

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication through which we express our ideas, wishes, feelings and desires. It is a voluntary vocal system of human communication. It is species specific, unique and universal within the species.

"Language is a system of arbitrary vocal symbols which permit all people in a given culture to other people, who have learned the system of that culture to communicate or interact" (*Finocchiaro 1964:8, cited in Brown 1994:4*)

Language is a phenomenon which we use in the society to express our ideas and feelings, by means of which we establish and maintain social relationship.

Gimson (1976:3) has defined language as 'a system of conventional signals used for communication by a whole community. The pattern of convention covers a system of significant sound units (the phonemes), the inflection and arrangement of words and association of meaning with the words'.

Sapir (1978:8) defines language as "a purely human and non-human instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols."

In this regard Sthapit and Basnyat (2053 BS) have defined language as 'a voluntary vocal system of human communication'. Similarly, Sthapit at once had made a remarkable expression about language that 'even ten thousand best linguists of the world can't describe a language perfectly' as cited in Sharma (2005:1).

From the above mentioned definitions, language can be defined in a precise form as a voluntary, vocal system of human communication.

There are thousands of languages in the world. Among them, English language is said to be an international language. As an international language, it is used all over the world. It is known to be the key to success in humanistic, scientific and technological fields. It is one of the languages used in the UNO, the respected and recognized world institution, and an international lingua-franca. The knowledge of English language is necessary to exchange our ideas and views among the people of different countries, for transmission of the knowledge of culture, for the development of tourism, for studying abroad, for entering the international politics, commerce and industries, to face increasing competitions and challenges in the fields of education, science and commerce as well. Without the knowledge of English language one can't get any good job. Thus, English is one of the most important and prestigious languages of the world.

1.2 English in Nepal

The teaching and learning of English as a foreign language in Nepal was first started during the Rana Regimine with the establishment of Durbar School by Rana Prime Minister Jung Bahadur Rana in 1910 B.S. At that time, learning English was confined to the children of Rana family. But at present, it is not so. It is open to all. Since then, teaching learning has passed through many stages. So, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from PCL or Higher Secondary level to Diploma level at the faculties of Education, and Humanities and Social Sciences.

“Nepali need English for transmission of science and technology and for international communication. English is undoubtedly of vital importance for accelerating the modernization process in Nepal.” (*Malla, 1977:12*)

In Nepal, the knowledge of English serves as a means for getting job and services in foreign countries easily and quickly. It is an obligatory language for keeping pace with the fast developing countries. Likewise, it is equally important for high social status, social mobility and economic value. Without the knowledge of English one can't get good opportunities of job and economically better employment. Similarly, it is the library language. Most of the books are written in English. The students use it as a reference language in order to promote their knowledge in the areas of their study.

To sum up, the importance of English language is, no doubt, very high in each and every aspect; it plays a vital role for the worldwide development in various aspects.

1.3 Language Teaching and Language Testing

Language teaching and language testing are two sides a coin; one would be meaningless in the absence of other. "Teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other." (*Heaton 1975:5*) It means that teaching is influenced by testing and vice versa.

Testing is one of the means of evaluating student's ability or language capacity. Teaching without testing is like painting in bad light. With the help of testing we can find and manage for remedial teaching if it were diagnostic test.

To sum up the above discussion, teaching and testing are mutually inclusive and complementary to each other.

1.4 Importance of Grammar

Every language of the world has its own grammar. Language is a system of systems. Every language is made up of systems. A system can have many sub-systems. A language, in general, has grammatical system, phonological system and semantic system. Thus, grammar is a framework that gives language a structure.

Oxford Advanced Learners' Dictionary (1989:542) defines grammar as 'a study or science or rules for forming words and combining them in to sentences'. The knowledge (implicit or explicit) of grammatical rules is essential for the mastery of a language. One can't use the words of a language properly unless he knows how they should be put together.

Lado (1977:144) says, "A grammatical pattern is more than any single utterance since it is the mould form from which countless utterances can be produced".

Funk and Wagnals (1960) define grammar as "the science that treats of the principles that govern the correct use of language in either oral or written form". It means, grammar is very important in order to manipulate the language in speech and writing. The main purpose of the grammar is to help the students to choose structures, which accurately express the meaning they want to create. Hence, the grammar is meant for improving language.

Thus, the importance of grammar can be proved from the evidence that if one is given all the required words, phrases and so on, but not the rules of that language, then he will virtually fail to produce a single sentence.

1.5 Test of Grammar and Usage

Language is a system of systems. Every language is made up of systems. A system can have many sub-systems. A language, in general, has a grammatical system, phonological system and semantic system. The topic under this study 'Article' is one of the system/aspect/feature under grammatical system.

The following are some of the most common types of objective items used to test awareness of grammatical features of the languages.

1. Multiple -choice items
2. Error-recognition items
3. Re-arrange items
4. Completion items
5. Transformation items
6. Item involving, the changing of words
7. 'Broken sentence' items
8. Pairing and matching items
9. Combination items
10. Addition items (*Heaton, 1975: 34*)

1.6 Proficiency Test

Proficiency test is designed to measure people's ability in a language regardless of any training they may have had in that language. The content of proficiency test, therefore, is not based on the content or objectives of language course which people taking the test many have followed. Rather, it is based on a specification of what candidates to be able to do in the language in order to be considered proficient. This raised the question of what we mean by the word 'proficient'. In the proficiency test 'Proficient' means having sufficient command of the language for a particular purpose.

A proficiency test is defined as “a measure of how much of a language some one has learned” Davies et al. (1999) as given in Khaniya (2005:83). The proficiency test is designed to measure people's language ability without considering the course. They have been taught and in which situation they have learned. The test items to be included in a proficiency test are not based on the learning areas previously determined by a course of study.

The proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform for example, one would ask: Does a candidate know English medium university course? (*Khaniya 2005:83*).

The proficiency test is a forward-looking test in the sense that it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future. This is a test about how much of what he needs to know does a candidate actually know.

1.7 Articles in English

English language has article system. The Scandinavian and Semitic language do also have this. Yet, it is different from that of English. So, it happens to be a more problematic topic for those English learners who don't have this system in their native languages. It is not less problematic even to the native speakers of English.

'A, an' and 'the' are English articles. They come under minor word classes. They are used before noun phrases. They are also known as demonstrative adjectives' or core (central) determiners. They are called demonstrative adjectives as they demonstrate or define noun like this, that, and those. They are also called core (central) determiners as they may be preceded by one pre determiner and followed by one or two post determiners,

i.e. (1) All the three men (Pre determiner + core determiner +post determiner)

(2) The first house (core determiner+ post determiner)

English article system totally depends on English noun system. 'A' and 'an' are called indefinite articles and used before a singular countable noun to refer it indefinitely. 'The' is called definite article and is used before a noun to refer it definitely. It can be used before any kinds of noun but to refer them definitely or specifically.

Swan (2006) says, "Articles are small words that are often used at the beginning of noun phrases. Articles can show whether we're talking about things that are known both to the speaker/writer and to the listener/reader (definite) or that are not known to them both (indefinite)

1.7.1 Definite Article: 'The'

"When we use the definite article 'the' we presume that both we and hearer know what is being talked about." (*Leech & Svartvik, 1979:52*)

"We use 'the' when it is clear in the situation which thing or person we mean". (*Murphy, 1994:142*)

The above definitions make us clear that definite article is small/minor word used before all three noun classes (singular count, plural count and non-count) to refer them definitely.

'The' is pronounced as / Δ / when used before a noun which starts with consonant sound. It is pronounced as / Δ I/ when it is preceded by a noun starting with vowel sound. As it is very difficult to pronounce correctly by foreign learners, they may commit errors. It is more problematic regarding its use because there are so many rules and exceptions. Even for the native speakers using it properly is one of the most difficult tasks. Therefore, it is a hard nut to crack for Nepali learner of English.

There are many rules for using articles in English. However, only the rules which are to be taken into consideration while responding to the prepared test items for the students are given below:

1. According to Leech and Svartvik (1979:52), there are four circumstances in which definite article with definite meaning arise:
 - A. When identity has been established by an earlier mention (often with an indefinite article), for example:

John bought a TV and a radio (First mention), but he returned the radio (Second mention). We call this the back-pointing use of 'the'.
 - B. When identity is established by the post modification that follows the noun,
 - John returned the radio he bought yesterday.
 - The wines of France (i.e. which France produces) are the best in the world.
 - The discovery of radium marked the beginning of new era. This is the forward pointing use of 'the'.
 - C. When the object or group of objects is the only that exists or has existed, for example: the star, the earth, the world, the sea, the North Pole, the equator, the reformation, the human race etc. In 'The North Pole and South Pole are equal-distant from the equator' the use of 'the' is unique. 'The' also occurs where what is referred to is understood to be unique in the context, for example: the sun, the moon, the kitchen, the town hall, the queen, the president etc.
 - D. When reference is made to an institution shared by the community, for example: the radio, the television, the telephone, the paper(s) etc.

What's in the paper(s) today? He went to London on the train/by train.
2. The definite article also has a generic use, referring to what is general or typical for a whole class of objects, this is found with count nouns. For example,
 - The tiger is a beautiful animal.
 - The whale is in danger of becoming extinct.

- The deep freeze has made life easier for housewives.

Here, 'the tiger' the whale' and 'the deep freeze' i.e. 'the +singular noun' can represent a class of animals or things, but not any individual animal or thing. But 'a tiger', ' a whale' a deep freeze' refers to any member of the species or things

3. 'The' is used before nouns made definite or specific by the addition of a phrase or a clause. For example: the girls in blue sari, the man with the banner, the boy that I met, the place where I was born, the water in this pot, the water I brought, etc.
4. 'The' is used before adjectives of superlative degree, ordinals and the term 'only'. For example: the most intelligent, the worst, the first man I met, the fourth, the last, the only way, 'Hari is the most intelligent boy in the class'; 'We finished the last topic yesterday'.
5. 'The + adjective' is used as a subject or object to represent a class of persons. For example:
 - The old = old people in general
 - The poor = poor people in general.
 - The rich seem happy.
 - The poor seem sad. But, a poor man called me.
6. 'The' is used before certain proper names of seas, rivers, groups of islands, chains of mountain, plural names of countries, deserts, newspapers, religious and other big books, etc. For example:
 - Seas: the pacific (ocean). The Indian Sea.
 - Rivers: the Nile, the Amazon etc.
 - Groups of islands: the Canaries / the Canary islands, the Bahamas
 - Mountain ranges: the Himalayas / Himalayan Mountain, the Rockies/ rocky mountains etc. but, Mt Everest, Mount K² are used without article.
 - Deserts: The Sahara, the Gobi etc.
 - Newspapers: The Times, The news Week etc.

- Religious and other big books: The Bible, The war and Peace etc. But not, 'the Bhanubhakta's Ramayan'
7. 'The' is used before musical instruments, parts of the body and direction and side. For example:
- Musical instrument: the guitar, the harmonium, He can play the guitar. But, he bought a guitar.
 - Body parts: the ear, the head, He pulled me by the ear. But, he pulled my ear.
 - Direction: The sun rises in the east.
 - Side: Turn to the left. But, turn left.
- 8 'The' is used before some nationality adjectives (mostly those endings in -ch, or -sh) to refer people collectively. For example:
- the Dutch, the English, the Welsh
 - The Welsh are well known for their singing (Generic)
 - The Welshmen are well known for their singing (Generic)
 - The Welshman I know sings well. (Specific)
9. 'The' is used when we talk about some kind of things that are part of every body's life, like the bus, the hairdresser etc. For example:
- I have some of my best ideas when I'm on the bus.
 - But I go to school by bus.
 - I go to school in a bus etc.
10. 'The' is used in the measuring expressions beginning with 'by'. For example:
- by the kilo
 - by the dozen
 - by the hour
 - by the month
 - Do you sell egg by the Kilo or by the dozen?
 - He is watching TV by the hour.
11. 'The' is not used before words like church, temple, court, hospital, prison, school/college/university etc when these places are visited or used for their primary purposes. For example:

- We go to hospital, as patients.
- We go to church, to pray.
- We go to prison, as prisoners.
- We go to court, as litigants.
- We go school/collage to study.
- We can be in hospital, as patients.
- We can be at church, as worshippers.
- We can be at school, as students.
- We can be in court, as witnesses.
- We can get back from school/college.
- We leave school/hospital etc.
- We can be released from prison.

But, for the secondary purpose, 'the' is used. For example:

- I went to the church to meet by father.
- He goes to the prison to give lecturer.

12. 'The' is used before rank and position. For example:

- the captain
- the major
- The headmaster is absent today.
- But, headmaster, Ram Prasad, is absent today.

13. If two nouns refer to the same person, a single article 'the' is used before the first noun otherwise it is used in both. For example:

- The founder and principal is very cruel. (one person).
- The founder and the principal have gone out. (two persons)

14. 'The' is used before comparatives. For example:

- The higher we go, the cooler it is.
- Who is the taller-Asha or Nisha?

15. 'The' is not used in the following cases.

A. Before singular or plural proper nouns

- Mary lives in Switzerland.
- To denote things in general

- Books are expensive.
 - Life is hard.
- B. After possessives and demonstratives
- This is my uncle.
 - Is that Mary's car?
 - I like this beer.
- C. Before 'man' and 'women' in general sense
- Man and women are treated equal. But, a woman without a man is like a fish without a fin.
- D. Before days, months and seasons.
- Where were you last Saturday?
 - I was away in April.
 - See you on Sunday. But, I worked very hard in the summer that year.
(particular summer season)
- E. Before illnesses
- Have you had appendicitis?
 - I've got toothache again. But, I'm suffering from a fever. <AmE>
 - I've got a headache.
- F. Before names of meals
- The Scots have porridge for breakfast. But, we gave them a good breakfast.

1.7.2 Indefinite Article: A/an

"We normally put a/an with a singular noun that is used for classifying-saying what job somebody has. What class, group or type somebody or something belongs to what we use something for etc." (*Swan, 2006:53*)

"We use a/an to say what kind of thing or person something or somebody is". (*Murphy, 1991:140*)

From the above extracts, it is clear that a/an is called an indefinite article which is used before a singular countable noun to refer it indefinitely. The indefinite article 'a' is used before a singular countable noun beginning with consonant sound. A/an does not add much to the meaning of a noun. It is like a weak form of 'one'.

The form 'an' is used before words beginning with a vowel sound or words beginning with mute 'h'. It is also used with individual letters spoken with a vowel sound.

It is also supposed to be problematic for Nepali learners of English because they have difficulty in pronouncing word correctly. Moreover, there are many words which are used both as mass and count nouns.

Some rules regarding the use of indefinite article that are to be taken into consideration while responding to the prepared test items for the students are as follows:

1. A/an is used before a singular countable noun when it is mentioned for the first time and represents no particular person or thing.
 - I need a visa.
 - They live in a flat.
 - He bought an ice-cream.
2. It is used before a countable noun which is an example of a class of things'.
 - A car must be insured. (All cars/any car)
 - A child needs love. (All children/any child).
3. It is used before a noun complement. This includes names of professions.
 - It was an earthquake.
 - She'll be a dancer
 - He is an actor.

4. Following Thomson and Martinet (1986:16), it is used:
 - a. with certain numbers
 - a hundred
 - a thousand
 - a dozen
 - b. before 'half' when it follows a whole number
 - $1 + \frac{1}{2}$ Kilos = one and a half kilos or a kilo and a half.
 - $1/2$ = half a kilo, (not' a half a kilo)
 - c. Sometimes in the structure of ' a +half +noun'
 - a half-holiday
 - a half-portion
 - a half-share.
 - d. With $1/2$, $1/3$, $1/4$ etc.
 - $1/2$ = a half or one half.
 - $1/3$ = a third or one third
 - $1/4$ = a quarter or one fourth
5. A/an is used in expression of price, speed, ratio etc where a/an=per.
 - Rs. 40 a kilo
 - \$1 a meter.
 - 60 miles an hour
 - R s. 60 a dozen.
 - Four times a day etc.
6. A/an is used in exclamations before singular countable nouns.
 - Such a long queue! (But such/long queues.)
 - What a pretty girl! (But, what pretty girls)
 - What sad news! ('News' is uncountable noun)
7. A/an can be placed before 'Mr. /Mrs. /Miss. + Surname' to imply that
 - He/she is stranger to the speaker.
 - Mr. Smith. (a man called smith) But, Mr. Smith (the speaker knows him)

8. A is used certain expressions of
- a lot of
 - a couple
 - a great many of
 - a dozen (one dozen)
 - a great deals of
 - a pair of
 - He has a lot of books
 - She has bought a pair of shoes
 - a little/a few an little/ few
 - There is a little hope of his recovery. (Before uncountable nouns to indicate positive meaning)
 - There is little hope of his recovery. (Before uncountable nouns to indicate negative meaning)
 - There are a few people in the Hall. (Before plural nouns to indicate positive meaning)
9. A/an is omitted in the following cases:
- (a) Before plural nouns
- Eggs, books etc.
- (b) Before uncountable nouns.
- A water (not possible)
 - A milk (not possible)
 - A Iron (not possible)
- But, a glass of water (used as count noun singular)
 a cup of milk (used as count noun singular)
 a piece of iron (used as count noun singular)
- (c) Before meals, proper nouns etc.
- We have breakfast at eight.
 - (But, He gave us a good breakfast)
 - He lives in Nepal. (But, he lives in the UK).

- (d) Before adjectives alone and possessives.
 - He is my friend (but, he is a friend of mine)

1.8 Review of Related Literature

To find out the students' proficiency on different aspects of English language several investigations have been carried out in Department of English Education. Some of them are reviewed below.

Sharma, (1997) studied the proficiency in 'voice' of the students of government and private schools of Kathmandu district and found that the students of private schools were better than the students of government schools in terms of the proficiency in voice. Over all proficiency of girls was slightly better than that of boys.

Singh (1997) had made an attempt to identify the errors in the articles and prepositions committed by Nepali learners of English studying in the first year of proficiency certificate level in Birgunj and to evaluate their seriousness on the basis of judgment of the native speakers of English and Nepali English speaker. The study showed that the students of different faculties, mother tongue, background and sex were found to commit article errors more frequently than preposition errors. The study also conducted that all the types of evaluators of English were found to evaluate preposition errors more seriously than article errors by Nepali learners of English in general.

Basnet (2001) made a research on "A study on the proficiency of students in the use of determiners. He found that the students of 9th graders of Dhankuta were better than that of students of Kathmandu district on proficient in the use of determiners. He also found that girls were a little more proficient in the use of determiners. In totality, the majority of students were below average.

Khaniya (2002) has made a research on "Proficiency of the students in Negative and Interrogative Transformation." His findings show that the proficiency of the boys was better than that of girls in negative and interrogative transformation. Only 46.5% students were above average and 53.5% students were below average.

Thus, the study has been carried out to find out the proficiency in the use of articles of the students of grade ten of rural and urban schools of Surkhet district. The study seeks to compare the proficiency of the students in terms of area (region) and Sex as well.

1.9 Objectives of the Study

The objectives of the study were:

- to find out the proficiency of the tenth graders in the use of articles in Surkhet district
- to compare the proficiency in the use of articles in terms of the following variables:
 - Sex (male and female)
 - School
 - Area (Rural vs. Urban)
- to provide some pedagogical implications of the study.

1.10 Definitions of the Terms

- Proficiency: it refers to the ability of the students of class ten to use article.
- Grade Ten: Here, grade ten refers to the group of students who have completed class nine and registered their names in the class ten.
- Government school/public school. It refers to the schools controlled and financed by the government of Nepal.
- Urban area: Here, it refers to municipality.

- Rural areas: It refers to countryside.
- Articles: Articles are small works that are often used at the beginning of the noun phrases they belong to group of words called determiners." (Practical English usage 2006:51)
- Definite article: 'the' is called definite article which is used to refer a noun definitely.
- Indefinite article: A/an is called indefinite article which is used before a singular countable noun to refer to it indefinitely.
- Secondary norm: it refers to the pass marks (32%) in the annual examination of the secondary level and SLC level.
- Countable noun: A noun which can be counted as one, two etc.

1.11 Significance of the Study

This study has multifold significance. It will be particularly useful to students, teachers, text book writers, syllabus designers, methodologists and also to people who are directly or indirectly involved in teaching and learning of English in Nepal.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study to find out the objectives of the study.

2.1 Sources of Data

For the collection data, both primary and secondary sources were used in this study.

2.1.1 Primary Sources of Data

The primary sources of data for the study were collected by administering a test/questionnaire on articles to the Tenth Graders of rural and urban schools of Surkhet district.

2.1.2 Secondary Sources of Data

The secondary sources of data of the study were collected from different grammar books, previous theses, dictionaries, journals, articles and other books which were related to the topic.

2.2 Population of the Study

The total population of the study was one hundred Grade X students of ten secondary schools of Surkhet district.

2.3 Sample Population and Sampling Procedure

The sample population of the study was one hundred students study in Grade Ten. There were fifty boys and fifty girls. Ten students from each school were

selected by applying stratified random sampling in equal sex ratio. Ten secondary schools (5 Rural & 5 Urban schools) of Surkhet district were purposively selected.

2.4 Tools for the Collection of Data

The main tool for collection of data was questionnaire consisting of four sets of questions, carrying 60 marks. The four different types of test items were as follows:

1. Fill in the Blank Item

In this item students were asked to fill the correct article in the blank spaces those given in passage. There were 50 blank spaces each carrying 0.5 mark.

2. Supply 'a/an' and 'the' Where Necessary in the Given Dialogues

This item also consists of 10 dialogues each consisting of two exchanges. There is one blank space in each exchange. The students were asked to read them and supply appropriate articles where necessary.

3. Multiple Choice Items

In this item, the students were given 15 questions and asked to encircle the correct answer from the four alternatives.

4. Cross out the Wrongly used Articles and Make Correction if Necessary (Error Recognition and Correction Item)

This test item also contained 10 questions. Each statement had one wrongly used article they had to find out, cross out it and make correction if necessary. They didn't have to rewrite the whole sentences.

Thus, there were altogether 85 questions carrying 60 marks in the four sets of test items. The table below shows the item-wise distribution of marks.

Table 1: Item-Wise Distribution of Marks.

Item No.	Marks for each question	No. of questions	Total Marks
1.	0.5	50	25
2.	1	10	10
3.	1	15	15
4.	1	10	10
Full Marks		85	60

2.5 Process of Data Collection

After preparation of tools for data collection, the researcher visited the DEO, Surkhet and listed the total government schools. Then he selected and visited 10 schools (5 urban and 5 rural) of Surkhet district, He selected 10 students (5 boys and 5 girls) from each school by applying stratified random sampling with the help of headmaster and English teacher of the related school. Before administering the test to the students, the researcher made clear about the purpose of research. He distributed the test item and instructed them about how to do the test. The time was fixed, i.e. they had to finish with in one hour.

At last, the test papers were collected and checked. The scores obtained by the students were tabulated using a simple statistical tool of average and percentage.

2.6 Limitations of the Study

The basic limitations of the study were as follows:

- This study was limited to the proficiency by the learner of grade ten in the use of articles.
- The subject area of study was limited to written form.

- The area of the study was confined to 10 government schools of Surkhet district; 5 schools from rural area and 5 schools from urban area.
- One-hundred students (50 from rural and 50 from urban area) of grade ten were selected including in equal sex, i.e. 50 boys and 50 girls.
- 10 students (5 boys and 5 girls) were selected from each school.
- The test items consisted of four types of objective question under group A, B, C and D,
- The study was limited to find out proficiency of the Tenth Graders in the use of articles and compare in terms of sex and area (rural and urban area) of Surkhet districts.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the Presentation analysis and interpretation of the data. Firstly, the responses of the students were marked systematically and marks secured by them were tabulated on the basis of the tables of scores. The analysis and interpretation were carried out as effectively and accurately as possible. Then the scores of the students were analyzed using simple statistical tools of percentage.

This analysis and interpretation of data was carried out under the following headings.

1. Item-wise Analysis of the status of proficiency in using article

- Status of total proficiency in each item
- Comparison of different variables with the average of each item.

2. Analysis and Interpretation of the total proficiency

- Total proficiency of the students
- Comparison of total proficiency by sex and region
- Comparison of their total proficiency with in the schools.
- Comparison of the proficiency of ten different schools with the total average
- Comparative proficiency with the Secondary norm.

3.1 Item wise Analysis of the Status of Proficiency in Using Article.

Now, each Item is Analyzed and Interpreted Separately.

Table 2: Analysis of the Total Proficiency in Item No. 1 Full Marks: 25

Total Sample	Total Average	Above average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
100	13.57	49	49	51	51

The table above shows the total proficiency of 100 students of grade ten in item number 1 (fill in the blank space). The average score of the students in this item was 13.57. There was a passage where there were 50 blank spaces that the students had to fill with appropriate articles i.e. a/an and 'the' .Each space carrying 0.5 mark altogether 25 marks.

Among 100 students, 49% were found above average and 51% were below average. Therefore, we can arrive at the conclusion that the majority of the students were not above the average and hence not proficient in this item.

Table 3: Comparison of Different Variables with Total Average in Item

No. 1

Full Marks: 25

Variables	Sample Size	Total Average	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Rural Area	50	13.57	17	34	33	66
Urban Area	50		32	64	18	36
Boys	50		26	52	24	48
Girls	50		23	46	27	54

The above table shows the comparison of different variables with the total average in item No. 1. It also shows the relative position of the students in terms of sex and region with respect to the total average. It is clear from the table that the total average in item No. 1 was 13.57. In rural area, 17 students (34%) were above the total average and 33 students (66%) were below the total average whereas as in urban area, 32 students (64%) were above the total average and 18 students (36%) were below the total average.

In case of sex, only 26 boys crossed the total average securing 52% where as 24 boys i.e. 48% remained below average. In case of girls, 23 girls i.e. 46% of

the girls succeeded in crossing the total average and the rest remained below the total average i.e. 54%.

Thus, it shows that in item No. 1 the students of the schools of urban area were found better in performance than the students of the schools of rural area. Similarly, the boys showed better performance than the girls.

Table 4: Total Proficiency in Item No. 2

Full Marks: 10

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
100	4.55	44	44	56	56

The above table shows the status of total proficiency of the students in Item No. 2. There were 10 questions carrying 10 marks in total. The average score in item No. 2 was found to be 4.55. Among total samples, 44% (or 44) of students were found above average while 56% (or 56) of them were below average. It means the students' performance was not satisfactory.

Table 5: Comparison of Different Variables with the Total Averages in Item No.2

Full Marks: 10

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	50	4.55	14	28	36	72
Urban Area	50		30	60	20	40
Boys	50		23	46	27	54
Girls	50		21	42	29	58

The above table shows the comparison of students' proficiency between different variables with respect to total average 4.55. The table shows that the students of urban area were found better than that of the students of rural area. 60%, urban school students were found above average where as just 28% rural school students were above average

In case of sex, only 46% (or 23) boys crossed the average where as 54 % (or 27) boys remained below average. Similarly, 42% (or 21) of the girls were found above average and the rest of the girls remained below total average.

Thus, it shows that in item No. 2 the students of the schools of urban area were found better in performance than the students of the schools of the rural area. Similarly, the boys showed better performance than the girls.

Table 6: Total Proficiency in Item No. 3

Full Marks: 15

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
100	7.61	51	51	49	49

The table No. 6 shows the total proficiency of the students in item No. 3 (Multiple choice item). There were 15 questions carrying 15 marks in total. The average score in item no. 3 was found to be 7.61%. Among total samples, 51% (or 51) of students were found above average while 49 (49%) of them were below average. In this item, the performance of the students was found satisfactory because the majority of them were above average.

Table 7: Comparison of Different Variables with the Total Average in Item No. 3 Full Marks: 15

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	50	7.61	19	38	31	62
Urban Area	50		32	64	18	36
Boys	50		25	50	25	50
Girls	50		26	52	24	48

The table No. 7 shows the comparison of students' performance in multiple choice items (in item no. 3). The table shows that the total average score was 7.61. The percentage of the students of urban schools scoring above average was 64% against 38% the students of rural schools. Since, the percentage of the students showing above average in the schools of urban area was higher than in the schools of rural area. Therefore, the students of urban schools were found better in performance than the students of rural schools.

In case of sex, 52% girls were above average and 50% boys were above average.

Thus, it shows that urban schools students were found better in this item. Similarly, the girls showed better performance than the boys.

Table 8: Total Proficiency in Item No. 4 Full Marks: 10

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
100	6.9	62	62	38	38

The table No. 8 shows the students total proficiency in item No. 4 (i.e. error recognition and correction item.) It consisted of 10 questions carrying 10 marks. The average score of correct response of the students in this item was 6.9. 62 students (62%) of the total sample were above average where as 38 students (38%) were below average. Therefore, the performance of the students in this item was found satisfactory because the majority of them were above average.

Table 9: Comparison of Different Variables with the Total Average in Item No. 4 Full Marks: 10

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	50	6.9	23	46	27	54
Urban Area	50		39	78	11	22
Boys	50		32	64	18	36
Girls	50		30	60	20	40

This table shows that the comparison of proficiency in item No. 4 by region and sex. In this item, the students had to recognize errors and correct them. 23 of the students (46%) of rural area and 39 of the students (78%) of urban area were found above average. Therefore, the students of urban area were found better in performance than the students of rural area. Likewise, 64% of the boys and 60% the girls were found above average score. Although, the majority of both boys and girls were above average yet boys' performance was higher than girls by 4% only.

3.2 Analysis and Interpretation of Total Proficiency

Table 10: Total Proficiency

Full Marks: 60

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
100	32.63	50	50	50	50

The above table shows that the total sample of population was 100 and the total average was 32.63. The percentage of the students scoring above average was 50% and the percentage of students scoring below average was also 50%. Therefore, the percentage of the students scoring above and below average was equal.

Table 11: Comparison of Different Variable with the Total Average

Full Marks: 60

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	50	32.63	14	28	36	72
Urban Area	50		36	72	14	28
Boys	50		27	54	23	46
Girls	50		23	46	27	54

Above table shows that the relative position of the students in terms of sex and region with respect to combined total average. The combined total average was 32.63. The percentage of the students scoring above average in the schools of urban area was 72% against 28% the students in the schools of rural areas and hence the students of urban area were found better in performance than the students of rural area.

Likewise, the sample of boys and girls consisted of 50 each. The percentage of boys scoring above the total average was 54% against 46% of girls and hence the boys are considered better than the girls.

Table 12: Status of Proficiency by Region (Area)

Full Marks: 60

Sample type	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	50	29.38	29	58	21	42
Urban Area	50	35.88	23	46	27	54

The above table shows that the intended to display a comparison of status of proficiency with respect to corresponding average score attained by the students from the schools of rural and urban area of Surkhet district. The above table shows that the total average score of the students of rural area was 29.38. Among the 50 students of rural area, 58% of them were found above average. The minority of the students were below average. Thus it proves that the status of proficiency in the use of articles of the students of rural area was satisfactory in their own group.

On the other hand, the students of urban area scoring of total average were 35.88. Out of the 50 students of urban area, 46% (23 students) were found above average and 54% (27 students) were found below average. Since the majority of them fell below average in their status of proficiency in their own group.

Table 13: Status of Proficiency by Sex

Full Marks: 60

Sample type	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Boys	50	32.56	27	54	23	46
Girls	50	32.70	23	46	27	54

This table shows that the total average score of the boys was 32.56. Among 50 boys, 54% of them were above average and 46% were below average. As the majority of the boys were found above average, their status in the use of articles was found to be satisfactory in their own group.

Similarly, the average score of all the girls was 32.70. Among 50 girls, only 46% of them were above average and 54% were below average. It seems that the status of proficiency of girls was found not satisfactory in their own group.

Table 14: Comparison of the Students' Total Proficiency within the Schools

Full Marks: 60

S.N.	Name of schools	Total Sample	Total Average	Above Average		Below Average	
				No. of students	Percentage (%)	No. of students	Percentage (%)
1.	Shree Janakalyan Secondary School, Kaprichour, Surkhet	10	27.9	6	60	4	40
2.	Shree Bheri Secondary School, Ghumkhahare, Surkhet	10	24.9	6	60	4	40
3.	Shree Bageshwori Secondary School, Rakam, Surkhet	10	28.9	7	70	3	30
4.	Shree Anand Higher Secondary School, Gumi, Surkhet	10	32.2	4	40	6	60
5.	Shree Surya Jyoti Higher Secondary School, Mehelkuna, Surkhet	10	33	5	50	5	50
6.	Shree Jana Higher Secondary School, Birendranagar, Surkhet	10	32.7	5	50	5	50
7.	Shree Bhairab Higher Secondary School, Birendranagar, Surkhet	10	32.5	6	60	4	40
8.	Shree Nepal Rastriya Proposed Secondary School, Birendranagar, Surkhet	10	34.1	5	50	5	50
9.	Shree Tripureshwor Secondary School, Birendranagar, Surkhet	10	40	6	60	4	40
10	Shree Krishna and Sans. & Gen. Higher Secondary School, Birendranagar, Surkhet	10	40.1	5	50	5	50
Total	10	100	32.63	50		50	

This table shows that the comparison of total proficiency within schools. In schools of rural area, Surya Jyoti Higher Secondary school was found to be the most proficient. Its average score was 33 where as Bheri Secondary school was found to be the least proficient.

In school of urban area, Krishna Sanskrit and General Higher Secondary school was found to be the most proficient in the use of articles. Its average score was 40.1 where as Bhairab Secondary School was found to be the least proficient.

To sum up, the students of urban schools of Surkhet district were found far better than that of rural schools.

Table 15: Comparison of the Proficiency of Ten Different Schools with the Total Average

Full Marks: 60

Variables	Sample size	Total Average	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Five schools from rural area	50	32.63	14	28	36	72
Boys	25		8	32	18	68
Girls	25		6	24	19	76
Five schools from urban area	50		36	72	14	28
Boys	25		19	76	6	24
Girls	25		17	68	8	32

The above table shows the comparison of the proficiency of different ten schools with total average i.e. 32.63.

As shown on the table above, five schools from rural area scoring above the total average, 14 students (28%), out of 50 students, and 8 boys (32%), and 6 girls (24%), out of 25 boys and 25 girls respectively. So, 36 students (72%), out of the 50 and 17 boys (68%) and 19 girls (76%), out of 25 boys and 25 girls were below the total average. Therefore, it suggests that in total sample of the students of rural area were not better in the use of article because the majority of the total students were below the total average. The boys were better than the girls in the use of article.

Like wise, five schools from urban area, out of 50 students, 36 students (72%) and out of 25 boys and 25 girls, 19 boys (76%) and 17 girls (68%) were above the total average where as 14 students (28%), out of 50 students, 6 boys (12%) and 8 girls (32%) out of 25 boys and 25 girls were below the total average. Thus, it seems that the students of urban area were almost better performance in the use of articles.

To sum up, it can be said that the students (both boys and girls) of urban area were scoring better status of proficiency in the use of articles than the students of rural area.

Table 16: Comparison of Proficiency with the Secondary Norm

Full Marks: 60

Sample type	Sample size	Secondary norm	Above Average		Below Average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Boys from the Schools of Rural Area	25	32% (19.2)	24	96	1	4
Girls from the Schools of Rural Area	25		25	100	0	0
Boy from the Schools of Urban Area	25		25	100	0	0
Girls from the Schools of Urban Area	25		25	100	0	0

The above table shows that the comparison of students' proficiency with existing nationally recognized secondary norm of 32% i.e. 19.2 in context (pass mark), so based this norm, the students meeting the norm (32%) are rated pass and those who don't meet this are rated fail. While compared to this norm, 96% of the boys and 100% of the girls were found above the norm from the schools of rural area. But, 100% of boys and girls were above the norm from the schools of urban area.

It suggests that the performance was very good when compared to this secondary norm.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Summary

The main purpose of this study/research was to find out and compare the proficiency of the students in the use of article between rural and urban schools of Surkhet.

For this purpose, the researcher had prepared a set of test items consisting of four different types of tests. Then the test was administered to 100 students of Surkhet district. 10 Students (5 boys and 5 girls) of grade ten were randomly selected from each of ten schools (5 rural and 5 urban schools).

After collecting data, the analysis and interpretation of data were done by using tools of average and percentage. First, the data were analyzed and interpreted in terms of proficiency i.e. item was proficiency, then comparison of different variables with the total proficiency of the students in terms of sex and region. After that comparison with proficiency of boys and girls in their respective area wise schools and also secondary norm of test item (pass marks test item). A school wise analysis and comparison was also made to find out the accurate result.

4.2 Findings

The findings of the study obtained from the analysis and interpretation of the data are as follows:

A. General Comparison

1. In totality 50% students were above average and 50% students were below average. In other words, their performance was equal both above and below average.

2. The students of urban area were more proficient than the students of rural area.
3. The proficiency of the boys was better than the girls in total.
4. Item No. 2 i.e. supply a/an and 'the' where necessary in the given dialogues was found the most difficult item. Only 44% students were found above average where as 56% students were found below average in the item.
5. Test item No. 4 i.e. "cross out the wrongly used article and making correction if necessary was found the easiest one for all the students. Since the majority of the students were found above average i.e. better performance in this item.
6. While comparing the proficiency of the students with the secondary norm, the performance of the students was found to be very good.

B. School-wise comparison

7. The students of Shree Krishna Sanskrit and General higher secondary school, Briendranagar, were found to be the most proficient in all the students of ten schools. It was so because their average score was 40.1 out of 60.
8. The students of Shree Bheri Secondary School were found to be the least proficient in the use of articles in all the students of ten schools. It was so because their average score was 24.9 out of 60.
9. Shree Surya Jyoti Higher Secondary School was found to be most proficient among rural schools. It was so because its average score was 33 out of 60.

C. Sex-wise comparison

10. The boys are more proficient than the girls.
11. The boys of schools of the urban area were more proficient than boy of the schools of rural area.
12. The girls of the schools of urban area were more proficient than the girls of schools of rural area.

4.3 Recommendations

On the basis of the findings of the present study, the following recommendations can be made for accelerating and improving ELT situations and teaching learning process in the use of articles.

1. The English teacher should develop clear concept of English noun systems to the students before he deals with article.
2. Students should be familiar with English sound system to be more proficient in the use of articles. Unless they can pronounce the words correctly, they won't be proficient in articles.
3. While teaching articles, the students should be provided adequate written and oral practice.
4. The teacher should teach articles creating meaningful situation and using suitable language games.
5. The students should be provided with the adequate work books, practice books, grammar books etc.
6. Girls should be encouraged to take part in teaching and learning activities.
7. Give emphasis on student centered teaching than teacher centered teaching.
8. People who are involved in teaching and learning activities; as the teachers, course designers, methodologist, examiners, etc. They should provide appropriate and adequate practice exercise of grammar in text book and curriculum.
9. In rural schools, the facilities such as effective teaching materials, audio visual aids, economic support etc. should be provided to uplift their condition.

Finally, similar research can be carried out by taking samples from public and private schools of Surkhet and other districts.

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Appendix-1

TEST ITEMS FOR STUDENTS

School's Name: _____
 Name of the Student: _____
 Time: 1 hour
 Class: _____

F.M.: 60
 P.M. 19.2
 Date: _____
 Sex: _____

Group 'A'

Fill in the following blank spaces with appropriate articles:

Once there was ___ old lady, Mrs Jones, who lived with her cat, Mog. Mrs Jones kept ___ baker's shop, in ___ little tiny town, at ___ bottom of ___ valley between two mountains.

Every morning you could see Mrs Jones's light twinkle on, long before all ___ other houses in ___ town, because she got up very early to bake loaves and buns and

Then she left him sitting in front of ___ fire and began making jam tarts. When she had put ___ tarts in ___ oven she went out shopping, taking her umbrella. But what do you think was happening to Mog? ___ yeast was making him rise. As he sat dozing in front of ___ lovely warm fire he was growing bigger and bigger. First he grew as big as ___ sheep. Then he grew as big as ___ donkey. Then he grew as big as ___ carthorse. Then he grew as big as ___ hippopotamus. By now he was too big for Mrs Jones's little kitchen, but he was far too big to get through ___ door. He just burst ___ walls. When Mrs Jones came home with her shopping bag and her umbrella she cried out, "Mercy me, what is happening to my house?" ___ whole house was bulging. It was swaying. Huge whiskers were poking out of ___ kitchen window. ___ marmalade-coloured paw came out of one bedroom window, and ___ ear with ___ white fringe out of ___ other.

Group 'B'

B Supply a/an or the where necessary. If no word is necessary, leave the space empty (-).

1. A : Where did you have lunch? B : We went to restaurant.
2. A : Did you have nice holiday? B : Yes, it was best holiday I've ever had.
3. A : Where's nearest shop? B : There's one at end of this street.
4. A : Do you often listen to radio? B : No. In fact I haven't got radio.
5. A : Would you like to travel in ... B : Yes, I'd love to go to space? moon
6. A : Do you go to cinema very often. B : No, not very often. But I watch a lot of films on television
7. A : It was nice day yesterday, wasn't it? B : Yes, it was beautiful. We went for a walk by sea.
8. A : What did you have for breakfast this morning? B : Nothing. I never eat breakfast.
9. A : Can you tell me where Room B : It's on second floor 25 is, please?
10. A : We spent all our money because B : Why didn't you stay at we stayed at most expensive cheaper hotel? hotel in town.

Group 'C'

Encircle the correct answer for the following

1. Kailash is_ eye specialis.
i. a ii. an iii. the iv. nothing
2. What is __ use of it ? Whe asked me.
i. a ii. an iii. the iv. nothing
3. My sister is ____ S.P.
i. a ii. an iii. the iv. nothing
4. Who is __ first person to climb Mt. Everest.
i. a ii. an iii. the iv. nothing
5. Ganga plays__ flute well.
i. a ii. an iii. the iv. nothing
6. Dead sea is ____ deepest seas in the world.
i. a ii. an iii. the iv. nothing
7. Sita is____ useful member of the family.
i. a ii. an iii. the iv. nothing
8. This is __ school where I studied ten years.
i. a ii. an iii. the iv. nothing
9. Carol works for American Bank.
i. a ii. an iii. the iv. nothing
10. The bank is in _ United States.
i. a ii. an iii. the iv. nothing
11. Last summer we spent a few days at __ very nice hotel.
i. a ii. an iii. the iv. nothing
12. The hotel is situated by _____ sea.
i. a ii. an iii. the iv. nothing
13. She is __ university graduate
i. a ii. an iii. the iv. nothing
14. Venus is__ planet.
i. a ii. an iii. the iv. nothing
15. His is ____ heir to the throne.
i. a ii. an iii. the iv. nothing

Group 'D'

Cross out (×) the wrongly used articles and make correction if necessary for the following:

For example **Would you like ~~a~~ apple** an

1. How often do you go to an dentist. _____
2. I'm sorry. I did not mean to do that. It was the mistake _____
3. I've got an problem. Can you help me? _____
4. A eagle can fly very high. _____
5. We live in an small flat. _____
6. The Prime Minister takes medicine twice the day. _____
7. There is a cat in a kitchen. _____
8. He was a oxford student. _____
9. A universe is not a limited area. _____
10. John bought a piece of cloth from a market he used to go. _____

Appendix II:**Status of Proficiency with Respect to Corresponding Average Scores by Types of Schools and Sex**

Test Items	Variables	Sample Size	Total Average	Above Average		Below Average	
				No of students	Percentage (%)	No of students	Percentage (%)
1.	Rural Schools	50	12.38	29	58	21	42
	Urban Schools	50	14.76	27	54	23	46
	Boys	50	13.58	26	52	24	48
	Girls	50	13.56	23	46	27	54
2.	Rural Schools	50	4.18	17	34	33	66
	Urban Schools	50	4.92	25	50	25	50
	Boys	50	4.5	29	58	21	42
	Girls	50	4.6	21	42	29	58
3.	Rural Schools	50	6.9	31	62	19	38
	Urban Schools	50	8.32	20	40	30	60
	Boys	50	7.56	25	50	25	50
	Girls	50	7.66	26	52	24	48
4.	Rural Schools	50	5.92	32	64	18	36
	Urban Schools	50	7.88	34	68	16	32
	Boys	50	6.92	32	64	18	36
	Girls	50	6.88	30	60	20	40

Appendix – III: Typological Errors Committed by the Students

S.N.	Errors	Correction
1.	The prime Minister takes medicine twice the day.	... a day
2.	A Eagle can fly very high.	An Eagle ...
3.	She is an useful member.	... a useful member.
4.	My sister is the S.P.	... an S.P.
5.	A Universe is a limited area	The Universe...
6.	She is an University graduate	... a University ...
7.	He is a heir to the throne	... an heir ...
8.	Where did you have a lunch?	... have lunch ?
9.	He was a Oxford student	... an Oxford ...
10.	Gita plays an flute.	... the flute.
11.	Who is a first person to climb Mt. Everest	...the first person...
12.	Do you often listen to a ratio?	... the radio ?
13.	It's on a second floor.	... the second floor.
14.	Why didn't your stay at an cheaper hotel ?	... a chapter hotel ?

Appendix - IV: Names of the visited schools

1. Shree Janakalyan Secondary School, Kaparichour, Surkhet
2. Shree Bheri Secondary School Ghumkhare. Surkhet
3. Shree Bageshwori Secondary School, Rakam, Surkhet.
4. Shree Anand Higher Secondary School, Gumi, Surkhet
5. Shree Surya Jyoti Higher Secondary School, Mehelkuna, Surkhet
6. Shree Jana Higher Secondary School, Birendranagar , Surkhet
7. Shree Bhairab Secondary School, Birendranagar , Surkhet
8. Shree Nepal Rastriya Proposed Secondary School, Birendranagar , Surkhet
9. Shree Tripureshwor Secondary School, Birendranagar , Surkhet.
10. Shree Krishna Sanskrit and General Higher Secondary School, Birendranagar, Surkhet.

Appendix V

A. Total Scores of the Students of Rural Schools of Surkhet District**1 Shree Janakalyan Secondary School, Kaprichaur, Surkhet**

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Him Raj Chand	14.00	5.00	9.00	8.00	36.00	Kamala Sunar	14.00	4.00	5.00	5.00	28.00
2	Tilak Sony	14.00	2.50	7.00	7.00	30.50	Chandra Thapa	14.00	3.00	5.00	5.00	27.00
3	Okil Pun	13.00	8.00	7.00	5.00	33.00	Mina Ruchal	11.00	3.00	5.00	2.00	21.00
4	Gagan Bahadur Oli	13.00	4.50	8.00	7.00	32.50	Durga B.C.	15.00	4.00	7.00	1.00	27.00
5		3.00	3.00	3.00	5.00	14.00	Purna Kala B.C.	13.00	4.00	7.00	6.00	30.00
Total		57.00	23.00	34.00	32.00	146.00		67.00	18.00	29.00	19.00	133.00

2 Shree Bheri Secondary School, Ghumkhahare, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Tilak Raj Giri	12.00	5.00	1.00	7.00	25.00	Krishna Kumari Bhattarai	8.50	4.00	4.00	8.00	24.50
2	Bhupendra Khatri	9.50	2.50	4.00	9.00	25.00	Bindu Khatri	12.50	4.50	5.00	2.00	24.00
3	Udaya Nepali	10.50	3.50	5.00	6.00	25.00	Devkala Giri	13.00	7.00	5.00	8.00	33.00
4	Dipak Phuja	12.00	4.00	2.00	7.00	25.00	Dipa Rana	11.00	4.00	4.00	6.00	25.00
5	Purna Bahadur Phuja	9.00	2.00	5.00	4.00	20.00	Lalita Ghatti	9.00	3.50	7.00	3.00	22.50
Total		53.00	17.00	17.00	33.00	120.00		54.00	23.00	25.00	27.00	129.00

3 Shree Bageshwori Secondary School, Rakam, Surkhet

S.N.	Boys					Girls						
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Manoj Kumar Pokharel	12.00	5.00	8.00	5.00	30.00	Saraswoti Chand	14.00	4.00	7.00	6.00	31.00
2	Sunil Limbu	13.00	4.00	9.00	6.00	32.00	Dharmakala Shahi	13.00	3.00	8.00	6.00	30.00
3	Manoj Khan	15.00	4.00	7.00	7.00	33.00	Sunita Shahi	14.00	4.00	8.00	7.00	33.00
4	Surendra Kumar Singh	14.00	2.00	7.00	7.00	30.00	Srijana Singh	8.00	3.00	6.00	4.00	21.00
5	Ramesh Kumar Yeri	9.00	2.00	6.00	4.00	21.00	Tila B.C.	13.00	3.00	7.00	5.00	28.00
Total		63.00	17.00	37.00	29.00	146.00		62.00	17.00	36.00	28.00	143.00

4 Shree Ananda Higher Secondary School, Gumi, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Kamal Thapa	9.00	3.00	12.00	7.00	31.00	Yamkala B.C.	12.00	3.00	6.00	5.00	26.00
2	Naina Singh Rana	14.00	5.00	9.00	4.00	32.00	Durga Gurung	13.00	5.00	8.00	8.00	34.00
3	Pitambar Dhakal	15.00	4.00	10.00	4.00	33.00	Dil Kumari Sapkota	13.00	4.00	7.00	8.00	32.00
4	Suman Sharma	14.00	5.00	12.00	8.00	39.00	Nanda Kumari Rokaya	11.00	5.00	8.00	7.00	31.00
5	Rajendra Malla	12.00	5.00	10.00	7.00	34.00	Nanda Khatri	12.00	4.00	8.00	6.00	30.00
Total		64.00	22.00	53.00	30.00	169.00		61.00	21.00	37.00	34.00	153.00

5 Shree Krishna Sanskrit and General Higher Secondary School, Birendranager, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Ganesh Acharya	17.00	5.50	8.00	10.00	40.50	Puspa Gautam	19.00	6.50	8.00	9.00	42.50
2	Sagar Aryal	18.00	6.50	4.00	9.00	37.50	Sunita Nepali	19.00	7.00	11.00	10.00	47.00
3	Dhurba Thapa	21.00	7.00	11.00	9.00	48.00	Pooja Gurung	15.50	5.00	8.00	9.00	37.50
4	Ramesh Khadka	15.00	3.50	5.00	9.00	32.50	Samjhana Sapkota	17.00	5.00	9.00	9.00	40.00
5	Bidur Wagle	14.00	4.50	8.00	8.00	34.50	Sunita Dhakal	17.50	5.50	9.00	9.00	41.00
Total		85.00	27.00	36.00	45.00	193.00		88.00	29.00	45.00	46.00	208.00

B Total Scores of the Students of Urban Schools of Surkhet District

1 Shree Jana Higher Secondary School, Birendranagar, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Mahesh Malla	17.00	5.50	8.00	9.00	39.50	Jaya Subedi	11.00	4.00	4.00	9.00	28.00
2	Bhim Bahadur Rokaya	15.00	5.00	6.00	9.00	35.00	Gita Malla	10.00	3.00	10.00	6.00	29.00
3	Surya Prakash Rokaya	15.00	5.50	7.00	6.00	33.50	Mina Thapa	13.50	3.00	10.00	5.00	31.50
4	Chetan Kumar Neupane	13.50	5.50	8.00	9.00	36.00	Tulsi B.C.	10.00	4.00	7.00	9.00	30.00
5	Amar Raj K.C.	12.50	5.50	6.00	7.00	31.00	Shanti Chaudhari	11.50	5.00	8.00	9.00	33.50
Total		73.00	27.00	35.00	40.00	175.00		56.00	19.00	39.00	38.00	152.00

2 Shree Bhairab Secondary School, Birendranagar, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Himal Bhattarai	16.00	4.00	5.00	7.00	32.00	Sumana Kandel	14.00	5.50	5.00	8.00	32.50
2	Naresh Bharati	13.50	4.00	8.00	9.00	34.50	Suman Sapkota	14.00	6.00	5.00	8.00	33.00
3	Nabin Sharma	15.00	3.00	8.00	7.00	33.00	Parbati Pandey	11.00	4.00	3.00	6.00	24.00
4	Nirak Kandel	12.50	4.50	7.00	9.00	33.00	Gita Acharya	13.50	4.00	5.00	6.00	28.50
5	Tul Bahadur Basel	18.00	5.50	8.00	8.00	39.50	Tulshi Sherpa	15.50	5.50	6.00	8.00	35.00
Total		75.00	21.00	36.00	40.00	172.00		68.00	25.00	24.00	36.00	153.00

3 Nepal Rastriya Proposed Secondary School, Birendranagar, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Surya Kumar Lamgde	11.00	3.50	6.00	8.00	28.50	Dipa Khadka	16.50	5.00	8.00	9.00	38.50
2	Suni Gahatraj	14.50	3.50	5.00	6.00	29.00	Janki Rawat	17.00	4.50	10.00	8.00	39.50
3	Rabindra Kumar Shahi	11.00	4.50	12.00	6.00	33.50	Durga Rijal	13.00	4.00	11.00	9.00	37.00
4	Bishnu Rawat	13.50	5.50	10.00	6.00	35.00	Srijana Khadka	18.50	4.50	11.00	9.00	43.00
5	Yub Raj Malla	10.00	5.00	8.00	7.00	30.00	Manisha Malla	9.00	6.00	7.00	5.00	27.00
Total		60.00	22.00	41.00	33.00	156.00		74.00	24.00	47.00	40.00	185.00

4 Shree Tripureshwor Secondary School, Birendranagar, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Lok Bahadur Gautam	17.00	5.00	11.00	8.00	41.00	Tika Thani	17.00	5.00	11.00	8.00	41.00
2	Ram Kumar Yadav	17.00	5.50	7.00	6.00	35.50	Pushpa Thani	14.50	5.00	14.00	8.00	41.50
3	Raju Prasad Acharya	17.50	4.50	13.00	9.00	44.00	Kamala Yogi	13.00	4.50	10.00	7.00	34.50
4	Dharma Raj Gautam	14.50	5.00	11.00	8.00	38.50	Priyanka Timilsena	16.50	5.00	12.00	8.00	41.50
5	Chetan Kumar Thapa	16.00	6.00	12.00	6.00	40.00	Sarmila Thapa	16.00	6.50	12.00	8.00	42.50
Total		82.00	26.00	54.00	37.00	199.00		77.00	26.00	59.00	39.00	201.00

5 Shree Krishna Sanskrit and General Higher Secondary School, Birendranager, Surkhet

S.N.	Boys						Girls					
	Name	Item 1	Item 2	Item 3	Item 4	Total	Name	Item 1	Item 2	Item 3	Item 4	Total
1	Ganesh Acharya	17.00	5.50	8.00	10.00	40.50	Puspa Gautam	19.00	6.50	8.00	9.00	42.50
2	Sagar Aryal	18.00	6.50	4.00	9.00	37.50	Sunita Nepali	19.00	7.00	11.00	10.00	47.00
3	Dhurba Thapa	21.00	7.00	11.00	9.00	48.00	Pooja Gurung	15.50	5.00	8.00	9.00	37.50
4	Ramesh Khadka	15.00	3.50	5.00	9.00	32.50	Samjhana Sapkota	17.00	5.00	9.00	9.00	40.00
5	Bidur Wagle	14.00	4.50	8.00	8.00	34.50	Sunita Dhakal	17.50	5.50	9.00	9.00	41.00
Total		85.00	27.00	36.00	45.00	193.00		88.00	29.00	45.00	46.00	208.00

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60

Appendix- VI



TEST ITEMS FOR STUDENTS

School's Name: Sarita Gaha
Name of the Student: Surya Jyoti H. S. S Mehelkuna
Time: 1 hour
Class: 10

F.M.: 60
P.M.: 19.9
Date: 06/3/12
Sex: Female

Group 'A'

Fill in the following blank spaces with appropriate articles

Once there was an old lady, Mrs Jones, who lived with her cat, Mog. Mrs Jones kept ~~the~~ baker's shop, in ~~the~~ little tiny town, at ~~the~~ bottom of ~~the~~ valley between two mountains.

Every morning you could see Mrs Jones's light twinkle on, long before all ~~the~~ other houses in ~~the~~ town, because she got up very early to bake loaves and buns and jam tarts and Welsh cakes.

First thing in ~~the~~ morning Mrs Jones lit ~~the~~ big fire. Then she made dough, out of flour and water and sugar and yeast. Then she put ~~a~~ dough into pans and set it in front of ~~the~~ fire to rise.

Mog got up early too. He got up to catch mice. When he had chased all ~~the~~ mice out of ~~a~~ bakery, he wanted to sit in front of ~~a~~ warm fire. But Mrs Jones wouldn't let him, because of ~~the~~ loaves and buns there, rising in their pans.

She said, "Don't sit on ~~the~~ buns, Mog."

The buns were rising nicely. They were getting fine and big. That is what yeast does. It makes bread and buns and cakes swell up and get bigger and bigger.

As Mog was not allowed to sit by ~~the~~ fire, he went to play in ~~the~~ sink.

Most cats hate water, but Mog didn't. He loved it. He liked to sit by ~~the~~ tap, hitting ~~the~~ drops with his paw as they fell, and getting water all over his whiskers!

What did Mog look like? His back, and his sides, and his legs down as far as where his socks would have come to, and his face and ears and his tail were all marmalade-coloured. His stomach and his waistcoat and his paws were white. And he had ~~the~~ white tassel at ~~the~~ tip of his tail, white fringes to his ears, and white whiskers. ~~The~~ water made his marmalade fur go almost fox-colour and his paws and waistcoat shining-white clean.

But Mrs Jones said, "Mog, you are getting too excited. You are shaking water all over my pans of buns, just when they are getting nice and big. Run along and play outside."

Mog was affronted. He put his ears and tail down (when cats are pleased they put their ears and tails up) and went out. It was raining hard.

~~The~~ rushing rocky river ran through the middle of ~~the~~ town. Mog went and sat in ~~the~~ water and looked for fish. But there were no fish in that part of ~~a~~ river. Mog got wetter and wetter. But he didn't care. Presently he began to sneeze.

Then Mrs Jones opened her door and called, "Mog! I have put ~~the~~ buns in ~~a~~ oven. You can come in now, and sit by ~~a~~ fire."

Mog was so wet that he was shiny all over, as if he had been polished. As he sat by ~~the~~ fire he sneezed nine times.

Mrs Jones said, "Oh dear, Mog, are you catching ~~the~~ cold?"

She dried him with ~~the~~ towel and gave him some warm milk with yeast in it. Yeast is good for people when they are poorly.

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Then she left him sitting in front of the fire and began making jam tarts. When she had put ~~the~~ tarts in ~~the~~ oven she went out shopping, taking her umbrella.

But what do you think was happening to Mog?

~~A~~ A yeast was making him rise. As he sat dozing in front of a lovely warm fire he was growing bigger and bigger.

First he grew as big as ~~the~~ a sheep. ✗

Then he grew as big as a donkey. ✓

Then he grew as big as a carhorse. ✓

Then he grew as big as a hippopotamus. ✓

By now he was too big for Mrs Jones's little kitchen, but he was far too big to get through ~~the~~ the door. He just burst ~~the~~ the walls.

When Mrs Jones came home with her shopping bag and her umbrella she cried out. "Mercy me, what is happening to my house?"

The whole house was bulging. It was swaying. Huge whiskers were poking out of ~~the~~ the kitchen window. ~~A~~ A marmalade-coloured paw came out of one bedroom window, and an ear with the white fringe out of ~~the~~ the other.

Group 'B'

B Supply a/an or the where necessary. If no word is necessary, leave the space empty (-).

- ✗ 1. A : Where did you have a... lunch? B : We went to a... restaurant.
2. A : Did you have a... nice holiday? B : Yes, it was a... best holiday I've ever had.
3. A : Where's the nearest shop? B : There's one at the end of this street.
- ✗ 4. A : Do you often listen to a... radio? B : No. In fact I haven't got a radio.
5. ✗ A : Would you like to travel in the space? B : Yes, I'd love to go to the moon.
6. A : Do you go to the cinema very often? B : No, not very often. But I watch a lot of films on the television.
7. A : It was a... nice day yesterday, wasn't it? B : Yes, it was beautiful. We went for a walk by the sea.
8. ✗ A : What did you have for the breakfast this morning? B : Nothing. I never eat the breakfast.
9. A : Can you tell me where Room 25 is, please? B : It's on a... second floor.
10. A : We spent all our money because we stayed at the most expensive hotel in town. B : Why didn't you stay at the cheaper hotel?

Group 'C'

Encircle the correct answer for the following.

1. Kailash is __ eye specialist.
i. a ii. an iii. the iv. nothing
2. What is __ use of it? She asked me.
i. a ii. an iii. the iv. nothing
3. My sister is __ S.P.
i. a ii. an iii. the iv. nothing
4. Who is __ first person to climb Mt. Everest.
i. a ii. an iii. the iv. nothing
5. Ganga plays __ flute well.
i. a ii. an iii. the iv. nothing
6. Dead sea is __ deepest sea in the world.
i. a ii. an iii. the iv. nothing
7. Sita is __ useful member of the family.
i. a ii. an iii. the iv. nothing
8. This is __ school where I studied ten years.
i. a ii. an iii. the iv. nothing
9. Carol works for __ American bank.
i. a ii. an iii. the iv. nothing
10. The bank is in __ United States
i. a ii. an iii. the iv. nothing
11. Last summer we spent a few days at __ very nice hotel.
i. a ii. an iii. the iv. nothing
12. The hotel is situated by __ sea.
i. a ii. an iii. the iv. nothing
13. She is __ university graduate.
i. a ii. an iii. the iv. nothing
14. Venus is __ planet.
i. a ii. an iii. the iv. nothing
15. He is __ heir to the throne.
i. a ii. an iii. the iv. Nothing

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Group 'D'

Cross out (X) the wrongly used articles and make correction if necessary for the following:

- For Example: Would you like ~~X~~ apple. an
1. ~~X~~ How often do you go to ~~a~~ dentist. a
2. I'm sorry. I did not mean to do that. It was ~~the~~ mistake. a
3. I've got ~~a~~ problem. Can you help me? a
4. ~~X~~ eagle can fly very high. an
5. We live in ~~a~~ small flat. a
6. The primimister takes medicine twice ~~the~~ day. a
7. There is a cat in ~~a~~ kitchen. the
8. He was a ~~oxfod~~ student. an
9. ~~X~~ A universe is not ~~a~~ limited area. the
10. John bought a piece of cloth from ~~X~~ market. he used to go the

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60

TEST ITEMS FOR STUDENTS

School's Name: Shree Krishna S.C. M. V. Birenagar
Name of the Student: Dhruva Theja
Time: 1 hour
Class: 10

F.M.: 60
P.M.: 19.2
Date: 06/16/29
Sex: Male

Group 'A'

A. Fill in the following blank spaces with appropriate articles:

Once there was an old lady, Mrs Jones, who lived with her cat, Mog. Mrs Jones kept ~~the~~ baker's shop, in ~~the~~ little tiny town, at ~~the~~ bottom of ~~the~~ valley between two mountains.

Every morning you could see Mrs Jones's light twinkle on, long before all ~~the~~ other houses in ~~the~~ town, because she got up very early to bake loaves and buns and jam tarts and Welsh cakes.

First thing in ~~the~~ morning Mrs Jones lit ~~the~~ big fire. Then she made dough, out of flour and water and sugar and yeast. Then she put ~~the~~ dough into pans and set it in front of ~~the~~ fire to rise.

Mog got up early too. He got up to catch mice. When he had chased all ~~the~~ mice out of ~~a~~ bakery, he wanted to sit in front of ~~the~~ warm fire. But Mrs Jones wouldn't let him, because of ~~the~~ loaves and buns there, rising in their pans.

She said, "Don't sit on ~~the~~ buns, Mog."

The buns were rising nicely. They were getting fine and big. That is what yeast does. It makes bread and buns and cakes swell up and get bigger and bigger.

As Mog was not allowed to sit by ~~the~~ fire, he went to play in ~~a~~ sink.

Most cats hate water, but Mog didn't. He loved it. He liked to sit by ~~the~~ tap, hitting ~~the~~ drops with his paw as they fell, and getting water all over his whiskers!

What did Mog look like? His back, and his sides, and his legs down as far as where his socks would have come to, and his face and ears and his tail were all marmalade-coloured. His stomach and his waistcoat and his paws were white. And he had ~~a~~ white tassel at ~~the~~ tip of his tail, white fringes to his ears, and white whiskers. ~~The~~ water made his marmalade fur go almost fox-colour and his paws and waistcoat shining-white clean.

But Mrs Jones said, "Mog, you are getting too excited. You are shaking water all over my pans of buns, just when they are getting nice and big. Run along and play outside."

Mog was affronted. He put his ears and tail down (when cats are pleased they put their ears and tails up) and went out. It was raining hard.

~~The~~ rushing rocky river ran through the middle of ~~the~~ town. Mog went and sat in ~~the~~ water and looked for fish. But there were no fish in that part of ~~the~~ river. Mog got wetter and wetter. But he didn't care. Presently he began to sneeze.

Then Mrs Jones opened her door and called, "Mog! I have put ~~the~~ buns in ~~a~~ oven. You can come in now, and sit by ~~the~~ fire."

Mog was so wet that he was shiny all over, as if he had been polished. As he sat by ~~the~~ fire he sneezed nine times.

Mrs Jones said, "Oh dear, Mog, are you catching ~~a~~ cold?"

She dried him with ~~a~~ towel and gave him some warm milk with yeast in it. Yeast is good for people when they are poorly.

Then she left him sitting in front of ~~the~~ fire and began making jam tarts
 When she had put ~~the~~ tarts in ~~the~~ oven she went out shopping, taking her umbrella
 But what do you think was happening to Mog?

~~The~~ east was making him rise. As he sat dozing in front of ~~the~~ lovely warm
 fire he was growing bigger and bigger.

First he grew as big as a sheep

Then he grew as big as a donkey.

Then he grew as big as a earhorse.

Then he grew as big as a hippopotamus.

By now he was too big for Mrs Jones's little kitchen, but he was far too big to
 get through ~~the~~ door. He just burst ~~the~~ walls

When Mrs Jones came home with her shopping bag and her umbrella she cried
 out. "Mercy me, what is happening to my house?"

~~The~~ whole house was bulging. It was swaying. Huge whiskers were poking out
 of ~~the~~ kitchen window. a marmalade-coloured paw came out of one bedroom
 window, and an ear with ~~the~~ white fringe out of ~~the~~ other.

S

Group 'B'

Supply a/an or the where necessary. If no word is necessary, leave the space
 empty (-).

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1. A : Where did you have --- lunch? B : We went to a restaurant.
2. A : Did you have ~~the~~ nice holiday? B : Yes, it was a best holiday I've ever had.
3. A : Where's ~~the~~ nearest shop? B : There's one at the end of this street.
4. A : Do you often listen to a radio? B : No. In fact I haven't got a radio.
5. A : Would you like to travel in ~~the~~ space? B : Yes, I'd love to go to ~~the~~ moon.
6. A : Do you go to ~~the~~ cinema very often? B : No, not very often. But I watch a lot of films on ~~the~~ television.
7. A : It was a nice day yesterday, wasn't it? B : Yes, it was beautiful. We went for a walk by ~~the~~ sea.
8. A : What did you have for --- breakfast this morning? B : Nothing. I never eat --- breakfast.
9. A : Can you tell me where ~~the~~ Room 25 is, please? B : It's on ~~the~~ second floor.
10. A : We spent all our money because we stayed at ~~the~~ most expensive hotel in town. B : Why didn't you stay at a cheaper hotel?

Group 'C'

Encircle the correct answer for the following:

1. ✓ Kailash is __ eye specialist.
i. a ii. an iii. the iv. nothing
2. ✓ What is __ use of it? She asked me
i. a ii. an iii. the iv. nothing
3. ✓ My sister is __ S.P.
i. a ii. an iii. the iv. nothing
4. ✓ Who is __ first person to climb Mt. Everest
i. a ii. an iii. the iv. nothing
5. ✓ Ganga plays __ flute well.
i. a ii. an iii. the iv. nothing
6. ✓ Dead sea is __ deepest sea in the world.
i. a ii. an iii. the iv. nothing
7. ✓ Sita is __ useful member of the family.
i. a ii. an iii. the iv. nothing
8. ✓ This is __ school where I studied ten years.
i. a ii. an iii. the iv. nothing
9. ✓ Carol works for __ American bank.
i. a ii. an iii. the iv. nothing
10. ✓ The bank is in __ United States.
i. a ii. an iii. the iv. nothing
11. ✓ Last summer we spent a few days at __ very nice hotel.
i. a ii. an iii. the iv. nothing
12. ✓ The hotel is situated by __ sea
i. a ii. an iii. the iv. nothing
13. ✓ She is __ university graduate.
i. a ii. an iii. the iv. nothing
14. ✓ Venus is __ planet.
i. a ii. an iii. the iv. nothing
15. ✓ He is __ heir to the throne.
i. a ii. an iii. the iv. Nothing

Group 'D'

Cross out (X) the wrongly used articles and make correction if necessary for the following:

For Example: Would you like ~~a~~ apple.

an

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1. How often do you go to ~~a~~ dentist. the
2. I'm sorry. I did not mean to do that. It was ~~the~~ mistake. a
3. I've got ~~a~~ problem. Can you help me? a
4. ~~A~~ eagle can fly very high. an
5. We live in ~~a~~ small flat. a
6. The priminister takes medicine twice ~~the~~ day. a
7. There is a cat in ~~a~~ kitchen. the
8. He was ~~a~~xford student. an
9. A universe is not ~~a~~ limited area. an
10. John bought a piece of cloth from ~~a~~ market he used to go the