

Grammatical Exercises Included in English Textbook for Grade Nine

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

**Submitted by
Gagan Bahadur Bohara**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Abstract

The present study entitled 'Grammatical Exercises Included in English Textbook for Grade Nine' is an attempt to identify the grammatical exercises included in English textbook for grade nine. The study has incorporated all the grammar exercises in the textbook as a universe sample. The data was collected through using observation checklist as a tool. The sampling procedure was census sampling. Then, the data was analysed and interpreted descriptively. The study shows that every unit has grammatical exercises which are organized in a regular pattern-'Think and act', 'Study time' and 'put into practice'. Similarly, it has variety of grammatical exercises such as gap-filling, transforming, reformulation, explanation and composition. The sentence based exercises are prioritized in the textbook where gap-filling task types are relatively more included and composition exercises are also included in every unit that are helpful to enhance students' creativity, imagination and eventually communicative competence.

This study has been divided into five chapters. The first chapter consists of introductory part. It deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter incorporates the review of related literature, implications of the review for the study and conceptual framework. The third chapter includes methods and procedures of the study. The fourth chapter analyzes and interprets the data thematic descriptively. The fifth chapter presents the findings, conclusions and recommendations. The references are the concluding parts of the study.

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Chapter: One

Introduction

This study entitled “Grammatical Exercises Included in English Textbook for Grade Nine” is an attempt to look over the grammar tasks of English textbook for grade nine. It consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms used in the study.

1.1. Background of the Study

Grammar is one of the language aspects among others like vocabulary, pronunciation and language functions. Grammar serves as a backbone to any language. Language teaching requires teaching grammar for effective language learning. It cannot be discarded while teaching language. It comes together with other language aspects in a language textbook. Regarding the inclusion of grammar in textbooks Cowan (2008) states that “In spite of harsh criticism, the majority of textbooks today present grammatical rules using the activities including memorizing dialogues, reading simplified texts, doing transformation exercises and getting explicit negative feedback” (p. 32). It does not merely bring accuracy but appropriateness together in the language context. Ellis (2006) as cited in Tuomas (2015) says that teaching grammar is undoubtedly necessary for mastering the language for achieving accuracy and fluency. Learner can enhance the writing skill through grammatical competency and speaking ability can also be improved.

Grammar has focal position in English textbook. Cunnings worth (1995, as cited in Askeland, 2013) grammar is a crucial element of any language course. It has, though, presented differently in the textbook from past to the present but included with great significance. There has been shifting views on grammar teaching, i.e. teaching the function of grammar and the forms of grammar. At the one extreme, grammar is a fundamental part of language teaching, and the other extreme, grammar has little or no place at all in language teaching. Throughout the history of grammar teaching, one extreme often has replaced the other. There are many reasons for teaching formal grammar as Askeland (2013) argues that it is widely practiced way of learning; it

gives a sense of progression and learners believe that knowing the rules make them better EFL users.

In a traditional approach to grammar teaching and learning, grammar is defined primarily as a set of forms and structures, which is also the main focus of the textbook syllabus (Newby, 2000). Accuracy is pivotal in traditional grammar, hence the focus on the ability to form correct sentences. Typical tasks are gap filling, pattern drills and sentences for transformation. In this manner the challenges to traditional grammar raised especially by Chomsky who argued that even young children were able to create utterances that they had never heard before (Askeland, 2013). Meaningfulness and contextual appropriateness are stressed while formal correctness is given less prominence. However, Gatbonton and Segalowitz (2005, as cited in Larsen and Freeman, 2015) states "It is true that despite teachers' adoption of communicative language teaching, much of the time is still spent giving grammatical explanations and teaching rules" (p.265).

Textbook is an important instructional material in the classroom. Shrestha (2018) states that textbook is such learning contexts or platform where all the students get ample opportunities to involve, engage, read, write, speak, share their personal feelings and meanings, collaborate each other and develop the feelings of no longer need of teacher not because they will have learned everything but because they will learn on their pace. Nepalese schools have poor economic condition to hire different modern technological materials for teaching learning. The single major tool in the classroom is a textbook. It is heard every year in Nepal that community schools' students could not get the textbook. This can prove that how much the schools are economically and physically poor and they cannot afford other extra instructional materials. Textbook is used by both teachers and students for their respective purposes. Teachers can use it as a syllabus to be taught in everyday class and students as a supportive material for their learning. It works as a second teacher to the students. They can consult the book in the absence of teacher and proceed their exercises, tasks just depending upon the textbook. It has great role in students learning. So, it has to be error-free, well organized, relevant to the students' interest and ability, and updated with the recent development in the related field.

Summer (2011, as cited in Askeland, 2013) textbook analysis can be of two types: a theoretical and an experimental textbook analysis. The experimental textbook analysis looks at how the textbooks are used in practice by a teacher in a contextual setting. In the theoretical textbook analysis, on the other hand the textbook itself is analyzed through a specific evaluative framework. The results of a textbook analysis might help teachers to choose the right teaching material, to use the grammar tasks critically, and potentially supplement with other grammar tasks.

Tasks in a textbook help learners to learn language with their self-effort. Nunan (2004) defines task as a piece of classroom work involving learner in understanding, directing, producing or interacting in target language focus on meaning rather form. Nunan (2004, p. 59) has classified the tasks into five different strategies types: “cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks and creative tasks”. These tasks help learners’ all-round development in the area of language learning.

1.2. Statement of the Problem

Grammar tasks are valued importantly with different types of tasks in the English textbooks. It polishes language but also brings appropriateness and meaningfulness to the context of communication. Thornbury (1998; p.19) states "As long as I have been teaching grammar has never been anywhere but centre stage". This indicates the necessity of grammar in a textbook for better language learning. There are many reasons for teaching formal grammar as Askeland(2013) argues that it is widely practiced way of learning; it gives a sense of progression and learners believe that knowing the rules make them better EFL users. Contrary, the communicative approach focuses that the grammar can be automatically practiced when the learners come into discussion, interaction, listening, speaking, reading and writing in the classroom.

Since Curriculum designed following the communicative approach in which teachers express their concerns about planning lessons according to the English syllabus and combining the plans with students' individual needs in grammar. While teaching grammar, teacher discusses the given examples with its explanation and assigns

students to do the further questions in the same way. In such context of our teaching grammar system, students cannot learn effectively that cease them to become communicatively competent. The grammar exercises have presented without much background information. As the researcher being a student of community school that he experienced English is the most difficult subject of all. At present as a teacher he found the same condition of the students in English grammar. The textbook has less grammar exposure to the students. The students who are poor in English cannot attempt and understand the grammar items on their own effort. To the fact that communicative way of teaching and learning is not quite applicable in Nepalese school level in respect to teachers' and students' command over English. No single study has been conducted in grammar tasks analysis that motivates me to conduct research in this title.

1.3. Objectives of the Study

The objectives of the present study were as follow:

- i. To identify the grammar tasks included in the English textbook for grade nine.
- ii. To suggest some pedagogical implications.

1.4. Research Questions

The Study focused to find out the answer of the following research question:

- i. What different grammar tasks are included in the English textbook for grade nine?

1.5. Significance of the Study

Since this study aims at identifying and analyzing the grammar tasks of the English textbook for grade nine, the result of the research will be of great beneficial for the textbook writers, syllabus designers, English language teachers and researchers for their multiple purposes. It has investigated the grammar tasks included in the textbook that will inform the users about its strengths and weakness and enable them to make appropriate adaptation to the materials in their future use. The study has also identified the types of several grammar tasks and their nature. It can help textbook writers and syllabus designers to include appropriate grammar tasks in the textbook. Thus, it could

be contribute to better language learning and pedagogical practices. Finally, researches on grammar tasks analysis especially grammar tasks are a few in number. As a result, the study can stimulate further researches in related subject.

1.6. Delimitations of the Study

-) The present study was confined to identify grammar tasks included in English textbook for grade nine.
-) The grammar tasks in the textbook had been listed first and then divided accordingly on the basis of themes such as ordering, gap-filling, explanation, composition, transforming and reformulation.
-) The researcher used secondary sources of data.
-) Similarly, the data were collected using census sampling procedure using observation checklist and analysed through thematic descriptively.

1.7. Operational Definitions of the Key Terms

The words used in this research are defined from operational point of view for the clarity to the audience as following ways:

English textbook: It refers to a book published by curriculum development center, Nepal and prescribed to the students of grade nine with aiming to assist improving linguistic knowledge and communicative ability of the users or class nine students.

Grammar tasks: The tasks included in the grade nine English textbook to develop grammatical knowledge of the students for making them competent in English language.

Grammar analysis: Grammar analysis means closely examining the different aspects of the grammar to find out whether it is relevant, appropriate and effective for the respective readers.

Secondary level: Secondary level, in this study, refers the grade standard in Nepalese community schools from grade nine to twelve.

Curriculum : Secondary level curriculum developed by Curriculum Development Centre , Nepal in 2071.

Chapter Two

Review of Related Literature and Conceptual Framework

Review of theoretical literature provides an insight to the researcher related to number of aspects that have a direct bearing in the research topic. This section is about the theories that require conducting the study. It has included related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. These sub headings are broadly discussed as follows:

2.1 Review of Related Theoretical Literature

The theoretical literature related to the study were reviewed as follow:

2.1.1 Teaching Grammar

Speaking and writing are part of communicative competence. Language cannot be acceptable and meaningful without correct use of grammar. The conventional way of grammar teaching cannot be followed instead need to ‘focus on form’ within a meaning-based or communicative approach. Celce-Murcia (n.d.) argues “Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if they are simply given rules” (p. 251). Grammatical structures not only have form, they are also used to express meaning in context- appropriate use.

Grammar teaching has been viewed differently across the time period. It has occupied unstable place on the language teaching stage at various times. In the beginning it was thought that language teaching and grammar teaching were synonymous. The primary aim of language teaching was to ensure that learners mastered the grammar rules/structures. On the opposite, the notion appeared that grammar instruction was a limited value, along with the fact that many learners could state rules, but then violated those very rules in communication. Stephen Khrashen argued that grammar teaching led to conscious learning, whereas what was wanted was subconscious acquisition. The linguists at present focus on the middle way to look toward grammar teaching. They consensus somehow that some form of grammar instruction is useful. “The timed and delivered focus on form is likely to be appropriate in most cases of

L2 learning difficulty” (Daugherty and Williams, 1998, p.11, as cited in Nunan, 2003). When a focus on form is entirely absent, the learners do not develop an adequate mastery of certain grammatical features that result less command over language competence.

Nunan (2003) presents the principles of teaching grammar;

Integrate both inductive and deductive methods into your teaching

Teaching grammar integrating both deductive and inductive methods result better rather a single one. Deductive method requires students less mental effort, therefore they prefer it. Conversely, inductive method requires more students’ mental effort which makes learning effective and long lasting. It takes more time for learners to come to an understanding of the grammatical point in question than with a deductive approach. The students are individually different that suggest better to use proper method as per students interest, aptitude and ability.

Use tasks that make clear the relationship between grammatical form and communicative function

Only teaching form does not mean to teach language. Language is means of communication that cannot serve only through teaching form of language. Language is complete if it considers form, function, semantics and pragmatics together. The tasks such as, turn active sentences into passive does not give students any insights into the communicative contexts. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

Focus on the development of procedural rather than declarative knowledge

To the second or foreign language learners, they have earned declarative knowledge but cannot have procedural knowledge. They can say that third person singular subject takes singular verb but miss to use while communicating. But, conversely, native speakers lack declarative knowledge, use correctly and appropriately in day to day communication. Nunan (2003, p. 160) defines these two terms as “Declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication”.

Grammar teaching can be more clarified through discussing some related concepts to it such as form and function, meaning, and pragmatics (Summer, 2013).

Form and Function

Form and function are relative to each other. A single form can realize more than one function and a given function can be realized by more than one form. Form refers an arrangement of words accurately to make a sentence. It focuses significantly to the correct use of language neglecting meaningful and context-sensitive use of effect or purpose of language use. What the particular form of language indicates is called as function. Functional grammar has a different starting point than formal grammar, and the focus is mainly on social interactions, communication and why some forms are more appropriate than other. None of the single either form or function is sufficient. There is not an absolute practice in teaching grammar, it has different starting points, for example grammar is explained in terms of language use and meanings or rather in terms of rules or grammatical structures.

Meaning

Grammar competence is the part of communicative competence. Grammar is used to refer certain meaning. Communicative approach stresses that meaning comes before form that is speakers use forms to express what they mean. The primary function of language is interaction and communication. However in traditional approaches to grammar rules and forms are the starting points of grammar teaching.

The recent trend in grammar teaching reflects how grammar is used in real life and makes it possible to integrate context and grammar. Meaningful learning occurs when learners feel that they achieved what they have expected. Traditionally, drill was used which did not activate the mind and compelled students just for learning rules.

Learning is meaningful when the pupils are given opportunity to learn from each other, to associate new items with existing knowledge, and to have an overall focus on language meaning.

Pragmatics in Grammar Teaching

Language is social phenomena. Social realities can be varied from one society to next. The way of greeting in one society might be different from other. All these type of social variation regarding language use comes under pragmatics. It deals with the

social variation of the people in the society and with language use in socio-cultural contexts. It is an important part of communicative competence. EFL pupils often have little access to target language input outside the classroom. They learn the second language just inside the classroom. To be communicatively competent they must also be made aware of cross-cultural differences. We all are, in fact, familiar with the cultural use of language or societal use in which the language utterance can be acceptable in one culture or society may not be next and vice-versa. Therefore, the pupils get a chance to focus not only on the formal possible ways to utter something, but also to understand the importance of social, cultural, and contextual aspects in communication. Many grammatical items and rules cannot be explained without reference to context, as they are context-dependent. A sentence alone can be interpreted differently rather in context.

Structural approaches to EFL teaching have traditionally emphasized grammar instruction alone. On the other hand, discourse-based approach to language teaching focuses not only on grammatical forms, but also on the meaning and use of the forms in context. Discoursal knowledge takes into account what has already been mentioned and what is likely to be mentioned next. Pragmatics and discourse play an important role, and should perhaps have an even greater place in the teaching of grammar than it traditionally has had.

2.1.2 Grammar Tasks

Tasks are meaningful, and in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful. Ur (2009) asserts that grammar tasks are ‘exercise’ and ‘activity’. The ‘exercise’ often refers to the conventional textbook procedure, which focuses on correct form without understanding and meaning. This can be given in our textbook for students engagement to their study and prepare them for examination. The term ‘activity’ is related to the direct involvement of students practically for clear understanding and meaning. The activity base tasks are less included in our school level textbook.

Tasks, generally, refer to work-on to attain the clear understanding the work done. Ur (2009, p. 11) defined the task as “anything the learners are asked to do that produces a clear outcome”. Tasks are directly interconnected with language teaching and learning.

Pedagogical tasks are those that occur in the classroom in midst of language teaching and learning aiming to learn language. According to Nunan (2004) “Pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form” (p. 4). Unless the tasks are given to students they would not engage in their study and leaning might be zero. It helps them to get detailed and clear information about the content.

Samuda and Bygate (2008) distinguish between two types of activity: holistic and analytical. Holistic activities involve the pupils’ knowledge of different sub-areas of the language to make meaning. The pupils work with the different aspects of language together, similar to the way language is normally used. In analytical activities on the other hand, the different sub-areas of language are taught and worked with separately. This allows the learner to concentrate more narrowly on a selected feature of the language. Analytical activities have traditionally been used in language teaching to focus attention on a pre-selected grammatical item in a drill without much focus on meaning. Holistic activities allow the pupils in work with and integrate different aspects of language for a larger purpose, i.e. there is a stronger focus on meaning and the tasks used here allow for more choices than in analytical activities. Samuda and Bygate (2008) argue that it is in holistic language work that the key language learning processes take place.

A task can have certain purpose behind it. The tasks in a textbook are designed to involve the students to do the task and enrich their language competency. Nunan (1996) defines task as a piece of classroom work involving earners in understanding, directing, producing, or interacting in the target language while their attention is on the meaning rather than the form. Nunan (2004) has made a distinction between target tasks and pedagogical tasks. According to him, target tasks refer to language use in the

world beyond the classroom. Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom. Anyway, to language is not limited with in the classroom. Hence students are introduced to the target tasks as far as possible simultaneously with pedagogical too.

2.1.3 Importance of Teaching Grammar

Language can be developed through grammar. Regarding the second/foreign language learner grammar is necessary to become competent speaker of the language. It helps them to be correct use of language that only makes their language use contextual and meaningful. Ur (2006, p. 4) says on importance of grammar as follows:

There is no doubt that knowledge- implicit or explicit of grammatical rules is essential for the mastery of a language. You cannot use words unless you know how they should be put together. Teaching of any language consists teaching its grammar because either native or foreign language exist grammar. We cannot acquire grammar naturally without any instruction or patterns or structures.

This shows that grammar instruction in the classroom is compulsory for language learning. It seems to be like different ingredients to cook delicious rice pudding. No grammar, no language. As cited in Askeland (2013), Newby (personal communication, February 1, 2013), talks about objectives of grammar as “The overall aim of learning grammar is to be able to express your own ideas in real situations in language that is as correct, meaningful and appropriate as possible” (p. 15).

Phillipson (1984, as cited in Hedge, n.d.) argues on an importance of grammar that “It is impossible to conceive of a person being communicatively competent without being linguistically competent” (p. 3). It is realized that a person can speak efficiently or spontaneously if he/she has good command over grammar and not if he/she has not so much grammar knowledge. It has more crucial role in writing especially academic writing and formal communication. Not complete message can be understood with grammar errors. The grammar should be applied accurately for better communication

in all contexts for targeted meaning attainment. Hedge (2011, as cited in Madarinaet.al., 2017) argued that grammar teaching has come to the fore when it enables learners to become competent users of the language with correct usage of structures, forms and within context.

With consideration to these arguments, grammar has huge scope in language teaching and learning and in the textbooks to be taught to students in the classroom. As we observed the students of grade nine, ten and lower levels cannot able to write or speak a single correct structure. This situation of students compelled to include the grammar in school level textbooks or curriculum.

2.1.4 English Textbook for Grade Nine

An instructional material in teaching becomes one of the important factors that will determine the success of learning. In order to make teaching-learning activities entertaining, effective interesting and successful, various kinds of aids and materials can be used. Brown (2001, as cited in Hanifa, 2018) asserts that the most supportive material for ELT is textbook. It is good to say that materials for teaching and learning process in the classroom are mostly found in textbook. Sheldon (1988) argues that “it is the visible heart of any ELT programme” (p.237); an almost universal element of teaching and a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt (Awasthi, 2006).

On the textbook, there are different views of the scholars. It can be used as a self-directed material to the students which enhances autonomous learning. Cunningsworth (1995) stated as an effective resource for self-learning, a reference source for students and support for less experienced teachers. On the other hand, “students learn what is presented in the textbook and the way textbook presents materials, in the way the students learn it” (Kitao and Kitao, 1997, p. 1). It draws the boundary of content to be learnt. The things to be studied are determined early and have to go through such a limited course. This resulted the little knowledge to learners and restricted them from the wider area of knowledge.

Textbook is fundamental ELT materials in the classroom. It is only thing to fulfill the students’ learning aspirations after teacher and achieve the predetermined objectives

of the curriculum. It can serve all the purposes of teaching. It functions as a means to achieve the set objectives-ends, in the curriculum. Regarding the purpose of textbook Byrd (2000, pp. 415-427) argues:

Textbooks embody two kinds of information, which are thematic/ content (family, school, etc.) and linguistic content (grammar, vocabulary, skills). The users of textbooks engage with the content of the document to obtain the linguistic knowledge needed so as to communicate in a foreign language.

As far as the textbooks prescribed to certain level are meant to equip learners both linguistic as well as communicative competence.

In the 21st century, globalized world, English language has been using as an international language. “Due to the belief of the importance of learning a foreign language, and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12) (CDC, 2015, p. 50). This textbook has been developed adopting the secondary level English curriculum, 2015. The textbook has been developed and revised on the regular basis with the aim of making education objective oriented, practical, and relevant and job oriented (CDC, 2016). This curriculum primarily focuses on language skills. The linguistic competencies of studying English also begin to emerge at this stage, “as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology” (CDC, 2014,p.51). The content of the secondary English curriculum can be seen as a set of functions which are realized linguistically by grammatical structures and lexical items. Every topic has a language function and one grammar item which are related to each other. For example talking about the past is a language function and there is given the grammar item narrating past events (CDC, 2014). Grammar section is kept separately in the textbook. It is designed in line to the curriculum. While assessing writing skill grammar can’t be ignored. The grammatical items included in the textbook are articles, prepositions, tags, concord, sentence transformation, tense, voice, conditional sentences, reported speech, causative verbs, connectives and conditional. It has allocated the eleven marks of total in the

examination. This proves the importance of grammar in a textbook to be included for better language learning. Grammatical accuracy is one of the criteria for marking. This book contains variety of texts for reading practices, written scripts for listening practices, and other activities for reading and writing practices. Grammar is presented separately with further exercises for students' practice and with implicit presentation in passages. It includes fifteen units. Each unit deals with all the language skills, grammar, vocabulary and the resources required to practice various language learning.

2.1.5 Grammatical Competence and Performance

Grammatical competence is the speakers' knowledge of the forms and meanings that exist in grammar, and a theoretical knowledge of how to use them. On the other hand, grammatical performance is the ability to use grammar correctly and appropriately.

Competence lies in the head and performance is what comes out of the mouth.

Language learning cannot be complete merely memorizing and stored in the mind instead the learned grammar patterns need to be used in day to day language use contextually, accurately and meaningfully. Until and unless a person becomes successful in grammatical performance cannot be said good language speaker just being linguistically competence. Tasks that are sentence-based typically develop the grammatical competence, whereas performance tasks are typically more communicative in nature.

Traditionally, grammar involves memorizing structures, rules and language patterns. Larsen-Freeman emphasizes that although grammar has to do with accuracy, it has much to do with meaning and appropriateness as well. Askeland(2013) argues that grammar is not about syntax (form) alone. Semantics (meaning) and pragmatics (use) are equally important in order to speak English well. It reflects that pupils need to provide the knowledge integrative way of form, meaning and use of language (grammar) to make them proficient language speaker.

The perspectives towards textbook have been changing across the time changes. It was regarded as single instructional material having limited contents in the past. At present other alternatives to textbook are available for proceeding teaching and learning activities in the classroom. However, its importance cannot be denied.

2.1.6 Teaching Methodologies and Grammar Teaching

The Longman Dictionary of Contemporary English defines grammar as the rules by which words change their forms and are combined into sentences. It is the way in which words change themselves and group together to make sentences. Ur (2006) says “grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning” (p. 4). Grammar teaching is an essential part of language teaching. Mastering grammar is the foundation in the proficiency of a language. Without grammar, language does not exist. “A learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms”(ibid). It is difficult for students to speak English well without learning English grammar. So, it is inevitable for teachers who teach foreign language to teach grammar. “Learning a language means not only studying four skills of proficiency, but also understanding the system of rules underlying” (Akay, E. & Toraman, C., 2015, p.1).

The role of grammar in teaching English as a foreign language has been a debated issue over the years. Ur (1996) remarked as “the place of grammar in foreign language teaching is controversial” (p. 76). Each method or approach to language teaching gives the teaching of grammar a varying level of importance in classroom activities. According to Shrestha (2018) on the place of grammar through the history argues:

Most people agree that knowledge of language means, among other things, knowing its grammar; but this knowledge may be intuitive as it is in native language, and it is not necessarily true that grammatical structures need to be taught as other teaching items like language functions, vocabulary, language skills. Moreover as CLT urges that the grammar will be automatically practiced when the learners come into discussion, interaction, sharing about the listening, speaking, reading and writing classes. The structures of language will be naturally picked up in course of language learning (p. 64).

Historically, approaches to grammar teaching have undergone many changes. Nassaji&Fotos, (2011) stated that in the beginning, exclusive focus on grammar, continuing later as types of exposure to meaningful communication, and recently as a set of instructional options with a focus on both grammar and meaning.

2.1.6.1 Grammar Translation and Audio Lingual Method

GT method took grammar as a content to be taught in second language teaching classroom. As the name suggested whatever in the textbook must have been translated in first language while teaching. The process of teaching the classical languages such as Latin and Greek, exclusively focused on studying grammatical rules and structures. The grammar was taught deductively with an explicit explanation of rules and techniques especially used are memorization and translations of texts from the L2 to the L1.

It has the assumptions such as memorization, repetition, stimulus-response cycle etc. for better learning. It considered memorization of structural patterns essential for second language learning. It primarily focused on speaking and listening skills rather reading and writing. ALM teaching consisted mainly of grammatical structures sequenced in a linear manner, simple to complex structure. However, by emphasizing the importance of communicative teaching we should not minimize that of structural teaching. Students cannot achieve communicative competence without the necessary language skills and patterns of language. It is not possible to deal successfully with both the communicative and linguistic aspects at the same time, but the two can be integrated by a constant change of focus when one is brought into prominence, the other temporarily blurs into the background.

2.1.6.2 Presentation- Practice- Production (PPP) Methods

Even though, significant number of theories appeared against Grammar based methods, they are still in practice. PPP model consist three stages which are presentation stage, practice stage and production stage. In the first one, presentation stage, students are provided new rules and structures of grammar in detail. Secondly, in practice stage, they are suggested to do practice in similar more tasks for better understanding over the presented earlier one in presentation stage. Finally, students

produce the studied rules or structures anywhere and anytime in a need. It refers that they have to communicate fluently using these rules and structures.

2.1.6.3 Communicative Based Approaches

It refers that the contextual use of language emphasizing more on meaning and function aspect of language rather form or uses based language. In this approach learner gets enough exposure to language and opportunity to use language. They involve in interaction and communication rather than rote learning. Generally, in communicative classroom group work, pair work, presentation of tasks, oral exercises, written- speaking activities, simulation, etc. techniques are used. There is no one-to-one correspondence between form and function. One form might have multiple functions and one function might have expressed with a single form. So, form only teaching and learning of language is not sufficient to a person. It is argued that knowing a language does not simply mean knowing how to produce grammatical sentences accurately but also how to produce them appropriately. Richards and Rodgers identify three stages in CLT's (as cited in MacDohough, Shaw and Masuhara, 2013):

In its first phase, a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposals for the organization of syllabuses in terms of notions and functions rather than grammatical structures (Wilkins, 1976). In the second phase, CLT focused on procedures for identifying learners' needs and this resulted in proposals to make needs analysis an essential component of communicative methodology (Munby,1978). In the third phase, CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group-work, task-work, and information gap activities (Parbhu, 1987, p. 22)

As the new methods or approaches developed that directly influenced in grammar teaching and learning styles. As it is discussed already, initially there was great importance to grammar with structures and rules. The role of teacher was powerful and students had to follow them. Similarly, later to that students were given opportunities to produce what they are interested following the direction as teacher suggested. Then, the newer methods proposed that teaching and learning should be student centered, language function and meaning were to be valued rather form or structures of language. CLT shifted the goal of language teaching from mastering linguistic properties (e.g. pronunciation, vocabulary, grammar) to that of acquiring communicative competence..

The tradition of grammar teaching and learning has influenced with the development of SLA theories like Khrasen (1981, p. 85). He argued that language should acquire unconsciously and implicitly as a result of exposure to comprehensible input rather than learn it consciously through explicit teaching of grammatical rules. This shows the inclination to communicative language teaching rather grammar based theories and methods.

2.1.6.4 Task Based Language Teaching

Recently, Task Based Language Teaching (TBLT) that advocates students are given tasks in the classroom and they have to work it on. It is believed that TBLT encourages the students to work collaboratively in the form of pair work, group work that enhances the language learning contextually. The tasks can be pedagogical and target in which pedagogical tasks are those that occur in the classroom and target refer to uses of language in the world beyond the classroom. A task can be undertaken sequentially. A pre-task phase typically begins a task sequence. During this phase, a teacher can introduce the students to the language they will need to complete the task. The tasks are meaningful and relevant so that the students see the reason for doing the task and can see how the task relates to possible situations in their lives outside the classroom. Students are actively engaged with the task, with the teacher monitoring their performance and intervening when necessary. The task has clear outcomes so that both students and teachers can tell if the task has been successfully completed. A

post-task phase takes place to reinforce students' learning or to address any problems that may have arisen.

It focuses on the meaning dimension of language. It focuses on the task to be accomplished aiming to achieve the language item which does not concern primarily to the grammar structure. The grammar can be taught implicitly. The task completion could help to use language in real life communication beyond the classroom environment. Language is for communicating and for 'doing'. The teacher facilitates students' language learning by engaging them in a variety of tasks that have a clear outcome. The teacher's role is to choose tasks, based on an analysis of students' needs that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. The role of the students is to communicate with their peers to complete a task.

2.1.6.5 Recent Developments

The notion of integrated teaching has been widely accepted. As Nunan (2003, p. 10) argues "One best method was elusive and ultimately proved to be futile". Teaching has to be done accompanied the good things of the teaching approaches practiced in the field of language teaching and learning. Nassaji and Fotos (2011, p. 8) state that "language teaching professionals have become increasingly aware that teaching approaches that put the primary focus on meaning with no attention to grammatical forms are inadequate". The researches on second language acquisition has advocated for an emphasis to form focused language or grammar teaching in specific. As we found in the French Immersion Program that some type of importance on grammatical forms is necessary if learners are to develop high levels of accuracy in the second language. As I experienced I was not taught grammar throughout my school level carefully which is why I am poor in English grammar. It has directly affected to my fluency, contextual use and of course accuracy in language use. Considering such condition, at present time the grammar tasks are included in textbook in separate section aiming to resolve such weaknesses existed in learners. Cowan (2008) states about the democratic use of grammar for language competency:

The ability to produce grammatical sentences is vital for effective communication. Nevertheless, the achievement of grammatical competence does not guarantee that a language learner will be able to communicate effectively and appropriately in every context. This is because several other factors, besides grammaticality, influence the choices that speakers and writers need to make about which grammatical form or structure to use in a given situation. (p. 5)

While CLT focuses on meaning and function aspect of language but recent trend in language teaching favours incorporating the grammar forms and structures together with the communicative tasks. This will help the learners to learn language effectively which makes them speak fluently, accurately and contextually. Current researcher also indicates that learners need ample opportunities to practice and produce structures, which have been taught either explicitly, through a grammar lesson, or taught implicitly, through frequent exposure. Norris and Ortega (2001) state that L2 instruction that focuses on form results in substantial gain in the target structures and that the gains are sustained over time.

2.2 Review of Related Empirical Literature

A number of researches have been carried out on tasks analysis included in the textbooks. This present study has some connection with these already done theses and researches. The reviews of the related empirical literature are as follow:

Budha, K. M. (2017) studied on the title “Teachers’ perception of the tasks given in textbook of grade nine”. She aimed to explore the perceptions of English teachers from both institutional and community schools of the tasks given in the textbook of grade nine. The sample consisted 30 English teachers teaching in grade nine in Kathmandu who were selected through purposive non-random sampling procedure 15 teachers from institutional and 15 from public schools. The research tool was a set of questionnaire. The major findings were the tasks are sufficient for language practice

and suggested that some tasks should be added and existed grammatical mistakes should be corrected.

In the same way, Shahi (2017) has carried out the research on “An analysis of the textbook of grade nine”. He aimed to examine the English textbook of grade nine in terms of contents, language skills, and exercises and find out its strengths and weaknesses. He adopted a survey research design. The data were only collected from secondary sources. A checklist was prepared to collect to data. Then, the data were analyzed on the basis of the theoretical framework proposed by McDonough and Shaw (2003) and Harmer (2008). The researcher concluded that the authentic language was used in the textbook. The textbook was used to increase the vocabulary of the students' contents were sufficient for the course as well as suitable for the learners. Instructions were clear and exercises, very interesting. The textbook promoted the communicative method. However, there was no uniformity in number of exercises. It ignores the appropriateness of the situation.

Similarly, Subedi (2017) conducted study on “Exploring ways for teaching grammar at secondary level”. The objectives of the study were exploring the practice ways for grammar teaching at secondary level in terms of teaching prepositions, articles, tense, tags, causative verbs and subject verb agreement. Both the primary and secondary sources of data were used to carry out this research. It has used questionnaire and classroom observation checklists to elicit the data. The result shows that most of the teachers use inductive way to teach grammar lessons focusing on learner-centered techniques. It indicated that the teachers can use and select methods on the basis of level of the learners and context and nature of the text.

Likewise, Upadhyay (2017) has done a study on “An analysis of language functions used in English textbook for grade nine”. He has attempted to analyze the language functions in relation to their exponents used in the textbook for grade nine. It is an intensive study carried out on the basis of theoretical framework mentioned by Office of Qualification and Examination Regulation, Ofqual (2011), Sato (2011), Harmer (2008), and Little John (1991). Data were collected using two sets of checklists as the research tool based on twenty eight academic functional criteria proposed by Sato (2011). The source of data for this study was secondary. The data was analyzed and

interpreted descriptively and analytically. The researcher found that most of the language exponents used in the textbook met both lower and higher complexity functional criteria of academic language proposed by Sato (2011) and the exponents were supportive to enhance communicative competence. Some of the language functions were found not be presented with sufficient exponents.

Adhikary (2018) carried out the study on “An analysis of writing tasks included in the English textbook for grade eight”. His objectives were to identify and analyze the writing tasks included in the English textbook for grade eight and explore how for the writing tasks are designed based on Nunan (2004) taxonomy of task types. He collected the data through two sets of checklists on the basis of the theoretical framework given by Harmer (2007), River (1978) and Nunan (2004). Only secondary sources of data were used in this research. The result was that guided writing tasks were frequently used writing against controlled and free writing tasks in the textbook. And it was found that 40 writing tasks about 90% of 46 tasks were designed based on Nunan’s (2004) taxonomy of task types.

Dhami (2018) conducted a research entitled “An analysis of grade ‘X’ English textbook from gender perspective”. The objective was to analyse the English textbook of grade ten in terms of the representation of males, females and third gender and find out its strengths and weaknesses. The data was collected making eight different criteria in a checklist. Then, the data was analysed and interpreted qualitatively on the basis of the framework given by Cresswell (2012). It has found that the textbook is appropriate in terms of the use of language; there is the use of gender free/neutral language. The textbook is also appropriate in terms of the representation of third gender either in the pictures or in the texts, there is no inclusion of females as writers of the textbook, the females have been represented as vulnerable, powerless, coward and victims.

The present study is different from the already existing researches in that it attempts to identify and analyze the grammar tasks included in the English textbook for grade nine. As the earlier researches had generally done to analyze the whole textbook, to analyze particular language skills but this study is of more specific i.e. to analyze grammar tasks in a textbook.

2.3 Implications of the Review for the Study

I found in-depth information on grammar after consulting and reading related books, articles and researches both in the internet and available books. This review helped me selecting the suitable framework to analyze the grammar tasks given in the textbook. It directed the way further in writing statement of the problem, methodology to be applied, and all other technical subjects in thesis writing. Then I went through theoretical literature that helped me to learn about the grammar tasks, grammar theories, recent development in grammar teaching etc. Theoretical and empirical literature provided insight to carry out this study. To be specific Grant (1987), Sheldon (1988) provided me the information about textbook and its importance in the classroom. Nassaji and Fotos (2011), Nunan (2004), Ur (2009) helped to write the theoretical part on grammar theories and methods. And Cresswell (2003), Kumar (2009) and Cohen, Manion and Morrison (2007) helped to write the methodology part of the study. Similarly, Celce-Murcia (n.d.), Nunan (2003), Summer (2013), Cowan (2008), Nassaji and Fotos (2011), Phillipson (1984 as cited in Hedge, n.d.) stated the similar notion about grammar teaching and importance of grammar in language. For instance Phillipson(1984 as cited in Hedge , n.d.) "It is impossible to conceive of a person being communicatively competent without being linguistically competent "(p.3). These helped me to write being strong in favour of grammar is equally important to other language aspects though grade nine English textbook is developed on the basis of communicative approach. Some scholars such as Daughy and Williams (1998 as cited in Nunan, 2003), Akay and Toraman (2015) argued for focus on form is likely to be appropriate in most cases of second language learning difficulty. And, Chomsky and Khrashen(1981) stated that grammar can be acquired subconsciously alike while first and second language acquisition. Ur (2009), Nunan (2004) and Samuda and Bygate (2008) helped me to know about different tasks such a 'exercise and activity', 'pedagogical tasks and target tasks' and 'holistic and analytical activity'.

Since, students studying in community schools seem to be poor in English that fascinated me to look over the English textbook to analyze whether it has pitfalls. For this, firstly, I consulted the theses by Dhami (2018) and Upadhyay (2017) which

provided me the guidelines for textbook analysis such as it needs a framework on the basis of which textbook or tasks can be analyzed. They helped me to find out the sources. Similarly, Shahi (2018) informed me about survey design and the ways to using it while analyzing tasks in the textbook.

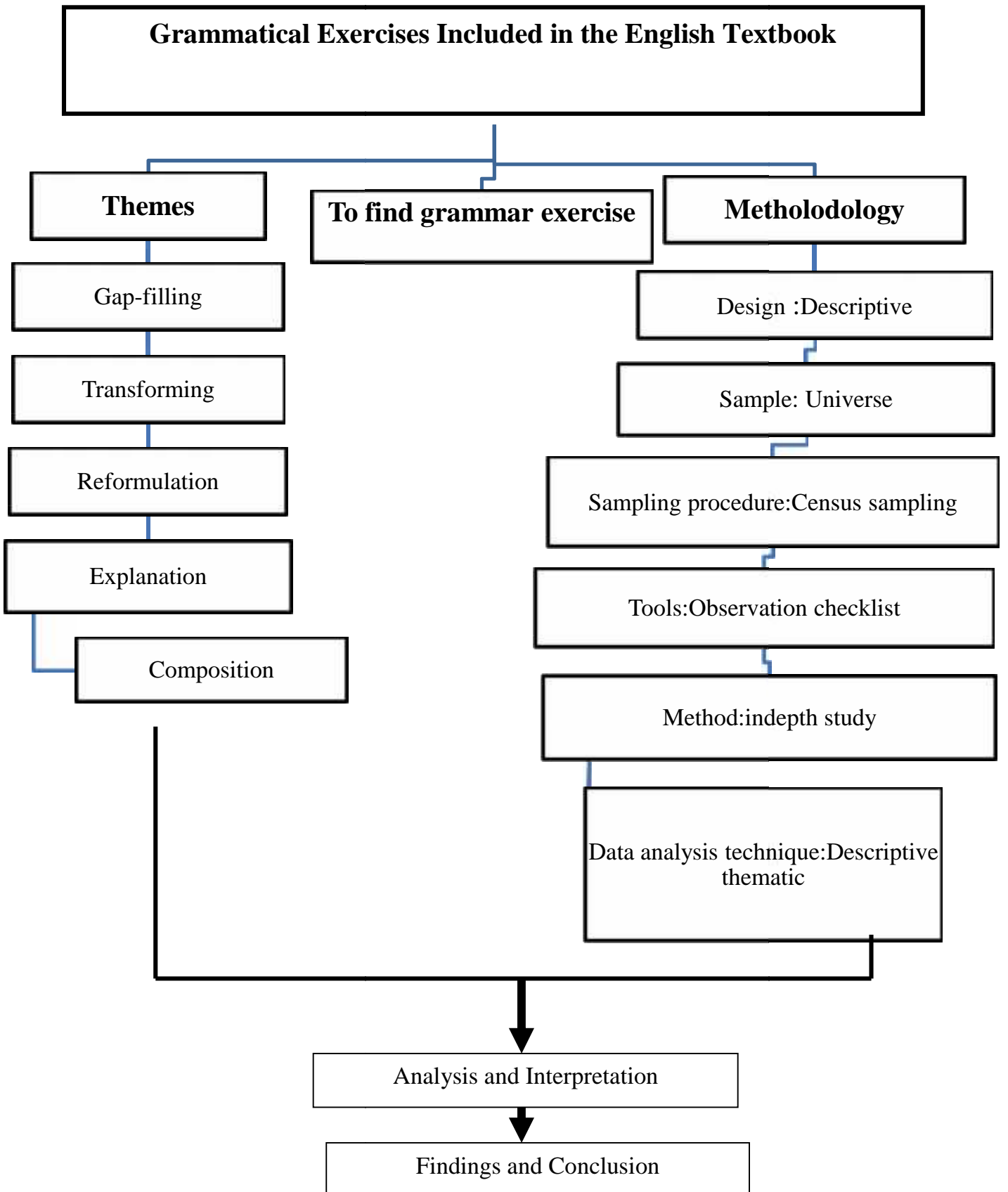
Likewise, Adhikary (2018) and K. M. (2017) helped me to imply in my research as that detailed about tasks, selection of the design, tools and data collection procedure while analyzing tasks in the textbook. They also helped me to prepare the objectives as well as research questions. Askeland (2013) helped me to point out the measures of grammar tasks analysis and overall framework to analyze the grammar tasks given in the textbook.

From the study of Subedi (2017), I got the ideas on the methods and approaches of grammar teaching.

Even though, all these reviewed researches are related to analysis of different tasks and whole textbook but none of these study attempts to analyze the grammar tasks included in English textbook for grade nine. This study will analyze the grammar tasks on the basis of the framework given by Askeland (2013) and interpret them statistically exploiting percentage as a tool and descriptively.

2.4 Conceptual Framework

Conceptual framework is the overall presentation of the study in the graphical form which helps to understand the whole activities involved in the study in a glance. As the researcher studied theoretical and empirical literature related to the title “An analysis of grammar tasks included in the English textbook for grade nine” thoroughly, he came up with the following conceptual framework.



Chapter: Three

Methods and Procedures of the Study

3.1. Design of the study

The present study has employed descriptive research design. It describes the characteristics of the population or phenomenon studied. It focuses more on the "what" of the research subject than the "why" of the research subject.

3.2. Population, sample and sampling strategy

The universe of the study was all the grammar exercises included in the English text book for grade Nine. Likewise, the sample of the study was the universe which were collected through census sampling strategy.

3.3. Research tools

The researcher collected the data from the text book with intensive observation of the text book using observation check list as a research tool.

3.4 Sources of Data

The sources to conduct the study were primarily 'Grade Nine Textbook' and other secondary sources of data.

4.5 Data Collection Procedures

In this study the data collection procedure was intensive study of the grammar tasks in the textbook through census sampling procedure.

3.6. Data analysis procedures

The researcher analyzed the collective data descriptively. The data had been classified according to the themes. The same exercises were kept under a single theme, then these were described according to the data. Finally the researcher analyzed the data on the basis of its description.

3.7 Ethical Considerations

While conducting the study, the researcher put huge consideration on ethical aspects. The data were collected from various sources with rigorous study and gave credit to those which were used in the study. Plagiarism, an intellectual theft, was not praised throughout the research. The ideas of others whichever be brought are cited properly in both in-text and at the end under references section.

Unit- Four

Analysis and Interpretation of Data

4.1. Themes

The grammatical exercises were analyzed and interpreted on the basis of themes such as ordering, gap filling, transforming, reformulation, composition and explanation. There are 15 units in the text book and each of them has included grammar. The researcher analyzed all the grammar exercises in regard with the above different themes.

4.1.1. Ordering

The researcher has tried to analyze the data or grammatical exercises in accordance with ordering. Ordering refers how the exercises are presented in the text book, in which order they are incorporated. The grammar exercises in the text book are listed unit-wise as below.

Unit –1. Concord

Unit-2. Prepositions

Unit-3. Voice (active/passive)

Unit-4. Causative verb

Unit-5. Modal verb (Should/ not)

Unit-6. Conditional sentences

Unit-7. Questions Tags

Unit- 8. Past tense

Unit-9. Present Tense

Unit-10. Present Tense (Continuous)

Unit-11. Relative clause

Unit-12. Connectives

Unit-13. Sentence types

Unit-14. Speech types

Unit-15. Articles

Every unit of the textbook has regular pattern to keep contents. Each (single) unit is categorized with (sub-headings) Reading, Grammar, Listening, Speaking and Writing. Furthermore, each of them is divided into three different sections such as 'Think and Act', 'Study Time' and 'Put into Practice'.

All the grammatical exercises included in the textbook are ordered on the basis of Simplicity, Usefulness and Teachability.

4.1.1.1. Simplicity

It refers the degree of easiness. How the grammatical exercises are included in the textbook? It describes the inclusion of these exercises should have simple to complex. The exercises which seem to be simple to the students need to be kept in earlier units and that follow the difficult one as per their degree of difficulty. The researcher has observed the grammatical exercises included in the textbook which are kept in a regular pattern in each unit where they are divided into three parts: 'Think and Act', 'Study Time' and 'Put into Practice'. The following exercises as examples:

Think and Act

- a. Read these concluding lines of the letter and pick out the prepositions used.

Hope I have been able to suggest you on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Prepositions:.....

- b. Fill in the blanks with one of the prepositions you have picked up.

- i. I was born----- Monday.
- ii. We don't go ----- school on Saturdays.
- iii. It is a small map ----- Nepal.

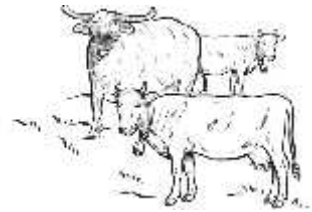
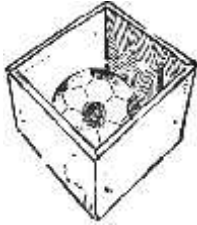
(Page no. 5)

Study Time

Prepositions are single words or group of words such as at, on, in, in front of, out of, etc. used be for a noun/pronoun to show place, position, time or method.

a. Study the pictures and the use of prepositions.

i. **In:** to show something completely inside something or in an area of boundaries:



(1) The ball is in the box.

(2) The cattle are in the field

ii. **On:** to show something on the surface of something or to show something on a line:



(1) The vase has been put on the table.

(2) Butwal is on the East West Highway.

(Page no. 16)

iii. **At** to show the location of something at or near a point or a point on the map:



(1) I met him at the airport. (2) She is at school now.

iv. Look at the arrows and see how off, onto, round and under are used.

b. Complete the following sentences choosing one of the prepositions from the box below:

on, at, in, off, through, between, into, under, round, across, towards, over

1. The children are playing-----the ground-----the back of

the house.

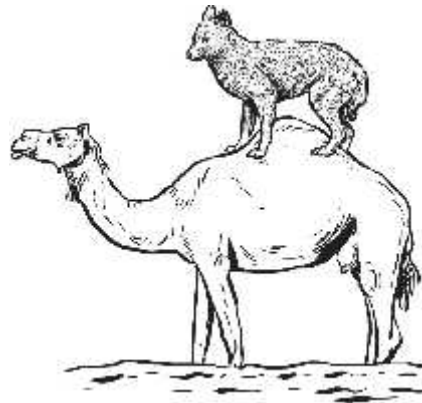
2. -----my classroom I always sit ----- Fulmati and Ruhi.
3. The prisoners escaped-----the narrow opening----- the boundary wall.
4. As the students were getting -----the room, the head teacher told them to come ----- him.
5. Going-----the field will take much shorter time than going -----it. But you may fall-----because the ground is rather slippery -----the middle of the field.

(Page no. 17)

Put into Practice

Here is a story of a Camel and a Jackal. Supply the missing prepositions in it and copy it out under the title “*The Camel and the Jackal*”.

A camel and a jackal lived together ---- a jungle. On the other side ---- the river flowing ---- that jungle, there were fields of ripe sugar- canes.



One day the jackal came the camel ---- a plan cross the river and enjoy the sugarcanes. As he did not know how to swim, he requested the camel----- carry him his back.

The camel agreed ---- the jackal's request. They set out --- the river and soon reached its bank. The camel carried the jackal --- his back and crossed the river. ----- reaching the other side, they began to eat the sugarcanes. The jackal was soon satisfied but the camel was still hungry. The jackal began to howl loudly. The camel asked him not to

do so but the jackal said that it was his habit to howl meals.

His howling attracted the attention the farmers. They all reached the spot ---- long sticks. The jackal disappeared ---- a bush but the camel was badly beaten. Now they were to cross the river. The jackal requested the camel to take him the river.

The camel agreed to do so but he wanted to retaliate him. When the Camel reached the middle----the water, he began to roll the water.

The jackal told him not to do so. But the camel said that it was his habit to do so being beaten.

As a result, the jackal slipped----the camel's back and fell the deep water. Catching hold the Camel's tail, the Jackal was able to get to the next bank. He was full of water inward and outward. He learnt a good lesson that one should never be wily and sly and begged his friend, the Camel's apology.

Moral: As you sow, so shall you reap.

(Page no. 18)

The exercises above are of unit 2 'Suggesting, Advising and Persuading'. There is 'think and act' part first which triggers students' previous knowledge on the topic and encourages them to learn more on it. They observe the given text and find out the prepositions with their contextual use. When they get ideas on use of prepositions, they act on the latter exercise accordingly. Then, there is 'study time' section which is larger part than other two. It explains in detail about prepositions and their use with clear examples. It facilitates them to understand the prepositions and their proper use in language and in a particular sentence. They engage in the activities presented in this section in which teacher helps them when they practice and understand about prepositions, they complete the gap-filling exercise choosing a word from the box. It makes them confident over prepositions and their use correctly and appropriately. Finally, there is 'put into practice' section in which students have to practice the use of prepositions in the given story as they have studied in previous sections.

It shows that the grammar exercises in the textbook in each unit are organized in a similar pattern. It is patterned in a technical way that is helpful to both teachers and students. In the first phase, it engages, motivates, to students as a warm up, then in the second phase, they study in detail to understand the topic clearly and final phase is practice phase where they practice the questions as they have already studied. So, grammatical exercises are well organized. If both teachers and students work sincerely their job, it can certainly achieve objectives of the curriculum. The teacher needs to be equally active to motivate and engage students in studying grammar with further detailed presentation bringing extra materials in the classroom.

4.1.1.2 Usefulness

Grammar represents the building blocks, the structure of the language. It is necessary to learn something about the way words work together, the way we use adjectives, adverbs, prepositions, the way we express different times or tenses and so on. The sentences with incorrect grammar are always meaningless and the message contained in them may be unclear. When students know the correct usage of vocabulary and the rules, it becomes easy for them to communicate. The message then becomes transparent and can be easily understood. The textbook has included wider part of grammar topics which are kept in the following basis:

Think and Act

'Is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. Complete the following table with the missing present forms of the verbs.

Am/ are	is
Have	-----
-----	does
Change	-----
-----	goes

A head teacher is saying something here. Read the paragraph, and see how the verb forms change with the difference in the number and person of the nouns/pronouns.

One of our students is very good at sports. Everyone has good relations with her. All the teachers encourage her to do even better. She doesn't waste her time sitting and doing nothing. Most children in her small village take her as a role model.

Did you notice? Verb forms like has, does, makes, etc. can be used with the nouns/pronouns that take 'is' and have, do, make with those that take am or are. Complete the following sentences choosing one of the correct forms of the verbs in the brackets.

- a. Two and two (make, makes, making, made)four.
- b. Your sheep(is,are,have,has) healthy. Where did you buy them?
- c. Either of the two boys(are, has, have, having) broken that.
- d. Ten tones of cement (has, have, are, is) been used sofar.
- e. Today's news (is, are, do, does)interesting.
- f. The cost of the articles (is are,have,has) risen sharply.
- g. Slow and steady (will win, won, win, wins) the race.
- h. The actor and producer (is,are,do,does) making a new film.
- i. My scissors (have, has, is, are) been stolen.
- j. Measles (have, has, is, are) broken out. So the government is concerned.

(Page no. 5 and 6)

In the above exercise these are belong to concord, prepositions , tense, sentence types and articles that are kept in unit 1, 2, 9,13 and 15 respectively. The exercises are important in regard to the examination point of view as well as these are the basics of grammar from which a student can learn basic grammar and go forward to next level after gaining command over them. There is well organization in exercises, the instruction is clear with explanation.

It indicates that these grammar exercises are more important than others. It helps them to be familiar with the sentence formation, types of sentences, subject-verb agreement, use of articles and prepositions. These are the very beginning requirements to any

learner while learning English. In this way all the grammar topics presented above should be kept in early chapters in the textbook. However, in regard to the examination point of view all the topics are equally important in the textbook.

4.1.1.3 Teachability

It is concerned to both teaching and learning perspectives. The teachability hypothesis, according to Pr (2009) there is a natural developmental sequence of acquisition of morpho-syntactical structures, impervious to teaching. Teaching of a grammatical feature will be effective only if the learner is developmentally ready to acquire it. Teaching of a feature when a learner is not ready may have a detrimental effect. There are 15 units in the textbook which has different grammar topics in each. It has simple and straightforward organization of grammar exercises across and within every unit.

Think and Act

What changes can you see in your locality? Think of the houses, schools, offices, shops or other development work and write them down as in the example.

Example:

A new bridge has been built.

Now think of the things different people have done in your locality. Example:

My uncle has made a new house.

The sentences in the first set above emphasise the work done whereas the ones in the second set emphasise the doer. In other words we use the passive voice (passive subject) if we want to emphasise the work. But if we want to give emphasis to the doer, we use the active voice (with active subject).

- a. Study the interview once again and underline all the sentences that are in the passive voice.
- b. Look at the pictures and say what is being done/ has been done.



Look at the following table about the important events in the history of Nepal and supply the missing information. After that, write a paragraph in the passive voice using the information.

Important years	Events that took place
2007 BS	Abolition of Rana Regime
	Banning of political parties
2017 BS	
	Referendum carried out
2046 BS	Promulgation of democratic constitution by the King
2051 BS	Midterm elections held
	Massacre of different members of Royal family
2063 BS	
	First CA elections held
2070 BS	

You may begin like this: Nepal has had a turbulent political history. In 2007 B.S. Rana Regime was abolished from the country. Political parties

(Page No. 32 and 33)

The above examples belong to the grammar topic 'voice' from unit 3 'Making requests and responding to them' in the textbook. It has presented the exercises with out detailed and clear instructions to students and teachers. It doesn't have any exercise to practice in which active into passive and passive into active transformation occurs.

The students can't get enough exposure about active and passive voice. They get confused to do exercises given in the textbook due to lack of understanding to the topic. They are instructed to write sentences as in the example but not how words are combined while writing these sentences. How and in which situation passive voice is used is not considered?

It shows that the grammar topics which have not plenty of examples and explanation create difficulty upon students. Voice transformation requires special sentence structure and vocabulary, it is one of the difficult grammar topics. If they are taught voice in the beginning, they may not understand the mechanics in voice transformation. They need to teach first different verb forms, sentence types, tense structures and vocabularies. These are pre-requisites to teach voice to them. In the textbook voice has kept in third unit and others such as tense, sentence types etc. are

in the later units. In this regard teaching 'voice' first to students may create confusion and difficulty in understanding. And if it happens, so they might get frustration, disinterest on study, negativity towards the subject and finally failure in the subject. So it is necessary to reorganize the grammar exercises.

4.1.2 Gap-Filling

In the gap-filling exercises the students fill in gaps in sentences or paragraphs. Cue words in brackets or a bank of words above the task may be including with gapped sentences or paragraphs. These are practice exercises in which learners have to replace words missing from a text or choose from given words. They are often used to practice grammar items, vocabulary etc. Gap-filling exercises are mostly found in our textbook in Nepal.

Think and Act

c. **Read these concluding lines of the letter and pick out the prepositions used.**

Hope I have been able to suggest you on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Prepositions:.....

d. **Fill in the blanks with one of the prepositions you have picked up.**

- i. I was born----- Monday.
- ii. We don't go ----- school on Saturdays.
- iii. It is a small map ----- Nepal.

(Page No. 5)

Supply appropriate question tags for the following stems:

- a. Anudan never works hard, ?
- b. Someone has come, ?
- c. Let him play the music, ?
- d. Don't run, ?
- e. Raj Kishor hardly recognized us, ?

- f. There was a lot of traffic, ?
- g. There are a lot of people, ?
- h. Let's have some tea, ?

(Page No. 85)

Fill in each blank with one of the connectives you see in the sentences you have underlined in the reading text. Make sure the newly formed sentence is meaningful.

- a. Because of the heavy rain, I got stuck in the jam.
- b. Everyone trusts youyou are reliable.
- c. He is unablehe deserves help.

Rewrite the following sentences filling in the gaps with appropriate connectives from the box:

because, because of, since, so, so that, for, although, though, even though, in spite of, however, in order to, despite

- a. Your sister is very smart, she can manage her time.
- b. It is dangerous to go there... the broken glass.
- c. You should go for eye checkup...your eyesight is very poor.
- d. The expedition has been cancelled.....the weather is worsening day by day.
- e. We listen to otherswe can develop patience get respect; we need to respect others first.

(Page No. 141)

Complete the following news inserting the appropriate articles wherever necessary.

An Unbelievable Truth

....week ago, MBA student, Mr. Tribikram Poudel, was successful to prove himselfluckiest person oftime. It is because he gotlottery and won the most expensive car of the world, Lamborghini Veneno Roadster. He wash

and edover....key of....carin California,....US state on....
 Pacific Ocean. It was said that he was enthusiastic and passionate lad
 to buy lottery tickets every year. For..... great surprise, he announced that
 he would bring....carin Nepal and keep in Tundikhel for exhibition.
 He also told that he would take the carona tour of the country, from
 east towest. According toreporter Mr. Poudel was planning to bring
 skilled mechanic with him. This news becametop story of daily
 newspapers. The Breaking News offered to be corporate sponsor
 to help pay for tour of Lamborghini Veneno Roadster.

(Page No. 144)

The above grammar exercises come under gap-filling in which students have to fill the gaps as per the instruction given in the question. The students need to fill the gaps after understanding the rules without any cue words or distracters.

The curriculum suggests that communicative approach need to be adopted while designing textbook, so grammar is not that much valued rather than other language aspects. Regardless of heavy grammar portion explicitly there are reading, speaking, listening and writing sections in which grammar is included intrinsically. So, students can get exposure from these sections on grammar and that could help to answer the grammar section. In this way these types of gap-filling can also be answered from the ideas collected from those sections.

Complete the following sentences choosing one of the prepositions from the box below:

on, at, in, off, through, between, into, under, round, across, towards, over
--

1. The children are playing-----the ground ----- the back of the house.
2. -----my classroom I always sit ----- Fulmati and Ruhi.
3. The prisoners escaped-----the narrow opening----- the boundary wall.

(Page no. 17)

Rewrite the following sentences supplying the correct form of the verbs in the brackets.

- a. Lalita.....(study)hardatuniversity,andgraduatedin2014.
- b. He(travel) to Thailand to find a job two years ago.
- c. In Bangkok, he (work) as a bellboy in2014.
- d. Riya (visit) India last year.
- e. She (buy) that house in2013.

(Page No. 93)

Example : The earth (move) round the sun.

Answer : The earth moves round the sun. (Context: universal truth)

- a. Anu generally(go) to school.
- b. Barking dogs seldom..... (bite).
- c. Preeti (like) playing football.
- d. They (paint) the house at this moment.
- e. Water..... (freeze) at0°C.
- f. I fit..... (rain), we won't go to picnic.
- g. When the curtain opens, a man(appear).

(Page No. 103)

Rewrite the following sentences choosing the correct relative pronouns from the brackets:

- a. Peoplelive in glass houses shouldn't throw stones at others. (who, whose, whom)
- b. That is the building.....they shot the film 'Hostel'. (whose, where, which)
- c. The dress..... Ravi is wearing is very expensive. (who, which, what)

Rewrite the following sentences filling in the gaps with appropriate connectives from the box:

because, because of, since, so, so that, for, although, though, even though, in spite of, however, in order to, despite

- i. your sister is very smart, she can manage her time.
- ii. It is dangerous to go there... ..the broken glass.
- iii. You should go for eye checkup... ..your eyesight is very poor.
- iv. The expedition has been cancelled... ..the weather is worsening day by day.
- v. We listen to otherswe can develop patience.

(Page No. 141)

The above examples are of gap-filling grammar exercises having cue words or group of words to be chose to fill the gaps. These types of gap-filling exercises tend to be easy for the students since students have to select one of the given alternatives to complete a sentence. The students might fill the gaps guessing the answer without understanding correct use. It might lead them to wrong way and that hinders their communicative competence. However, in the textbook there are mostly included such exercises. In such case, teacher should have to provide enough exposure to students on related topic to make clear to students which help them to fill the gap without any confusion. Or, the textbook requires more and detailed explanation with rules and examples along the exercises.

There is a considerable number of gap-filling exercises in the textbook. These are typically associated with traditional approaches to grammar teaching. They still seem to be popular, although there are many other task types in the textbook as well. The gap-filling are sentences in isolation. Askeland(2013) states that according to scholars who promote meaningful learning, sentences should never be worked with in isolation. The traditional approaches often had form as the starting point to language teaching, whereas advocators of communicative, acquisition-based and cognitive approaches believe that forms represent meaning and thus meaning should be the starting point.

4.1.3 Transforming

It refers to the type of grammar exercises in which one form should have changed into another. Transformation exercises involve learners in consciously manipulating language patterns, and can raise their awareness of structure. They are a common text item, where they are used to test discrete items of language, usually structural.

a. Look at the examples and change the sentences given below into negative and interrogative:

Example :He is an early riser. (Affirmative) He is
not an early riser. (Negative) Is he an
early riser?(Interrogative)

Example :She looks slim in this dress. (Affirmative)
She does not look slim in this dress. (Negative)
Does she look slim in this dress? (Interrogative)

- i. He can write a formal letter.
- ii. It is raining outside.
- iii. She works in the field.
- iv. It barked at night.
- v. They have completed their task on time.
- vi. She will ask you a funny riddle.

Look at the examples and change the sentences given below into negative.

Affirmative

Negative

Let him dance on the stage.

Let him not dance on the stage.

Shut the door.

Don't shut the door.

She has brought some pencils.

She has not brought any pencils.

Some of the mentered the cinema hall. None of the mentered the cinema hall.

Either he or his mother will help me. Neither he nor his mother will help me.

a)Either she or her friends went there.

- b) Somebody messed this up.
- c) She always wears a blue dress.
- d) I have written several poems.
- e) Let her sing a Bhojpuri song.
- f) Let them play cricket on this field.
- g) He likes ice-cream, too.
- h) Turn the key in the anticlockwise direction.
- i) Do it carefully.

Change the following sentences into Affirmative sentences.

- a) Don't speak so loud.
- b) Will he not be available in the meeting?
- c) She won't appear for her board exam.
- d) They didn't get any food in the hotel.
- e) Has she not written any novels?
- f) There isn't anything important to say.
- g) Does she not hear anybody crying?
- h) Have you not sent a mail?

(Page No. 152/153)

Change the following into indirect speech:

- a) Yangchen says, "I don't like to study all the time."
- b) Prithvi will say, "He can't win me."
- c) Priyanka said, "Sarita likes to dance with me."
- d) Dinesh said to his friends, "Wood floats in water; iron sinks."
- e) Sharmila said to Suman, "I will tell you my top secret tomorrow."

f) Benju said to Julia, “Bhawani joined university last year.”

(Page no. 166)

In the above examples under the theme transforming in the textbook are presented with examples in 'think and act' section. Students are instructed to examine what kind of sentences they are. Then there are given different types of sentences and the ways to transform or change affirmative sentences into negative and interrogative, and viceversa. As the completion of example section, the textbook has included exercises in which students have to work on or practice for transforming the given sentences as instructed the question. It helps them to get confidence over transforming type of grammar exercises.

It shows that the transforming type of exercises is concerned to single sentence structure. The students have to change a given sentence as in the examples. It helps them to be familiar with the types of English sentences. They can write the similar type of sentences and also transform into any other form. These are sentence-based grammar exercises that help them to write correct sentence but not contextual use in day to day activities. It ceases their language proficiency and communicative competence which is the major objective of the curriculum. It seems that the ways in which transforming exercises are presented on traditional basis where only sentence based are included. It leads students toward memorization of structure and their rules.

4.1.4 Reformulation

A reformulation task asks the students to paraphrase a sentence using a different construction. The students have to write the asked question in different way without altering the meaning. The textbook has a few exercises which are come under the theme reformulation. They are presented below:

Now, complete the sentences using the appropriate forms of the verbs in brackets.

Example:

A video is on. It began three hours ago, and it hasn't finished yet.

The video has been playing for two hours.

- a. Manila got to the office early in the morning. Eight hours later she's still there.

Manila..... (work) for eight hours.

- b. Raj narayan rang Neha thirty minutes ago, they are still on the phone.

Raj narayan and Neha..... (talk) for thirty minutes.

- c. Ruby was cutting vegetables. They are ready to cook now.

Ruby (cut)vegetable.

(Page No. 115)

The following examples and join the pairs of sentences into one using suitable relative pronouns:

Example: You were helping the teacher. I wanted to help her.

You were helping the teacher whom I wanted to help.

- i. I used to live in Banepa. I was born and went to school there.
- ii. He bought the latest model of iPod. A as if wanted it.
- iii. That's the problem. We solved it together.
- iv. Do you know the people? They work for the development of our nation.
- v. He collected the information. He downloaded the information from the Internet.

(Page No. 129)

Join the following pairs of sentences into one using appropriate connectives:

- a. Angrita went to university. He wanted to get admission.
- b. Raja babu is asking for help. He is feeling dizzy.
- c. Nitu went to the bazaar. She could buy her new dress there.

(Page No. 141)

In the first example above there is given reading materials before starting the exercise. The students are instructed to read and observe the situations carefully which are related to the following exercise. After that they have to observe an example and find out the way in which the question is answered. When, they clearly understand an

example then there are numbers of questions which they have to answer using different verb forms or words. Likewise, in other examples, they have to go in the same way as described above. They have to reform the given sentences adding some different words.

All these depict that reformulation task types are helpful to increase the vocabulary since different construction is required to reform the sentences. They get an opportunity to write the sentences in different way that helps them in their writing. There is also discourse level exercise that helps them to improve their contextual use of language. The textbook has, mostly, sentence level grammatical exercises. All the exercises are presented with examples and instructions in the beginning that is helpful to both teachers and students.

4.1.5 Composition

The exercises where the students are required to use their imagination to create their own sentences or texts are of composition. The students are likely to be more active than with the gap-filling exercises. The composition tasks are holistic tasks, which are more effective in the learning process, according to Samuda and Bygate (2008, as cited in Askeland,2013). It is a type that often involves open-ended answers and lets the students use the language more freely and focus on the meaningful message as well as grammatical structures.

What is done in the following places? Write a sentence for each.

In a school	in a hospital	in a sugar mill	in a cinema
-------------	---------------	-----------------	-------------

(Page No. 33)

Look and identify the following places. What can we have done at each of them? Write a sentence for each of them.



Example: We can have our teeth scaled at a dentist's.

Put into Practice

Ask some of your friends and teacher to do something for you. After they have done what you said, write a paragraph using the past forms of make, have or get.

(Page No. 49)

1. Think of the conditions you are not satisfied with in your school or in the locality. Find out the responsible persons for the same and criticize them. Use should/should not (be) should have/should not have (been).

Example:-People shouldnot be throwing plastic bags everywhere. They should have learnt about the adverse effects of plastic.

(Page No. 60)

- i. **What would you do if you were elected as the executive president of your country?**

You may begin like this : If I were the president of my country, I would ...

(Page No. 74)

- j) **Work in pairs. Draw pictures that clearly tell a story. Exchange your pictures among each other. Then describe each other's pictures using past tense.**

(Page No. 94)

- j) **What do you do every day? Make a list of your daily activities. Now, write a paragraph including the points from your list. Present your daily routine to your friends.**

(Page No. 104)

In the textbook, all the units usually have composition task type. The composition tasks are mostly kept in put into practice section. The above examples are belongs to composition task type. The students have to answer according to the instruction provided in the questions. They have to observe the questions carefully and write the answers on their own. As in the example second there are pictures and the students have to write sentence for each of them. Similarly, next exercise, they have to write a

paragraph adopting certain structure. It indicates that the sentences can be of their choice. They can write their own sentences freely.

It shows that the composition task types are free type of tasks in which the students' creativity, imagination and understanding is measured. The textbook has prioritized these types of tasks that are found in the most of the units. These are helpful to develop the students' originality. They have to use their own words and sentences while answering these tasks. As the curriculum aims students' communicative competence, these exercises can be helpful to achieve the objectives. As the researcher experienced the ability of community school students, these are tend to be difficult rather than gap-filling, transforming, etc. Teachers usually focus on study time section and the put into practice section is for students' involvement themselves. If teacher doesn't care of it then they might leave that section saying they don't know the way of writing. In this way if such a important section of grammar is left out then target objectives of the curriculum could not be achieved. Even though the composition exercises are important, student centered and practice based, out situation can not able to utilize its advantages properly.

4.1.6 Explanation

It is inclusion of examples and rules before exercises. The students observe explanation how these are presented or explained and understand the ideas or rules to do that particular topic. The teachers also get help from the explanation, with which they can teach students confidently. As this part looked over exercises that come under explanation in the textbook are presented below:

Think and Act

'Is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. Complete the following table with the missing present forms of the verbs.

Am/ are	is
Have	-----
-----	does

Change	-----
-----	goes

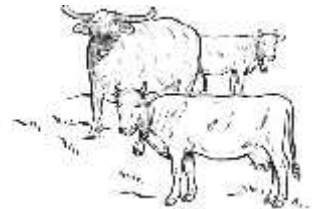
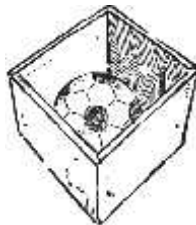
(Page No. 5)

The above exercise has given short and clear explanation on how to do the given exercise. As it explained 'is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. So, with this explanation the students have to write the missing present verb form among two in the blank space.

) **Prepositions are single words or group of words such as at, on, in, in front of, out of, etc. used before a noun/pronoun to show place, position, time or method.**

Study the pictures and the use of prepositions.

- i. **In:** to show something completely inside something or in an area of boundaries:



(1) The ball is in the box.

(2) The cattle are in the field

- ii. **On:** to show something on the surface of something or to show something on a line:



(1) The vase has been put on the table.

(2) Butwal is on the East West Highway

iii. **At** to show the location of something at or near a point or a point on the map:



(2) I met him at the airport. (2) She is at school now.

Complete the following sentences choosing one of the prepositions from the box below:

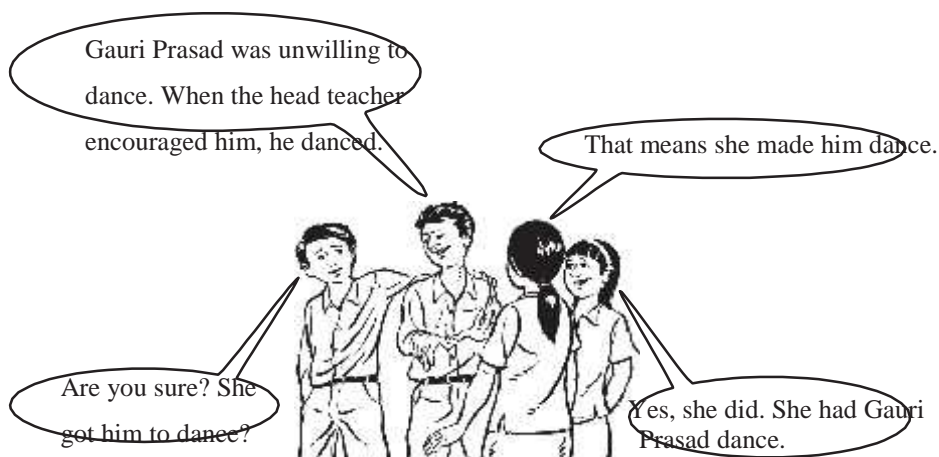
on, at, in, off, through, between, into, under, round, across, towards, over

- i. The children are playing-----the ground ---the back of the house.
- ii. -----my classroom I always sit----- Fulmati and Ruhi.
- iii. The prisoners escaped-----the narrow opening ----- the boundary wall.

(Page No. 16/17)

In this exercise there is given a definition of prepositions and then where and when to use prepositions with situation and pictures. The students first go to these explanations and then they enter to exercise part in which they have to choose the correct preposition from the words in the box and fill the gaps.

Look at the pictures and read the sentences in the speech bubbles.



Complete these sentences in such a way that they convey the same meaning as in the completed sentences.

a. Chirikaji told Dhauli to sing and she sang.

Chirikaji made ----- --.

b. Mom tells me to work hard and I do that.

Mom has me -----.

(Page No. 48/49)

It has presented the examples in a very attractive way where speech bubbles are used with pictures. These speech bubbles have exemplified and explained the way of writing answers to such situation. When students go through them and practice on them, they enter to the exercise with full confidence on the topic. After that they have to complete the sentences as per their understanding in the above study time.

Study the following dialogue.

Silviya : I don't seem to be able to lose weight.

Gauri : It's your own fault. You should do some physical exercise in the morning. You shouldn't sleep so much.

Rajbar : I got only third division in the final examination.

Girdhari Lal: You should have practiced more. You should not have wasted your time

Develop similar short dialogues for the following situations.

i. 'A' always fails his exam.

ii. 'B' can't sleep well at night.

iii. 'C' never gets good marks in English.

(Page No. 59/60)

In the above exercise there is not clear explanation on the way of answering the questions to students but they have to explore from the reading and filter the sentences. They need to study those sentences and sort out the way of structuring words in the sentences. They have to practice a lot in the first section as the sentences

picked earlier up from the reading. Then, there is exercise where they have to compose the dialogue as they have practiced already in the explanation section.

Think and Act

Look at the following sentences and see how if (unless) is used.

If you see him, give him this note.

I won't work with you unless you offer me more money. If necessary, I can come at once.

You can stay for the weekend if you like. If anyone calls, tell them I'm not at home.

If he improved his IT skills, he'd easily get a job. You would know what was going on if you listened.

They would have been here by now if they'd caught the early train. If I was/were in charge, I'd do things differently.

If metal gets hot, it expands.

Complete the following sentences with appropriate information.

- a. If she goes to hospital,...
- b. If he works hard,...
- c. Water changes into steam if...
- d. She wouldn't be angry if...
- e. Unless I invite you,...
- f. If I were in charge of the school, ...

(Page No. 73/74)

The above exercise is of the grammar topic 'if-sentences'. The students are given number of sentences to study and practice earlier in the exercise. They explore the ways of how if and unless are used in the sentences with this explanation they have to write the answers to the given questions.

Think and Act

Identify and underline each of the question tags in the following examples, and see how useful question tags are.

Example one:

Brijesh: It's Saturday today, isn't it?

Biren : So what?

Brijesh: It's two o'clock. Why don't you turn on 'Megha Mix'?

Biren : You can turn it on yourself, can't you? That's your favourite programme, isn't it?

Brijesh: Don't be so mean! You're never nice to me, are you?

Biren : You are just a lazy bones. You know that, don't you? You can see I'm busy.

Brijesh: Busy! Noone calls reading a silly story busy, do they?

Biren : Hold your horses, will you? I know you don't want to see it any way, do you?

Example two:

a. Susan: Bill will be joining us for dinner.

Alice: That's great. Joan's coming too, isn't she?

Susan: No, she has to work late.

Supply appropriate question tags for the following stems:

- i. Anudan never works hard, ?
- j. Someone has come, ?
- k. Let him play the music, ?
- l. Don't run, ?
- m. Raj Kishor hardly recognized us, ?
- n. There was a lot of traffic, ?
- o. There are a lot of people, ?

(Page No. 84/85)

The exercise above has a dialogue in which different sentences are used with their tags. The students need to go through the interview and observe minutely to these sentences. They have to point out the relation of sentence with its tag question. After

that there is an exercise where they have to write the tag question to each sentence. So, there is first given explanation and then exercise.

a. **Look at the pictures and the sentences given below. They describe the situations in different ways:**

- i. Because of his happiness, the boy is smiling.
- ii. The boy is running because the dog is chasing him.
- iii. In spite of its thirst, my cat doesn't show interest in milk.
- iv. Our teacher is punctual, therefore, he is always on time for class.

Study Time

Fill in each blank with one of the connectives you see in the sentences you have underlined in the reading text. Make sure the newly formed sentence is meaningful.

- i.the heavy rain, I got stuck in the jam.
- ii. Everyone trusts you you are reliable.
- iii. He is unable he deserves help.
- iv. We forgot our homework the teacher warned us to submit by tomorrow.

(Page No. 140/141)

The above grammar exercise is of the topic 'connectives'. First, there are given some example sentences where different connectives are used. The students have to go through these examples and find out the way in which each of the connectives are used in their respective context. And then they fill the gaps in the following exercises

Think and Act

These sentences have been extracted from the texts above. Read them and examine what kinds of sentences they are.

- a. The help of her son fascinates the audience. (gives information)
- b. Has Nepalese society really passed through such inhuman tradition? (asks question)
- c. Don't miss it. (gives negative command)

with correct connective as they have practiced in the earlier section. They join the pairs of sentences into one using appropriate connectives according to the explanation section.

Sentences can be affirmative, negative, interrogative, imperative or exclamatory.

b. Look at the examples and change the sentences given below into negative and interrogative:

Example :He is an early riser. (Affirmative)

He is not an early riser. (Negative)

Is he an early riser?(Interrogative)

Example :She looks slim in this dress. (Affirmative)

She does not look slim in this dress. (Negative)

Does she look slim in this dress? (Interrogative)

Study Time

- i. He can write a formal letter.
- ii. It is raining outside.
- iii. She works in the field.
- iv. It barked at night.
- v. They have completed their task on time.

(Page No. 152/153)

In this exercise there is given clear explanation about the types of sentences that are affirmative, negative, interrogative, imperative and exclamatory with their examples. The students need to observe those examples and their sentence structure of each sentence type. With this explanation they have to do the given exercises. There are also given some examples as such the latter exercises have to do. The students have to change the given sentences in to as indicated the questions.

Study Time

Go through the following examples and do the activity that follows:

Direct speech	Reported Speech
Sanskrit says, "I'm doing mybest."	Sanskrit says that he is doing his best.
Sapu said, "He plays soccer very well."	Sapu said that he played soccer very well.
Prem said to Akhil, "I have planned to publish a book."	Prem told Akhil that he had planned to publish a book.
Tuleshworsaid to Madan, "When will you meet us?"	Tuleshwor asked Madan when he would meet them.
Sikha said to students, "Maintain silence."	Sikha commanded students to maintain silence.

a. Change the following into indirectspeech:

- i. Yangchensays, "Idon'tliketostudyallthetime."
- ii. Prithvi will say, "He can't winme."
- iii. Priyanka said, "Sarita likes to dance withme."
- iv. Dineshsaidtohisfriends, "Woodfloatsinwater;ironsinks."
- v. SharmilasaidtoSuman, "Iwilltellyoumytopsecrettomorrow."
- vi. Benju said to Julia, "Bhawani joined university lastyear."
- vii. Padma said to her son, "Don't wastefood."

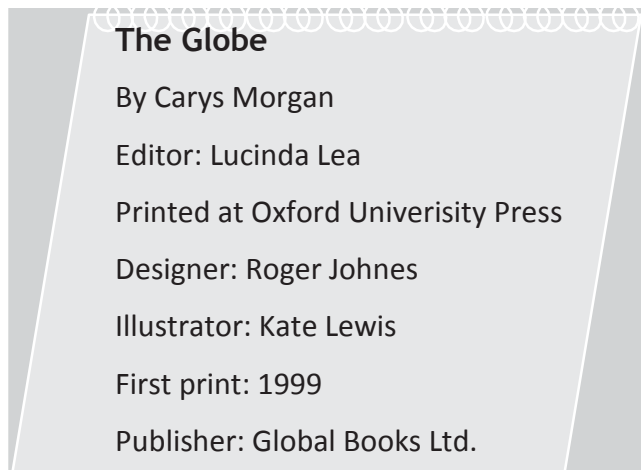
(Page No. 166)

The above exercise has number of sentences in which the way sentences are changed from direct into indirect presented. The students go through each of the sentences and understand the process of changing direct into indirect sentences. After the completion of practicing those examples they change the given sentences into indirect speech. All the exercises above are having an explanation before to do exercise. It shows that most of the units in the textbook have grammar exercises with explanation and

examples. There are some exercises in which detailed explanation is presented and some other has only some sentences as examples. Anyway, the exercises which have only example sentences, these are also used as an explanation to do the given exercise. They can observe and analyze those examples and find out the structure of that particular grammar topic. As the researcher observed, he found that the grammar topics which are relatively difficult to students these are included with explanation. Moreover, the degree of difficulty level and explanation are equally matched. It reveals that the grammar exercises are selected and presented as per the students' level.

On the contrary to the above discussion, there are some exercises that have not clear explanation. The exercises which don't have explanation are presented below:

Look at the information given on the page of the book below and write some sentences as in the example.



Example: This book was written by Carys Morgan. It -----

(Page No. 33)

In these exercises above these are presented without explanation. There are questions to be accomplished without any prior explanation. There is given only a sample example which doesn't give clarity to do and exercise that followed.

Past tense is used to narrate the past events. If you want to express what happened in your childhood, you can narrate it using past tense. Now, narrate your childhood experiences in tensentences.

(Page No. 93)

The above exercise also has not clear explanation. There is a reading passage which is written using past form of verbs but they are not suggested to recognize the past verb form from the passage. The students have to rewrite the given sentences supplying the correct form of the verbs in the brackets. It creates confusion to the students and they direct toward wrong direction.

With the above description it reveals that the exercises which don't have explanation might be difficult to students. It increases answering with assumption; the students assume the answer without understanding the contextually correct answer in a particular situation. It leads them forward to the next chapter even though they don't understand the earlier one. Eventually it decreases the quality of education and it also creates frustration, and lessens the interest on study.

Unit- Five

Findings, Conclusions and Recommendations

This chapter consist different sub-headings such as findings, conclusions and recommendations on different levels.

5.1 Findings

The objective of my study entitled 'Grammatical exercises included in English textbook for grade nine' was to identify the grammar tasks included in the English textbook for grade nine.

On the basis of analysis and interpretation of the data following findings have been derived:

- a) Grammatical exercises were found well organized. They were organized in a regular pattern in each unit that is 'Think and Act', 'Study Time' and 'Put into Practice'.
- b) The researcher found that the grammar exercises such as sentence formation, types of sentences, subject-verb agreement, use of articles and prepositions are useful to lay the base of English language. However all grammatical exercises are important for examination point of view.
- c) The gap-filling are sentences in isolation, these are associated to traditional approaches however the textbook has included large number of such grammar exercises.
- d) Reformulation task types are found in both sentence and discourse level grammar exercises.
- e) The researcher found that grammar topics which are relatively difficult to students these are included with explanation. The exercises which don't have explanation seemed difficult to students that decrease the quality of education, create frustration and lessens the interest on study.
- f) Likewise, the composition type of exercises was found in the most of the units especially in 'Put into Practice'.

- g) The textbook has included the grammatical exercises with explanation as well as without explanation. As the data showed the exercises having explanation were more than the other one.

5.2 Conclusions

The present study entitled 'Grammatical exercises included in English textbook for grade nine' aimed to identify the grammar tasks included in the textbook. It adopted the thematic descriptive methodology in which sampling procedure was universe census sampling using observation checklist as a data collection tool.

The English textbook for grade nine has 15 units. All these units have grammatical exercises in a separate section. It clearly showed that grammar is equally essential to students for language learning. Each unit is categorized in different sections that are reading, grammar, listening, speaking and writing. Similarly, grammar section is also further divided into 'think and act', 'study time' and 'put into practice' in a linear way in every unit. The textbook has been designed from the point of view of developing communicative competence, job oriented, practical and relevant. As per the goal, the textbook contents are organized and included.

Analysis and interpretation part concluded that grammatical exercises included in the textbook are well organized in a linear pattern. There were simple exercises such as subject-verb agreement, prepositions in the beginning units which is helpful to go forward to study more difficult one. It is also found that the large number of exercises were included with explanation before the particular exercise which help both teacher and students to their respective job. However, some other were found without explanation that seemed to be difficult to teach and practice to both teacher and students side. It has more sentence-based grammar exercises which are useful from examination point of view but they may not be supportive to enhance communicative competence. The composition type of exercises was included in all the units which is important to increase students' practice that is also useful for their evaluation whether they understand or not. And equally these are important to make them communicatively competent.

However, there were some exercises which are kept without explanation that create difficulty. There should have required explanation and clear instructions to the teacher

and students. The basic exercises such as sentence types, tense, articles need to keep in the initial units that help teachability. The textbook requires discourse level exercises that are useful to enhance communicative competence. When students find difficult grammatical exercises that may create confusion, frustration, and disinterest toward study and finally leads to failure. In such scenario there should be well explanation to each exercise. All these weaknesses should be addressed to achieve objectives of the curriculum.

5.3 Recommendations

Based on the major findings of the present study, the following suggestions and recommendations for different levels are proposed.

5.3.1 Policy Related

CDC is the body for designing and preparing the textbook for school level students. It should conduct the seminars, conferences and workshops to be reliable and free from all sorts of lacking. All these help to gather the reality of grassroots level, and design the textbook accordingly. The exercises should be organized simple to complex where sentence type, tense, articles, prepositions have to keep early units and voice, speech, etc. in later units. All the exercises should provide explanation and instructions. It would be better to include matching type, interpretation type of grammar exercises in the textbook.

5.3.2 Practice Related

After close analysis of grammatical exercises in the textbook, findings and conclusion, following recommendations have been driven for practice level:

Both the teachers and students are concerned to teaching and learning grammar exercises in the classroom. Teacher should explain the grammar in detail to students. He should link up the grammar other contents while teaching. Likewise, he needs to teach the similar grammar topics in a serial one after another. They should also be more serious and curious while learning to attain the curriculum objectives. The classroom should be made interactive in which teacher provides enough exposure and students practice as much as they can. Teacher can teach grammar topics separately where he can teach considering students' interests, ability and knowledge.

5.3.3 Further Research Related

The present study is limited to identify the grammar exercises in the textbook through thematic description. The findings are deduced from the data collected using observation checklist. The research can be done to analyze the grammar exercises through narrative inquiry as a design to identify their appropriateness and contextual. Similarly, it would be better to find out teachers' and students' opinions and views regarding grammar exercises included in the textbook. The study on other aspects of textbook such as reading exercises, writing exercises, speaking exercises and listening exercises can also be conducted. The authority personnel such as curriculum designers, policy makers, etc. who have right to update or change curriculum and textbook; they can conduct researches regarding the inclusion of grammar exercises, their ordering, complexity, appropriateness and practicality.

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Appendices

UNIT-1 MAKING PLANS AND INTENTIONS

Think and Act

'Is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. Complete the following table with the missing present forms of the verbs.

Am/ are	Is
have	-----
-----	Does
change	-----
-----	Goes

Study Time

Ahead teacher is saying something here. Read the paragraph, and see how the verb forms change with the difference in the number and person of the nouns/pronouns.

One of our students is very good at sports. Everyone has good relations with her. All the teachers encourage her to do even better. She doesn't waste her time sitting and doing nothing. Most children in her small village take her as a role model.

Did you notice? Verb forms like has, does, makes, etc. can be used with the nouns/pronouns that take 'is' and have, do, make with those that take am or are.

Complete the following sentences choosing one of the correct forms of the verbs in the brackets.

- Two and two (make, makes, making, made) four.
- Your sheep (is, are, have, has) healthy. Where did you buy them?
- English class*9 Either of the two boys (are, has, have, having) broken that.
- Ten tonnes of cement (has, have, are, is) been used so far.
- Today's news (is, are, do, does) interesting.
- The cost of the articles (is, are, have, has) risen sharply.
- Slow and steady (will win, won, win, wins) the race.
- The actor and producer (is, are, do, does) making a new film.
- My scissors (have, has, is, are) been stolen.

UNIT-2 SUGGESTING, ADVISING AND PERSUADING

Think and Act

- e. Read these concluding lines of the letter and pick out the prepositions used.

Hope I have been able to suggest you on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Prepositions:.....

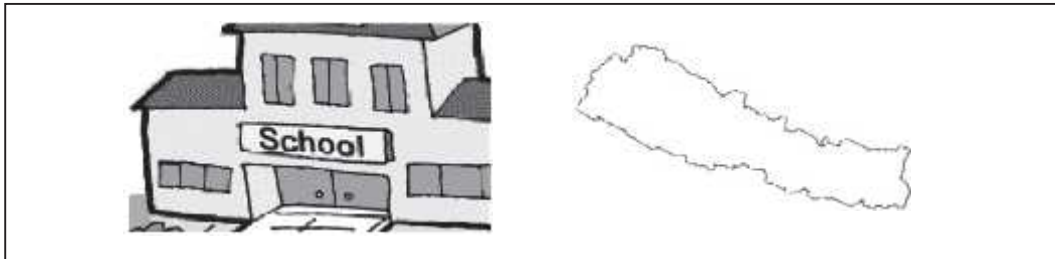
- f. Fill in the blanks with one of the prepositions you have picked up.

- i. I was born ----- Monday.
- ii. We don't go ----- school on Saturdays.
- iii. It is a small map ----- Nepal.

- j. Measles (have, has, is, are) broken out. So the government is concerned.

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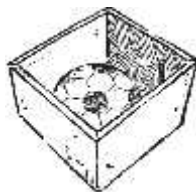


Study Time

Prepositions are single words or group of words such as at, on, in, in front of, out of, etc. used before a noun/pronoun to show place, position, time or method.

- c. Study the pictures and the use of prepositions.

- i. **In:** to show something completely inside something or in an area of boundaries:



(1) The ball is in the box.



(2) The cattle are in the field

ii. On: something on the surface of something or to show
 on: line:



(1) The vase has been put on the table.

(2) Butwal is on the East West Highway.

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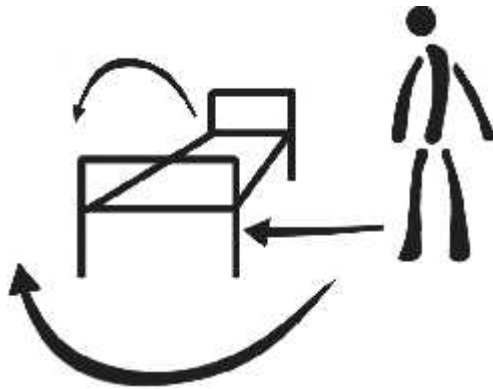
English class 9

t: iii. A to show the location of something at or near a point or a point on the map:



(3) I met him at the airport. (2) She is at school now.

iv. Look at the arrows and see how off, onto, round and under are used.



d. Complete the following sentences choosing one of the prepositions from the box below:

on, at, in, off, through, between, into, under, round, across, towards, over

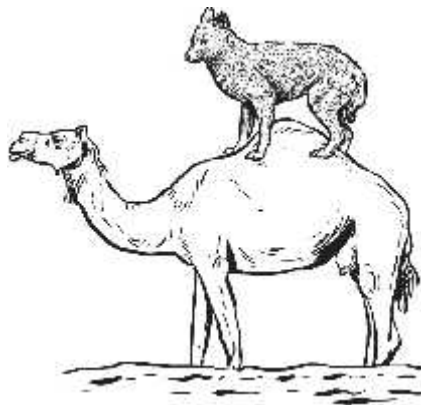
6. The children are playing ----- the ground ----- the back of the house.
7. ----- my classroom I always sit ----- Fulmati and Ruhi.
8. The prisoners escaped ----- the narrow opening ----- the boundary wall.
9. As the students were getting ----- the room, the head teacher told them to come ----- him.

10. Going-----thefieldwilltakemuchshortertimethangoing
-----it. But you may fall-----because the ground is
ratherslippy ----- the middle of thefield.

Put into Practice

Here is a story of a Camel and a Jackal. Supply the missing prepositions in it and copy it out under the title "The Camel and the Jackal".

A camel and a jackal lived together
---- a jungle. On the other side ----
the river flowing
---- that jungle, there were fields
of ripe sugar- canes.



One day the jackal came the
camel ---- a plan cross theriver
and enjoy the sugarcanes. As he
did not know how to swim, he
requested the camel -----carry
him his back.

The camel agreed ---- the jackal's request. They set out --- the river and soon
reached its bank. The camel carried the jackal --- his back and crossed the river.
----- reaching the other side, they began to eat the sugarcanes. The jackal was
soon satisfied but the camel was still hungry. The jackal began to howl loudly.
The camel asked him not to
do so but the jackal said that it was his habit to howl meals.

His howling attracted the attention the farmers. They all reached
the spot ---- long sticks. The jackal disappeared ---- a bush but the camel
was badly beaten. Now they were to cross the river. The jackal requested
the camel to take him the river.

The camel agreed to do so but he wanted to retaliate him. When the
camel reached the middle ---- the water, he began to roll the water.
The jackal told him not to do so. But the camel said that it was his habit
to do so being beaten.

As a result, the jackal slipped ---- the camel's back and fell the deep
water. Catching hold the Camel's tail, the Jackal was able to get to
the next bank. He was full of water inward and outward. He learnt a
good lesson that one should never be wily and sly and begged his
friend, the Camel's apology.

Moral: As you sow, so shall you reap.

UNIT-3 MAKING REQUESTS AND RESPONDING TO THEM

Think and Act

What changes can you see in your locality? Think of the houses, schools, offices, shops or other development work and write them down as in the example.

Example:

A new bridge has been built

Now think of the things different people have done in your locality.

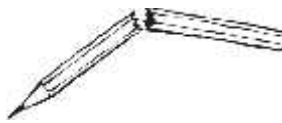
Example:

My uncle has made a new house.

Study Time

The sentences in the first set above emphasise the work done whereas the ones in the second set emphasise the doer. In other words we use the passive voice (passive subject) if we want to emphasise the work. But if we want to give emphasis to the doer, we use the active voice (with active subject).

- c. Study the interview once again and underline all the sentences that are in the passive voice.
- d. Look at the pictures and say what is being done/has been done.



- c. What is done in the following places? Write a sentence for each.

in a school	in a hospital	in a sugar mill	in a cinema
-------------	---------------	-----------------	-------------

- d. Look at the information given on the page of the book below and write some sentences as in the example.

The Globe

By Carys Morgan

Editor: Lucinda Lea

Printed at Oxford University Press

Designer: Roger Johnes

Illustrator: Kate Lewis

First print: 1999

Publisher: Global Books Ltd

Example: This book was written by Carys Morgan. It -----

Put into Practice

Look at the following table about the important events in the history of Nepal and supply the missing information. After that, write a paragraph in the passive voice using the information.

Important years	Events that took place
2007 BS	Abolition of Rana Regime
	Banning of political parties
2017 BS	
	Referendum carried out
2046 BS	Promulgation of democratic constitution by the King
2051 BS	Midterm elections held
	Massacre of different members of Royal family
2063 BS	
	First CA elections held
2070 BS	

You may begin like this: Nepal has had a turbulent political history. In 2007 B.S. Rana Regime was abolished from the country. Political parties

UNIT-4 EXPRESSING CONDOLENCE AND SYMPATHY

Think and Act

If your friend asks you these questions, how do you answer?

Your friend	You
a. Do you cut your hair yourself?	No, I get it cut by a barber.
b. Do you check your homework yourself?	No, I have -----.
c. Did you cook food this morning?	No, I made ----- cook it.
d. What can we have done at a dentist's?	We can have -----.

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Study Time

- Look at the pictures and read the sentences in the speech bubbles.
- Are you sure? She got him to dance? Yes, she did. She had Gauri Prasad dance.



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- Complete these sentences in such a way that they convey the same meaning as in the completed sentences.
 - Chirikaji told Dhauli to sing and she sang.
Chirikaji made -----.

- ii. Mom tells me to work hard and I do that.
Mom has me -----.
- iii. The engineer ordered the workmen to work fast.
The engineer got
- iv. Who will ask her to dance?
Who will get her ----- ?
- v. She told someone to iron her skirt.
She got her skirt

d. Look and identify the following places. What can we have done at each of them? Write a sentence for each of them.



Example: We can have our teeth scaled at a dentist's.

B. Put into Practice

Ask some of your friends and teacher to do something for you. After they have done what you said, write a paragraph using the past forms of make, have or get.

UNIT-5 CRITICIZING AND EXPRESSING DEGREE OF PROBABILITY

Think and Act

In the debate above different people criticize others by using should/should not. Read the debate again, and write down the sentences with should/should not.

Example: You should learn to be satisfied.

Study Time

Study the following dialogue.

- Silviya : I don't seem to be able to lose weight.
- Gauri : It's your own fault. You should do some physical exercise in the morning. You shouldn't sleep so much.
- Rajbar : I got only third division in the final examination.
- Girdhari Lal: You should have practised more. You should not have wasted your time.

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b. Develop similar short dialogues for the following situations.

- i. 'A' always fails his exam.
- ii. 'B' can't sleep well at night.
- iii. 'C' never gets good marks in English.
- iv. 'D' feels very hungry.
- v. 'E' is always late for school.

c. Look at the situations below and say what the person should have/ should not have done (be doing).

- i. The baby picked up the burning candle. Mother wasn't watching the baby. The baby's hand was burnt.
- ii. Paliska closed her eyes and ran down the steps. She fell down and sprained her leg.
- iii. Chirika jidrove very fast. He collided with a stationary truck.
- iv. Tembachi lost his glove. His hand was frost bitten.
- v. Ruchi switched on the light with a wet hand. She got a bad shock.

Put into Practice

2. Take any one of the topics (skill or knowledge, wealth or wisdom,

peace or development) for debate and ask for the opinion of any two of your friends. Tell them how you feel about it and how you are different from them. You can use: ---- is of the opinion, believes, -----thinks, supports, etc.

3. Think of the conditions you are not satisfied with in your school or in the locality. Find out the responsible persons for the same and criticise them. Use should/should not (be) should have/should not have (been).

Example: People should not be throwing plastic bags everywhere. They should have learnt about the adverse effects of plastic.

UNIT-6 MAKING OFFERS AND RESPONDING TO THEM

Think and Act

Look at the following sentences and see how if (unless) is used.

If you see him, give him this note.

I won't work with you unless you offer me more money.

If necessary, I can come at once.

You can stay for the weekend if you like.

If anyone calls, tell them I'm not at home.

If he improved his IT skills, he'd easily get a job.

You would know what was going on if you listened.

They would have been here by now if they'd caught the early train. If I was/were in charge, I'd do things differently.

If metal gets hot, it expands.

Adapted from: Oxford Advanced Learner's Dictionary (Electronic Form) 2010 English class 9

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Study Time

- ii. What would you do if you were elected as the executive president of your country?

You may begin like this : If I were the president of my country, I would ...

- iii. What would you have done if you had not joined your present school?

You may begin like this : If I had not joined my present school, I would (not) have.....

Put into Practice

Complete the following sentences with appropriate information.

- a. If she goes to hospital,...

- b. If he works hard,...
- c. Water changes into steam if...
- d. She wouldn't be angry if...
- e. Unless I invite you,...
- f. If I were in charge of the school, ...
- g. I will come if...

UNIT-7 GIVING INSTRUCTIONS AND DESCRIBING PURPOSE

Think and Act

Identify and underline each of the question tags in the following examples, and see how useful question tags are.

Brijesh: It's Saturday today, isn't it?

Biren : So what?

Brijesh: It's two o'clock. Why don't you turn on 'Megha Mix'?

Biren : You can turn it on yourself, can't you? That's your favourite programme, isn't it?

Brijesh: Don't be so mean! You're never nice to me, are you?

Biren : You are just a lazy bones. You know that, don't you? You can see I'm busy.

Brijesh: Busy! No one calls reading a silly story, do they?

Biren : Hold your horses, will you? I know you don't want to see it any way, do you?

Example two:

b. Susan: Bill will be joining us for dinner.

Alice: That's great. Joan's coming too, isn't she?

Susan: No, she has to work late.

Study Time

Supply appropriate question tags for the following stems:

- p. Anudan never workshard,.....?
- q. Someone has come,.....?
- r. Let him play the music,.....?
- s. Don't run,?

- t. Raj Kishor hardly recognized us,?
- u. There was a lot of traffic,?
- v. There are a lot of people,?
- w. Let's have some tea,?
- x. Let the hermit convince the minister,?
- y. Let's wish for his long life,?
- z. No one knows me there,?

Put into Practice

Go through any English text; copy any ten statements from the text, and write question tags for each of them.

UNIT-8 TALKING ABOUT THE PAST: NARRATING PAST EVENTS

Think and Act

Read the text below. Underline the verbs and explain why most of them are in the past forms.

My First Day at School

I remember my first day at my new school very clearly. On the very day, I felt excited and happy. At the same time, I was very nervous because I didn't know anyone. Anyway, I still remember it vividly.

At first I was confused. I didn't know where to go. I had to ask a boy where grade IX students were taking their class. The boy was very polite and showed me the way. I followed his instructions and reached my class. When I saw a crowd of new faces in the class, I felt scared.

After a while, I tried to be braver. I met a girl and introduced myself. She also introduced herself. Although we came from different villages, we had a lot in common. We spent the rest of the day together in class until school was over.

Study Time

- ii. Past tense is used to narrate the past events. If you want to express what happened in your childhood, you can narrate it using past tense. Now, narrate your childhood experiences in ten sentences.
- iii. Rewrite the following sentences supplying the correct form of the verbs in the brackets.
 - a. Lalita.....(study) hard at university, and graduated in 2014.

- b. He(travel) to Thailand to find a job two years ago.
- c. In Bangkok, he (work) as a bellboy in2014.
- d. Riya (visit) India last year.
- e. She (buy) that house in2013.

- f. When the teacher (come), students stood up.
- g. The train (leave) half an hour ago.
- h. When we arrived, they (dance) in a hall.
- i. Binita(finish) her homework before she went to bed.
- j. When the telephone.....(ring) I was washing my clothes.
- k. When we reached the cinema hall, the film...(already start)
- l. The bridge broke down after the truck.....(cross)it.

Put into Practice

Work in pairs. Draw pictures that clearly tell a story. Exchange your pictures among each other. Then describe each other’s pictures using past tense.

UNIT-9 GIVING DIRECTIONS

Think and Act

1. Go through the essay on ‘Manechauka: A Place that Holds a Memory’ again and underline the present forms of the verbs.
2. Write a short paragraph on My School. While writing, only use the present tense.

Study Time

Present tense is used not only for describing places and people at present but also for various communicative functions. The following sentences are taken from different contexts. Identify the contexts and complete the sentences with the correct form of verbs in brackets. Use the present simple, the present continuous, the present perfect or the present perfect continuous whichever is appropriate.

Example : The earth (move) round the sun.

Answer : The earth moves round the sun. (Context: universal truth)

- a. Anu generally(go) to school.

- b. Barking dogs seldom..... (bite).

- c. Preeti (like) playing football.
- d. They..... (paint) the house at this moment.
- e. Water (freeze) at 0°C.
- f. If it..... (rain), we won't go to picnic.
- g. When the curtain opens, a man..... (appear).
- h. She..... (cut) her hand. It's still bleeding.
- i. Don't disturb me! I..... (write)
- j. I (not meet) her since Dashain.
- k. Kunti (not arrive) yet.
- l. Take the umbrella. It (rain) outside.
- m. Don't make a noise. The baby (sleep).
- n. Anil generally..... (drive) a van but today he (drive) a car.
- o. Listen! Someone. (sing).

Put into Practice

What do you do every day? Make a list of your daily activities. Now, write a paragraph including the points from your list. Present your daily routine to your friends.

UNIT-10 INTERPRETING GRAPHS, CHARTS AND DIAGRAMS

Think and Act

Observe the pictures below and write what is happening there?



Study Time

1. Read the football commentary below, and identify the tenses used.

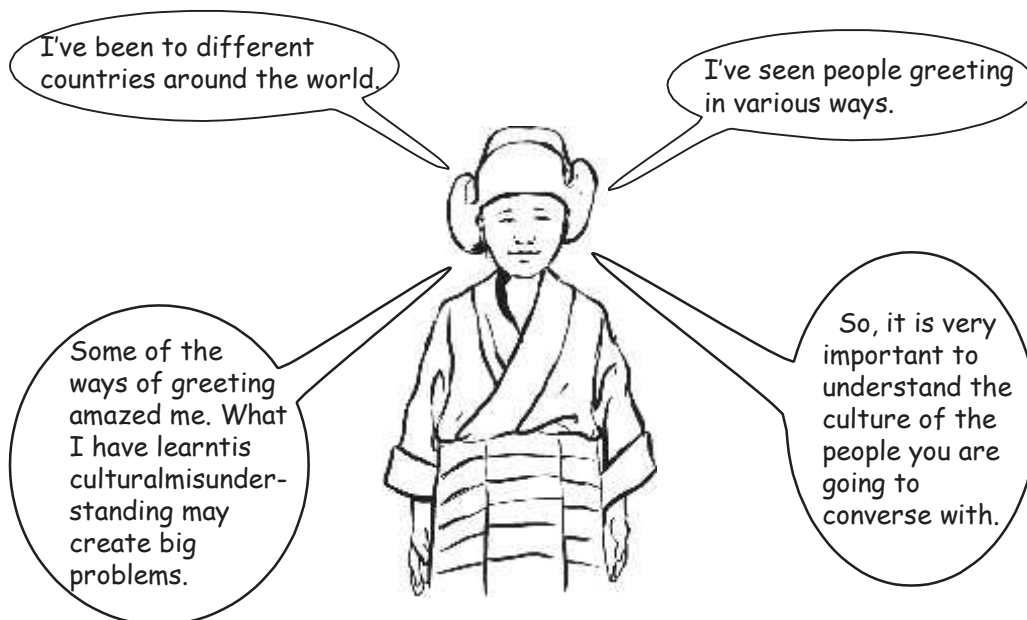
The defender is back on and play will resume...We will have four minutes of added time when Dipak gets off the pitch... Shankar is coming on for a cameo appearance as Rajendra makes way... Chance! Janardan does well on the wing and his cross falls to Shree who gets his shot away at the second

attempt but he can't get enough on it and Bhishtaranjan saves easily...We haven't seen much from Ashis this half but he suddenly sprints into the box after taking the ball from Om but there are no takers in the middle. Seconds later, Milan takes matters into his own hands and shoots from range but Dawa turns it behind for a corner. Ashish's ball in is cleared. Another wasted free kick from the home side as Rajendra fires over...

2. Write a similar type of sport commentary. While writing, don't use the past tense.

3. Read and observe the situations very carefully.

Mrs. Sherpa has been studying different cultures and the way people greet each other. She has been compiling her experience so that she can publish a book on the detailed study of popular cultures of greeting round the world. Here are some of her statements:



Now, complete the sentences using the appropriate forms of the verbs in brackets.

Example:

A video is on. It began three hours ago, and it hasn't finished yet.

The video has been playing for two hours.

- d. Manila got to the office early in the morning. Eight hours later she's still there.
Manila (work) for eight hours.
- e. Rajnarayan rang Neha thirty minutes ago, they are still on the phone.
Rajnarayan and Neha..... (talk) for thirty minutes.
- f. Ruby was cutting vegetables. They are ready to cook now.
Ruby (cut)vegetable.

- g. Susmita walked to school an hour ago. She is at school now.
Susmita..... (arrive) at school.
- h. Agrim entered the examination hall three hours ago. He is still inside..
Agrim..... (solve) problems for three hours.

Put into Practice

Visit your village/town, and report an event happening in your place at the moment.

UNIT-11 DESCRIBING AN OBJECT OR A PLACE: TALKING ABOUT PRESENT

Think and Act

- a. Go through there adding text again and underline the sentences consisting of relative pronouns like who, that, which, etc.

The sentences you have underlined have relative clauses in them. Relative clauses are clauses starting with the relative pronouns who, that, which, whose, etc. They are most often used to define or identify the nouns that precede them.

- b. Study the following sentences and underline the relative clauses.
 - i. We met everyone who attempted all the questions.
 - ii. He came from his home town where I visited two years ago.
 - iii. The book which is on the table is very useful tome.
 - iv. This is the year when they should start working.
 - v. Can you tell me the reason why she began to laugh?
 - vi. Is there anything that I can do for you?
 - vii. Vishal, whose sister is a singer, has completed a Master's degree.
 - viii. The woman whom you saw was an inspector.

Study Time

- a. Rewrite the following sentences choosing the correct relative pronouns from the brackets:
 - i. Peoplelive in glass houses shouldn't throw stones at others. (who, whose, whom)

- ii. That is the building.....they shot the film 'Hostel'. (whose, where, which)
- iii. The dress..... Ravi is wearing is very expensive. (who, which, what)
- iv. Look at the one horned rhinos.....are drinking in the river. (who, which, whom)
- v. Can I borrow the book... was written by Mr.Pradhan? (that, what, whose)

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Study the following examples and join the pairs of sentences into one using suitable relative pronouns:

Example: You were helping the teacher. I wanted to help her.

You were helping the teacher whom I wanted to help.

- vi. I used to live in Banepa. I was born and went to school there.
- vii. He bought the latest model of iPod. A as if wanted it.
- viii. That's the problem. We solved it together.
- ix. Do you know the people? They work for the development of our nation.
- x. He collected the information. He downloaded the information from the Internet.
- xi. Tell me about your friends. They can help you in your hard times.
- xii. What's the name of the old man ?He is wearing the blue cap.
- xiii. I ploughed the field. My mother wished to plant the seedlings there.
- xiv. The little girl was standing by the door and gazing at the path below. Her father had been away for several months.
- xv. Malala left her studies. The reason for leaving her studies was her family problem.

Put into Practice

Read the text again. Sort out the sentences which have relative clauses and make a list of them. Then add five more sentences on your own in your list discussing in small groups.

UNIT-12 EXPRESSING IN/ ABILITY

Think and Act

- b. Go through the reading text again and underline the sentences consisting of connectives like because, because of, so that, therefore, although, etc.

The sentences you have underlined have connectives in them. Connectives are words or group of words that connect and relate sentences to create a logical flow of ideas between the sentences.

- c. Look at the pictures and the sentences given below. They describe the situations in different ways:
- i. Because of his happiness, the boy is smiling.
 - ii. The boy is running because the dog is chasing him.
 - iii. In spite of its thirst, my cat doesn't show interesting green milk.
 - iv. Our teacher is punctual, therefore, he is always on time for class.

Study Time

- b. Fill in each blank with one of the connectives you see in the sentences you have underlined in the reading text. Make sure the newly formed sentence is meaningful.
- i. of the heavy rain, I got stuck in the jam.
 - ii. Everyone trusts youyou are reliable.
 - iii. He is unable.....he deserves help.
 - iv. We forgot our homework.....the teacher warned us to submit by tomorrow.
 - v.....you are polite, you are liked by everyone.

- c. Rewrite the following sentences filling in the gaps with appropriate connectives from the box:

because, because of, since, so, so that, for, although, though, even though, in spite of, however, in order to, despite

- i. your sister is very smart, she can manage her time.
- ii. It is dangerous to go there... the broken glass.
- iii. You should go for eye checkup... your eyesight is very poor.
- iv. The expedition has been cancelled... the weather is worsening day by day.
- v. We listen to otherswe can develop patience.
- vi. get respect; we need to respect others first.
- vii. She was ill mannered;, she did not correct herself.
- viii. He was well behaved,... .., he was praised by all.
- ix.such tough questions, we were able to score good marks.

x. penguins have wings, they can't fly.

d. Join the following pairs of sentences into one using appropriate connectives:

i. Angrita went to university. He wanted to get admission.

ii. Raja babu is asking for help. He is feeling dizzy.

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iii. Nitu went to the bazaar. She could buy her new dress there.

iv. The sun was scorching hot. Suprim did not take out his umbrella from his bag.

v. Gaurab is honest. Everyone believes him.

vi. Abdul stopped doing his homework. His mother asked him to help her.

Put into Practice

Make one sentence using each of the connectives that you have practised above. Then share your sentences with the class, and check whether you have used the connectives correctly.

Study Time

UNIT-13 EXPRESSING CONGRATULATIONS

Sentences can be affirmative, negative, interrogative, imperative or exclamatory.

c. Look at the examples and change the sentences given below into negative and interrogative:

Example :He is an early riser. (Affirmative) He is not an early riser. (Negative) Is he an early riser?(Interrogative)

Think and Act

These sentences have been extracted from the texts above. Read them and examine what kinds of sentences they are.

- The help of her son fascinates the audience.(gives information)
- Has Nepalese society really passed through such inhuman tradition? (asks question)
- Don't miss it. (gives negative command)
- Which is better-to have rules and agree, or to hunt or kill? (asks information question)
- What a transformation from innocence to experience it is! (Expresses exclamation)

Example :She looks slim in this dress. (Affirmative)

She does not look slim in this dress. (Negative)

Does she look slim in this dress? (Interrogative)

- i. He can write a formal letter.
- ii. It is raining outside.
- iii. She works in the field.
- iv. It barked at night.
- v. They have completed their task on time.
- vi. She will ask you a funny riddle.

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d. Look at the examples and change the sentences given below into negative.

Affirmative

Negative

Let him dance on the stage.

Let him not dance on the stage.

Shut the door.

Don't shut the door.

She has brought some pencils.

She has not brought any pencils.

Some of the mentered the cinema hall. None of the mentered the cinema hall.

Either he or his mother will help me. Neither he nor his mother will help me.

- i. Either she or her friends went there.
- ii. Somebody messed this up.
- iii. She always wears a blue dress.
- iv. I have written several poems.
- v. Let her sing a Bhojpuri song.
- vi. Let them play cricket on this field.
- vii. He likes ice- cream, too.
- viii. Turn the key in the anticlockwise direction.

e. Change the following sentences into Affirmative sentences.

- i. Don't speak so loud.
- ii. Will he not be available in the meeting?
- iii. She won't appear for her board exam.
- iv. They didn't get any food in the hotel.
- v. Has she not written any novels?
- vi. There isn't anything important to say.

- vii. Does she not hear anybody crying?
- viii. Have you not sent a mail?

Put into Practice

Have you ever heard the story of the Fox and the Grapes? Here is the same story but the sentences are not in the correct forms. Change the sentences into affirmative or negative as required so that the story becomes meaningful. You can give it a suitable title and read it out.

One afternoon a fox was not walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.

“Just the thing to quench my thirst! I will not jump high and get the whole bunch,” thought he.

Taking a few steps back, the fox did not jump and just missed the hanging grapes. Again the fox took a few paces back and did not try to reach them but still failed.

Finally, giving up, the fox did not turn up his nose and said, “They’re not probably sour anyway. Unripe fruit does me good. If I eat them, I will not be sick”. With this thought the fox did not proceed to walk away.

Moral: It’s not easy to despise what you can have.

UNIT-14 ASKING FOR PERMISSION

Think and Act

- a. Mrs. Jha lives next door to Tripta. She heard the following expressions clearly from her room:

Saurab: Come out, shut up all the books.

Tripta : Are you going to make a fuss?

Saswot : I want to use every single minute I can get for study.

As her husband was home, she narrated to him what she had heard. She said:

Our neighbours have had a noisy discussion. Saurab commanded his brother to come out and shut all the books. Tripta asked whether they were going to make a fuss. Saswot said that he wanted to use every single minute he could get for study.

iii. My sister said to me,
“Arrange your books.”

b. Study the following:

i. Palten says, “I have won
the match.”



iv. Mother asked him, “Are
you going to clean your
room?”

ii. Krit said, “I am playing
foot- ball.”



Now, report what the different people have said .

Go through the following examples and do the activity that follows:

Direct speech	Reported Speech
Sanskrit says, "I'm doing my best."	Sanskrit says that he is doing his best.
Sapu said, "He plays soccer very well."	Sapu said that he played soccer very well.
Prem said to Akhil, "I have planned to publish a book."	Prem told Akhil that he had planned to publish a book.
Tuleshwor said to Madan, "When will you meet us?"	Tuleshwor asked Madan when he would meet them.
Sikha said to students, "Maintain silence."	Sikha commanded students to maintain silence.
Roojina said to Rajiv, "Can you please help me tomorrow?"	Roojina requested Rajiv to help her the next day.
Suraj said to Aashakti, "You were kind to me."	Suraj told Aashakti that she had been kind to him.

b. Change the following into indirect speech:

- i. Yangchen says, "I don't like to study all the time."
- ii. Prithvi will say, "He can't win me."
- iii. Priyanka said, "Sarita likes to dance with me."
- iv. Dinesh said to his friends, "Wood floats in water; iron sinks."
- v. Sharmila said to Suman, "I will tell you my top secret tomorrow."
- vi. Benju said to Julia, "Bhawani joined university last year."
- vii. Padma said to her son, "Don't waste food."
- viii. Harimaya said to Phiroj, "What were you doing when I knocked at the door?"

- c. As you were on your way to school this morning, you met a foreigner. Here is the part of conversation between you and the foreigner.



- You** : Where are you from? How long have you been in our area?
- Foreigner**: I'm from Wales. It's in the UK. I've been here for a week and will be staying for two more weeks.
- You** : Can you speak Nepali? My English is not so good.
- Foreigner**: Your English is perfect. I'm sorry that my Nepali is very poor. I can only say 'Namaste!'
- You** :Thank You. My name is Rudramati Thapa Magar. I am a ninth grader. What's your name?
- Foreigner** :I am Roger Jones. I am a head teacher of a school in Wales. I want to establish sisterly relations of my school with some schools in Nepal. I'll visit your school, too.
- You** : Please do visit our school. But don't come tomorrow because it's Saturday and it's a holiday.
- Foreigner** :Thank you for the information. By the way does your head teacher speak English?
- You** :Yes, she does. She is an English teacher and has very good English.
- Foreigner** :Great! Please inform your head teacher about our meeting. Tell her I'd like to see her very soon. Thank you. Bye for now.
- You** :Bye Roger.

Now, you are at school. You are telling your head teacher about your meeting with Roger.

Begin like this: Miss, as I was on my way to school, I met a foreigner. I

asked him where he was from and how long...

Put into Practice

Read the conversation again and pick some of the important sentences of the characters. Change them into indirect speech and write in a paragraph form.

UNIT-15 APOLOGIZING AND RESPONDING TO AN APOLOGY

Think and Act

Read the following text, and discuss the questions with your friend.

Meditation is invaluable and indispensable tool which helps to reveal reality of all things. In other words, meditation is process to enlighten person. It can be means of curing all sufferings. Not only that it also develops ability to concentrate and absorb knowledge correctly. If anyone likes to achieve excellence, meditation is best solution. Many researchers have proved that practice of meditation in daily life leads to understanding value of right view.

- a. Is the text clear enough to convey the message?
- b. What do you think is missing in the text?
- c. If you insert appropriate article wherever necessary, will it be meaningful?

Study Time

- a. Complete the following news inserting the appropriate articles wherever necessary.

An Unbelievable Truth

....week ago, MBA student, Mr. Tribikram Poudel, was successful to prove himselfluckiest person oftime. It is because he gotlottery and won the most expensive car of the world, Lamborghini Veneno Roadster. He was handed over....key of....car in California,....US state on....

Pacific Ocean. It was said that he was enthusiastic and passionate lad to buy lottery tickets every year. For..... great surprise, he announced that he would bring....car in Nepal and keep in Tundikhel for exhibition. He also told that he would take the carona tour of the country, from east towest. According toreporter Mr. Poudel was planning to bring skilled mechanic with him. This news becametop story of daily newspapers. The Breaking News offered to be corporate sponsor to help pay for tour of Lamborghini Veneno Roadster.

Put into Practice**a. Insert appropriate articles in the given paragraph.**

We should make effort to help out with house chores because it is also our home. We are using our house daily and it is expression of loving where we live. We should help to clean and organize every room. It develops....sense of duty and....responsibility to....assigned task. And, it also shows value of working as.... team. This increases our skills and keeps us fit and healthy. Not only that clean house issymbol of peaceful and harmonious family. In the long run, students will become ... person willing to lend hand. Besides, it affects community's harmony and well-being.

b. Insert appropriate articles wherever necessary.

- i. Twelve inches makes foot.
- ii. wisdom is the gift of heaven.
- iii. Would you pass me..... pen?
- iv..... fourth chapter of this book is interesting.
- v.smartest student of this class is reading...Vedas.
- vi. more you give, more you get.
- vii. Yesterday I saw a monkey..... monkey was hurt.
- viii. I went to hospital to see my aunt.
- ix..... horse is..... useful animal.
- x. I found..... one-rupee note on the bank of river.
- xi. This is useful exercise.
- xii. He saw..... European in..... union office.