-long	1				x
weird	2				(x)
well	1			x	
well-known	2				x
wet	1			x	
white	13	x			
whole	4	x			
wide	1	x			
wonderful	3			x	
woolen	1				x
worrying	1				(x)

worn	1			x
worse	1	x		
worst	1	x		
wrong	1	x		
yellow	1		x	
young	14	x		
younger	1	x		
youngest	1	x		