

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is an asset uniquely possessed by human beings. It is the most highly developed and most frequently used means of communication. It is through language that human beings express their thoughts, desires, emotions, and feelings; it is through language they gather knowledge, transmit message, transfer knowledge and experiences from individual to individual and from one generation to another. Language is voluntary vocal system of human communication. According to Sapir "language is purely human and non-instinctive method of communicating ideas emotions, desires by means of voluntarily produced symbols", as quoted in Verma and Krishnaswami, (1999). Similarly, Finocchiaro states "Language is system of arbitrary vocal symbols permit all people in a given culture, or people who have learned the system of that culture to communicate or to interact" as quoted in Bhatta (2006). From the above definitions, through, we can say that language is human entity and is used for communicating ideas among human being, none of the definition of language given by different scholars is compete in itself.

Language is for sharing the ideas among the human beings. That is why it is a social entity. A language is at least understandable to the group of people living together in a society.

1.1.1 Importance of English at Present

Man differs from all others species because it possesses intelligence and language. Mankind is only the creature which is gifted with the speech. Though all the human beings possesses the language, the languages they use are not same in terms of sounds symbols, organization etc. They use different sounds, symbols and structures to refer to the same entity in different language speaking community. The number of speakers of individual languages differ but the importance of a language to its native speaker is equal. It means no language in itself is less or more important rather each language is equally important for its native speaker.

Each language has its own importance and equal to its speaker, evidence shows that dominance of the English language is seen all over the world. This is the

mostly used language throughout the universe. It is used as a lingua franca for international communication. If we look at the media we find that more than 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as a medium of communication. It is being used in almost all the fields like; business, politics, information technology, scientific research and investigation, government sectors, as well as private sectors. This shows that rapid advancement and technology, industrial development, international relationship and tremendous progress made in different fields of human knowledge is not possible without the proper knowledge of the English language. It is a master key to open the storehouse of knowledge in every field.

English is accepted as an international language, a global language and a link language. It is not only the language of the people who speak it as a mother tongue but a language of the people of the world. One who can speak or handle his work in English gets more prestige in the present day society, people having command over English language get every sort of opportunity easily, it is not hard for them to run their life being involved in any field. Therefore, it is better to say that English is a language which is used in most of the areas and for various purposes; it must be mastered by each individual. In short, we can say that English is a language of survival.

1.1.2 Literature and its Importance in Language Classroom

Literature simply refers to the pieces of writing that are valued as the work of art, especially poems, stories, dramas, novels and essay. In a general sense, it is the expression of human thought, feelings and experiences. Literature displays the features of the society. Literature can be regarded as the mirror of a society. It best reflects the culture, religion, lifestyles and civilization of the society. Literature is a successful medium to express human emotions: sadness, happiness, pleasure, pain, hate, love, fear, disgust, and anger. Such human emotions in literature are repressed artistically through language (Hornby, 1996, p. 132).

Literature is a vital record of what men have seen in life, what they experienced of it, what they have thought and felt about these aspects of it which have

the most immediate and enduring interest for all of us. It is thus fundamentally an expression of life through the medium of language.

Literature is a realm of free individual expression without any limit, rules or conventions. It begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Though its origin lies in the joys of creation, literature can be intensely serious. It enriches our lives for it enriches our capacities for understanding and communication.

Literature provides the valuable authentic materials for the students of language. Only the authentic materials can enrich the language of the students. Students learning a language must be familiar with all the aspects of the target language speaking community, i.e. culture, religion, lifestyle, civilization, etc. To be a competent language user s/he must be familiar with these things. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. By reading a substantial and contextualized body of text, students gain familiarity with many features of the written language: the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas- which broaden and enrich their own writing. Literature not only enriches the students familiarity with the target language culture and various feature of written and spoken language but also makes the students able to understand deviated forms of language: implicatures, different indirect forms of language (i.e. metaphors, similes, personification) are most to understand for the user of any language. Because, while talking to the people we do not merely use the simple sentences which express the direct meaning. Language is the combination of simple, complex, well organized and even deviated forms. We can get all these authentic forms of language in the literary texts. That is why literature is very much important for better language enrichment of the students (Grellet, 1995, p.33).

Just knowing the rules of language, memorizing a large number of vocabularies and some ready made chunks is not sufficient to be a competent language user. Literature can be helpful in language learning process. Because of the personal involvement it fosters in reading. Core language teaching materials must concentrate on how a language operated both rule based system and as a socio-semantic system. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language

system. We believe that the use of literary texts can have beneficial effects upon the whole language learning process as long as the reader is well motivated and as long as the experience of engaging with literature is kept sufficiently interesting, varied, and non directive to let the reader feel that he or she is taking possession of previously unknown territory. "At a productive level students of literature will become more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master and begin to use some of the potential themselves" Collie and Slater (1987:5). Lazar (1993:14) presents the importance of literature in language classroom as following:

- It is very much motivating.
- It is authentic material.
- It has general educational value.
- It is found in many syllabuses.
- It helps students to understand another culture.
- It is stimulus for language acquisition.
- It develops student interpretive ability.
- Student enjoy it and it is fun.
- It is highly valued and has a high status.
- It expands students language awareness.
- It encourages students to talk about their opinions and feelings.

1.1.3 Reading Comprehension of Text

Comprehension refers to the understanding something fully, including all, almost all the items, details, facts, information, etc. In general it refers to the understanding of any spoken or written texts in depth with all the details both expressed and implied. Comprehension includes both listening and reading. Our concern here is to reading comprehension. So, it is better to talk what reading comprehension is.

Reading comprehension means to understand a written material with the required information from it as efficiently as possible. So reading becomes

meaningful, only if the reader gets through the meaning behind the graphic symbols. Reading comprehension is sometimes defined as grasping meaning from the written pages. But getting meaning from the printed pages is too limited a definition of reading. Constructing meaning is a vital prerequisite of all reading. But reading is also a form of thinking, problem solving, or reasoning, which involves analyzing and discriminating, judging, evaluating and synthesizing.

Richards, et al. (1999:306) defines reading and comprehension separately as following:

Reading: Perceiving a written text in order to understand the meaning of written or spoken language.

Comprehension: the process by which a person understands the meaning of written or spoken language.

Reading comprehension is an overall understanding of the text which can either be poetry or any kind of prose. Mere understanding of the meaning of words and sentences is not sufficient to understand a whole text because the meaning of a single word and sentence may fail to express the intended meaning. That is why understanding of the whole text is very much important. To comprehend a text properly, one needs to know its organization, prosodic features used, nature of the text etc. For the overall understanding of any kind of literary text the readers need to have the interpretive ability, imaginative power, creativity etc. Without these qualities, it is very hard to get the expressed meaning of the text. The literary texts are related to the real physical world; human sentiments and emotion, the culture and civilization of a group and sometimes surely to the human imaginations which are related to men by any means. That is the reason behind the better understanding of literary text, good language skills and abilities too.

1.1.4 Literature in Grade 12 English Curriculum

The students of grade 12 have different types of reading skills in a variety of reading texts because the secondary level curriculum has clearly mentioned that must comprehend a variety of authentic texts and mentioned different literary genres (i.e. short story, poem, essay, drama) in the text book. That is the reason that the students who have crossed their secondary level study should be able to read the authentic texts intensively with detailed understanding. Further they get the chance of reading

English, read the history of English literature and different authentic literary texts like poem, story, essay, drama and novel which help them to sink into real, imaginative and creative world of language. The present curriculum of grade 12 has offered a variety of texts in compulsory English course. The objectives of these two curriculums slightly vary as following:

The objective of compulsory English Curriculum is to teach the students language use and functions to establish a link between structure and meaning with more examples of language in context and to engage them in more fruitful reading.

On the other hand, the compulsory English curriculum comprises a selection of literary pieces related to the different genres. This curriculum has the objective of introducing the students with different genre of literature. They learn different kinds of literary devices and are able to appreciate literary discourses of different characteristics. So the present English curriculum of grade 12 aims to make the students able to acquaint them with textual analysis and literary appreciation and to impart critical sense and prepare them to write their own appreciation, comments, reviews, evaluations of short literary works.

1.1.5 Poetry and Story

Poetry has been defined in number of ways Poetry is the art of producing pleasure by the expression of imaginative thought and feeling in metrical language. Following words worth "Poetry is the spontaneous overflow of powerful feelings. Apart from its esthetic values poetry has proved to be valuable assets for language pedagogy", as quoted in Sharma and Phyak (2006:281)

Poetry is one of the important genres of literature because it is a great source of pleasure. It also reflects excitement, moral lesson, knowledge and share experiences to readers. It is composed in various forms like ballad, lyric, blank verse, elegy, couplet, and epic etc. A factual and experienced poet always selects suitable form of poetry to express his/her emotion, feeling and experience. Poetry uses the deviated, new and original form of language. It is not rule governed, that is why students know the deviated and original forms of language and know how the rules are deviated from the norms.

Like poetry, story is also one genre of literature. Simply sort story is the imitation of the world. So it is not totally factual. It pleases the reader because the

events of short stories are supposed to be happened in the life of reader. The complete short story always carries fictional modes like plot, character, meaning, point of view and design. Through the story the writer expects to reflect some ideas and knowledge. The writer put the ideas chronologically because reader should thoroughly understand it. Short stories are always an ideal way of introducing students to literature in the foreign language classroom.

1.2 Statement of the Problem

Being able to make ourselves confident, and directing the self confidence that we have to speak in English is a hard effort. To be able to have this confidence individuals need to make sure that they are proficient in the language. Lack of proficiency in English is seen as a major contributor towards the student teacher's oral contribution in the student and during English teaching and learning session. In light of this situation, many factors have been identified as the cause of such issue to occur among the student teachers. Thus, these contributing factors will further investigate in this research in order to come up with means for effective change.

As we know, there are four different language skills, they were: listening, speaking, reading and speaking that the language learner must learn. There is no possibility of speaking without listening, reading without speaking and writing without reading. One becomes incomplete in the absence of others. Among the four language skills here I am going to talk about the importance of reading skill.

In the context of Nepal, students secure most of the percentage of the marks on the basis of the reading comprehension. It means if the student is able to read the text and comprehend it then he/she will get marks otherwise not.

I have chosen this topic to get information related to reading comprehension. The subject matter that I wanted to find out was: what is the condition of the public secondary schools students in reading comprehension?

1.3 Rationale of the Study

We live in the modern age of Globalization, the age of science and technology. Here we feel the dire need of an international language. English serves this purpose. It has affected all the languages of the world. English has become so popular that it has influenced all the cultures and languages. It has boundless impact on languages.

Without comprehension, reading is a frustrating pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

In this study, an attempt will be made to help students develop the knowledge, skills and experiences they must have if are to become competent and enthusiastic readers.

1.4 Objectives of the Study

The objectives of the study were mentioned below:

- a) To find out the reading comprehension level of grade 12 students in poetry and short stories.
- b) To compare and contrast the comprehension level of the students in poetry, short stories between community school and private school.
- c) To suggest some pedagogical implications.

1.5 Research Questions

This study concluded with the answers of the following research questions.

- a) What is reading comprehension level of grade 12 students in class?
- b) What are the difficulties to compare and contrast the comprehension level of the students in poetry, short stories between community school and private school?
- c) What are the ways that can encourage +2 students to fluently read in English in the classroom?

1.6 Significance of the Study

This study was carried out based on the texts prescribed for +2 students and the texts similar to these. This study will help the language teachers to find out the students' area of difficulty and interest which could benefit them for effective teaching. So this study was beneficial to the teachers who were directly or indirectly involved in language teaching. This research is very important to develop the students reading comprehension ability. Students and teachers of different secondary schools will be benefited from it, so that it is essential to carry out the study.

1.7 Delimitations of the Study

The study had the following limitations:

- a) This study was limited to the students of community and private secondary school of Morang District only.
- b) This study was limited to 60 students. (i.e. 20 from each campus)
- c) This study was limited to the students of grade 12 only.
- d) This study was limited to the reading comprehension of literary text.
- e) The researcher administered the following types of test only:
 - Short answer question
 - True/false
 - Completion
 - Matching item
 - Multiple choice items.
- f) For the analysis of the data the researcher only percentage and mean as statistical tools.

CHAPTER TWO

REVIEWS OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Framework

The researcher gathered information from the informants about Reading Comprehension. The information received through observation and questionnaire from random population was analyzed and discussed. Finally a report was prepared for recommendation and implication.

2.1.1 Reading Comprehension

Reading is one of the receptive language skill in which students read some reading text and get information about the concerned subject matter. Whereas reading comprehension refers to the state of having knowledge of subject matter. Hornby (1996, p. 132) defines comprehension as `The ability to understand and an exercise that trains students to understand a language`. According to Wikipedia, reading comprehension is defined as `a level of understanding which comes from the interaction between the words that were written and how they trigger knowledge outside the text message`.

According to (Grellet, 1995, p.33) Reading comprehension is interpreted as `extracting the required information from a written text as efficiently as possible`. It is generally accepted that reading is the most essential activity of the learners for EFL classes. Reading comprehension is pervasive and complex which is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974, p.185), `Reading comprehension is a process of analysis of receiving message from as written text`.

By the reading comprehension ability we can judge the students reading comprehension capacity and find out how well the learners grasp the subject matter.

2.1.2 Testing Reading Comprehension

While testing reading comprehension we need to test sub-skills or reading. Testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative values of sentences, understanding the relations within the sentences, understanding

relation between the parts of a text through lexical and grammatical cohesive devices. Testing reading in general is testing of reading comprehension but specifically testing reading refers to testing of all the components of reading skills. Reading varies according to the purpose of reading and the types of the text. It also depends on level of the learners. According to Cross (1992 p.255) 'The purposes of reading were: for pleasure (novel), information (a railway schedule, a newspaper), knowledge (a scholarly journal or book), curiosity (guide book), need satisfaction (instruction for a new machine) and so on'.

For testing of reading, different techniques have been suggested. The learners will be required to read a text or diagram or picture. The quality of text depends on selection of text. Techniques of testing can have different forms. For example, multiple choice, true-false, fill in the gaps, c-test, short answer question, rearrangements, matching items, etc. Testing reading mostly involves objective items. In objective items scoring does not become a problem.

It is interpreting meaning out of written material. It is not confined to the written text. It is identifying the main point. It is distinguishing the main points from the sub-points.

The following techniques have been suggested by Hughes (1995, pp.120-124) for testing reading:

- i. Multiple choices
- ii. Short answer
- iii. Guided short answer
- iv. Information transfer
- v. Identifying order of events
- vi. Identifying referents
- vii. Guessing meaning of unfamiliar words from context.

Similarly, Cross (1992, p. 193) has suggested the following techniques of testing reading:

- i. Multiple choice reading tests.
- ii. Question and answer.

- iii. Short factual answer.
- iv. Split sentences.
- v. Scrambled texts.
- vi. Pure cloze.
- vii. Multiple-choice cloze.
- viii. Banked cloze.

Some of them were described as follow:

A. Multiple Choice

In multiple choices the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives. The multiple choice test offers a useful way of testing reading comprehension. The most obvious advantages of multiple choice is that scoring can be perfectly reliable.

Multiple choice takes many forms but the basic form of multiple choice is there is a system and number of options, one of which is correct and the others being distracters. It is the candidate's task to identify the correct or most appropriate option among the distracters.

B. True and False

According to Heaton (1998, p.113) 'The true and false test is one of the most widely used test of reading comprehension'. The scoring of such a test is not only straightforward and quick but also the scores by the tests can be very reliable. True/False tests were of considerable use for conclusion in class progress tests chiefly because unlike multiple choice tests items they can be constructed easily and quickly, allowing the teacher and time for other tasks.

C. Cloze Test

The cloze test is one of the techniques of testing reading comprehension. It is a reading passage that he been multiplied by the deletion of every 4th (usually every sixth or seventh) word from a passage. In Hughes's (1995, p.63) words 'the cloze procedure involves deleting a number of words in a passage, leaving blanks and required the person taking the test to attempt to replace the original

D. Multiple Cloze Test

It is type of cloze test in which the test takers were not supposed to be supplying their own words in the gaps. Rather they get two or more alternatives to select the appropriate one.

E. Summary Cloze

A reading passage is summarized by the tester and then gaps were left in the summary for completion by the candidate. This is really an extension of the guided short answer technique and share its qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

F. Completion Item

In completion items, great care is taken to ensure that there is only one correct answer. The marking will prove very difficult when the tester is confronted with variety of answers ranging from acceptable. Such items were useful for measuring recall rather than recognition. Although such items were similar in many ways to open ended questions in test of reading comprehension, they were often regarded as belonging more to the objective category of test items.

G. Rearrangements

Rearrangement of two or more items such as words or sentences of the text is useful for testing the ability to understand a sequence of steps in a process or events in narrative. In this technique of testing reading different exercises for classroom practice is given to the students and they will often be required to rewrite the jumbled sentences in their correct sequence. It is obviously preferable for testing purposes to instruct them to write simple numbers or letters of the jumbled sentences. It is also advisable to provide them with one or two answer. If students start of by putting the first two or three sentences in the wrong order, it may be impossible for them to put the remaining sentences in the correct order. In other words, one wrong answer will inevitably lead to a second wrong answer and possible as third and so on.

H. Open-ended

The term 'open-ended' is used to refer to those questions which elicit a completely subjective response on the part of the tests. The response required many range from a one-word answer to one or two sentences. When marking open ending

items which require answer in sentences, it is frequently advisable to award at least two or three marks for each correct answer.

Among these test items I have tested multiple choice, true or false, completion item and open ended.

2.2 Review of Empirical Literature

Reading comprehension is a very rich area since so many researches have been carried out in this sector. These researches have been carried out to find out the comprehension ability or level of the students from school level to university level. However these researches have been carried out on the basis of general text, i.e they have not specified the type or genre of the text from which they are trying to find the comprehension level. But this research has been done on the basis of the specified genre of literature i.e. they are poetry, and short stories. For this study the researcher has reviewed the following researches on reading comprehension.

Giri (1981) carried out a research on "A comparative study of English Language Proficiency of the students in grade tenth in the secondary schools of Doti and Morang." He found out that the student of the Morang had better language proficiency than that of Doti.

In the same way, Subedi (2000) administered 'Two sets of Questions in order to Compare Reading Comprehension of IX Graders of Kathmandu and Jhapa District'. The objective of the study was to find out comparative reading comprehension ability of IX graders. To achieve the objective one set of questions was selected from the magazines and another set of questions was newspaper. He used both subjective type of text item. His study showed that the students of Kathmandu had better reading skill than those of Jhapa district.

Similarly, Ghimire (2001) studied on 'English Reading Speed of Nepalese Students'. The objective of the study was to find out English reading speed of Nepalese students. He involved the students of secondary education from Dailekh, Surkhet and Kathmandu districts. His study showed that the average English reading speed of Nepali students was 89.10 words per minute. It also showed that the students of Kathmandu district could read faster of all.

Siwakoti (1996) found that the secondary level students of private schools of Jhapa Districts have better performance than government aided schools in all items of

textbook and non textbook materials in his research entitled "An analysis of reading proficiency of the secondary level students of Jhapa district".

Another similar kind of research was carried out by Subedi (2000) on "Reading comprehension of grade nine students of Jhapa and Morang district" His finding was that the students of government aided schools of Morang have higher reading proficiency than the students of Jhapa.

Similarly, Shah, (2002) Studied reading comprehension ability of PCL first year students. His study showed that the average reading comprehension ability of the PCL first year students studying in different streams in Pokhara was 64.11 percent. His study also showed that reading comprehension ability of the girls 64.95 percent was a bit higher than that of the boys 64.15 percent and the Indo-Aryan native speakers could comprehend better than those of Tibeto-Burman speakers 64.05 percent.

Likewise, Bhandari (2010) studied on 'Reading Comprehension Ability of SLC Graders'. The objective of the study was to find out the reading comprehension ability of SLC graders. He involved distinction holders in terms of different comprehension skill from inside valley. He used 80 students from grade 11 who achieved distinction in their SLC (2065) from different private schools. He used observation, interview and questionnaire to elicit the information. He used four items of unseen reading texts for oral and written test. He used multiple choice, true/false and gap filling items and rearranging, short questions and opinion seekers were also used. He used cumulative average of scores to interpret the data. He found that students were poor on their performance in the reading skills such as: inference, overall reading comprehension and independent reading. Whereas they were highly proficient in print skills while the score was 57.02 percent on meaning skills. Distinction holders from valley were found remarkably better in different skills and performance in comparison to those from outside the valley.

Poudel (2000) carried out a comparative study on "Reading comprehension ability of the students of PCL and higher secondary level." And his finding was that PCL 2nd year students have better reading comprehension ability that the students could comprehend any seen texts better than on unseen texts.

Bhattarai (2004) carried out a study on "The reading comprehension and speed of PCL 1st year and grade 11 students" and found that the eleven graders have comparatively better reading comprehension ability and speed than that of PCL first year students.

Singh (2005) carried out a research on "comprehension of literary texts by the 10th grade students of Morang district." His research was based on a variety of seen and unseen texts; i.e. short story, and essay and finding was that comprehension of seen texts was found better than in unseen texts. They showed better comprehension in essay (seen) than story (Unseen). Subjective response to a literary text was more difficult than objective response.

Similarly Bhatta (2006) has carried out a research entitled " A study on understanding poetry and prose: a case of grade 10 students" and found that the students have better understanding in prose than in poetry.

2.3 Implication of the Reviewed Literature

After the review of all these studies, I got a lot of information regarding how to pursue the research works. Although none of these works were directly related to my study. Still these researchers of the above studies had used a survey research design and I would also follow the same. Hence after reviewing these research works, I got ideas on the process of survey design by the same way they had used observation as a tools of data collection and I used both subjective as well as objective types of written test items as tools of data collection.

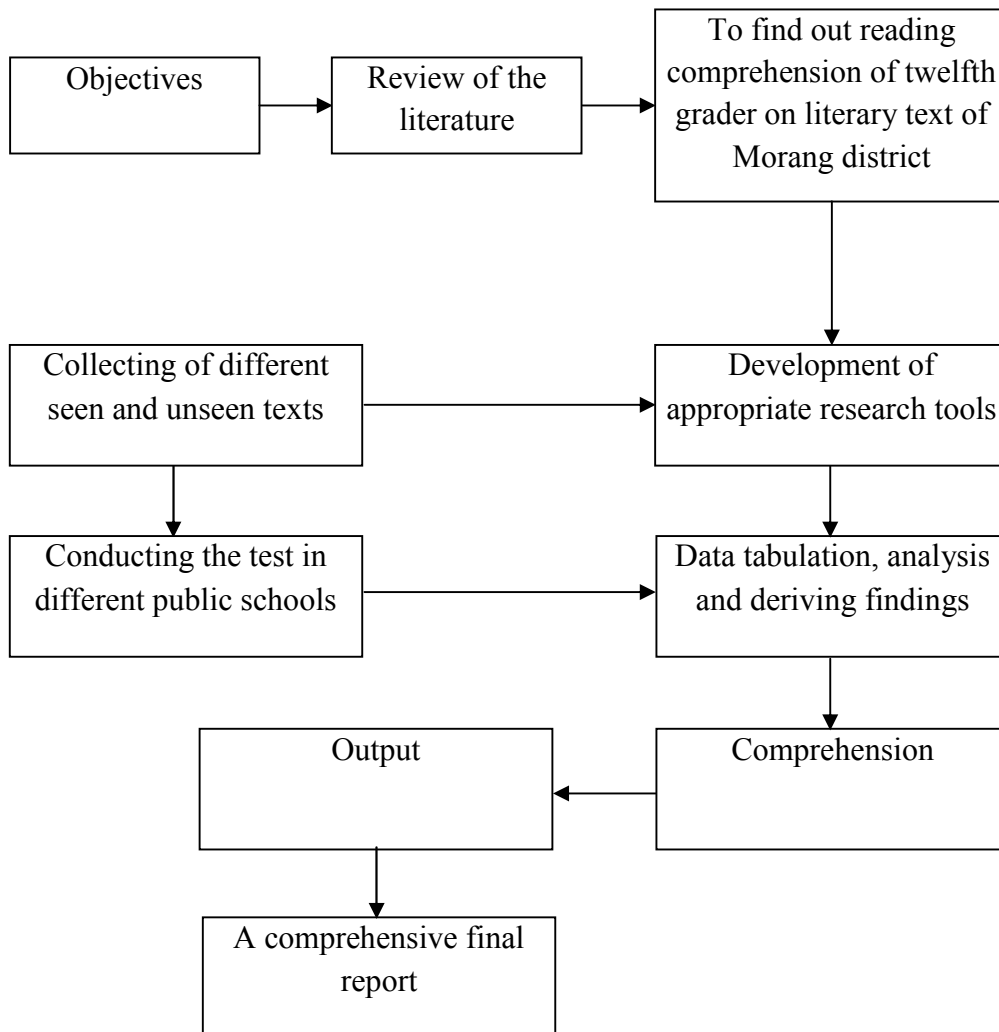
2.4 Conceptual Framework

A theoretical framework for the current student builds directly on reading research that has focused on component skills models of reading on characteristics of text and discourse that influence readers' abilities to understand written language and on developmental changes in the roles of different component skills.

Reading comprehension depends on multiple sources of knowledge and the processes that use such knowledge. In addressing reading comprehension problems, research had naturally focused on the higher level processes that are the object of text comprehension research making inferences, monitoring comprehension, etc. In this chapter, we suggested that this approach is incomplete and draw attention to the importance of word-by-word text comprehension processes that integrate a word with

the reader's representation of the text. The study of reading comprehension of Twelfth Grader on Literary Text of Morang district will be based on following conceptual framework.

Figure 1: Conceptual Frame work



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The researcher aimed to find and analyze the reading comprehension level of the students in literary text studying in class 12 in different secondary schools of Morang district. The following methodology had been applied to fulfill the aim of this study.

3.1 Design of the Study

I have used survey research to achieve the objectives. I have selected two communities and one private secondary school of Morang district through random sampling procedure and ask the school's administration for permission. Then, I entered in grade 12 and observed their reading comprehension ability and finally their scores were measured. Scores were analyzed by following quantitative research method. Scores obtained by the learners were tabulated, compared and analyzed. This study was descriptive. All the facts and data were analyzed descriptively. My study was qualitative.

3.2 Sources of Data Collection

To fulfill the aim of the study, the researcher used both primary and secondary sources of data collection.

3.2.1 Primary Sources of Data

The students studying at grade 12 in community and private schools; Gograha Secondary School, Siddhartha Shishu Sadan, Janapath Secondary School were the primary sources of data collection.

3.2.2 Secondary Sources of Data

Some English practice books, magazines, text books, journals like Cross (1992), Ellis (1994), Harmer (2008), Hughes (1995), Mitchell (2004), internet and so on were used as a secondary sources of data. The researcher consulted different articles, thesis and other related materials to the study.

3.3 Population of the Study

The population of the study consisted 60 students from community and private higher secondary schools (See appendix II, III and IV): Gograha Higher Secondary School, Siddhartha Shishu Sadan, Janapath Higher Secondary School. The students were 20 from each school.

3.4 Sampling Procedure

Two communities and one private higher secondary school from Morang district were selected by the researcher herself and twenty students from each school was selected using purposive random sampling procedure.

3.5 Tools for Data Collection

The researcher administered both subjective as well as objective types of written test items (See appendix I). The test items included short answer questions, True/false item; fill in the blanks, matching, and multiple choice items. The tests administered in four sets each bearing 100 full marks. The following texts were used to find out the students' Comprehension level.

Text	Source
1. Grandmother (Poem)	- Heritage of words
2. Travelling Through the Dark (Poem)	- Heritage of words
3. The Ginger Bread House (Story)	- Heritage of words
4. About Love (Story)	- Heritage of words
5. The Boarding House (Story)	- Heritage of words

3.6 Process of Data Collection

I followed the following steps wise procedures:

- The researcher visited the selected schools for the study. She met the Campus chiefs and subject teachers and mentioned her purpose and importance of the study then asked for permission to conduct the test.
- After having good relationship with the school, she administered the test systematically to the selected population.

- The time duration for each set of test items was one hour for poetry and half an hour for short story.
- Finally, the answer sheets of the students were assembled, checked and tabulated by the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the analysis and interpretation of the data that had been collected from the students of class 12 who were studying at community and private schools of Morang district. The data were collected from the tests that were administered to them. The researcher had used two genres of literature to assess their comprehension level and these were poetry and short story. The students were assessed through two texts in each poetry and short story: seen and unseen. So the researcher used four texts to assess their comprehension and each text was of 50 full marks. The marks obtained from the tests were tabulated according to the objectives of the study.

4.1 Results

On the basis of the rigorous analysis and interpretation of the data, the following results were extracted:

1. The overall comprehension level of the students is higher in poetry than in the short story as a whole. (see table no. 1)
2. The overall comprehension level of the students in short story and poetry found nearly equal among the higher secondary schools. There are not so much differences in the marks achieved by the students of all community and private higher secondary schools. (see table no. 2)
3. The male students are better in poetry than in the short story. Similarly, the female students are also found having better overall comprehension level in poetry than in short story. (see table no. 3)
4. The overall comprehension level of the female students is better than male students in poetry but the comprehension level of male students is found better than the female students in short story. (see table no. 4)
5. The overall comprehension level of the male students of SSS is higher than the female students in both poetry and short story. (see table no. 5)
6. The overall comprehension level of male students of JHSS is found higher than the female students in both poetry and short story. (see table no. 6)

7. The overall comprehension level of the students is better in seen texts than unseen texts of both poetry and short story. (see table no. 7)
8. It is found that the students of GHSS possess better CL in the seen text of both poetry and short story than unseen ones. (see table no. 8)
9. The students of SSS achieved higher marks in the unseen texts of both poetry and short story than the seen texts. The CL of the students of SSS is found better in unseen texts than in seen texts. (see table no. 9)
10. The overall comprehension level of the students of JHSS is found better in the seen texts of both poetry and short story than unseen texts. (see table no. 10)
11. The student's performance level is found the highest in matching items and the lowest in fill in the blanks item of both poetry and short story. (see table no. 11)

4.2 Discussions

The data were tabulated genre wise, gender wise, school wise, text wise (seen vs. unseen) and item wise, the marks obtained are converted into the mean score and percentages, and on the basis of which, the comprehension level in poetry and short story was analyzed. The researcher put the data in the tables and analyzed them using both orthographic and Para orthographic texts.

The comprehension level of the students in poetry and short story had been analyzed and compared in the following ways:

4.2.1 Comprehension Level in Poetry and Short Story as a Whole

Table no. 1: Comprehension Level in Poetry and Short Story as a Whole

Short story	FM	TSN	MS	Per
	50	60	27.23	54.46%
Poetry	50	60	27.53	55.06%
Total Average	50	60	27.38	54.76%

Table 1 shows the overall comprehension level of class 12 students in short story and poetry. The table contains the mean score achieved by the students and the

percentage value of the scores. From this table it is found that the OCL of the students is higher in poetry than in the short story. Since the average marks achieved in short story is 27.23 and 27.53 in poetry, out of 50 full marks each, which are 54.46%, 55.06% and 54.76% respectively.

4.2.2 Comprehension Level in Poetry and Short Story by the Students of Community School and Private School

Table no. 2: Comprehension Level in Poetry and Short Story by the Students of Community School and Private School

	Short Story		Poetry		Total	
	MS	PER	MS	PER	MS	PER
GHSS	28.13	56.26	26.88	53.76	27.5	55
SSS	26.50	53.02	27.95	55.9	27.22	54.44
JHSS	27.08	54.16	27.78	55.58	27.43	54.86

Table 2 shows the comprehension level of the students of selected community and private schools. From the table the overall comprehension level of the students in short story and poetry found nearly equal among the schools. There are not so much differences in the marks achieved by the students of community and private schools. The mean scores obtained in short story cum poetry are 27.5, 27.22 and 27.43 respectively by GHSS, SSS and JHSS, which are 55, 54.44 and 54.86 percentage value in the same order. From this it is found that the OCL of JHSS is slightly better than other two schools since GHSS is in the second position and SSS in the third.

The students of GHSS have scored 28.13 in short story and 26.88 in poetry and these mean scores are 56.26 and 53.76 respectively in these two genres in the percentage value. These scores speak that the OCL of GHSS is better in short story than in poetry.

In the same way the mean scores of the students of SSS in short story and poetry are 26.50 and 27.95, which are 53.02 and 55.9 in the percentage value in respective genres. These marks of SSS students express that they possess better OCL in poetry than in short story.

Similarly, the mean scores obtain by the JHSS in short story and poetry are 27.08 and 27.78 respectively. These mean scores come to be 54.16 and 55.58 in percentage value in the respective genres. These marks achieved by the students tell that the students of JHSS are better in poetry than in short story.

4.2.3 Comprehension of Short Story and Poetry by Male and Female Students (Gender wise Comparison)

Table no. 3: Comprehension of Short Story and Poetry by Male and Female Students

	Male			Female		
	S	P	TM	S	P	TM
No. of Std	27	27	27	33	33	33
FM	50	50	50	50	50	50
MS	28.04	28.65	28.35	26.58	26.62	26.60
PER	56.08	57.30	56.69	53.16	53.24	53.20

Table 3 presents the OCL of the male and female students in short story and poetry. The comprehension level has been presented on the basis of both mean score and percentage value. In the table, the mean scores achieved by the male students are 28.04 in short story and 28.65 in poetry s i.e. 56.08% and 57.30% respectively. This tells the fact that male students are better in poetry than in the short story, because their mean scores is found higher in poetry than in short story. Similarly, the mean scores of female students in short story is 26.58 and in poetry it is 26.62 which are 53.16% and 53.24% respectively. This implies that female students are also found having better OCL in poetry than in short story.

This table also tells the OCL of the male students and female students on the basis of the mean scores obtained from the calculation of the marks of short story cum poetry. The total mean scores achieved by the male students is 28.35, which is 56.69%. Similarly, the total mean scores achieved by the female students is 26.60, i.e. 53.20%.

So, from the analysis of the marks above, male students are found to have better OCL in both short story and poetry than female students. This fact can be shown in the bar diagram as following.

4.2.3.1 Overall Comprehension Level of the Male and Female Students of Community and Private School

Here, the researcher has tried to analyze the OCL of male and Female students of community and private schools.

Table no. 4: Overall Comprehension Level of the Male and Female Students of GHSS

	M		F	
	MS	PER	MS	PER
P	28	56%	23	56.46%
S.S	26.94	53.88%	26.81	53.62%

Table 4 shows the OCL of the students of GHSS. The result of the test is seen mixed while comparing the OCL of male and female students poetry and short story. Since the mean scores achieved by male students are 28 in poetry and 26.94 in short story, i.e. 56% and 53.88% respectively. Similarly, the female students achieved 23 and 26.81 in poetry and short story respectively. These mean scores come to be 56.46% and 53.62% respectively.

From the marks achieved by the students, it is found that the OCL of the female students is better than male students in poetry. But the CL of male students is found better than the female students in short story.

Table no. 5: Overall Comprehension Level of the student of SSS

	M		F	
	MS	PER	MS	PER
P	28.22	56.44%	25.09	52.24
S.S	29.67	59.34%	26.55	53.10%

Table 5 shows the CL of the male and female students separately in poetry and short story in mean score and percentage, who are studying in SSS. The mean scores achieved by the male students in poetry is 28.22 and 29.67 in short story, which are respectively converted as 56.44 and 59.34 in percentage. Similarly, the mean scores obtained by female students in poetry is 25.09 and 26.55 in short story, which are respectively 52.24% and 53.10% respectively. So the marks simply speak the fact that the CL of the male students of SSS is higher than the female students in both poetry and short story.

Table no. 6: Overall Comprehension Level of the Male and Female Students of JHSS

	M		F	
	MS	PER	MS	PER
P	27.89	55.78%	26.41	52.82%
S.S	29.33	58.66%	26.50	53.00%

Table 6 shows the CL of the male and female students of JHSS in poetry and short story. The male students of SSC achieved the mean scores of 27.89 in poetry and 29.33 in short story, i.e. 55.78% and 58.66% respectively. Similarly, the mean score of female students in poetry is 26.41 and 26.50 in short story, which are 52.82% and 53% respectively. Though, the mean scores achieved in poetry by male and female students is nearly equal, the CL of male students is found higher than the female students in both poetry and short story.

4.2.3.2 Overall Comprehension Level of the Students on the Basis of Seen Vs. Unseen Texts

Table no. 7: Overall Comprehension Level of the Students on the Basis of Seen Vs. Unseen Texts

	Poetry		Short story	
	Seen	Unseen	Seen	Unseen
MS	28.77	27.69	27.85	25.9
PER	57.54	55.38	55.70	51.8

Table 7 presents the OCL of the students in the text of poetry and short story on the basis of seen and unseen texts separately. The researcher here, tried to compare OCL of the students on the basis of seen vs. unseen texts. The students were given the seen text of poetry and short story each bearing 50 full marks and they were also given the unseen texts of both poetry and short story each of 50 full marks. From the texts given of the students, their marks are obtained and converted to the mean scores. The mean scores achieved by the students in the seen and unseen text of poetry are 28.77 and 27.69, i.e. 57.54% and 55.38%. Similarly, the mean scores obtained in the seen and unseen texts of short story are 27.85 and 25.9, which are 55.70% and 51.8% respectively.

From the analysis of the data, the researcher found that the OCL of the students is better in seen texts than unseen texts of both poetry and short story.

4.2.3.3 Overall Comprehension Level of the Students of Community and Private schools in the Seen and Unseen Texts of Poetry and Short Story

Table no. 8: Overall Comprehension Level of the Students of GHSS

	Seen		Unseen	
	MS	PER	MS	PER
P	29.37	58.25	26.9	53.8
S	28.62	57.25	25.45	50.9
T	28.99	57.99	26.17	52.35

This table shows the CL of the students of GHSS in the seen and unseen texts of poetry and short story. The students of GHSS achieved 29.37 and 28.62 marks in the seen text of poetry and short story respectively. These mean scores come to be 58.75 and 57.25 percent respectively. On the other hand, in unseen texts of poetry and short story their mean scores are 26.9 and 25.45, which are 53.8% and 50.9% respectively.

From the analysis of the data obtained, it is found that the students of GHSS possess better CL in the seen text of both poetry and short story than unseen ones.

Table no. 9: Overall Comprehension Level of the Students of SSS

	Seen		Unseen	
	MS	PER	MS	PER
P	27.2	54.4	28.72	57.45
S	26.77	52.55	57.45	53.5
T	26.73	53.47	27.73	55.41

This table shows the Comprehension level of the students of SSS on the basis of seen vs. unseen texts of poetry and short story. The marks obtained from the test of the students are converted into mean score and percentage and their CL have been found. The mean scores of the students of SSS are 27.2 and 26.27 in the seen texts of poetry and short story respectively. These scores are 54.4% and 52.55% respectively. On the other hand their mean scores in the unseen texts of poetry and short story are 28.72 and 26.75, which are 57.45% and 53.5% respectively.

Here, while analyzing the data, surprising result is found. The students of SSS achieved higher marks in the unseen texts of both poetry and short story than the seen texts. The CL of the students of SSS is found better in unseen texts than in seen texts.

Table no. 10: Overall Comprehension Level of the Students of JHSS

	Seen		Unseen	
	MS	PER	MS	PER
P	29.75	59.15	27.45	54.9
S	28.67	57.34	25.5	51
T	29.21	58.42	26.47	52.95

This table shows the mean scores achieved by the students of JHSS in the seen and unseen texts of poetry and short story. The mean scores achieved by the students in the seen text of poetry are 29.75 and 28.67 in short story, which can be respectively converted as 59.15 and 57.35 in the percentage value. On the other hand, their marks

in unseen texts of poetry and short story are 27.45 and 25.5 i.e. 54.9% and 51% respectively.

From the analysis of these marks obtained, the CL of the students of JHSS is found better in the seen texts of both poetry and short story than unseen texts.

Similarly, the tables 8, 9 and 10 show the TCL of the students of GHSS, SSS and JHSS in seen and unseen texts. For that the researcher converted the marks achieved by the students both in poetry and short story into total and total mean score is obtained. After that the researcher tried to compare the OCL of the students of community and private schools in seen and unseen texts.

In table 8, we find the total mean score achieved by the students of GHSS, which is 28.99 i.e. 57.99%. Similarly, the total mean scores of the students of SSS is 26.76, i.e. 53.47%. and lastly the mean scores of the students of JHSS in seen texts is 29.21, i.e. 58.42%.

On the other hand, the mean scores achieved by the students of GHSS in unseen texts is 26.17, by the students of SSS in unseen texts is 27.73 and by the students of JHSS is 26.47, which are 52.35%, 55.47% and 52.95% respectively.

To sum up, from the analysis of the data obtained, it is found that the OCL of the students is higher in seen texts than in unseen texts. The mean scores of the students in seen text is 25.31 which is 56.62% and the mean scores in unseen texts is 26.73, i.e. 53.58%.

4.2.4 Item Wise Analysis of the OCL of the Students

The following table presents the mean scores achieved by the students of respective schools with their percentage value. And this table also presents total mean scores of all the schools in all the items of the tests used to test them.

Table no. 11: Item wise Analysis of the Overall Comprehension Level of the Students

GHSS	SA		TB		TF		FB		M		
	P	SS	P	SS	P	SS	P	SS	P	SS	
GHSS	M	11.1	10.97	4.47	4.2	5.17	4.16	3.86	4.05	3.52	3.65
	P	52.82	52.26	59.66	56	69	55.5	42.91	45	70.5	73
SSS	M	11.3	10.6	3.93	3.86	4.76	4.46	4.31	4.16	3.82	3.51
	P	52.73	50.47	52.5	51.5	63.5	59.5	47.91	46.25	76.5	70.25
JHSS	M	11.57	10.4	4.65	4.05	4.65	4.68	4.05	4.2	3.7	3.75
	P	55.11	49.52	62	54	62	62.4	45	46.66	74	75
TMS	M	11.32	10.65	4.32	4.05	4.86	4.43	4.07	4.13	3.68	3.63
	P	53.92	50.75	57.6	54	64.8	59.11	45.25	45.96	73.6	72.73

Table 11 presents the item wise marks achieved by the students, which were administered to find their OCL. In each test, short questions were of 21, tick the best answers were of 7.5, true/false items were of 7.5, fill in the blanks were of 9 and matching items were of 5 full marks. The researcher has presented the mean scores achieved by them in the respective items. In the tests, the students scored the highest marks in the matching item out of each 5 full marks they achieved 3.68 in poetry and 3.63 in short story, which are 73.6% and 72.73% respectively. In the same way, in true false item, they achieved 4.86 in poetry and 4.43 in short story, 64.8% and 59.11% respectively out of 7.5 full marks. And their marks in tick the best answer (multiple choices) were 4.32 in poetry and 4.05 in short story, which are 57.6% and 54% respectively out of 7.5 full marks. Similarly, they achieved 11.32 in poetry and 10.65 in short story in the item of short answer question out of each 21 full marks, which are 53.92% and 50.75% respectively. In fill in the blank item they carried, the least marks among all the items used for 4.13 in short story out of 9 full marks each, which are converted as 45.25% and 45.96% respectively.

From the analysis of the data obtained, it is found that the performance of the students in matching item is better than other items, their performance in true/false items is in the second position, tick the best answer in the third position; short answer question in the fourth and their performance in fill in the blanks items seemed poorer than all the other items and is in the last position of both poetry and short story. To sum up, the students performance level is found the highest in matching items and the lowest in fill in the blanks item of both poetry and short story.

4.2.4.1 Performance Level of the Students in Poetry and Short Story on the Basis of Subjective Items

Table no. 12: Performance Level of the Students in Poetry and Short Story on the Basis of Subjective Items

	Sum		Obs	
	MS	PER	MS	PER
P	11.32	53.92	16.93	58.37
S	10.65	50.75	16.24	56
MT	10.98	52.30	16.58	57.18

Table 12 shows the performance of the students in the subjective and objective tests of poetry and short story. Their mean scores in the subjective test of poetry is 11.32 and 10.65 in short story, which came to be 10.98 in total mean value. On the other hand, the mean scores achieved by them in the objective test of poetry is 16.93 and 16.24 in short story, which is converted to 16.52 in average value. From the analysis of the mean scores achieved by them in the subjective by them in the subjective and objective test of poetry and short story, it is found that the performance level of the students is better in objective tests than subjective tests, since the percentage value of the mean scores achieved by them in subjective test is 52.30 and the objective test is 57.18.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion of the Study

The main concern of this study was to identify the overall comprehension in the poetry and short story by the students of class 12 studying at different higher secondary schools of Morang district. For achieving the objectives of the study the researcher administered the tests both in poetry and short story and obtained the needed data. The data are tabulated under the various heading based on different variables which could fulfill the objective of the study. The tabulated data were analyzed using the statistical tools like mean and percentage. On the basis of the analysis done, the following findings have been drawn.

The student is found to have better comprehension ability in poetry than in the short story. The overall comprehension level of the students studying at grade 12 is 56.4% in poetry and 53.64% in short story. Regarding the OCL of community and private higher secondary schools, the students of JHSS were found to have better comprehension ability than other two, the students of GHSS were in the second position and the students of SSS in the third. The OCL of JHSS was 57%, GHSS is 55% and SSS is 54.46%

The OCL of the male students in both poetry and short story were found better in comparison to the female students. The OCL of the male students was 57.34% and the female students are 52.78%. The comprehension ability of the students in seen texts were found better than in the unseen texts. Their OCL in seen text was 56.62% and 53.58% unseen texts.

The students were found to have better performance in the objective test items than in the subjective test items. The students were found to have the best performance in the matching items and the lowest performance in fill in the blanks item. The performance in matching item was 73.6% in poetry and 72.73% in short story. On the other hand, the performance in fill in the blanks item was 42.25% in poetry and 45.96% in short story. The students were interested in the short texts than the long ones. So they performed well in poetry than short story. The students OCL had been found satisfactory in poetry and short story.

5.2 Implications of the Study

The prime concern of the study was to find out the comprehension level of grade 12 students in poetry and short story and to suggest some pedagogical implications too. It was found from the analysis that there were some differences among the students in comprehending the texts of poetry and short story. The researcher made following recommendations based on the findings of the research.

5.2.1 Policy Level

On the basis of the findings of the study, the following implications in policy level can be made so that lacks seen in different reading texts can be minimized.

1. Relatively more exposure should be given to the long texts like short story to improve the students comprehension.
2. Group discussion and home assignment is always profitable in reading and comprehending any texts. So the teacher should involve the students in group activity and encourage them for home assignment.
3. The teachers should be provided with the adequate training and regular workshops in dealing with the different aspects of literary texts which may bring uniformity in teaching and learning process. They should be updated with the new approaches, methods and techniques in dealing especially with literary texts.
4. Female students are found weaker than male students in reading comprehension. So for their improvement they should be motivated to participate in class and teachers should provide more feedback.
5. More exposure should be given in reading the variety of literary texts in and out from their course. The teachers should encourage them to read the literary texts that are not in their course books, which improve the comprehension ability in both seen and unseen literary texts.
6. The students were found weaker in performing subjective item in comparison to the objective item. So the teacher should involve them in coherent and cohesive study.
7. Schools can provide them the adequate reading materials in the library and the teacher should from the habit of reading materials in the library.

8. For the maximum exposure to literature, students oriented reading activities should be encouraged and let them interpret the texts in their own way and encourage them to express their ideas and feelings. The teacher can just act as an informant or should remain to the limitation of a guide.

5.2.2 Practice Level

On the basis of findings of the research, following implications can be made in practice level so that the gap seen in different reading texts can be minimized.

1. This study helps the students to find out where they were actually helps to enhance their achievement level.
2. English language teachers can equally benefited to develop new teaching learning strategy and enhance the students reading comprehension ability.
3. As the students were seen poor in unseen texts, the teachers can provide many unseen texts focusing on their difficult level.
4. The findings of the study can be a corner stone to the teachers and students to develop appropriate teaching learning environment analyzing their teaching learning culture.
5. Teacher can prepare in such ways that they could arouse curiosity and interests among the learners, while studying or reading the texts.
6. The students can encourage to read more books, use dictionary for developing the vocabulary power. Along with this, the grammar of language also should not be neglected.

5.2.3 Further Research

On the basis of findings of the study several recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further research:

1. Reading comprehension ability of the 12 Graders in seen and unseen poems and short stories.
2. Effectiveness of unseen texts to develop students reading comprehension ability.
3. The role of teachers to develop students reading comprehension ability through seen texts.

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Appendix I

Reading Comprehension of Twelfth Grader on Literary Text

Test Examination

Class: XII

FM: 100

Subject: Heritage of Words

PM: 40

1. Answer the following questions in short. (5×4=20)
 - a. How does the speaker have feelings towards his grandmother ? (Grandmother)
 - b. Do you think the reference to the alive but never-to-be-born fawn sentimental? Give a reason (Travelling Through The Dark)
 - c. Why does the father leave his two children in the jungle? (The Ginger Bread House)
 - d. Why do you think Chekhov chose to write about an ordinary man instead of a hero or a scholar or actor? (About Love)
 - e. Why does Mr. Doren disagree to marry Polly? (the Boarding House)
2. Write 'T' or true and 'F' for false statement. (5×2=10)
 - a. The narrator wasn't familiar with his grandmother.
 - b. The poet shows sympathy on the fawns but at last he ends the life of the fawn.
 - c. The father didn't love his children so he left them in the jungle.
 - d. Alyohin had to work hard at Sofyino to pay off his debt as his father had spent a lot of money on his education.
 - e. The intention of Mrs. Mooney was to trap a young man for her daughter.
3. Complete the following dialogue with the appropriate sentences in the box given below: (10)

Sharan: Is this the sales counter?
Clerk: yes please.....
Sharan: I want a ticket to Beijing.....
Clerk: No, I'm Sorry. we don't have direct flight from Kathmandu to Beijing.....
Sharan: I see

Clerk: Yes, could you give me your details please.
Sharan: All right.

- i. Can I book ticket to Beijing for 20th Oct.
- ii. Excuse me !
- iii. When Can I do for You?
- iv. But we've flights to Beijing via Hong Kong.
- v. Don you have direct flights to Beijing?

4. Match the following words with their meanings. (20)

Cause	protect
defend	reason
wounded	event
loyal	injured
incident	faithful
daring	reveal
suitable	kindness
mercy	courage
disclose	reveal
assistance	appropriate

5. Read the following Passage and answer the questions:

Hi, I'm Julie and my best friend is Honna, we are always together. We are both 13 years old and we are in the same class. Honna lives in the same street as me and we like to spend our time together. When we have a break in school we sometime play skipping and sometimes we just sit and chat. We always walk home together and talk about our homework. When I am doing my homework and I don't understand a question, I often call Honna for help and do it together. after we have finished our homework ,we always chat on the computer before we go to bed. We never to go bed without speaking.

At the weekend, we usually go the mall. Honna always wants to go shopping but I often like to do other things, like skating or going the cinema. we plan our day together and rarely disagree she often sleeps over on Saturdays, We watch TV or a film together and usually eat popcorn or sometimes we have a pizza.

We both like to wear casual clothes jeans and t-shirt, and sometimes we swop clothes.

If I want to wear some jeans, I often borrow a t-shirt from Honna because she has some cool clothes. She never complains and she borrows my cops.

Honna has a little brother, Charles who is nine years old.

Sometimes he can be annoying and he takes her things without asking her. I don't have any brothers or sisters so Honna as we are so alike.

a. Write whether the statements are true or false. (20)

- i. Honna and Julie are cousins.
- ii. They are 13 years old.
- iii. Honna lives next door to Julie.
- iv. They travel home from school by bus.
- v. On Saturdays they usually go to the mall.
- vi. They often disagree about where to go.
- vii. Honna often sleeps at Julie's house on Saturdays.
- viii. Julie has a little brother.
- ix. Julie has cool clothes.
- x. Their parents say these are like twins.

b. Complete the following gaps. (20)

- i. In school they play skipping.
- ii. They walk home together.
- iii. They go to sleep without speaking.
- iv. They disagree.
- v. Julie borrow a t-shirt from Honna
- vi. Honna concluding.
- vii. Charlie as annoying
- viii. Honna sleeps over on Saturdays.
- ix. There eat pizzas on Saturdays.
- x. On Saturdays Julie like to do different things.

Appendix II

Reading Comprehension of Twelfth Grader on Literary Text

GHSS

S.N.	Name	Short story	Poetry	Total
1	Suvam Acharya	22	24	46
2	AnupGiri	24	29	53
3	Rojan Majhi	32	24	56
4	Prince Khanal	41	38	79
5	Ayush Giri	36	28	64
6	Bipsang Rai	20	25	45
7	Amish Nepal	24	22.5	46.5
8	Manish Karki	25	27	52
9	Anup Nepal	28	25	53
10	Aditi Giri	25	28	53
11	Arata Neupane	30	26	56
12	Anita Shah	32	27	59
13	Vikas Khanal	23	28	51
14	Prekshya Rai	32	28	60
15	Sujata Koirala	22	25	47
16	Ranjita Karki	28.5	25	53.5
17	Tara Sharma	37	27	64
18	Bina Mandal	25	26	51
19	Kalpana Subedi	28	30	58
20	Sunita Chaudhary	28	25	53
	Total	562.5	537.5	1100

Appendix III

Reading Comprehension of Twelfth Grader on Literary Text

SSS

S.N.	Name	Short story	Poetry	Total
1	Ganesh Shah	24	28	52
2	Chandan Rai	25	25	53
3	Kalyan Gurang	30	35	65
4	Krish Neupane	25	26	51
5	Durga Dahal	42	35	77
6	Dili Shrestha	22	28	50
7	Shojan Dahal	28	30	58
8	Bishal Giri	23	26	49
9	Pritam Nepal	32	34	66
10	Anu Pandey	20	24	44
11	Urmila Rai	26	23	49
12	Punam Chaudhary	35	38	73
13	Sharmila Nepal	21	25	46
14	Sabina Khadka	22	21	43
15	Nisha Karki	32	28	60
16	Anu Giri	29	32	61
17	Bipana Dahal	22	24	46
18	Gita Ghimire	21	24	45
19	Snita Sharma	23	25	48
20	Rima Gurung	25	28	53
	Total	530	559	1089

Appendix IV

Reading Comprehension of Twelfth Grader on Literary Text

JHSS

S.N.	Name	Short story	Poetry	Total
1	Bidur Karki	30	33	63
2	Prajwal Dhamala	32	31	63
3	Purna Magar	31	32	63
4	Bijay Magar	35	33	68
5	Suraj Giri	25	28	65
6	Saroj Adhikari	32	33	43
7	Bishnu Nepal	21	22	50
8	Balram Chhetri	23	27	47
9	Manjil Dahal	22	25	51
10	Sujana Karki	28	23	56
11	Sima Rai	27	29	56
12	Ramala Giri	32.5	33	65.5
13	Salina Gurung	22	25	47
14	Puja Dahal	23	24	47
15	Saru Thapa	25	28	53
16	Laxmi Nepal	27	24	51
17	Manju Sharma	26	22.5	48.5
18	Goma Rai	22	27	49
19	Kusum Dahal	24	26	50
20	Anusha Adhikari	34	30	64
	Total	541.5	555.5	1097

53
100

Name ÷ Sauri Thapa

Class ÷ XII

Roll no ÷ 15

Campus ÷ Janapath Higher Secondary School

Sub ÷ Heritage of words

1.

a) The speaker has an affectionate and respectful feeling towards his grandmother. He describes his grandmother in such a way that she becomes the source of love and inspiration to him.

b) Yes, of course, the poet tries to make the poem sentimental and he opens the reality of the life of the fawn. They are made but death without birth in the earth. It is bitter reality.

c) The father left his two children in the jungle because their stepmother forced him to do so.

2.

a. F

b. T ✓

c. F

d. T ✓

e. T ✓

3)

Sharan: ~~Excuse me~~. Is this the sales counter?

Clerk: Yes, Please. What can I do for you?

Sharan: I want a ticket to Beijing. Do you have ~~direct flight to Beijing?~~

Clerk: No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we've flights to Beijing via Hong Kong.

Sharan: I see. Can I book ticket to Beijing for 20th October?

Clerk: Yes, could you give me your details, please

Sharan: All right.

4)

Cause → reason

defend → injured

wounded → protect

loyal → event

incident → reveal

daring → help

suitable → courage

mercy → kindness

disclose → faithful

assistance → appropriate

5a.

i) F

ii) T

iii) F

iv) F

v) F

vi) F

vii) T

viii) F

ix) F

x) T

20

60
100

Name :- Pæekshya Rai

Campus :- GHSS

10

F
T
F
T
T

3) Shaxan: Excuse me, Is this the sale
-s Countex?

check: Yes, Please. What can I do
for you?

10

Shaxan: I want a ticket to Beijing.
Do you have dixer flight to
Beijing?

check: No, I'm sorry, We don't hav
-e dixer flight from Kathmandu
to Beijing. But we have flights
to Beijing to Beijing via Hong
-kong.

Shaxan: I see. can I book ticket
-s to Beijing for 20th oct
-ober.

clerk: Yes, Could you give me your
details please!

Shazan :- All right.

4)	Cause	→	Foot Reason
	depend	→	Protect
	wounded	→	injured
	loyal	→	help
	incident	→	event
	dating	→	reveal
	suitable	→	appropriate
	mercy	→	kindness faithful
	disclose	→	kindness courage
	assistance	→	help kindness

5)	F ✓
ii)	F ✓
iii)	FT ✓
iv)	F ✓
v)	T ✓
vi)	F ✓
vii)	T ✓
viii)	F ✓
ix)	T ✓
x)	F ✓

- b) i) sometimes ✓
 ii) ~~never~~ never ✓
 iii) together ✓

- i) rarely ✓
- ii) often ✓
- iii) sometimes ✓
- iv) often ✓
- v) never ✓
- ix) different ✓
- x) sometimes ✓

2) a) → The speaker has an affectionate & respectful feeling towards his grandmother. He describes his grandmother in such a way that she becomes the source of Love & inspiration of him.

b) → Yes, of course, the past tries to make the poem sentimental & he opens the reality of the life of the gawn. They are made but dead without birth in the earth. It is bitter reality.

c) → The father left his two children in the jungle because their stepmother forced him to do so.

d) → Chekhov chose to write about an ordinary man instead of a hero, or

a scholar, or an actor in order
to present general human nature
& possible event that may happen
to a man. Even a hero or a scholar
or an actor is a man at first,
then only comes what he does.



53
100

Name: Anup Nepal
Campus: G HSS

2. 10
a) False

b) True

c) False

d) ~~True~~ True

e) True ✓

3.

Sharan: Excuse me. Is this the Sales counter?

Clerk: Yes, please What can I do for you?

Sharan: I want a ticket to Beijing. Do you have direct flight to Beijing?

Clerk: No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we have flights to Beijing via Hong Kong.

10

Sharan: I see. can I book tickets to Beijing for 20th October.

Cherli: Yes, could you give me your details please.

Sharan: All right.

6 Cause _____ reason

~~defend~~
defend _____ protect

wounded _____ injured

loyal _____ appropriate

incident _____ courage

daring _____ hardness

suitable _____ event

mercy _____ faithful

disclose _____ hardness

assistance _____ courage

5a) ~~False~~

i) True

ii) ~~False~~

iii) ~~False~~

iv) ~~False~~

v) ~~False~~

vi) ~~False~~

vii) ~~True~~

viii) ~~True~~

ix) ~~False~~

x) ~~False~~

5b) ~~So~~

i) Sometimes

ii) together

iii) never

iv) ~~often~~

v) ~~variety~~

vi) ~~something~~

vii) ~~never~~

viii) ~~different~~

ix) ~~often~~

x) ~~Sometimes~~

6a) The yes, of course, the poet tries to make the poem tries to make the poem sentimental he opens the reality of the life of the faun.

They are made but dead without birth in the earth. It is bitter reality.

The father left his two children in the jungle because their stepmother forced him to do so.

Chekhov chose to write about an ordinary man instead of a hero or a scholar or an actor in order to present general human nature and possible events that may happen to a man. Even a hero or a scholar or an actor is a man at first, then only comes what he does.

57/100

Name :- Krish Neupane
class :- XII
Sub :- Heritage of words
Campus :- SSS

1.

a)

S

↑

>

b) Yes of course, the poet tries to make the poem sentimental and he opens the reality of the life of the fawn. They are made but dead without birth in the earth. It is bitter reality.

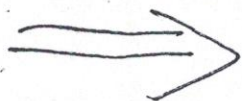
c)

S

12
d) Chekhov chose to write about an ordinary man instead of a hero, or a scholar or an actor in order to present general human nature and possible events that may happen to a man. Even a hero or a scholar or an actor is a man at first, then only comes what he does.

e)

Mr. Doren disagree to marry Polly because he ~~dose dose~~ doesn't want the truth of their rendezvous to come to light and jeopardize



→ his career. He also considers her vulgar and her family undesirable. He doesn't love Polly and wishes to keep his freedom.

2a. F

b. T

c. F

d. T

e. T

3.

Sharan: Excuse me. Is this sales counter?

Please

clerk: Yes, please. What can I do for you?

Sharan: I want a ticket to ~~Beijing~~ Beijing. Do you have direct flight to Beijing?

clerk: No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. but we have flights to Beijing via Hongkong.

Sharan: I see. Can I book tickets to Beijing for 20th Oct.

clerk: Yes, could you give me your details please.

sharan : All right.

4

cause → reason

defend → protect

wounded → injured

loyal → faithful

incident → event

daring → appropriate

Suitable → courage

mercy → help

disclose → kindness

assistance → reveal

5

i. E

ii. J

iii. E

iv. F

v. T

vi. T

vii. F

viii. T

ix. T

x. F

2

5b.

- i. Sometimes
- ii. never
- iii. together
- iv. often
- v. rarely
- vi. Sometimes
- vii. never
- viii. different
- ix. often
- x. Sometimes

65-5
—
100

Name: - Ramala Giri

class: - X.II

Roll no: - 92

Campus - Janapath Higher Secondary school

Sub: - Heritage of words.

1. a. The speaker has an affectionate and respectful feeling towards his grandmother. He describes his grand mother in such way that she becomes the source of love and inspiration to him.
- b. Yes, of course, the poet tries to make the poem sentimental and he opens the reality of the ~~live~~ life of the fawn. They are made but ~~death~~ without birth in earth. It is bitter reality.
- c. The father left his ~~two~~ children in the jungle because their stepmother forced him to do so.

d.

?

e.

10

2.
a. F ✓
b. T ✓
c. F ✓
d. T ✓
e. F ✓

3) Sharani: ~~Excuse me~~ Is this sale counter?

Clerk: Yes, please. What can I do for you?

Sharani: I want a ticket to Beijing. ~~Do you have direct flight to Beijing?~~

Clerk: No, I am sorry we don't have direct flight ~~to~~ from Kathmandu to Beijing. But we've flights to Beijing via Hong Kong.

Sharani: I see. Can I book ticket to Beijing for 20th October?

Clerk: Yes, could you give me your details, please.

Sharani: all right

14

Cause → reason

defend → protect

wounded → injured

loyal → faithful

incident → damage α

daring → order α

suitable → large α

mercy → kindness

disclose → reveal

assistance → help

20

5 a.

- i) F ✓
- ii) T ✓
- iii) F ✓
- iv) F ✓
- v) F ✓
- vi) F ✓
- vii) T ✓
- viii) F ✓
- ix) F ✓
- x) T ✓

5 b.

- i) ✓
- ii) ✓
- iii) ✓
- iv) ✓
- v) ✓
- vi) ✓
- vii) ✓
- viii) ✓
- ix) ✓
- x) ✓

Handwritten notes on the left margin of section 5 b.



Handwritten circled text in the middle of the page.

Handwritten notes at the bottom of the page.

51
100

Name = Vikas Khanal

Campus = G HSS

2.

- 10
- a) ✓
 - b) ✓
 - c) ✓
 - d) ✓
 - e) ✓

3 Sharan : Excuse me, Is this the sales Counter?

Clerk : Yes, please. What can I do for you?

Sharan : I want a ticket to Beijing.
Do you have direct flight to Beijing?

Clerk : No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we have flights to Beijing via Hongkong.

10
Sharan: I see. Can I book tickets to ~~Beijin~~ Beijing for 20th october.

Clerk: yes, could you give me your details please.

Sharan: All right.

4.

12

Cause	Protect reason
defend	reason Protect
wounded	Event injured
loyal	injured faithful
in incident	faithful event
daring	help
suitable	Kindness
mercy	Courage
discotse disclose	reveal
assistance	appropriate

5

- i) F
- ii) T
- iii) F
- iv) F
- v) F

- vi) T ✓
- vii) F ✓
- viii) ~~F~~ T ✓
- ix) T ✓
- x) F ✓

a) The speaker has an affectionate and respectful feeling towards his grandmother. He describes his grandmother in such a way that she become the source of love and ~~inspi~~ inspiration to him.

b) yes of course, the poet tries to ~~make~~ make. made but dead without birth in the earth. It is bitter ~~eq~~ reality.

9
b) Yes of course, the poet tries to make the poem sentimental and he opens the reality of the life of the fawn. They are made but dead without birth in the earth. It is bitter reality.

c) The father left his two children in the jungle because their stepmother force him to do so.

53-5
100

Name: Ranijita Karki
Campus: GHSS

2a. False

b. True

c. False

d. True

e. True

3. Sharan: Excuse me. Is this the sales counter?

clerk: yes, please. what can I do for you?

sharan: I want a ticket to Beijing.
Do you have direct flight to Beijing?

clerk: NO, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we have flights to Beijing via Hongkong.

sharan: I see. can I book tickets to Beijing for 20th october.

clerk: yes, could you give me your details please.

sharan: All right.

4

- 4) Cause → appropriate ✓
- defend → protect ✓
- wounded → reveal ✓
- loyal → reason ✓
- incident → injured ✓
- daring → courage ✓
- suitable → faithful ✓
- mercy → help ✓
- disclose → event ✓
- assistance → kindness ✓

- 5a. i. False ✓
- ii. True ✓
- iii. False ✓
- iv. False ✓
- v. True ✓
- vi. False ✓
- vii. True ✓
- viii. False ✓
- ix. True ✓
- x. False ✓

- 5.b
- i. sometimes ✓
 - ii. today ✓
 - iii. nurse ✓
 - iv. rarely ✓
 - v. before ✓
 - vi. even ✓
 - vii. sometime ✓
 - viii. tenor ✓
 - ix. time some ✓
 - x. present ✓

11.5

- a) The speaker has an affectionate and respectful feeling towards his grandmother. He describes his grandmother in such a way that she becomes the source of love and inspiration to him.
- b) Yes, of course, the poet tries to make the poem sentimental and he opens the reality of the life of the faun. They are made but but dead without birth in the earth. It is bitter reality.
- c) The father left his two children in the jungle because their stepmother forced him to do so.
- d) Chekhov chose to write about an ordinary man instead of a hero, or a scholar or an

$$\frac{46.5}{100}$$

Name ÷ Amish Nepal

Campus ÷ GHSS

2.

- 10 a. ~~F~~
- b. ~~T~~
- c. ~~F~~
- d. ~~T~~
- e. ~~T~~

3.

Sharan : Excuse me. Is this the Sales Counter?

Clerk : Yes, Please. What can I do for you?

Sharan : I want a ticket to Beijing. Do you have direct flight to Beijing.

Clerk : No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we have flights to Beijing via Hongkong.

Sharan : I see. Can I book tickets to Beijing for 20th October.

Clerk: yes, could you give me your's details please.

Sharan: All right

4.

Cause → Reason

defend → protect

wounded → event

loyal → injured

incident → faithful

daring → help

Suitable → kindness

mercy → courage

disclose → appropriate

assistance → reveal

5

a.

i E

ii T

iii E

iv E

v F

vi T

vii T

viii E

ix T

x F

1.

6-5
a) The speaker has an affectionate and respectful feeling towards his grandmother. He describes his grandmother in such a way that she becomes the source of love and inspiration to him.

b)

c) The father left his two children in the jungle because their stepmother forced him to do so.

59
100

Name:- Anita Shah

Campus:- GHSS

2. a →

~~E~~

b →

~~I~~

c →

~~F~~

d →

~~I~~

e →

~~I~~

3.

Sharan :- Excuse me. ~~Is~~ this the sales Counter?

Clerk :- yes, please. What can I do for you?

Sharan :- I want a ticket to Beijing. Do you have direct flight to Beijing?

Clerk :- No, I'm sorry. We don't have direct flight from Kathmandu to Beijing.

Sharan :- I see. Can I look ticket to Beijing for 20th October.

Clerk :- yes, could you give me your details please.

Sharan :- All right.

But we have flights to Beijing via Hongkong.

Sharan :- I see. Can I look ticket to Beijing for 20th October

Clerk :- yes, could you give me your details please.

Sharan :- All right.

4.

Cause → reason ✓
 defend → protect ✓
~~wonder~~ wounded → injured ✓
 loyal → event ✓
 incident → faithful ✓
 daring → help ✓
 suitable → appropriate ✓
 mercy → courage ✓
 disclose → kindness ✓
 assistance → reveal ✓

- i. F ✓
- ii. FT ✓
- iii. F ✓
- iv. F ✓
- v. F ✓
- vi. F ✓
- vii. F ✓
- viii. T ✓
- ix. T ✓
- x. F ✓

b) i. Sometimes ✓
 ii. Together ✓
 iii. re ven ✓
 iv. ylerar ✓

v. often ✓
 vi. never ✓
 vii. semitemos ✓
 viii. netto ✓

ix. Sometime ✓
 x. terereffid ✓

9

- a → The speaker has an affectionate and respectful feeling towards his grandfather. He describes his grandfather in such a way that she become the source of love and inspiration to him.
- b → Yes, of course, the poet tries to make the poem sentimental and he opens the reality of the life of the fawn. They are made but dead without birth in the earth. It is bitter reality.
- c → The father left his two children in the jungle because their stepmother forced him to do so.

66
100

NAME: pritam nepal
class: X IT
sub: Heritage of words
Campus: SSS

1@ The Speaker has an affectionate and respectful feeling towards his grand mother. He describes his grandmother in such a way that she become the source of love and inspiration to him.

6) S

14) 5

Q) The father leaves his two children in the jungle because their stepmother forced him to do so.

Q) S

Q) Mr. Doren disagree to marry polly because he doesn't want

the truth of their rendezvous to come to light and jeopardize his career. He also considers her vulgar and her family undesirable. He doesn't love Polly and wishes to keep his freedom.

a F

b T

c F

~~d T~~

e T

Sharan: Excuse me IS this sales counter?

Clerk: yes, please. What can I do for you?

Sharan: I want a ticket to Beijing. Do you have direct flight to Beijing?

Clerk: No, I'm sorry. We don't have direct flight from

Kathmandu to Beijing. But we have flights to Beijing
Hong Kong.

Sharan: I see. Can I book tickets to Beijing for 20th Oct

Clerk: yes, could you give me your details please.

Sharan: All right.

4. Cause → reason

defend → protect

wounded → ~~coverage~~

loyal → faithful

incident → ~~appropriate~~

damaging → ~~injured~~

suitable → ~~event~~

Merely → ~~faithful~~

disclose → ~~reveal~~

20

6

Assistance → help

- a. i. F ✓
- ii. F ✓
- .iii. F ✓
- iv. F ✓
- v. F ✓
- vi. F ✓
- .vii. T ✓
- viii. F ✓
- ix. F ✓
- .x. T ✓

- 56 i. Sometimes ✓
- ii. together ✓
- iii. ?
- iv. ?
- v. rarely ✗
- vi. ?
- vii. Sometimes ✗
- viii. ?
- ix. ?
- x. different ✓

46/100

Name:- Bipana Dahal

Class:- XII

Sub:- Heritage of words

Campus:- SSS

I.

a.

→ ?

b.

→ Yes, of course the poet tries to make the poem sentimental and he opens the reality of the life of the fawn. They are made but dead without birth in the earth. It is bitter reality.

c.

→ The father leaves his two children in the jungle because their stepmother forced him to do so.

d.

→ Chekhov chose to write about an ordinary man instead of a hero, or a scholar or an actor in order to present general human nature and possible events that may happen to a man. Even a hero or a scholar or an actor is a man at first, then only comes what he does.

e.

→ ?

6

85.

a. i. F ✓

ii. T ✓

b. iii. ~~T~~ ✓

iv. ~~T~~ ✓

v. T ✓

vi. ~~T~~ ✓

vii. F ✓

viii. T ✓

ix. ~~F~~ ✓

x. F ✓

5.

bi.

ii.

iii.

ix.

v.

vi.

vii.

viii.

ix.

x.

?

10

2.

- a. F
- b. T
- c. F
- d. T
- e. T

3.

Sharan: Excuse me. Is this sales counter?

Clerk: Yes, please. What can I do for you?

Sharan: I want a ticket to Beijing. Do you have direct flight to Beijing?

Clerk: No, I'm sorry. We don't have direct flight from Kathmandu to Beijing. But we have flights to Beijing via Hong Kong.

Sharan: I see. Can I book tickets to Beijing for 20th Oct.

Clerk: Yes, could you give me your details please.

Sharan: All right.

4.

cause → reason

defend → protect

wounded → injured

loyal → faithful

incident → event

daring → kindness

suitable → reveal

mercy → help

disclose → faithful

assistance → appropriate

10