

CHAPTER ONE

INTRODUCTION

1.1 General Background

Out of several modes, language is regarded as the most common and widely used means of communication. Language is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. It is a means by which we can perform several things communication, thinking group solidarity, inter-linguistics conflicts, nation building, control, creation and so on. We can't think of any social, academic and artistic activities going on without language. It is perhaps the most significant assets of human life. It is a means of expressing human thoughts, ideas and feelings etc. whether written or spoken form one human being to another one. In case of communication, no language can be thought to be superior or inferior to other languages, however, some languages play more dominant role in a particular situation in a particular society. Among them, English is regarded as the world's most prestigious and important language. It is accepted as an international lingua franca.

Gimson (1976:3) defines language as “a system of conventional signals used for communication by a whole community. The pattern of conversion covers a system of significant second units (the phonemes), the inflexion and arrangement of ‘words’ and the association of meaning with words.” Similarly, Sapir (1978:8) says "Language is purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

Given the definition of language in his book *Syntactic Structures*, (1957:13), Noam Chomsky says “Language is a set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements”. Wardhaugh (1972:3) says, “Language is a system of arbitrary vocal symbols used for human communication. Language is the common phenomenon to all the speakers of the world. All the vocal sounds are arranged and systematically

produced in all the languages of the world. Its grammatical structures and arrangement of the words make the language distinct from one to another i.e., every language has its own grammatical structure which directs the correct form of the language in speech as well as in written form. So, language is the only one explicit means for the expressions of the thoughts, desire, feelings and ideas in human community.

There are many languages existing in the world. Some languages do not have their speaker and speaking community but have limited written script and no more spoken in the world are termed as dead languages. Sanskrit, Latin, etc. are some of the dead languages. Likewise, among all the languages spoken in the world e.g. Japanese, French, Italian, Chinese, Russian, Germany, English, etc. English is the well-known, wide spread, widely spoken and richest language of the world. It has become the language of almost all the fields like science, commerce, education, trade and international treaties. English is an international language which is commonly used as the means of communication by the people whose native languages are mutually unintelligible. It is the pre-requisite to know, understand, learn, speak and write the English language of the job seekers in the well-established firms. “Nearly half of the World’s books are written in English and almost more than 60% of the world’s advanced research is done in English (cited in KC: 2, 2006).” Of all the languages, English has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature (cited in KC, 2006:2).” Thinking of the rapidly growing needs of the English language, it is being taught in Nepal from grade one to ten in School level and from Intermediate level to Master’s level in universities as in the form of compulsory as well as optional subject.

1.1.1 Levels of Languages

Language is a system in which smaller units are combined into larger units. These combinations take place hierarchically. First, sounds are combined to form simple words or parts of words (i.e morphemes); then simple words and morphemes are joined together to make complex words; next, words are organized to sentences, and finally, smaller units of meaning are joined together to derive message from the utterance. Thus, language displays a system, at phonological, morphological, syntactic and semantic levels.

Morphological and syntactic levels are treated as a single level of language and referred to as the *grammatical level*. In structural linguistics these levels of language are considered as independent fields of study and 'mixing' levels are prohibited. Therefore, they constitute the separate components of structural grammar.

According to Katamba (1993:4) there are four levels of language which is often called linguistics levels. They are shown in the following diagram.

Phonology

Phonology studies how speech sounds are structured in a particular language. It is also called phonemics because it is concerned with the functional aspect of speech sounds i.e. the working or functioning of speech sounds in a language/languages. Richards et al (1985:214-215) define phonology as the grouping of words and sounds in a particular language in order to decide which are the distinctive sound units of that language and which are only variants of these. Similarly, Hymans (1975) defines phonology as the study the properties of the sound system which speakers must learn or internalize in order to use their language for the purpose of communication. "It is concerned with the functional aspect of speech sounds i.e. the working of speech sounds in a language or languages. It is the task of phonology to study which differences in meaning in a given language, in which way the discriminative elements... are related to each other, and the rules according to which they may be combined into words and sentences." Trubetzkoy (1939:10)

In linguistic theories, phonology is seen in one of two main ways:

a) as a level of linguistic organization b) as component of generative grammar (the phonological component)

Within phonology two branches of study are usually organized: segmental phonology and supra-segmental phonology. Segmental phonology analyses speech sounds into discrete segments such as phoneme. A phoneme is a class of sounds (Gleason 1970:257) for example, the /k/ in key is easily demonstrated to be different from those in ski or cow, as the latter are formed each other.

Supra-segmental phonology (also called non-segmental phonology) analyses those features which extend over more than one segment such as intonation, pitch etc.

Phonology is the organization of sounds into patterns. In order to fulfill the communicative functions, languages organize their material, the vocal noises, into recurrent bits and pieces arranged in sound patterns.

Morphology

Katamba (1993:19) defines morphology as the study of word structure. Lyons (1971) “Morphology deals with the internal structure of words.” This simply means how words are formed in morphology. The smallest meaningful elements into which words can be analyzed are known as morphemes and the way morphemes operate in language provides the subject-matter of morphology. The smallest meaningful elements mean the units which cannot be divided further without destroying the meaning. Bloomfield defines morpheme as the linguistic form which bears no partial phonetic-semantic resemblance to any other form. Similarly, Richards et al (1985) defines morphology as the study of morphemes and their different forms and the way they combine in word formation. “Morphology is the study of segmental morphemes”. (Hockett 1971:177). Thus, morphology studies the internal structure of words, morphemes, their types, function and formation.

Syntactic level

Syntactic level deals with the sentence structure Richards et al (1985) defines as the arrangement of words and morphemes into larger units such as phrases, clauses and sentences. In syntactic level, we study how words are combined to form sentences. Similarly, modern grammarians define syntax as the study of the interrelationship between elements of sentence structure. Transformational generative grammar regards syntax as one of the three major organizational units in it, the other two being semantic and phonological units.

Thus, syntax is the study of sentence structure under which we study the different constituent elements of a sentence and how they are arranged to show relationships of meaning within sentences. Generally, syntax gives the rules of how the words are arranged to form a phrase; how the phrases are arranged to form a clause and how the clauses are arranged to form a sentence or say how the words, phrases and clauses are arranged to form a grammatical sentence. “Syntax is the study of the principles and processes by which sentences are constructed in particular languages.” (Chomsky 1957)

Semantic level

Semantics in the study of meaning. Hurford and Heasley (1988) define semantics as the study of meaning in language. Semantics is neither just the study of change in word meaning through time nor is something that can be used to mislead people. Semantics is a systematic study of what meaning is and how it operates. Meaning refers to the meaning of the piece of language used.

1.1.2 Aspects of language

The objective of teaching a thing is to help the learners in it. Therefore, teaching should be geared to facilitate learning on the part of the learners. This is true of language teaching as well. But the most important question regarding the language learning is what the things language learners need to learn are?

A student of the languages needs to learn its vocabulary, grammar, pronunciation and spelling and different skills such as, listening, speaking, reading and writing. Thus, aspects of language refer to the above mentioned things that a student of language needs to learn. According to Harmer (1997:22) these aspects are pronunciation, grammar, vocabulary, discourse and skills.

a) Pronunciation

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

b) Grammar

Grammar refers to the structure or pattern of language, rules of language can be called as the frame or skeleton of language. The body of rules which underlie a language is called grammar (Cross 2002:26). Tense, person, number etc are the aspects of grammar. Grammar includes sentence grammar i.e. syntax and word grammar i.e. morphology. If our aim of language teaching is

to enable students to use the language, we should teach grammar knowledge of grammar is essential for competent language users.

c) **Vocabulary**

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

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

d) **Discourse**

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

Language functions can be broadly classified as grammatical and communicative functions. Grammatical function deals with the relationship that a constituent in a sentence has with another constituents.

e) **Skill**

Language has four skills i.e. listening, speaking, reading and writing. If a language learner develops his/her language skills, he/she can approach the foreign language with more confidence.

These micro-skills can be classified into two types. They are: receptive and productive skill. This classification is done on the basis of function. Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading skills are receptive skills and speaking and writing skills are the productive skills.

1.1.3 Grammatical level

The grammatical level of language consists of two sublevels: morphological and syntactic. They are described as follows:

a) Morphological level

At the morphological level, the linguist tries to find out the morphs of a language, observe their distribution and then group them into morphemes. For example, talk, /save, /want-t/, /-d/ and /-id/ (the last three written as-ed) are a few morphs of English.

b) Syntactic level

Besides the morphological level, syntactic level is another grammatical level of language. At this level, the linguist first tries to find out words, observe their distribution and group them into *word classes (parts of speech)*. For example, some of these words in English: *girl, boy, eat and walk*. *girl and boy* can take -s in plural but *eat and walk* cannot. On the contrary, *eat and walk* can take -ing but *girl and boy* can not. Hence, on the basis of their distribution, *girl and boy* are grouped together as noun and *eat and walk* as verb.

1.1.4 Word Class

Words can be grouped together into word classes; traditionally called parts of speech. Words are assigned to the same class if they share a number of properties. Richards et.al. (1985) defines word class as, "a group of words which are similar in function. Words are grouped into word classes according to how they combine with other words, how they change their form".

According to Aarts, F. and J. Aarts (1986 : 20), there are three criteria to establish word classes: morphological criterion, syntactic criterion and semantic criterion.

a) Morphological Criterion

The class to which a word belongs can be established on morphological grounds if the word in question has inflexion and/or derivational characteristics that are typical of that class. Thus, words that belong to the class of verbs generally takes the inflexion endings -s, and 's. Typical endings of adjectives are the comparative and superlative endings -er and -est. Although these

suffixes can also be added to some adverbs (e.g. hard and fast) they cannot be said the characteristics of the adverb class. The same three classes also contain many members that are derivationally identifiable. Thus words ending in -ify and -ize are verbs, words ending in -action, -ity and -ness are nouns and words that are formed by the suffix -able, -ish and -less are adjectives. Typical suffixes of the class of adverbs are -ward(s) and -wise.

b) Syntactic Criterion

Syntactic properties of word classes are reflected by the typical ways in which their members function in sentences and phrases. Thus, verbs are typically associated with predicator; nouns with the functions subject attribute and object attribute and adverbs with the function adverbial.

c) Semantic Criterion

The third criterion to identify word classes is on the basis of semantic criteria. Thus nouns have traditionally been defined as words denoting persons, animals, plants, objects, etc. Verbs have been defined as words denoting actions, states and processes, adjectives as words referring to qualities.

Larsen-Freeman (1999:15), have grouped the word classes into two categories: the major word classes and the minor word classes.

Major word classes: nouns, verbs, adjectives and adverbs.

Minor word classes: pronouns, determiners, prepositions and conjunctions

1.2 English in Nepal

Before the unification of the country by the late King Prithivi Narayan Shah in 1825, education in Nepal was highly influenced by two religions: Hinduism and Buddhism. The emphasis given by Hinduism is the education based on the Sanskrit and Gurukul Education system where as Buddhism gave emphasis on the education based on the Gumba. Before the unification of Nepal Sanskrit and Gumba Schools existed in association with the Gurukul education system. The English education and its existence were hard to be traced in those periods.

Late king Prithivi Narayan Shah and his successors Pratap Singh Shah, Bahadur Shah and Rajendra Laxmi Devi Shah Stressed on the establishment of industrial and vocational education but much attention could not be paid to it as their main concern was to involve in internal and external struggles. Within a few years of the unification, the country came under the influence of the Rana Family. In the outset of Rana Regime, the funder, Junga Bahadur Kunwar, later known as Junga Bahadur Rana, became the Prime minister of Nepal in 1846. During that period the king was made nominal head of the state and education system was totally suppressed. However, Ranas could not avoid diplomatic relations with the British as India was influenced by British government. For the sake of proper diplomatic relationship with Britain and the help to be got by Britain, Ranas adopted the English education in the country. Hence, Jang Bahadur Rana decided to give his children English education rather than the traditional religiously oriented training. In 1854 Jung Bahadur engaged an English tutor to hold classes for his children in the Rana palace. This act tipped the balance in favor of English education and established its supremacy over the traditional type of Sanskrit-based education. Even, English education during Rana regime could not flourish in Nepal, though Dev Samsher had tried to spread education to all the people beyond the Rana's palace. With Batukrishna Maitreya, Dev Samsher had the discussion with regard the medium of the education and the former suggested that English should be the medium of the education (Sharma, 2003: cited in KC 2006:3). This evidence shows that people had a great respect to the English Education in that period.

The Ranas were overthrown and the king came to power in 1951 when there was a great public revolt under the leadership of King Tribhuvan Bir Bikram Shah Deva against the Rana Regime. The ministry of Education was set up in 1951. Numerous primary, secondary schools and colleges were established after the establishment of the democratic regime. In 1956, the first five-year education plan was scheduled for the overall development of the country. English Education in Nepal, prior to the New Education System Plan (NESP) 1971, was in shadow. It was NESP that defined English as one of the UN languages and thus put it into the curricula. According to the NESP plan, English was taught from grade four. In accordance with the present education system in Nepal, English is taught and learnt as a compulsory as well as an optional subject which shows the significance and popularity of it.

1.3 Importance of Grammar

Grammar plays the pivotal role in the language to be well structured. "Language, either it is in the form of spoken or written, has some specific structure and that is not a hotchpotch of randomly distributed elements. Instead, the linguistic ingredients that language is made up of are arranged in accordance with the set of rules. This set of rules we call the 'grammar' of the language" Aarts and Aarts (1997:3).

Grammar shapes the language and languages are being governed by some rules of its own. Hornby (1996:517) defines grammar as "The rules in a language for changing the form of words and combining them into sentences." Grammar helps in the production of indefinite number of new sentences. To get mastery over any language one needs to know its underlying grammar and its structures. As Lado (1977:144) says "a grammatical pattern is more than any single utterance since it is the mould from which countless utterances can be produced."

So, grammar plays a significant role in the use of language either written or spoken through which many utterances can be produced. Noam Chomsky, in his book 'Syntactic Structures' (1957:15) writes, "Any grammar of language will project the finite and somewhat accidental corpus of observed utterances

to a set (presumably infinite) of grammatical utterances. In this respect, a grammar mirrors the behaviors of the speaker who, on the basis of a finite and accidental experience with language can produce or understand an indefinite number of new utterances.” So, grammar can be the bases for the production of any grammatically correct utterances which make the language meaningful. Grammar enables a learner to use the language accurately and appropriately in the meaningful language background. Each language has its own grammar. Hence, grammar is the core of each language from which it is made most appropriate.

1.3.1 Teaching Grammar

Teaching grammar within a language teaching syllabus has been under discussion for many years. During the heyday of the grammar translation method (GTM), grammar was the core of a foreign language course. In those days teaching grammar used to concern about the teaching of grammatical concepts and categories such as parts of speech, tense, mood, etc. during the days of the Direct Method (DM), the Audio Lingual Method (ALM), grammar was still the core of the subject matter to be taught in the classroom. But with the advent of the Communicative Approach (CA), “in the 1970s the teaching of grammar became unfashionable in foreign teaching (Basnet: 2005: 261). “Foreign language teachers seemed to have the common belief now and then since the 1970s that teaching grammatical rules may not help learners to speak fluently and appropriately. But the need is always there that grammar helps us to make the correct utterances in meaningful language background. So, grammar should be taught within a meaningful context which helps to acquire language naturally with its underlying principles.

1.3.2 Approaches to Teach Grammar

“In the history of foreign and second language pedagogy, the twentieth century is noted for numerous experiments and investigations which provide teachers with new insights into formal grammar teaching (Bhattarai: 2000:29).” Basically, there are two different approaches to teach grammar.

1.3.2.1 Deductive Approach

Deductive approach of teaching grammar implies the thought that it develops the knowledge from reasoning capacity on the basis of general principles to a specific case. In this method/approach first the rules, patterns, or generalizations are presented to the student, and then he is given opportunity to practice those new features of grammar. Usually the approach follows their – step procedure as statement of the new rule and pattern, sample sentences that illustrate the rule of patterns for the students to repeat and ample opportunity for the students to practice the rule or pattern.

1.3.2.2 Inductive Approach

In the inductive approach the teacher first gives his students examples of the grammatical structure or rule to be learned. After the examples have been presented, the students are guided in forming a generalization about the grammatical rule underlying the example sentences. Like the deductive approach it has the three – steps procedure too. Here, on the contrary to the deductive approach instead of the presentation of grammatical rules, examples are presented. The practice is done on the second stage and generalizations of the underlying rules of structures are made after the enough practice made by the students. Students feel ease and free in learning grammatical rules by inductive approach because they have to generalize the rules from the examples they have practiced before.

1.4 The Function of Subject in English Sentences

1.4.1 Identification of Subject

Different constituent parts of a sentence have different grammatical functions. A subject is one such grammatical function. According to Aarts and Aarts (1986 :133) "the function subject may be attributed to a constituent of a sentence on the basis of the following criteria:

- Position
- Concord
- Repetition in Tag questions
- Passivization

Position

In terms of position the function subject is associated with an obligatory constituent of the sentence which "typically precedes the main verb in a sentence and is most closely related to it " (Richards et al. 1985: 278). For instance, in the sentence "The boy plays football ". The constituent phrase 'the boy' is the subject of the sentence, as it precedes the main verb 'plays'.

Concord

In English the verb agrees with the subject in number. Therefore, sentence 3 and 4 are ungrammatical.

- | | |
|-------------------------|-----------------------------|
| eg 1. Ram pays football | 2. The boys play football |
| (sg) (sg) | (pl) (pl) |
| *3. Ram play football | *4. The boys plays football |
| (sg) (pl) | (pl) (sg) |

Passivization

The subject of an active sentence occurs in the 'by-phrase' of the corresponding passive sentence.

- e.g. Active: The boy killed a snake
Passive A snake was killed by the boy

"The boy' is the subject of the first sentence (active) because it occurs in the 'by-phrase' of the second sentence (Passive) .

Repetition in Tag Questions

The subject of a sentence is repeated in tag questions and occurs in its pronominalized form . Eg- John hates Marry, doesn't he ?

In the above sentence the constituent phrase 'John' is the subject of the sentence as it occurs in its pronominalized form 'he'.

1.4.2 Realization of Subject

According to Aarts and Aarts (1986:147), the function subject can be realized by:

A noun phrase,

e.g. **The boys** plays football

A Finite clause ,

e.g. **That he is the best student** is self-evident.

A non finite clause,

e.g. **To win races** needs much practice.

Anticipatory it + Finite/non finite clause,

e.g. **It** needs much practice **to win races.**

It is self-evident **that he is the best player.**

Unstressed 'there' is existential sentence,

e.g. **There** is a book on he table.

A prepositional phrase,

e.g. **After five o'clock** is the best time to meet.

1.4.3 Different Type of subject

The subject can be classified into different types. Some of them are listed below:

1. Np: (plain: proper noun, pronoun etc)

Marry.....

They.....

2. Np: (Premodifier + head)

A good student

Her daughter

3. Np: (Promodifier + head)

A good student.....

The advertisements on television.....

The men to consult

b. verbal clause:

What he thinks..... (Noun clause)

That it rained heavily.....

Writing many letters (verb clause)

To win races

5) I, Quantifier N + Count /mass

Many of the guests

Much of it

ii) Fra +N +count /col

One third of the students

Eighty percent of the population

6) Np: (Noun, along with +, Noun, as well as +
etc)

Hari along with his friends

Ram , the brother of these two girls

7) Np + Np: (connectives: and , or)

Ram and shyam

Rita or Sita.....

8) Np + Np : (Connectives: (neither..... nor/Either or)

Either Ram or Hari

Neither you nor I

9) Collective noun/Ncol + of +Npl

The public/military.....

A pair of shoes.....

10) Dummy 'There':

There are pens.

11) A/The majority/number of +N+pl

A/The number of students

A/The majority of students

12) i) Misleading Np

The news

ii) Many a NSg

Many a flower

iii) Sadj : The poor

13) i. Nunit

Four meters.....

ii) One of +N+pl

one of the boys

Ram is one of those rare individuals

who.....

1.5 Verbs

A verb is a word which occurs as a part of the predicate of a sentence and carries markers of grammatical categories such as, tense, aspect, person, number and mood and refers to an action or a state. Richards et. al. 1985: 305. defines verb as a word or a group of words that expresses an action, an event or a state.'

Collins Cobuild English Grammar (1990) has defined a verb as a word used with a subject to say what some one or something does or what happens to them e.g. sing, spill, die, etc.

Hence, an English sentence generally consists of two major parts- viz. subject and predicate; verb leads the predicate part of a sentence.

Marckwardt (1996:125) mentions that person, number, tense, mood and voice are the grammatical properties of the verb, and in many languages there is a distinct inflectional form for almost every possible combination of these qualities. In English, as with a good many other parts of speech, the verb has relatively fewer distinctive inflectional forms; person and number are specifically indicated only in the third person singular present indicative, where there is the same distribution of the (s) (s, z, z) inflection that occurs in the genitive singular and in the plural of the noun; cuts, sings, pushes, etc.

Mackey (1978: 197-198) opines that the most difficult words to master in a language are generally the verbs. They have to be learned along with the changes in form and auxiliaries required for person, number, tense and voice. Many of them have irregular forms, which have to be learned for each verb. Moreover, a distinction has to be made between features of agreement and phrasal verbs which are separate units in themselves.

Some of the combinations are not the sum of their parts. 'To give up', for example, does not equal the meaning of 'to give' plus the meaning of 'up and to' fall out with' has nothing to do with 'falling', 'out' or 'with'. Some phrasal verbs made up only of known elements are fully as difficult as additional words.

1.5.1 Classification of Verbs

Geoffrey, et. al. (1975:238 A communicative Grammars of English) classifies the verbs into two types:

- a. Auxiliary verbs and b. Main verbs.

The classification of verbs (Thomson and Martinet 1986: 105) is mentioned as follows:-

Auxiliary Verb: Auxiliary verb is a special group of verbs which is used in a different way from the main verbs. They are also called helping verbs.

Auxiliary are further divided into principal auxiliaries and modal auxiliaries.

Principal Auxiliaries:

'Be verb': is, am, are, was, were, been,

'Have verb': has, have, had

'Do verb': do, does, did, done

Note: - 'Be', 'Have' and 'Do' verb sometimes function as ordinary verb. e.g. :-

Ram has gone to market. (Auxiliary)

Ram has his meal at 10. (Ordinary)

He doesn't go there. (Auxiliary)

He does his homework. (Ordinary)

She is coming. (Auxiliary)

She is lazy. (Independent use)

Modal auxiliaries:

Will, shall, can, could, may, might, must, would, need to, dare, used to, had to.

Modal verbs have only one form and do not add –s to the 3rd person singular form. Modal verbs are followed by the infinitive of another verb without ‘to’ except ‘ought to’ and ‘used to’

Note: - ‘Need’, ‘Dare’ and ‘used to’ are regarded as semi- modals as they function either as modal auxiliaries or ordinary verbs;

e.g.

We needn’t go there. (Modal auxiliary)

He doesn’t need to go there. (Ordinary)

b. Ordinary Verbs

Ordinary verbs function as the main verbs which mostly give the meaning of activities. Collins Cobuild (1990) defines that main verbs are all verbs which are not auxiliaries, also called lexical verbs (used as to infinitive/bare infinitive/present participle/past participle).

Ordinary verbs can be classified from different angles into different kinds e.g. transitive / intransitive, finite / non finite, etc.

1.6 Rules of Subject Verb Agreement in English

Language is operated by the underlying rules and these rules differ from one language to another. English has specific rules for word formation, word order, sentence pattern, stress, intonation and others. The present study is concerned with Subject Verb agreement. Here are some rules:

i) A singular verb is used with singular noun.

- 1) The boy plays hockey.
- ii) A plural verb is used with plural noun.
 - 2) The boys play hockey.
- iii) Somebody, something, everybody, etc. take a singular verb.
 - 3) Somebody goes out.
- iv) A verbal clause takes a singular verb.
 - 4) To win matches needs much practice.
- v) Since a noun clause is equivalent to a noun phrase, it takes both singular and plural forms of verb.
 - 5) That she won the match doesn't surprise one.
- vi) A unit noun takes a singular verb.
 - 7) Four meters is a short distance.
- vii) Many a+ singular noun takes a singular verb.
 - 8) Many a book is on the table.
- viii) If an adjective functions as subject, it takes a plural verb.
 - 9) The tall are thin.
- ix) Fraction and percentages take the singular verb when they modify a mass noun and the plural verb when they modify a plural noun. When they modify a collective noun, either the singular or the plural verb may be used.
 - 10) Half of the milk is spilled. (Mass)
 - 11) One third of students are absent. (plural)
 - 12) One tenth of the population of Nepal is /are rich. (collective)
- x) Quantifiers take a plural verb when they modify a plural noun and the singular verb when they modify a mass noun.
 - 13) Some of the boys are absent today.
 - 14) All of the water is polluted.
- xi) 'A number of' takes a plural verb but 'the number of' takes a singular verb.
 - 15) A number of students have left the school.
 - 16) The number of girls is forty.
- xii) Collective noun may take either singular or plural form of verb depending on the meaning.
 - 17) The gang of four has been discredited (the gang as a whole)

18) The gang of four have been discredited. (the individual gang member)

xiii) Noun in sets of two can take the singular verb when the noun pair is present but the plural verb when the noun 'pair' is absent regardless of whether one pair or more is being referred to.

19) A pair of trousers is on the sofa.

20) My scissors are on the sofa.

xiv) Some common and proper nouns ending in 's' and 'ics' take singular verb

21) The news is not good.

22) Mathematic is not a difficult subject.

xv) 'Either/each/one of + plural noun' take a singular verb.

23) Each of them is present.

xvi) 'None of +plural noun' can take singular and plural forms of verb.

24) None of the girls play/plays cricket.

xvii) one of + plural noun takes a singular verb.

25) One of the boys has gone out.

xviii) Arithmetical operation takes a singular verb.

26) One plus one is two.

xix) When two nouns are joined with 'and' a plural verb is used.

27) Hari and Sita are classmates.

Exception: When two subjects together express one idea or refer to the same person or things, the singular verb is used. (Wren and Martin, 1987: 86)

28) Bread and butter is food

xx) For the correlatives 'either..... or /neither..... nor', the proximity rule is applicable.

a) If one of the subject is plural, the verb is plural, (Hawkins and Strangwick 1987: 80)

29) Either the nurses or the doctor are in hospital.

b) Though Wren and Martin (1987) and Hawkins and Strangwick (1987) maintain that the verb agrees with the nearest pronoun, the rule doesn't work here.

30) Neither you nor I..... trained for that job. (Vanshaik, 1976) (am - 12%, is -15%, are-75%)

xxi) Approximately rule applies in sentences beginning with 'there' followed by conjoined nouns/pronouns.

31) There is a cat and a dog in the garden.

Exception: When the first noun or pronoun is singular and the second plural, it poses considerable difficulty.

32) There is/are a boy and two girls in the garden.

xxii) 'The majority of + plural noun' may take a plural verb.

33) The majority of MPs are present.

1.7. Proficiency Test

A proficiency test is designed to measure people's language ability without considering the course they have been taught and in which situation they learned. A proficiency test is defined as "a measure of how much of a language some one has learned." Davies et al. (1999: cited in KC: 2006:5). Proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform. Focusing on the proficiency test Hughes (1989:9-10) defines proficiency as "proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. They are based on a specification of what candidates have to be able to do in the language in order to be considered proficient. 'Proficient' means having sufficient command of the language for a particular purpose." Harrison (1991:7-8) writes." The aim of proficiency test is to assess the student's ability to apply in actual situation what he has learnt. It seeks to answer the questions: having learnt this much; what can the students do with it ...?" The Shorter Oxford English Dictionary (1975) defines proficiency as "Advanced towards completeness or perfection, improvement in Skill or knowledge, the quality or fact of being proficient". Richards et.al (1999) defines proficiency test as "a test which measures how much of a language someone has learned"

Despite differences between them of context and level of difficulty, all proficiency tests have in common the fact that they are not based on courses that candidates may have previously taken.

1.7.1 Proficiency of the tenth graders:

Proficiency of the tenth graders means the ability of using subject-verb agreement accurately with the students of 16/17 age group who are learning English as compulsory subject.

1.7.1.1 Proficiency of Tenth graders in Private School:

Proficiency of tenth graders in private school means the students who are studying compulsory English since Nursery/K.G. to grade 10 with 16/17 age group. They study other subjects in English Medium.

1.7.1.2 Proficiency of Tenth Graders in Government School:

Proficiency of Tenth graders in government school means the students who are studying compulsory English since grade 3/4 to grade 10 with 16/17 age. They study other subjects in Nepali medium.

1.8 Review of Related Literature

Many studies have been done to find out errors in subject-verb agreement made by those English learners who had different language backgrounds. Some people have done comparative study on subject-verb agreement between English and other languages. Thus, an attempt is made here to review the related literature particularly in the department of English Education.

Adhikari (1997) has made study to find out the proficiency in the use of question tags by the students of grade nine of urban and rural school of Bardia district and found that the performance of urban school students was better than that of rural school students and boys led the girls in the test.

Basnet (2001) has analyzed the proficiency in the use of determiners of grade nine students of Dhankuta and Kathmandu districts, comparing different variables in terms of sex and religion. He reached in the conclusion that the overall performance in the use of determiners was poor. The students of Dhankuta district were more proficient than the students of Kathmandu districts and the proficiency of the girls was better than the boys in total.

Dawadi (1999) studied the proficiency in the use of defining relative clause made by the students of grade eight of government and private schools of Kathmandu, Lalitpur and Bhaktapur Districts. In his study, he found that private schools performed higher than government schools and girls performed better than boys.

K.C. (1998) has done a 'comparative study on the proficiency in the use of Transformation by Ninth graders between government and private schools. He came to conclude that the private school students were far better than the public school students. In every item, girls led the boys in five items as well as in totality of proficiency.

Karki (1998) has made an attempt to find out the proficiency in English sentence transformation of grade ten students of Dailekh and Kathmandu districts. He has concluded that the students of urban school were far better than students of rural schools. Similarly on the whole girls were better than the boys.

Karki (1999) has attempted to find out the effectiveness of the inductive and deductive methods in teaching subject-verb agreement in

English. It was found that inductive method was more effective than deductive one.

Mahato (2001) has done a comparative study on subject-verb agreement in English and Tharu languages and has concluded that both English and Tharu verbs agree with subjects in a clause or a sentence.

Shah (2000) carried out a research on subject-verb agreement of Maithali and English in course of doing his M.Ed. thesis and found that the subject-verb agreement systems between Maithili and English are different except with gender only in the present tense.

Shrestha (1989) has studied errors in subject-verb agreement in English. The errors made by learners have been analyzed in terms of their gravity and frequency in his study.

Tamang (1987) in her thesis, "A Study of errors in the use of question in English by Diploma (education) students", concluded that the most errors were found in the use of incorrect question form by using incorrect inversion 'do' and in tense form. The application of rules in sentence was incomplete, hypothesized or overgeneralized the target language for making the interrogative sentences.

So far no practical study has been carried out to find out the proficiency on subject verb agreement though it is very important for the second language learner. The present study is a practical study. Therefore, it is quite different from those studies which have been carried out earlier.

1.9. Significance of the study

Though this study was found to be small task it will certainly deserve the great importance in the field of ELT in Nepal. School students and teachers will be directly benefited by the findings of this study.

This study will provide valuable insights to the people involved in teaching/learning the English language in Nepal. Remedies for the problems and pedagogic strategies certainly help for English language students, teachers, syllabus designers, textbook or work book writers, test designers, examiners and new researchers who are interested in this particular field. With the help of the study one can get true picture of the proficiency in the use of subject verb agreement achieved by the students of grade ten Chitwan district.

1.10. Objectives of the Study

The objectives of this study are as follows:

- a) To find out the proficiency of tenth graders in English subject verb agreement.
- b) To compare the proficiency on the basis of the following variables:
 - i) Boys Vs Girls
 - ii) Government schools Vs private schools.
- c) To suggest some pedagogical implications.

CHAPTER TWO

METHODOLOGY

The researcher in this present study has adopted the following methodology:

2.1 Source of Data

Both primary and secondary sources of data were used to collect the information for this study.

2.1.1 Primary source of data

This research work was mainly based on the primary source of data. The students of tenth grader of public and private schools of eastern of Chitwan were the primary source of data for this study.

2.1.2 Secondary Source of Data

Various grammar books, ELT journals, dictionaries and previous research reports related to the grammar specially subject verb agreement were consulted to prepare the thesis work.

2.2 Population of the study

The population of this study comprises one hundred students studying grade ten (2 private schools and 2 government schools) of eastern part of Chitwan district.

2.3 Sampling procedure

One hundred students studying grade ten were randomly selected from two private schools and two government schools of the eastern part of the Chitwan district for the population of the study.

2.4 Tools for the data collection

A test item was administered including subjective and objective questions which carried 35 marks; 20 marks for objective test and 15 marks for subjective test. The total time period of test was 45 minutes.

2.4.1 Objective test

Under objective test, three types of objective tests were taken. They were:

2.4.1.1 Multiple choice item

In this type of test item, the students were given 10 questions and were asked to tick the correct answer from the three alternatives.

2.4.1.2 Error recognition item

In this type of test the students were given five incorrect sentences and asked them to find the errors and correct them.

2.4.1.3 Fill in the blanks

In this type of test, the students were given five verbs and asked them to fill in correct blanks with correct subject verb agreement.

2.4.2 Subjective test

In this test item, the students were asked to write three paragraphs text carrying 15 marks to find out the uses of subject verbs agreement.

2.5 Pilot study

In order to carryout this work, the researcher first prepared a set of test items. Then, he conducted a pilot test on a small group of students in order to determine the time duration and test the appropriateness of the test items. The researcher randomly selected 10 students who were not to be included in the final study. Then he administered the test without facing any problems. As the 50% marks in the test was given for the satisfaction, all the students secured between 40% to 60% marks in all items. Therefore, the researcher did not have to change the items first drafted.

2.6 Process of data collection

After taking the pilot test, the researcher went to the purposively selected Schools i.e. Shree Birendra Adrasha M.V., Birendranagar, Buddha Shanti higher secondary School, Piple, Dasy English Boarding School, Khairahani and Skyrider English Boarding School, Tandi. Former two were government schools and latter two were private schools. He contacted the head masters of the Schools and asked their permission to carry out the study.

After getting permission, he went to the classroom with English teachers of those Schools. Then, he randomly selected students and instructed them very carefully. Then, he administered the test with proper guidance.

The time duration of the test was 45:00 minutes. All the students finished the test within the allotted time. After that, the researcher collected the answer sheets and checked them very carefully and tabulated the data. The data were analyzed, interpreted and compared for the accurate result.

2.7 Limitations of the study

- a. The population of this study was 100 students of different schools of eastern part of Chitwan district who were learning the English language as compulsory subject in Grade 10.
- b. The study was limited to the subject verb agreement in the English Language.
- c. The primary data were collected only from the subjective and objective tests.
- d. The research was based on the data collected from 100 students only.

2.8 Data analysis procedure

For the analysis and interpretation of the data both quantitative and descriptive methods were used. Quantitative method included simple statistical tools of average and percentage and descriptive method included simple explanation of the data computed. While analyzing and interpreting the data, 40% marks in the test was taken as the point of satisfaction. So, the students securing above 40% marks were considered to be satisfactory and below 40 % were considered to be unsatisfactory in their performance.

The proficiency is graded in A, B, C, D, E grades according to percentage of marks they get obtained.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Firstly, the responses of the students were marked systematically and marks obtained by them were tabulated. The scores of the students were analyzed and interpreted using simple statistical tools of average and percentage.

The analysis and interpretation of the data was carried out under the following headings:

- a) Status of total proficiency of grade ten students in subject-verb agreement.
- b) Total proficiency in each item of the subjective and objective test.
- c) Grading of the students into A, B, C, D and E of each schools; private and government schools and as a whole.
- d) Comparison of different variables with the average of each item.

3.1 Analysis of the Total Proficiency in subject verb Agreement

Table No. 1

Analysis of the total proficiency in subject verb agreement

Total sample	Average marks	Percentage (out of 3500)
100	19.26	55.03

The above table shows the total proficiency of 100 students in subject verb agreement. There were two different test items administered; objective test item carried 20 marks and subjective test item carried 15 marks. The total mark was 35. The student secured 19.26 marks (55.03 %) out of total marks. Since they secured more than 50% marks, their overall proficiency in subject verb agreement could be considered satisfactory.

Table No 2

Comparison of different variables with the total average in subject verb agreement

Variables	Sample size	Average marks	Per.(out of 1750)
Government School	50	14.24	40.68
Private School	50	24.28	69.37
Boys	50	20.06	57.31
Girl	50	18.46	52.74
Subject test items	100	8.43	56.20 (out of 1500)
Objective test items	100	10.83	54.15 (out of 2000)

The above table compares the proficiency of the students school wise, sex wise and test item wise. The sample size of each variable was 50 in the first and second and 100 in the third. Out of total marks, government school students obtained 14.24 (40.68%) marks whereas private school students obtained 24.28 (69.37%) marks. Hence, the private schools were found better than government schools.

Similarly, out of the total marks, the boys obtained 20.07 (57.31%) where as girls obtained 18.46(52.74%) marks. Hence, the boys were found proficient than the girls.

Likewise, the mark obtained in subjective test items was 8.43 (56.20%) out of 1500, whereas the mark obtained in objective test items was 10.83 (54.15%) out of 2000. Hence, students are slightly more competent in objective test than subjective test items.

3.2 Item wise analysis of total proficiency

On the basis of test item:

3.2.1 Analysis of Total Proficiency on the basis of Objective Test:

Table No-3

a. Item no -1 (Multiple choice item)

Total sample	Average mark	Percentage (out of 1000)
100	5.58	55.8%

The above table shows the total proficiency level on the basis of objective test. Among the three different objective test items, the first item is 'choose and tick the best alternative'. In this test item, the total sample population of 100 students obtained 5.58 (average) marks and the 55.8% out of 100 full marks. It was found satisfactory.

Table No-4

Comparison of different variables in item no-1

Variables	Sample size	Average mark	Percentage (out of 500)
Government	50	4.22	42.2
Private	50	6.94	69.4
Boys	50	5.67	56.70
Girls	50	5.50	55.00

On the comparison of different variables in item no-1, the government school students obtained 4.22 (42.2%) average mark where as private school students obtained 6.94 (69.4%) marks. It shows that private school students are better than government school students. Similarly, Boys obtained 5.67 (56.70%) mark and Girls obtained 5.50 (55.00%) marks. It shows that boys are comparatively a little better than girls. The sample population is 50 in each variable.

Table No-5

b. Item no 2 (error recognition and correction)

Total sample	Average mark	Percentage (out of 500)
100	2.38	47.60

Among three different objective test items second one is "error recognition and correction item". The total population is 100. Students obtained 2.38 (46.60%) marks out of 500 full marks. It was found satisfactory.

Table No-6

Comparison of different variables in item no -2

Variables	Sample size	Average mark	Percentage (out of 250)
Government	50	1.88	37.60 %
Private	50	2.88	57.60 %
Boys	50	2.48	49.75 %
Girls	50	2.20	44.05 %

On the comparison of different variables in item no 2, government school students obtained 1.88 (37.60%) marks whereas private school students obtained 2.8 (57.60%). It shows that private school students have better competence in error recognition and correction item than government school students.

Similarly, boys obtained 2.48 (49.75%) marks as girls obtained 2.20 (44.5%) marks. It shows boys are comparatively a little better than girl. Sample population is 50 in each variable.

Table No-7

c. Item no 3 (fill in the blanks with suitable verbs)

Total sample	Average mark	Percentage (out of 500)
100	2.83	56.60

Among three different objective test items the third is "Filling in the blanks with suitable verbs". The total population is 100. Students obtained 2.83 (57.60%) marks out of 500 full marks. It was found satisfactory.

Table No-8

Comparison of different variables in item no -3

Variables	Sample size	Average mark	Percentage (out of 500) %
Government	50	2.52	50.40 %
Private	50	3.14	62.80 %
Boys	50	2.95	59.00 %
Girls	50	2.95	59.00 %

On the comparison of different variables in item no 3, government school students obtained 2.52 (50.40%) marks whereas private school students obtained 3.14 (62.80%) marks. It shows that private school students have better proficiency in fill in the blanks item than government school students. Similarly boys obtained 2.95 (59.00%) marks whereas girls obtained 2.95 (59.00%) marks. It shows both of them have equal proficiency level in 'fill in the blanks' item. The sample population is 50 in each variable.

In conclusion, it shows that among three objective test items, students have satisfactory proficiency level in 'choose and tick best alternative item' but the rest two items are still unsatisfactory.

3.2.2 Analysis of Total Proficiency on the basis of Subjective test item:

Table No-9

a) Item no 4 (subject verb agreement on past tense; paragraph about picnic programmed you have just joined)

Total sample	Average mark	Percentage (out of 500)
100	2.92	58.40

The above table shows the total proficiency level on the basis of subjective test item. Among the three different subjective test items, the first one is paragraph writing about picnic programme for testing subject verb

agreement on the past tense. The total sample population is 100. Students obtained 2.92(58.40%) marks, out of 500 full marks. It was found satisfactory.

Table No-10

Comparison of different variables in item no -4

Variables	Sample size	Average mark	Percentage (out of 250) %
Government	50	1.93	38.60 %
Private	50	3.90	78.00 %
Boys	50	2.37	47.56 %
Girls	50	2.99	59.95 %

On the comparison of different variables in item no 4, government school students obtained 1.93 (38.60%) marks whereas private school students obtained 3.90 (78.00%) marks. It shows that private school students have better proficiency in subject verb agreement in writing skill and in the past tense than government school students. Similarly, boys obtained 2.37 (47.56%) marks whereas girls obtained 2.99 (59.95%). It shows that girls are better in writing skill than the boys. The sample population is 50 in each variable:

Table No-11

b) Item no 5 (subject verb agreement on 1st and 3rd person in present tense; how do you and your friend spend leisure time.

Total sample	Average mark	Percentage (out of 500)
100	2.59	51.80

Among the three different subjective test items, the first one is writing daily activities; how do you and your friend spend leisure time? For testing subject verb agreement on 1st and 3rd person in the present tense. The total sample population is 100. Students obtained 2.59 (51.80%) mark, out of 500 full marks. It was found satisfactory.

Table No-12

Comparison of different variables in item no -5

Variables	Sample size	Average mark	Percentage (out of 250) %
Government	50	1.7	34.00%
Private	50	3.73	74.60 %
Boys	50	2.62	52.30 %
Girls	50	2.62	52.30 %

On the comparison of different variables in item no 5, government school students obtained 1.7 (34.00%) marks whereas private school students obtained 3.73 (74.60%) marks. It shows that private School students are more proficient in subject verb agreement in writing skill specially the 1st and 3rd person in the present tense than government school students. Similarly Boys and girls are equally competent in subject verb agreement specially the 1st and 3rd person in the present tense. The total sample population is 50 in each variable.

Table No-13

c) Item no 6 (subject verb agreement on 3rd person singular, writing paragraph about your best friend)

Total sample	Average mark	Percentage (out of 500)
100	2.92	58.40

Among three different subjective test items, the third one is paragraph writing; write a paragraph about your best friend, for testing subject verb agreement on the 3rd person singular. The total population is 100. Students obtained 2.92 (58.30%) marks out of 500 full marks. It was found satisfactory.

Table No-14

Comparisons of different variables in item no -6

Variables	Sample size	Average mark	Percentage (out of 250) %
Government	50	2.11	42.20%
Private	50	3.72	74.40 %
Boys	50	2.90	58.05 %
Girls	50	2.94	58.88 %

On the comparison of different variables in item no 6, the government school students obtained 2.11 (42.20%) whereas private school students obtained 3.72 (74.40%) marks. It shows that private school students are more competent in subject verb agreement in the 3rd person singular in writing skill. Similarly, boys obtained 2.90 (58.05%) marks whereas girls obtained 2.94 (58.88%) marks. It shows that girls are better than boys.

3.3 Analysis of the total proficiency on grading on subjective verb agreement

Table No-15

Variables	Sample size	Grading (No of sts)				
		A	B	C	D	E
Government	50	0	1	9	14	26
Private	50	3	25	21	0	1
Boys	50	2	16	11	9	12
Girls	50	1	10	20	6	13

The above table shows the total proficiency on subject verb agreement on grading. In government school, more students i.e. 26 came in 'E' grade, 14 came in 'D' grade, 9 came in 'C' grade, 1 came in 'B' grade, but no one in excellent 'A' grade where as in private school least i. e. 1 came in 'E' grade, no one in 'D' grade, 21 in 'C' grade, 25 in 'B' grade and 3 in excellent 'A' grade. It shows that private school students have more proficiency in using subject verb agreement in English than government school students. Similarly, in boys, 12

came in 'E' grade, 9 came in 'D', 11 in 'C', 16 in 'B' and 2 in 'A' grade where as in girls, 13 in 'E' grade, 6 in 'B', 20 in 'C', 10 in 'B' and 1 in 'A' grade. It shows that girls are in average level in using subject verb agreement than boys.

3.4 Grading system

Grade

Unsatisfactory (less than 40%)	'E'
Satisfactory (40%50%)	'D'
Average (50.....70%)	'C'
Talent (70.....85%)	'B'
Excellent (above 85%)	'A'

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

The main purpose of this study was to find out the proficiency of the students in the use of subject verb agreement between Government and private Schools of Chitwan district. For this purpose, the researcher had prepared a set of test items consisting of two different types of test items; subjective and objective. Each test item has three different sub items. Then, the test was administered to 100 students of eastern part of chitwan district, 25 students (including boys and girls) of grade 10 were randomly selected from each School. Four Schools (two Governments and two private) were selected.

After collecting data, the analysis and interpretation of data were made by using simple statistical tools of average and percentage. First, the data were analyzed and interpreted in terms of total proficiency and total item wise proficiency, then comparison of different variables with the total proficiency of the students in terms of sex and government & private schools then, comparison was made with proficiency of boys and girls in government and private schools.

4.1 The finding of the study obtained from the analysis and interpretation of the data are as follows

1. Out of 100, students 27 were in 'E' grade (less than 40%) unsatisfactory, 14 were in 'D' grade (40% -50%) satisfactory, 30 were in 'C' grade (50-70%) average group, 27 were in 'B' grade (70%-85%) talented group and only 3 were in 'A' grade (above 85%) Excellent group. Therefore, majority of students were poor in performance in the use of subject verb agreement. It showed that the tenth graders of the eastern part of Chitwan district are not likely to do well in the use of subject verb agreement.
2. The students of private schools of eastern part of Chitwan were more proficient (far better) than the students of government Schools. It is so

because the average marks of government school students obtained 14.24 (40.68) whereas private school students obtained 24.28 (69.37) marks. It showed that the students of private schools of eastern part of Chitwan district were likely to do better in English subject verb agreement than these of government schools.

3. Boys were more proficient than girls. It is so because boys obtained 20.06(57.31%) marks where as girls obtained 18.46 (52.74%) marks.
4. In test items, students are more proficient in objective test item than subjective test items. It is so because they obtained 8.43 marks in subjective test and 10.83 in objective test.
5. Among objective test items, item no 1 (Multiple choice item) was found the most common and students obtained 5.58 (55.8%) on it.
6. Among objective test items, item no 2 (error recognition and correction) was found the least common and students obtained only 2.38 (47.60%) marks on it.
7. Among subjective test items, item no 5 (test on subject verb agreement in 1st and 3rd person (singular plural) in present tense was found less common and students obtained only 2.59 (51.80%) marks on it.
8. Among subjective test items, item no 4 and 6 (test of subject verb agreement in past tense and 3rd person singular in present tense) seemed equally proficient. Students obtained 2.92 (58.40%) marks on them.
9. As a whole, the proficiency level in the use of subject verb agreement was not found satisfaction.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made for accelerating and improving ELT situations and teaching learning process in the use of subject verb agreement.

1. The English teacher should make or develop clear concept of singular and plural subjects and nature of the verbs that take subjects to the students before he deals with subject verb agreement.

2. Students should be familiar with English subject and verb patterns and nature of verbs that takes subject.
3. While teaching, varied types of objective test items should be developed and teaching only Multiple choice item is not enough in teaching subject verb agreement.
4. Comparatively, the situation of the government school students proficiency in written English is really poor. Teachers should have to develop the students writing skill.
5. The students should be provided with the adequate work books, practice books and pedagogical grammar books etc to make practice.
6. The teacher should teach subject verb agreement creating meaningful situation and using suitable language games.
7. Students should be encouraged further more to take part in teaching learning activities.
8. Refresher trainings should be conducted for teachers to the recent new approaches, methods and techniques as present English course based on communicative approach.
9. People involved in teaching learning activities to teachers, course designers, methodologists, textbook writers etc. should provide adequate practice exercises of grammar in textbooks and curricula.
10. Teaching should be real life oriented rather than examination oriented.
11. Teaching should be solely student centered and texts should be activity based:

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TEST ITEM

Name:

Roll No :

FM: 20

Class:

Sex :

Section

PM :

Name of School:

A. Choose and tick the best alternative:

1. He visited the zoo.
(a) has (b) was (c) have
2. Four and four eight.
(a) make (b) makes (c) making
3. Neither he nor I wrong.
(a) am (b) are (c) is
4. He as well as you intelligent.
(a) is (b) am (c) are
5. John or his brothers to blame of thief
(a) is (b) are (c) have been
6. Physics a useful subject.
(a) are (b) is (c) has
7. Gopal and Mahesh passed the exam.
(a) has (b) have (c) will
8. The Council today in the Town Hall.
(a) meets (b) meet (c) have met

9. Four kilometers a good distance.
(a) is (b) are (c) has
10. Knowledge of modern languages ... essential these days.
(a) is (b) be (c) were

B. Find out the errors and correct them:

1. The ship is gazing nearby the Jungle. ➔
2. You speaks English. ➔
3. Does they do anything? ➔
4. She doesn't plays a game. ➔
5. Each of the boys were given a prize. ➔

C. Fill in the blanks with suitable verbs: (grow, sing, teach, play, win)

1. Farmers rice.
2. An English teacher..... English.
3. The boy a game.
4. Singer songs.
5. Slow and steady race.

1. Write a short Paragraph about the picnic program you have just joined.

2. How do you and your friend spend leisure time?

3. Write a short paragraph about your best friend.

