

**WASHBACK EFFECT OF WRITING TEST AT  
SECONDARY LEVEL**

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

**Submitted by  
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**1129**

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**2011**

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2011**

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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.

Date: 2067-11-09

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## RECOMMENDATION FOR ACCEPTANCE

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**DEDICATION**

*Dedicated*

*To*

*My Grand Mother*

*Late Kamala Devi*

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.....  
Srijana Kumari Thakur

## ABSTRACT

This thesis entitled "**The Washback Effect of Writing Test at Secondary Level**" endeavours to find out washback effect of writing test and its validity. I wanted to find out the influence of the writing test on teaching and learning process as well as the agencies working in this field. I collected data from both primary and secondary sources. I have based my study on the responses of fifty students of grade eleven and five teachers teaching at secondary level from Santwona Memorial Academy Higher Secondary School. Secondary sources of data are from different journals, thesis, articles, magazines and internet websites. The questionnaire and class observation form were used as research tools for data collection. With the help of analysis and interpretation of data, findings were derived. It was found that teaching was teacher centered; lecturer and demonstration methods were widely used. The second finding of this study is that the washback effect of written examination was positive because it was found that written test has maintained validity each year starting from 2062 to 2066 B.S. All items are asked in the test and students have got opportunity to neglect any items to develop writing skill which is demanding skill to be developed in learners.

This thesis consists of four chapters. They are introduction, methodology, analysis and interpretation and findings and recommendations. Each unit has its own sub-units. Introduction includes general background, review of the related literature, objectives and significance of the study.

Methodology includes source of data collection, sampling procedure, tool for data collection, process of data collection and limitations of the study. Chapter three deals with analysis and interpretation and finally the fourth chapter incorporates findings and recommendations.

# TABLE OF CONTENTS

	<b>Page No.</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Figure</b>	<b>xiii</b>
<b>Symbol and Abbreviations</b>	<b>xiv</b>
<b>CHAPTER – ONE: INTRODUCTION</b>	<b>1</b>
1.1 General Background	xiii
1.1.1 Washback Effect	xv
1.1.2 Writing Skill	xxviii
1.1.3 Text Book of Grade Ten	xxxi
1.1.4 Validity: Content and Face	xxxii
1.2 Review of Related Literature	xxxvii
1.3 Objectives of the Study	xxxix
1.4 Significance of the Study	xxxix
<b>CHAPTER – TWO: METHODOLOGY</b>	<b>xli</b>
2.1 Sources of Data	xli
2.1.1 Primary Sources of Data	xli
2.1.2 Secondary Sources of Data	xli
2.2 Sample Population and Sampling Procedure	xli
2.3 Tools for Data Collection	xliii

2.4	Process of Data Collection	xliii
2.5	Limitations of the Study	xliv
<b>CHAPTER - THREE: ANALYSIS AND INTERPRETATION</b>		<b>xlv</b>
1.	Analysis of Test Results of Grade Eleven Students.	xlvi
2.	Analysis of Class Observation of Secondary Level Teachers.	xlvi
3.1	Analysis of Test Results of Grade Eleven Students.	xlvi
	The major areas of writing test results were number of sentences, number of errors committed in the using punctuation, article, subject-verb agreement, connective and cohesion.	
	xlv	
3.1.1	Analysis of Test Results in Punctuation	xlvi
3.1.2	Test Results in the use of Grammatical Items: Article, Subject - verb Agreement and Preposition	xlvi
3.1.3	Test Result of Letter Writing	xlvi
3.1.5	Result of Writing Test	xlviii
3.2	Analysis of Class observation of Secondary Level Teachers	xlviii
3.2.1	Teachers' Appearance in Class Room	xlix
3.2.2	Topic Presentation by Teachers	xlix
3.2.3	Language used by Teachers	l
3.2.4	Teachers Activities	li
3.2.5	Closing of the Topic	lii
<b>CHAPTER – FOUR: FINDINGS AND RECOMMENDATIONS</b>		<b>liii</b>
4.1	Findings	liii
4.2	Recommendations	lv
<b>REFERENCES</b>		<b>lvi</b>
<b>APPENDICES</b>		



## LIST OF TABLES

Table No.1	The Name of Schools	xlii
Table No. 2	The Name of Teachers	xlii
Table No. 3	Analysis of Test Results in Punctuation	xlvi
Table No.4	Test Results in the use of Grammatical Items: Article, Subject - verb Agreement and Preposition	xlvi
Table No. 5	Test Result of Letter Writing	xlvii
Table No. 6	Test Result of Essay Writing	xlvii
Table No. 7	Result of Writing Test	xlviii
Table No. 8	Teachers' Appearance in Class Room	xlix
Table No. 9	Topic Presentation by Teachers	xlix
Table No. 10	Teachers Activities	li

## LIST OF FIGURE

Figure No. 1	Stakeholder in the Testing Community	xxv
Figure No. 2	Language used by Teachers	1
Figure No. 3	Closing of the Topic	lii

## **SYMBOLS AND ABBREVIATIONS**

% (p)	:	Percentage
B.S.	:	Bikram Sambat
e.g.	:	Example gratia/ for example
etc.	:	Etcetera
F.M.	:	Full marks
Fig.	:	Figure
H.S.S.	:	Higher Secondary School
i.e.	:	That is to say
No.	:	Number
S.L.C.	:	School Leaving Certificate
Viz	:	Namely
OHP	:	Over Head Projector

## **CHAPTER – ONE**

### **INTRODUCTION**

#### **1.1 General Background**

The effect of testing on teaching and learning is generally called washback effect. Whatever we learn from our curriculum is not only to obtain good marks in examination but also to get success and knowledge from that particular subject.



Here washback effect means the testing effect on teaching and learning strategies. The washback effect of an exam is not a new concept in the testing. The term has been used to refer to the effect of an examination on the teaching and learning of a foreign language and syllabus design and it is the way in which an examination may influence in a backwash direction. Teachers, students, educational system, society, curriculum and syllabus designing all are affected by washback. It is examination which makes students to be careful towards study. So it has become a culture for the learners to work harder when they know that the exam is hard.

The implementation of washback effect can be described mainly in two levels. The first level is micro level and the second level is macro level. In micro level students and teachers are included and in macro level all remaining i.e. society, educational system, course curriculum etc. are included. As we know the effect of testing on teaching and learning is washback effect, it is also a criterion of a good test. Washback has both negative and positive effect. Students prepare for examination are not necessarily the preparation for future examination. They take exam and forget whatever they memorized, that is negative washback. Here negative washback means only memorize for the exam paper. On the other hand, positive washback means the preparation for exam are not to memorize but to get knowledge for the future. Here positive washback means to gain knowledge for the future activity not only for exam's papers.

On the whole, it must be concluded that washback effect of examination is likely to affect the whole process of language teaching and learning including curriculum designing and its implementation. As it is likely to affect all those who are involving in teaching and learning profession.

Here, my study is related to washback effect of writing test so it is necessary to talk about it. When, we are going to test writing, it does not mean only to test ideas and thoughts poured into paper from minds but many other aspects of language such as logical power, flexibility, confidence, grammar and so on. In a nutshell, testing writing means testing writing strategies such as the ability of combining information, so as to make it a correct piece of writing.

### **1.1.1 Washback Effect**

The concept of washback covers both teaching and testing situations. Washback is generally known as the effect of testing on teaching or to say effect of test on teaching and learning process is called washback effect. Any test to be good one it should have a good washback effect. If a test exerts a good influence on teaching, it is supposed to have a good washback effect.

Khaniya (1990) has stated that

the idea of how to get through the exam and how to help students to go through the exam considerably influence what goes on in the classroom. It also influences student's learning activities. Prepare students for the examinations by giving them homework and they do exam preparation at home are not unaffected by examination. In this way examinations have a very strong influence including teachers and students to work.

Hughes (1995, p.1) views washback as "the effect of testing on teaching and learning is known as washback."

Following Wiseman (1961, p. 159), it was used to describe the deleterious effects of examinations. One of the criteria of a good test at that time was not to have a washback effect on teaching.

Talking about washback, Heaton (1998, p. 170), raises the questions as:

how much influence do certain tests exert on the compilation of syllabuses and language teaching programmed? How far is such an influence harmful or actually desirable in certain situations? Again what part does coaching play in the test situation? Is it possible to teach effectively by relying solely on some of the techniques used for testing?

Here he raises questions on the impact of test on syllabus and language teaching programmers in determining methodology by the teachers. He also emphasizes that we should guard against the negative washback effect.

Alderson and Wall (1993, p. 68) include different factors in their washback hypothesis.

If teachers used tests to get their students to pay more attention to lessons and to prepare more thoroughly, it is positive washback. If teachers fear poor results and the associated guilt which might lead to the desire for their students to achieve high scores in tests, it might be a reason for teaching to the test. Consequently, teachers narrow the curriculum and produce negative washback. In their Shrilankan impact Strut, Wall and Alderson concluded that test has impact on what teachers teach but not how these teach.

Bachman and Palmer (1996, p. 12) place washback within the scope of impact. They understand learning and teaching as two processes which "take place in and implemented by individuals as well as educational and societal systems and society at large" (1996, p. 391). Understanding washback as an intended outcome of the test, Bachman and Palmer expect that "The specific components (for instance, teaching method, curriculum, materials) to be affected and degree to which are affected" (1996, p. 137).

Shohamy, Donitsa Schmidt and Ferman (1996) agree that policy makers are aware of the power of test and may use them, "to manipulate the educational system and to control curricula and new teaching methods" (1996, p.316).

Bailey (1996, p.5) refers to washback to the learners and washback to the programmer. The later includes judging students' language in relation to the expectations of the curriculum to determine whether the school as a whole performs well or whether teaching methods and text books are effective tools for achieving the curricula goals.

Being aware of the complexity of washback, Hamp- Lyons (1997) is concerned with its ethical side and points out the responsibility of language testers to accept responsibility for all those testing consequences they are aware of. She emphasizes a need to develop "a conscious agenda to push out ward the boundaries of our knowledge of the consequences of language test and their practices" (p.302). Wall and Alderson (1993) also pointed at that aspect when they warned "to guard against oversimplified beliefs that good test will automatically have good impact. Washback needs to be studied and understood, not assured" (p.68).

Spratt (2005) identified the areas of teaching and learning which could be affected by washback: curriculum, material, teaching methods, feeling and attitudes, learning. A teacher is the most important and influential agent in the process of introducing the effects of washback into teaching and learning. Spratt sees the teacher facing “a set of pedagogic and ethical decisions about what and how best to teach and facilitate learning if thus which to make the most teaching towards exams” (2005, p.27).

Wall and Horak (2008) focus on the role of communication in creating positive washback. They found that teachers usually do not understand the nature of test and encourage teachers to communicate their intentions, so that teachers and learners can prepare for new kinds of assessments. They also call for dissemination of the principles embodied by the tests and the provision of teachers and learners support and conclude “much device is available from exam designers and teachers. If only someone could collect it and organize it effectively” e.g. washback shows itself as a gap or a bridge between teachers and testers as well as an indicator for a need or change. If teachers are not isolated from testing and if they recognize and respect ethical principles in the classroom, their awareness process works towards positive washback and they will promote good practices. The complex nature of washback allows broad expectations in different area consequently; washback can be understood as a powerful tool to introduce change not only in teaching and testing but also on educational policy if it is supported by evidence and research.

Washback needs to be planned, observed, studied and communicated. The process of producing positive washback includes testers and teachers, their training, communication and consistency. The management of a language testing institution and administration needs to inform teachers and testers how influence their roles are, when introducing changes at the

institutional program of classroom levels. These changes present positive washback when teachers know how to introduce a change and when testers and teachers are aware of their responsibility and ethical aspects. The culture of sharing teaching and testing, information and further discussion on those professional development and lifelong learning.

Negative washback does not necessarily have negative effects as soon as negative washback is noted it can be addressed. Considering its complex nature it is difficult enough to identify it but responding to it professionally and timely is the responsibility of testers, teachers and institutions towards their client students and test takers.

Teachers help testers improve their test. Testers help teachers improve their teaching and both need to accomplish a common mission i.e. help students and test takers reach the course objectives during a course and reach the required language level by valid test. Changes as results of washback should be introduced to improve teaching and testing procedures primarily for the sake of students and test takers.

The washback effect of testing is primarily the influence of testing on training and learning. It is also the potential impact that the form and content of an aviation English test may have on regulators and

administrators. The concept of language proficiency and what it entails. The effect of test focus types, delivery and content on training and training administration is examined.

The washback or backwash effect of testing is a well documented academic phenomenon common to nearly all institutional learning processes. It is said that “washback is a phenomenon known to us all from our school days”.

There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students and pass rates are used as a measure of teacher success. This influence of the test on the classroom is of course, very important; this washback effect can be either beneficial or harmful.

Bachman and Palmer (1996, p.12) consider washback to be a subset of a test impact on society, educational systems and individuals. They believe that test impact operates at two levels:

- a. The micro level – The effect of the test on individual students and teachers
- b. The macro level – The impact of the test may have on society and the educational system.

As suggested by Bachman and Palmer (1996, p.12) washback, at a macro level, refers to the extent to which a test influences within the society, ranging from government policy making, school administration, publishing and general opportunities, to parents, expectations of their children. At a micro level, washback refers to the extent to which a test influences within the classroom, mainly in the change of innovation of

curricula and teachers methodology and the influence of students learning. Bailey (1996, p.5) used the phrase “washback to the learners” to indicate the effects of test on students “washback to the programmed” to indicate effects of test on teachers, administrators, curriculum developers and counselors.

The narrower definition of washback focuses on the effects that a test has on teaching and learning. The wider or more holistic view of washback looks beyond the classroom to the educational systems and society at large. All in all, tests can have “significant impact not only on individuals but also on practices and policies –in the classroom, the school, the educational system and in society as a whole” (Wall 2005, p.17).

In this study, a broader interpretation of washback will be adopted: washback at a macro level beyond the classroom to investigate the test washback in the school, the educational system and society as a whole and wash back at a micro level within the classroom to investigate the test washback in the classroom, that is, the washback effect of teaching and learning.

The concept of washback got changes after some years and started to be used as neutral term. Simply to refer to the effect of an examination on education (Wilkinson 1968, p.125) or Gisbet (1969) whatever is done for the preparation of an examination is washback effect. Pearson (1998, p. 10) looks at washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, a test’s washback effect will be negative if it fails to reflect the learning principles and course objectives to which it supposedly relates and it will be positive if the effects are beneficial and encourage the whole range of desired changes.



Later Pilliner (1973, p.4) maintained the view that the most important requirement of a good test is that it should be adequately beneficial. Thus the term ‘washback effect’ which had negative connotation in the past has emerged as washback validity; one of the most important ingredients of a good examination. Khaniya says that a good test must also have the potential to exert a beneficial influence on teaching and learning. The way how to get through exams considerably influences what goes on the classroom. It also influences students learning activities outside the classroom. In this ways, examinations have very strong influence in inducting teachers and students to work. The wash back effect of examination influences the language teaching and learning as well as curriculum designing and implementation of the curriculum. It also influences directly and indirectly to all the stakeholders and practitioners involved in the teaching and learning. It deals with beneficial and harmful washback too. Beneficial as a positive washback and harmful as a negative washback.

In positive washback teachers and learners will be motivated to fulfil their teaching and learning goals. (Alderson and Wall 1993, p.1) “Good test can be utilized and designed as beneficial teaching learning activities so as to encourage a positive teaching learning process.” (Pearson 1988, p.167) “A creative and innovative test can quite advantageously result in a syllabus alternative or a new syllabus” (Davis1968, p.18).

Decisional makers use the authority’s power of high stakes testing to achieve the goals of teaching and learning, such as the introduction of new test books and new curricula. Tests are encouraged to promote the idea of life long learning and encourage learners to learn English.

In negative washback, “the test will lead to the narrowing of content in the curriculum, what students have learned is test language, instead of

total phases of understanding” (Shohamy1992, p.15). Teachers tend to ignore subjects and activities that are not directly related to passing the exam and tests accordingly alter the curriculum in negative way.

The test may well fail to create a correspondence between the learning principles and the course objectives to which they should be related.

Many teachers detailed high anxiety. Fears and pressure to cover the material, as they felt that their job performance was assessed by students test scores (ibid, p.6).

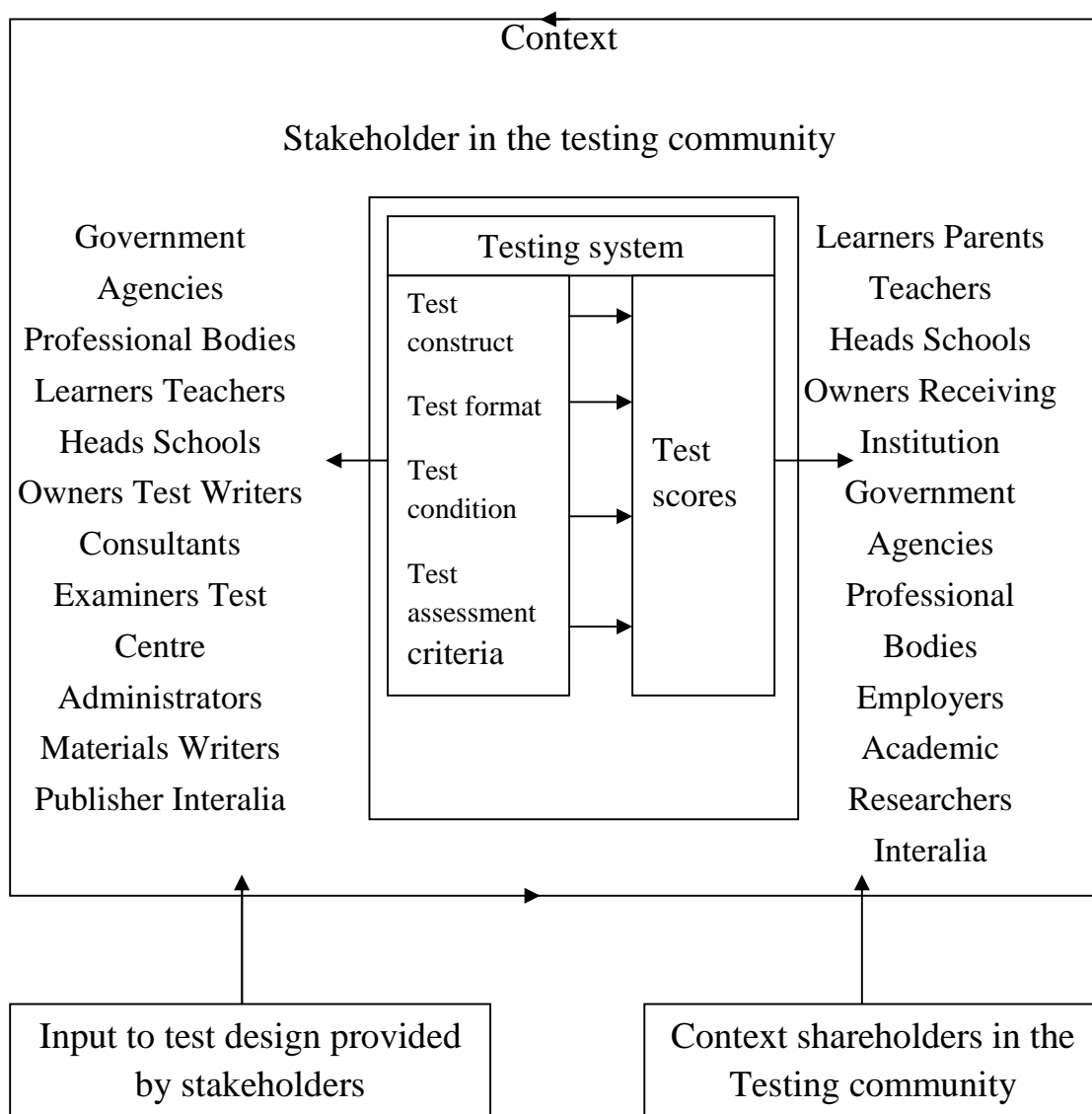
Educators experienced negative reactions to the stress brought about by public displays of classroom scores. Inexperienced teachers felt a greater degree of anxiety and pressure for accountability than did teachers with more experience. Testing programs substantially reduce the time available for instruction, narrow curricular offerings and modes of instruction and potentially reduce the capacities of teachers to teach content and to use methods materials that are incompatible with standardized testing formats.

As Wiseman say that (1961, p.21), “An increasing numbers of paid coaching classes are set up to prepare students for exams, but what students learn are test taking skills rather than language learning activities.”

Here, in terms of the classroom setting at a micro level, the positive washback integrates meaningful and innovative learning activities in teachers’ educational methodologies, and thus educators will develop more attention and choices. Students at the same time will be encouraged and motivated to work harder. On the other hand, the negative washback is that teachers will usually teach to the test, narrow the curriculum and only focus on what will be tested. Moreover, cramming will be the washback brought by measurement driven test even though there is an

ongoing debate, as to whether cramming is negative or positive washback. In terms of educational setting, the positive washback is that the authority can use the test to attain its goal of teaching and learning. However, the negative washback is that the authority uses that goal to control and obtain the power of the academic system that will usually place undue pressure and anxiety on school staffs, teachers and even students. In other words, the washback on the side of the educational setting is one coin with two sides, depending on the stakeholder's point of view. Impact at macro level: positive developments for all stakeholders affected by the introduction of an assessment learners, teachers, school management and receiving institutions and organizations, education authorities governments. The figure that follows given glimpse of the stakeholders of the testing community:

**Figure No. 1**  
**Stakeholder in the Testing Community**



(Source: 3<sup>rd</sup> Annual IELTS conference, Beijing, 25 November 2010)

The above figure shows the role of stakeholders in the testing community.

### 1.1.1.1 Types of Washback

The concepts of washback have changed overtime washback can be viewed the following classification as Phuong -Nga Nguyen quoted

- a. Teaching content and method washback
- b. Pressure washback

- c. Washback effect as a criterion of a test
- d. Washback a factor beating to innovations in education

### **a. Teaching Content and Method Washback**

In the early 1960s, tests were beginning to be seen as having an effect on teaching apart from the better known roles of measuring students' achievement, placement, diagnosis or selection. Direct practice of tests had been identified as a washback effect, and was viewed as harmful. A test was considered to have beneficial washback, when preparation for it did not dominate teaching and learning activities as narrow the curriculum. When a test reflected the aims and the curriculum, when a test reflected the aims and the syllabus of the course, it was likely to have beneficial washback but when the test was at variance with the aims and the syllabus, it was likely to have harmful washback.

### **b. Pressure Washback**

Test though implied pressure helps motivate teachers and learners. This might explain why some teachers teach to the test and why students might work harder when exams are approaching (Alderson and Wall, 1993). Tests can also cause anxiety among teachers and learners. Learners may perform abnormally because of the pressure of the test.

### **c. Washback Effect as a Criterion of a Test**

What are the criteria to evaluate a test? In addition to validity, reliability and practicality, washback effect may also be a criterion for evaluating a test. Test writers may need to ensure that their tests will have beneficial washback. Tests should be educationally beneficial and allow users to take positive washback for granted (Pilliner, p.1973). Swain (1985, pp.

42-44) argued that “bias for best” and “work for washback” were two of the four principles that show good test construction.

Furthermore, a test could be considered to be valid when it had a beneficial influence (positive washback) on teaching and be invalid when it has a negative influence (harmful washback). (Morrow, 1986; Frederiksen & Collins, 1989). In evaluating tests of communicative performance, Morrow (1986) suggested that test developers should “provide a package with a powerful and positive washback effects into the classroom”.

#### **d. Washback – A Factor Leading to Innovations in Education**

It is believed that activities in schools are dictated by examinations. When examinations are high stakes tests, the impact of the examination is maximized. Moreover, changes in education, particularly in teaching can be facilitated by tests.

In order to change curricula and teaching practices, test can be stimuli. Similarly, Shohamy (1991) and the test designers involved teachers in the development, administration and scoring of the test, because they hoped that aspects of what was taught would be changed and teaching learning strategies would be improved. Changes in the tests were needed in order to facilitate curriculum changes. How test affect teaching and learning seems to depend on various factors.

In summary, washback is defined as the influence of the test on teaching and learning, and on the motivations and behavior of both teachers and learners. Additionally, washback may be a criterion of a good test or a component of test validity. Both good test and poor test can have beneficial or harmful washback depending on their nature, their consequences, the setting and the test users and takers. Tests are assumed

to be a factor leading to the implementation of changes in teaching and learning practices, provided that they reflect course objectives of specific needs. However, the conditions enabling washback to operate are not mentioned in the literature. Nor any advice on how to promote beneficial washback or to avoid harmful washback.

### **1.1.2 Writing Skill**

Being able to write English successfully demands certain conditions a writer must have. Of the four language skills, writing may truly be considered the most sophisticated. Listening and reading are receptive skills. There might be difficulties in understanding words or even whole sentence but listeners and readers do not actively produce language. In contrast to that, writing and also speaking are active skills. But nevertheless there are differences between them. Speaking usually takes place in a conversation, so at least two people participate. The speaker can interact with the listener writing on the other hands is not that spontaneous. The act of writing differs from that of talking in that it is less spontaneous and more permanent.

The writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

As it is mentioned that successful English writing demands certain conditions a writer must have issues like genre, the writing process and building the writing habit. Similarly a writer must have knowledge about writing sequences. Sequences may be letter writing, post card writing condolence writing and e-mail interview writing and finally ways of building the writing skill or writing habit. The ways are as following:

- a. Instant writing
- b. Using music and pictures
- c. Child based magazines
- d. Brochures and guides
- e. Collaborative writing
- f. Poetry
- g. Writing in other genres

To test the writing ability at secondary level the tester should provide the typical environment with suitable topic to the testees. The above mentioned ways of writing ability give the correct ways of testing.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In case of writing for learning, writing is used as a practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like these are designed to give reinforcement to students. This is particularly useful for those who need a mix of visual and kinesthetic activity.

Another kind of writing for learning occurs when we have students write sentences in preparation for some other activity. Writing for writing, on the other hand, is directed at developing the student's skill as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good reasons for getting students to write such things as e-mails, letters and reports. And whereas in writing for learning activities it is usually the language itself that is the main focus of attention, in writing for writing we look at the whole text. This will include not just



appropriate language use but also text construction; lay out, style and effectiveness.

Harmer (1998, p. 19) describes teaching writing in six different types which are:

- a. Reasons for teaching writing
- b. Writing issues
- c. Writing sequences
- d. More writing suggestions
- e. Correct written work
- f. Hand writing

Harmer (ibid) has described writing issues as genre, the writing process and building the writing habit are the main issues to write for the students. Similarly, in writing sequences Harmer has given post card writing, e-mail interview and brochure writing. Harmer has also included poetry and story writing for the development of writing skill.

In testing writing, students need to write a composition or a letter in responses to a prompt short article. They have some limit of time to write a coherent text so there is obviously no time for the students to write more than one draft. However, students can be trained to apply a process approach to writing in which they manage their time effectively. For example, they should be encouraged to work out how much time they need for each stage of their writing in the following examination conditions:

- a. Reading of prompt and underlying key words
- b. Noting down ideas and useful language
- c. Organizing ideas into paragraphs
- d. Writing of composition

e. Editing

### **1.1.3 Text Book of Grade Ten**

Since the washback, we are going to study, is related to writing test of secondary level, it is worth to make a short discussion on the course taught in grade ten. The secondary level English curriculum which was developed and implemented in 1999B.S. has been repackaged after the government's decision to administer the SLC examination only from grade ten curriculums. This course contains communicative activities with an aim to make students competent in communicating ideas with people of any nationality. So far as the nature of this course is concerned, it encompasses one writing sub-unit under every unit. They differ each other in nature and messages. There are altogether nineteen units in this course and each unit describes four skills of language learning, the units are poems, grammars, stories, letter, interpreting chart, completing story, formal letter, essay and paragraph writing, poster writing, characterization, dialogues writing, news stories writing, rules and regulations writing, biography writing, explaining signs, regulations and instructions, making charts and diary writing, so we see that the very course book has not only linguistic value but educational and communicative value too with practical application in many aspects of daily life situation.

The main objectives specified in teaching writing course are as following:

- i. To gain knowledge skills and confidence in handling the writing activities.

- ii. To enable writing essays, paragraphs, story, poem, summary, essay, poster, characterization, dialogues, news stories, rules and regulations, biography, diary writing, chart making and so on.
- iii. To enhance skills on the part of the learners so that they can carry out their studies on any subject or discipline more systematically.

#### **1.1.4 Validity: Content and Face**

Generally speaking a measurement instrument's validity is "epitomized by the question: Are we measuring what we think we are measuring?" (Kellaghan 1973, p. 457) and refers to the extent to which an instrument actually measures what it alleges to measure. Validity focuses attention on the "extent of matching, congruence or 'goodness of fit' between an operational definition and the construct it is purported to measure" (Singleton et al. 1993, p. 115). The assessment of a measurement instrument's validity in this sense corresponds to an evaluation of the accuracy and adequacy of the measurement instrument as an operational definition for a particular construct (Develis 1991, p.43). Validity, however "cannot be assessed directly" (Singleton et al. 1993, p.121) and can only be "inferred from the manner in which a measurement instrument was constructed i.e. content validity, its ability to predict specific event i.e. criterion-related validity, or its relationships, to measures of other constructs i.e. construct validity" (Develis 1991, p. 43).

Content validity is, therefore one type of validity. More specifically, the content validity construct reflects the degree to which the measurement instrument spans the domain of the construct's theoretical definition; it is the extent to which a measurement instrument captures the different facets of a construct. In theory, a measurement instrument designed to measure a specific construct has content validity if the items in the

measurement instrument constitute a randomly chosen subset of the universe of items that represent the construct's entire domain. As such the purpose of assessing an instrument's content validity can be stated in the form of the following questions, "Is the substance of this (measurement instrument) representation of the content or universe of content of the construct being measured"? (Kellaghan 1973, p.458).

To be able to answer this question, we presume that it is convenient and possible to specify and to randomly sample from the universe of items reflecting the construct's domain. This presumption is, of course, rarely, if at all, satisfied in practice. Consequently, assessments of content validity have typically relied on "appeals to reason regarding the adequacy with which important content has been sampled and on the adequacy with which the content has been cast in the form of measurement items" (Nunnally 1967, p.82). Our acceptance of such appeals in lieu of additional evidence of content validity, essentially grants permission to the researcher creating the measurement instrument to define the domain of the construct being measured. Of course, to the extent that we are able to support our appeals by citing appropriate literature lends greater credibility to our reasoning and conclusion of content validity.

When a measurement instrument has been created to operationalize a particular theoretical operations management construct, and assuming that we are willing to accept the measurement instrument as representing the construct's theoretical domain, then the assessment of content validity can be satisfied by evaluating the face validity of the measurement instrument. Nunnally (ibid) defined the face validity of a measurement instrument to be judgments about a measurement instrument after it has been constructed to operationalize of theoretical construct. These

judgments focus on the degree to which items in a measurement instrument appear, on their face value, to measure the single construct that they intend to measure.

In the foregoing texts, we have discussed different views presented by different authors on content validity and face validity. Though their views are different they at least agree in some major points. So now we are in the position to say that content validity and face validity are the most important qualities of test. And both cover two things content relevance and content coverage. It also includes the methods of testing or eliciting responses.

We are discussing the washback effect of writing test at secondary level. All the areas should be covered by a test. Areas not tested will be the areas ignored and students will not pay attention to those areas. Now let us see the validity especially content and face of a course book studied at grade ten.

Table showing the representation topics in the examination from 2062 to 2066 B.S. is given in an appendix III. I have analyzed subjective questions only of those academic years. Question papers of those academic years are given in appendices. Actually before 2065 B.S., SLC question papers were based on grade nine and ten but from 2065 B.S., only questions from grade ten books are asked in SLC exam. There are nineteen units in the course book of grade ten. Each unit includes writing skill and other three skills too. The units of writing test are given as following:

Unit one - Letter to friend

Unit two - Paragraph

- Unit three - Letter to friend
- Revision one - Completing study and interpreting chart.
- Unit four - A letter from nephew, reply, dialogue
- Unit five - Paragraph, summary, essay
- Unit six - Letter to a friend, paragraph
- Unit seven - Poster paragraph
- Revision: Two - Letter to a friend
- Unit eight - Characterization, dialogue
- Unit nine - News stories, letter to pen friend
- Unit Ten - Dialogues, essay
- Unit Eleven - Rules/ Regulations
- Unit Twelve - Paragraphs
- Revision Three - Essay
- Unit Thirteen - Biography, story
- Unit fourteen - Paragraphs, poem
- Unit fifteen - Explaining signs, regulations, instructions
- Revision four - Paragraphs
- Unit sixteen - Making charts

Unit seventeen - Essay, letter to friends

Unit eighteen - Diary

Unit nineteen - Paragraphs

English subject of grade ten has been divided into four skills of language learning. Each skill has taken its own mark. Likewise, “writing” skill is carried out total thirty five marks in SLC examination. Those marks carry the following topic in 2065B.S:

1. Guided writing  $2 \times 6 = 12$  marks

Ask any two questions

Question types:

Interpreting charts and diagrams, pictures, broken dialogues, paragraphs, news stories, rules and regulation narrating sequence of events, arguments, completing skeleton story

2. Free Writing  $1 \times 12 = 12$  marks

Ask any one question

Letters, essays, newspaper, articles: (Word limit in between 150-200 words)

3. Grammar  $1 \times 11 = 11$  marks

Questions types:

Type one-multiple choice

Type two- Fill in the gaps with the grammar items in a contextual passage:

We may agree with the view that questions from all the items cannot be asked in the same year but the lack of representation from those areas of course during different years may develop spirit of apathy in students towards such items as we know areas not tested will be areas ignored and students will not pay attention to those areas.

## **1.2 Review of Related Literature**

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new things and ideas. Many articles, reports, thesis and books have been written on the area of washback effect and writing skill. Here, I reviewed some of them so I could deepen this study in consonance with the existing one.

Odell (1981) argues that writing is the good activity to improve our understanding of any subject. The assumption is that the knowledge or ideas in crude form may be refined by trying to put them on the paper. The argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them.

Khaniya (1990) has conducted a research on “examination as instruments for educational changes” investigating the washback effect of Nepalese’ English exams’ and discusses the SLC exam fails to assess the language skills that the SLC English course intends to develop in students because its textbook and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entailed in the course objectives.



Khaniya (1990, p. 238) on the whole summarized:

The most important thing revealed about the existing ELT situation was the negative washback effect of the SLC English exam. There is evidence that whatever the students did in the name of the preparation for the SLC English exam have not contribution to their English proficiency.

His conclusion was also based on the analysis of teachers' and students' accounts and the scores of the new test he administered. No observations of what was going on in the classroom were reported. Furthermore, his study was based on a quasi experimental design, which has no direct consequences to students. Students knew that they were participating in study, hence pressure washback was absent.

There has been different research works carried out on washback effect of examination at B. Ed. Level. Among them are Neupane (2004), Paudel (2006) and Regmi (2006) carried out research on different papers of the same B. Ed. Examinations. Their findings are summarized as follows:

The examination of English did not seem to have promoted the communicative abilities of students. The examination had failed to encourage teachers and students to work to fulfill the course objectives. It was found that teaching was teacher centered, method to teach communicative English was lecture methods and use of teaching materials was very low. The most favorite technique for the preparation as well as theoretical examination was memorization of exponents. The examination failed to follow the genuine spirit of the course objectives. They had negative washback effect because they failed to require the students to develop true pedagogical skills; mostly they encouraged

students to guess the future questions. So these courses did not test what they should have tested. Since practical examination was not found practicable, there was danger of cheating in practical examination.

Similarly, Adhikari (2008, p.45) carried out a study on “washback effect of examination; A case of fundamental of language and linguistic”. He found that teaching was focused on exam oriented view, class notes of teachers was the main materials for students and students were not satisfied with the present system of asking questions. He also found out that the questions asked in the examinations did not fulfil the objectives of the course and students were guessing the questions on the basis of previously asked questions.

Though numbers of researchers have been carried out on the washback effect of examination and writing skill. but this study is different from the above mentioned studies in the sense that it is survey study and focused to investigate the washback effect of writing test at secondary level. Thus, the present study is distinct from other research done previously.

### **1.3 Objectives of the Study**

This study was carried out with the following objectives:

- i. To find out the washback effect of writing tests on teaching and learning at secondary level.
- ii. To find out the validity of writing test.

### **1.4 Significance of the Study**

This study is useful for the prospective researcher who wants to undertake research in washback. It is also useful for those teachers who are involved in teaching as well as developing questions and marking

answer sheets. It is too significant for those people who are involved in management of examinations like SLC and send up as it deals with the problems prevalent in present written exam. It is hoped that even the curriculum planners, examination experts, language teachers and trainers get benefit from this research study since it contains some suggestions and recommendations for the improvement of writing test to have more positive washback effect. This research will provide some insight on how examinations influence on teaching and learning. Finally, it will be essential for English language learners, policy makers, syllabus designers, methodologists and all the people or institutions working in the field of testing writing.

## **CHAPTER – TWO**

### **METHODOLOGY**

This chapter describes the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and finally limitations of the study.

#### **2.1 Sources of Data**

To complete this research work I have used primary as well as secondary sources of data.

##### **2.1.1 Primary Sources of Data**

The students who are studying in grade eleven in Santwona Memorial Academy Higher Secondary School and teachers who are teaching at secondary level especially English teachers from different schools are used as primary sources of data for this study.

##### **2.1.2 Secondary Sources of Data**

I have used the question papers from 2062 to 2066 B.S. especially writing test questions, asked in SLC examination. I have also used the thesis of Kshetree (2001), Adhikari (2008), reports, journals, internet articles, books and magazines as the secondary sources of data for the preparation of the questionnaire.

#### **2.2 Sample Population and Sampling Procedure**

The sample population of the study consists of fifty students who had passed SLC but now they are studying in Santwona Memorial Academy Higher Secondary School in grade eleven. The students were selected by using stratified random sampling procedure in order to have a wide

representation. First of all, the students were divided into different strata on the basis of the schools they had studied previously. And the required number of students was fifty selected by using simple random sampling procedure. The name of schools they represented can be shown in the following table:

**Table No.1**  
**The Name of Schools**

School's Name	Bhanu Bhakta Higher Secondary School, Baluwatar	Padmoday Higher Secondary School Kalikasthan	Bijay Smarak Secondary School Kalikasthan	Annapurna Higher Secondary School Jamal	Janaprat Higher Secondary School Soltee	Navajyoti Higher Secondary School	Kathmandu Model Higher Secondary School Bagbazar
Total number of students	5	5	9	10	7	6	8

For the collection of data from the teachers I selected five schools. Accordingly, five teachers, one from each school were purposively selected. The name of teachers is given as:

**Table No.2**  
**The Name of Teachers**

School's Name	Santwona Memorial Higher Secondary School	Padmoday Higher Secondary School	Bijaya Smark Secondary School	Annapurna Higher Secondary School	Navajyoti Higher Secondary School
Teacher's Name	Mridu Gautam	Bharat Khestree	Anuj Shah	Pramod Chalise	Narendra Thapa

### **2.3 Tools for Data Collection**

I have used two tools for the collection of data. The first tool is the test items for the students who are studying in grade eleven. Questions were both qualitative and quantitative or subjective and objective. The second tool I used was observation checklist for the teachers, who are teaching English subject at secondary level or in class ten. I used observation to observe the teacher's classes to know how they teach and how they test the students.

### **2.4 Process of Data Collection**

Having prepared the selected copies of questionnaires and checklist, I visited the selected Santwona Memorial Academy Higher Secondary School and established rapport with the principal. As I have aimed to study washback effect of writing test, I selected the required number of students. I distributed the test items and explained briefly what they were supposed to do. Then I collected the test items, thanked the students for their co-operation and finally left the class. There was a representation of seven schools from Kathmandu valley. I divided the students on the basis of their school they were from and out of them I selected the required number of students fifty by using stratified random sampling procedure representing all those schools.

For the collection of data from the teachers I contacted five secondary level English teachers of Kathmandu valley. After establishing the rapport with the teachers I explained the purpose of visiting their classes. Then I observed their classes.

After observing ten classes in five different schools of five English teachers teaching at secondary level, I got my information by using

checklist. I thanked them for their co-operations. In course of gathering question papers of writing text, I collected question paper of SLC from 2062 to 2066 B.S.

## **2.5 Limitations of the Study**

Since it is a small research, I attempted to carry out the study taking the following limitations into considerations:

- a) The population of the study was limited to fifty students of grade eleven of Santwona Memorial Academy Higher Secondary School, Santinagar and five teachers teaching English at secondary level.
- b) This study was concerned only with identifying the washback effect of writing test at secondary level.
- c) The question papers of writing test from 2062 to 2066 B.S. were analyzed in terms of validity.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of data collected from primary sources. The main theme of this study was to find out the washback effect of writing test at secondary level. For this purpose, I administrated the questionnaire from students and then I have tabulated the information. The data were analyzed under two main headings:

1. Analysis of Test Results of Grade Eleven Students.
2. Analysis of Class Observation of Secondary Level Teachers.

#### **3.1 Analysis of Test Results of Grade Eleven Students.**

The major areas of writing test results were number of sentences, number of errors committed in the using punctuation, article, subject-verb agreement, connective and cohesion.

The table below shows the analysis of test result in using punctuation, full stop, capital letter, comma and others.

##### **3.1.1 Analysis of Test Results in Punctuation**

**Table No. 3**  
**Analysis of Test Results in Punctuation**

<b>Areas</b>	<b>No. of errors</b>	<b>Total no. of Sentences</b>	<b>% of errors in total sentences</b>
Full Stop	108	2467	4.38
Capital Letters	454	2467	18.40
Comma	184	2467	7.45
Others	93	2467	3.77
<b>Total</b>	<b>839</b>	<b>2467</b>	<b>34.00</b>



In the use of full stop, the students of grade eleven committed 4.38% errors in the sentences they wrote. In the use of capital letters they committed 18.40% of errors. Likewise they committed 7.45% of errors when using comma. Similarly, they committed 3.77% of errors in the use of other punctuation marks. They committed 34.00% of errors compared with the total number of sentences they wrote. Their washback effect was found to be positive.

### **3.1.2 Test Results in the use of Grammatical Items: Article, Subject - verb Agreement and Preposition**

**Table No.4**

**Test Results in the use of Grammatical Items: Article, Subject - verb Agreement and Preposition**

<b>Areas</b>	<b>No. of errors</b>	<b>Total no. of sentences</b>	<b>% of errors in total sentences</b>
Article	162	2467	6.56
Subject-verb agreement	524	2467	21.25
Preposition	209	2467	8.47
<b>Total</b>	<b>895</b>	<b>2467</b>	<b>36.28</b>

The data above reveals that the students of grade eleven committed 6.56% of errors in the area of article. They committed 21.25% errors in the area of subject-verb agreement. Likewise, they committed 8.47% of errors in the use of preposition in their own writing. In the total area of grammatical items, they committed 36.28% of errors. Here, washback effect of writing test was found to be positive.

### 3.1.3 Test Result of Letter Writing

**Table No. 5**  
**Test Result of Letter Writing**

<b>Areas</b>	<b>No. of errors</b>	<b>Total no. of Sentences</b>	<b>% of errors in total sentences</b>
Articles	120	1875	6.42
Subject-verb agreement	272	1875	14.52
Connectives	208	1875	11.08
Cohesion	102	1875	5.43
<b>Total</b>	<b>702</b>	<b>1875</b>	<b>37.45</b>

The data above shows that in letter writing, the students wrote 1875 sentences. In the use of article, they committed 6.42% of errors in their sentences. They committed 14.52% of errors in the use of subject-verb agreement. Similarly in connectives, they committed 11.08% of errors. In cohesion, they committed 5.43% of errors. Thus, they committed 37.45% of errors in total sentences and their washback effect was found positive.

### 3.1.4 Test Result of Essay Writing

**Table No. 6**  
**Test Result of Essay Writing**

<b>Areas</b>	<b>No. of errors</b>	<b>Total No. of Sentences</b>	<b>% of errors in total sentences</b>
Articles	10	275	3.63
Subject-verb agreement	59	275	21.45
Connectives	17	275	6.18
Cohesion	9	275	3.28
<b>Total</b>	<b>95</b>	<b>275</b>	<b>34.54</b>

The table preceding represents the errors committed in essay writing. They wrote 275 sentences in the essay. Accordingly, they committed 3.63% of errors in the use of articles. In the use of subject-verb agreement, they committed 21.45% of errors in their sentences. Similarly, they committed 6.18% of errors in connectives of sentences. In cohesion, they committed 3.28% of errors. Thus, they committed 34.54% of errors in total sentences and their washback effect was found positive.

### 3.1.5 Result of Writing Test

**Table No. 7**  
**Result of Writing Test**

<b>Marks Obtain</b>	<b>Number of students</b>	<b>% of total Students</b>
Below 50% (17.50)	23	46
50% & above	27	54
<b>Total</b>	<b>50</b>	<b>100</b>

The above table shows the result of writing test in which 46% of students obtained below 50% marks and 54% students obtained 50% & above marks. Here, it can be said that washback effect of writing test was positive.

### 3.2 Analysis of Class observation of Secondary Level Teachers

Secondary level teacher's class observation included teacher's appearance, topic presentation, language used by the teacher's, teacher's activities and finally closing the topic.

### 3.2.1 Teachers' Appearance in Class Room

**Table No. 8**  
**Teachers' Appearance in Class Room**

Appearance	Good		Fair/Tolerable		Poor	
	F	%	F	%	F	%
Clean	10	100	-	-	-	-
Self confident	2	20	6	60	2	20
Punctual	4	40	6	60	-	-
Pleasing	10	100	-	-	-	-

The table above shows teachers appearance in the classroom. Appearance includes clean, self confident, punctuality and pleasing. While observing their classes, all the teachers were found clean and pleasing but in context of punctuality and self confidence, 40% and 20% teachers were respectively found good.

### 3.2.2 Topic Presentation by Teachers

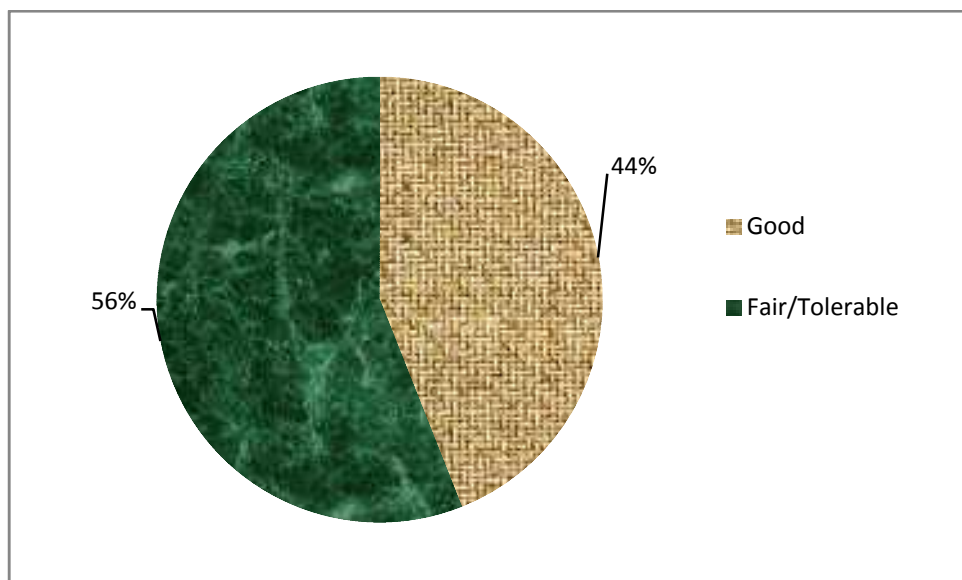
**Table No. 9**  
**Topic Presentation by Teachers**

Initiation of lesson	Yes		No	
	F	%	F	%
Clear about objective	4	40	6	60
Previous lesson based	6	60	4	40
Starting of the lesson	8	80	2	40

The given table shows topic presentation. It shows that 40% teachers were found clear about objective whereas 60% of them were not clear. Similarly 60% teachers taught the topic based on previous lesson whereas 40% teachers were found teaching new topic. In overall presentation 40% of them were found doing good presentation and remaining were found haphazard.

### 3.2.3 Language used by Teachers

**Figure No. 2**  
**Language used by Teachers**



The above figure shows that the majority of teachers (56%) were found fair in using English language in the classroom. Likewise 44% teachers were found good and with fluency and accuracy in the use of English language in the classroom.

### 3.2.4 Teachers Activities

**Table No. 10**  
**Teachers Activities**

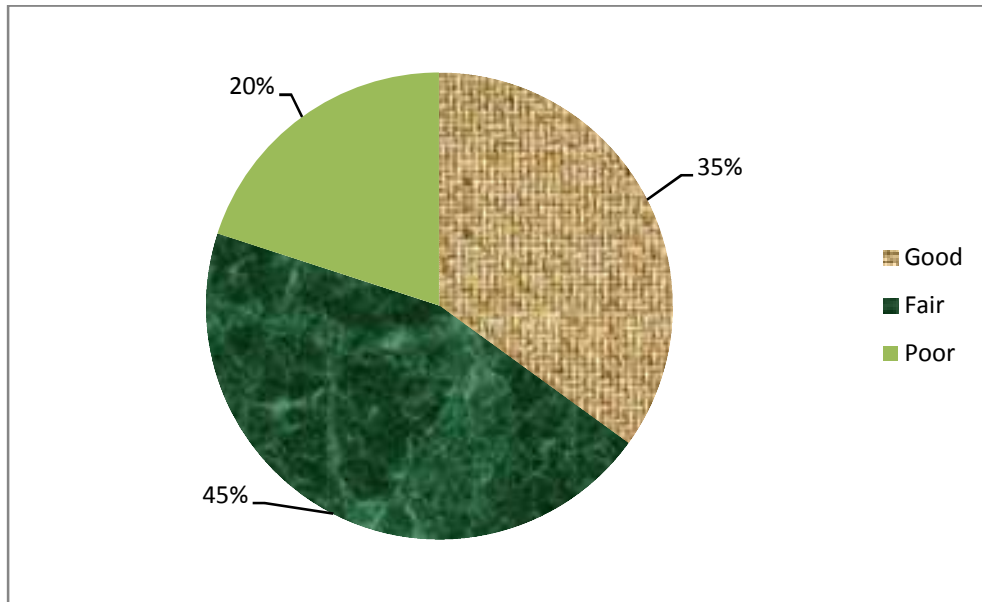
Activities	Good		Tolerable		Poor	
	F	%	F	%	F	%
Lecture	10	100	-	-	-	-
Question	4	40	6	60	-	-
Answer to the students	-	-	10	100	-	-
Encourage students	2	20	8	80	-	-
Demonstration	4	40	6	60	-	-
Discuss with students	-	-	6	60	4	40
Listen to the students	2	20	6	60	2	20
Give discipliners problem	-	-	2	20	8	80

The foregoing table shows the teachers activities in the classroom.

Teaching was mostly found teacher centered. Teachers spent most of their time by delivering lectures. All the teachers were found tolerable or fair in answering to the students. Likewise, majority of teachers (60%) were found tolerable in using of question and 40% of them were found good. It was found that majority of teacher (80%) were tolerable in encouraging students towards learning. In demonstration, discussion with students and listening to the students, 60% teachers were found tolerable. Majority of the teachers (80%) were found poor in giving disciplinary problem to the students whereas 20% were found tolerable in giving disciplinary problem to the students. Most of the teachers were found tolerable in their activities.

### 3.2.5 Closing of the Topic

**Figure No. 3**  
**Closing of the Topic**



The above figure shows that (45%) of the teachers were fair in closing of the topic, while 20% teachers were found poor in closing of the topic and the remaining 35% teachers were found good while closing the topic in their classrooms.

## CHAPTER – FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

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

- a. The washback effect of writing test was found positive because the written test included has maintained content validity.
- b. The total errors on Punctuation committed by the students of grade eleven were eight hundred thirty nine. They committed one hundred eight errors in full stop, four hundred fifty four in capital letters, one hundred eighty four in comma and ninety three errors in others. Thus the washback effect of writing test on Punctuation was found positive.
- c. The total errors in grammatical items like article, preposition and subject-verb agreement were found eight hundred ninety five. They committed one hundred sixty two errors in article, five hundred twenty four errors in subject-verb agreement. Two hundred nine errors in preposition. They were not found better in the use of subject-verb agreement than the use of article and preposition.
- d. The students were found better in the use of punctuation than the use of article, subject-verb agreement and preposition.
- e. In letter writing, students of grade eleven committed seven hundred two errors in total, in which one hundred twenty errors



were in the use of article, two hundred seventy two errors in subject-verb agreement, two hundred eight errors in connectives and one hundred two errors in cohesion. Students were found poor in the use of subject-verb agreement but in other items they were found good, hence washback effect was found positive.

- f. Students were found average in essay writing. They committed only 34.54% errors while writing essay.
- g. The students were found better in essay writing than letter writing test.
- h. The overall result of writing test was found good because 54% student obtained above 50% (17.50) marks and 46% student obtained below 50% (17.50) marks. Washback effect of writing test was found positive in writing test.
- i. Teachers' appearance in the classroom was found unsatisfactory. In the matter of punctuality, pleasing appearance and cleanness they were found good.
- j. Teachers' presentation in the classroom was found haphazard.
- k. Language used by the teachers lacked in fluency and appropriacy in the case of 56% teachers.
- l. Teaching method was found 100% teacher centered rather than learner centered, lecture method was highly dominated.

## 4.2 Recommendations

On the basis of the findings of the current study the following recommendations have been made:

- a. The students should be given more practice of using punctuation, article and preposition in proper places.
- b. The students should be offered adequate knowledge of singular and plural form of verbs. Subject-verb agreement should be taught relating verbs with the subjects.
- c. Teaching of writing skill should be started on the basis of students' previous knowledge and capacity in writing.
- d. Students are poor in English because most of the courses are taught in Nepali. So language of instruction should be English.
- e. Considerable attention should be paid in subject-verb agreement to avoid the errors of agreement.
- f. Writing through own idea and thinking should be increased for the writing development to the learners.
- g. Considerable attention should be paid on practice of writing. Students should be encouraged for writing practice.
- h. The test should also be systematic so that the learners can have good intention of improving washback effect.
- i. Teaching should be learner centered rather than teacher centered.
- j. Every school should provide the teaching materials which help the students to develop their writing skill.
- k. All the subject teachers should be provided training programs, seminars and workshops for increasing efficiency.

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## APPENDIX –II

### Observation check list no-

Name of the teacher .....class observed by Srijana Kumari  
 Thakur Grade X period .....subject Compulsory English Title .....  
 .....school .....

Date: ..... Time 45 minutes

1. Appearance in the classroom	Good	Tolerable	Poor	Remarks
a. clean				
b. self-confident				
c. Punctual				
d. Pleasing				

2. Initiation of lesson	Yes	No	Remakes
a. was the lesson objective clear to the students?			
b. was the lesson based on the previous one?			
c. were the students reads to learn?			
d. was the start of the lesson interesting?			
e. was the class arranged properly?			

3. I. Development of the lesson	Yes	No	Remakes
a. subject matter and sequence			
b. teachers command over subject matter			
c. was the presentation logical			
d. was the presentation haphazard?			
e. were illustration appropriate?			

3. II. Language

- a. Fluency
- b. Voice
- c. Accuracy
- d. Clarity
- e. Appropriacy

Good	Tolerable	Poor	Remarks

3. III. Instructional materials

- a. Size and clarity
- b. appropriateness to the teaching
- c. Proper use
- d. use of chalk board

Good	Tolerable	Poor	Remarks

3. IV. Student's participation

- a. Written Attentively
- b. ask question relevantly
- c. Answers teacher question
- d. participate in discussion
- e. experiment
- f. Any other activity

Good	Tolerable	Poor	Remarks

3.V. Teachers' activities

- a. Lecturer
- b. Question
- c. Answer to the students
- d. Encourage students
- e. Demonstration

Good	Tolerable	Poor	Remarks

- f. Discuss with the students
- g. Listen to the students' opinion
- h. Give disciplinary problems


4. Closing of the lesson

- a. was the lesson summarized?
- b. were the objectives achieved?
- c. was the lesson evaluated
- d. if yes, written
- e. was evaluation come out  
satisfactory
- f. was assignment given
- g. was assignment appropriate

Good	Tolerable	Poor	Remarks

Mention the striking points of the lesson.



## APPENDIX-III

### SLC 2062

#### Reading and writing (writing Test)

1. Read the following passage and answer the question given below:

Mon went to the cupboard and took down a plate. Holding it up, she said, “see this break on the edge here? Happened when i was 17.” Here voice softened. “One autumn day my brothers needed help putting up the last of the hay, so they hired a young man to help out. He was slim, with powerful arms and thick blond hair. He had an incredible smile. Mu brothers took a liking to him an invited him to dinner. He sat next to me, it flustered me so, I nearly fainted.

Suddenly remembering that she was telling the story to her young daughter and a neighbour, Mom blushed and hurried on “well, he handed me his plate and asked for a helping. But I was so nervous that when I took the plare, it slipped and knocked against the table.”

“That sounds like a memory I’d try to forget,” said Marge.

“Oh, no,” replied ‘my mother’ “As the young man was leaving he walked over, took my hand in his and laid a broken piece of china in my palm. He didn’t say a word. He just smiled that smile.

“One year later i married him. And to this day, when I see this plate, I fondly recall the moment I met him. “Seeing me staring, Mom gave me a wink. Then carefully, she put the plate back, behind the others, in a place all its own.

A. From the passage, find the words are similar to the following words in meaning.

- a. employed                      b. reddened      c. gave              d. crack

B. Copy the following sentence and write ‘T’ for true and ‘F’ for false next to them.

- a. The plate slipped because of her nervousness  
b. The broken piece of plate was put in her hand to show her mistake.  
c. The chip recalled their love story.  
d. A daughter is telling the story to her mother.

C. Rewrite the following sentences in the correct order.

- a. The plate slipped and broke.  
b. The young man was hired.  
c. The girl fell in his love.

d.The dinner was attended.

D. Answer the following questions:

- a.How was the young man?
- b.What did the man do after the plate broke?
- c.Where did the lady put the broken plate?
- d.Why was the chip safely kept?

2. Read the poem and answer the following questions:

Where the Rainbow Ends!

Where the Rainbow Ends!

There's going to be a place, brother,

Where the worlds can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's no such tune as a white tune.

There's only music, brother,

And it's music we are going to sing.

Where the rainbow ends.

A. Match the following

Column 'A'	Column 'B'
a. The rainbow refers to	i. the racial discrimination
b. the music is difficult to learn due to	ii. friendship and peace
c. the poet appeals the white people for	iii. a good harmony among the people of different race.

B. Complete the following sentences by choosing the correct alternatives:

- a. The place where the rainbow ends is suitable to sing .....
  - a. Only on kind of song. b. all kinds of songs c. none of the songs.
- b. The poem is a son of
  - a. Love                      b. hate                      c. a conflict

3. Read the passage carefully and answer the question that follows:

Prior to her birthday my mother had made a simple request. "I don't want any of your usual gifts, just buy me some rose plates of rare variety, profuse bloomers with double-shaded blooms," she said. After a tiring search, I found the variety and gifted her. She was delighted but I felt sorry for not having thought about it earlier.

My mother, an avid gardener, has a beautiful garden which she tends with great love and care. Every spare moment of hers has been spent there. Though she had shown her love for flowers, it never struck any of us that a gift of flower plants would send her spirits soaring.

This incident has changed my concept of gifts. Gifts, which are taken of love and goodwill, are intended to spread happiness and build bonds. The giver glows with the joy of giving and sharing while the recipient exults with the feeling of being cherished and wanted. Every human being craves for affection and gifts are little gestures that make this happen. There is no criterion for choosing gifts. It all depends on the giver's ability to understand the recipient's taste and interest.

The gift need not be expensive. The most valued gifts are those which mean little to one but may have a great value for the other. A relative of mine who was in the army once mentioned that he didn't have photographs of his parents.

"The album has been lost during transfers and he is unable to show his children what their parent looked like," he said, adding, "I would do anything to get their photographs." As his parents were my uncle and aunt, I presented him the photographs from my old album on his birthday. He was overjoyed to receive the precious gift and my gift had no comparison.

A. Copy the following sentence and write 'T' for true and 'F' for false next to them:

- a. The writer's mother wanted a strange gift of rose plants.
- b. Only costly gifts can be a sign of love to others.
- c. The man, who was in the army, was the writer's cousin?
- d. An expensive gift cannot always have a great value for others.

B. Complete the following sentence by choosing the alternatives:

- a. The writer's mother is fond of
  - a. gardening      b. choosing gifts      c. getting gifts
- b. The write fell sorry for .....
  - a. A simple gift   b. his own inability of choosing a nice gift
  - c. his mother's desire.
- c. Gifts should be chosen as
  - a. The giver's taste      b. the receiver's taste   c. the cost of the things

C. Answer the following questions:

- a. What does the writer's mother do in her leisure?
- b. What incident changed the writer's concept about gifts?
- c. Why are gifts given?
- d. How could the writer make his relative happy?

4. Read the advertisement and answer

The Rural health Support Project invites applications for the post of a Civil Engineer.

- ) Major responsibility
- ) Supervise construction and renovation activities of various health facilities, equipment maintenance and repair.
- ) Required qualification and experience:  
A bachelor's degree in civil engineering from a recognized university with a minimum of five years experience applicants must be at least 30 years of age. S/He must be fluent in English and Nepali.
- ) Salary and benefits will be offered as per the rules of the project.
- ) Interested candidates should apply with biodata, references, one copy of passport size photograph and contact telephone number to the following address by 26 march, 2006:

The program Manager,

Rural Health Support Project

P.O. Box. No. 1234, Kathmandu, Nepal

A. Match the words in column 'A' with their meaning in column 'B'

Column 'A'

a. supervise

b. invite

c. reference

Column 'B'

(i) testimonial

(ii) keep an eye on

(iii) look for

B. Fill in the gaps with suitable words from the above text:

- a. The employer is .....
- b. The candidates must have at least ..... of work experience.
- c. The applicants must be good in ..... languages.
- d. .... is the deadline to apply for the post.

C. Answer the following questions:

- a. What are the main duties of the successful candidates?
- b. What is the minimum academic qualification to be a candidate?
- c. How much salary do the selected candidates get?
- d. Where the applications should be sent?

5. Complete the following dialogue with the appropriate sentence given in the box below:

- Teacher : Congratulation ! ..... in the first division.
- Student : Thank you, sir .....
- Teacher : No this is the fruit of your hard work.
- Student : Yes, sir. It's partly true. It's .....
- Teacher : O.K. thank you. which stream do you like to join now?
- Student : I have to consult to my parents.
- Teacher : .....
- Student : Can you suggest me about it, sir?
- Teacher : I think .....

- a) That's a good idea.
  - b) Mostly the result of your proper guidance.
  - c) You will get a better result.
  - d) You have passed the exam.
  - e) It depends on your inclination.
  - f) This is the result of your blessing.
  - g) Thank you for your kind suggestion.
  - h) I haven't decided it yet.

6. Write a short story with the help of the outlines given in the box below and give a suitable to it:

a boy \_\_\_\_ steals, a book from school \_\_\_\_ mother very much pleased \_\_\_\_  
next steals a watch \_\_\_\_ then a purse \_\_\_\_ the mother is very \_\_\_\_ happy  
\_\_\_\_ - the boy becomes a robber \_\_\_\_ one day catches and produces before a  
judge \_\_\_\_ on the day of hanging, the boy wished to see his mother \_\_\_\_

prayer \_\_\_\_\_ granted \_\_\_\_\_ bites off mother's ear \_\_\_\_\_ explains why he did so-moral.

7. Suppose you are Sibana Tamang. You have a relative who lives in a remote village. The government has put forward a proposal to establish a wildlife reserve in the forest nearby his village, but he is against the proposal. Now, write a letter to him, in about 200 words, convincing him why we support the government on this matter. the clues in the box may you to write the letter.

Introduction - importance of wildlife reserves - ways of preservsion of the reserves - conclusion

8. Rewrite the following sentences selecting the correct words from the brackets.

- i. Sita is ..... useful member of the family (a, an, the)
- ii. This is ..... school where I studied ten years (a, an, the)
- iii. Ram is accused ..... theft. (at in, of)
- iv. I always go to school ..... bus. (in, by, on)
- v. Everybody was present, ..... ? (isn't he, isn't it, weren't they)
- vi. I'm tired and hunger. .... ? (isn't it, aren't I, am I)
- vii. Ten kilos of rice ..... bought yesterday. (is, were, was)
- viii. He doesn't ..... hard (studies, study, has studied)
- ix. Does he owe any money> No, he doesn't ..... any. (owes, owe, owed)
- x. "He found something in the room?" The Yes/NO question of the given statement is: (Did he find anything in the room?/ Did he found anything in the room?/ did he finds anything in the room?)
- xi. Before the policeman came, the thief ..... (run away, runs away, had run away).
- xii. We generally ..... to school in the morning., (went, go, have gone)
- xiii. My father asked us ..... (what he wants, what we wanted, what did we want)
- xiv. The teacher told us that water ..... (freezes at 0° celsiius, has frozeon at 0° celsius, fozee at 0° celicius)
- xv. I have no idea ..... Rara lake is located. (which, when, where)
- xvi. We go to the tap ..... we can fill the pot (to cut, cut, cutting)
- xvii. The engineer got the workmen ..... the bridge (built, build, to build)
- xviii. We made the gardener ..... out the grass. (to cut, cut, cutting)
- xix. People are destroying the jungle. The jungle ..... (is destroying, is destroyed, is being destroyed)
- xx. someone robbed me last night. I ..... (am robbed, was robbed, was being studied)
- xxi. If I were a teacher, I ..... not punish pupils. (will, would, would have)
- xxii. If I ..... hard, you would have pased the exam. (study, studied, had studied)

**SLC 2063**  
**Central Dev. Region (B1)**  
**Reading and Writing (Written Test)**

1. Reading the following passage and do the activities given below:

My parents didn't believe in boys wearing trousers, so I wore short to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up.

One day, my class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in a dilemma, as I did not possess a pair of trousers.

After school, I asked some of my friends to lend me a pair of tourists, but no one had a pair which would fit me. I even tried on a pair of my father's trousers. They were too short for me and much too large at the waist. I gave up in despair. The next day arrived. I thought of no going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing short. So I turned up as usual at school. The class teacher was aghast when he saw me. He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered to see it. It was a well taken photograph. All the students were there in their well ironed, spotlessly white shirts and trousers-except me in the front row, with my knobbly knees conspicuously exposed! Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!

A. Match the words in column 'A' with meaning in column 'B'      4x0.5=2

Column 'A'	Column 'B'
a) aghast	(i) a situation in which one has to choose between under suitable things or course of action
b) excluded	(ii) filled with fear and surprise
c) dilemma	(iii) noticeably
d) conspicuously	(iv) left out

B. Rewrite the following sentences indicating 'T' for true and 'F' for false statement:  
4x0.5=2

- a) The writer doesn't believe in boys wearing the trousers.
- b) He was praised by the class teacher.
- c) The photograph was not taken.
- d) His parents liked boys wearing shorts.

C. Choose the best answer and rewrite the sentences:      2x1 = 2

- a) The writer was asked \_\_\_\_\_.

- i. to lend his friends a pair of trousers
  - ii. to wear trousers for the group photograph
  - iii. to try on a pair of his father's trousers
- b) \_\_\_\_\_ wanted the writer to be excluded from the photograph.
- i. The head teacher
  - ii. The class teacher and the friends
  - iii. The class teacher and the principal

D. Answer the following questions:

- a) Why did the boy wear shorts although he didn't like them?
- b) What did he do after his class teacher asked him to wear trousers?
- c) What did the head teacher ask him to do?
- d) How was the boy different from his friends?

2. Read the following poem, and answer the questions given below:

The donkey boys

I pass then on the seashore early,  
 Two Spanish boys in the sun, one ten,  
 The other six. They wave and smile at me.  
 Then bend their ranged backs again.  
 To search the driftwood and sort out.  
 Light dry sticks for bedding. Their donkey  
 is small and white. He stands there without  
 Moving. His eyes and ears are sleepy.  
 The panniers that they must heap  
 Up high are hung. They work steadily  
 Smiling as they go. As if asleep,  
 Their donkey follows quietly.  
 One morning I met them riding  
 Past the school where children were at play.  
 The boys didn't look at them, but smiling  
 Went on genetly to their work that day.

-Albert Rowe

A. Rewrite the following sentences indicating 'T' for true and 'F' for false statements:

2x1 = 2

- a) The boys go to the seashore in order to search for the driftwood.
- b) They look really patient in their work.

B. Answer these questions:

- a) What were the school children doing?
- b) What does the donkey look like?
- c) How does their donkey follow them?



3. Read the following passage carefully and answer the questions given below:

10

We had an enormous apple tree in our garden only a few yards from the kitchen window. "We really must cut that tree down". My husband said, soon after we moved into the house. I'm sure it's dangerous", he said. "Don't be silly," I said, "I quite liked the tree myself. "It's quite safe, it's not going to fall down on the house."

"Well I read something in the paper only the other day, "A tree crashed into a woman's bedroom during a storm. She was going to get rid of the tree- and now she's in hospital."

In the end, after several arguments of the kind, we asked a couple of workmen to come along and cut the tree down it was not an easy job. In fact, it took them all morning. But at last the tree was lying on the ground.

"What about the roots?" the men asked. "Shall we take them out or leave them?" "Oh, take them out," I said "Let's make a good job of it." This took all afternoon but I was beginning to think about the size of the bill. There was also a big hole in the garden. "You'll be able to put all your old rubbish in there !" the men said as they left.

My husband climbed down into the hole and began to look around. "Hey look" he called up to me. "There are some old coins here! And, I think they are gold!" I climbed down into the hole and we started to dig around, hoping to find some more coins. We did- and we also found a small metal box. We broke it open. It was full of jewellery - rings, necklaces and bracelets!

"well, aren't you glad now that you got rid of the old tree?" my husband said, and I was speechless!

A. Find the words which have similar meaning to the following definitions:

3x1=3

- (a) very large                      (b) reasons put forward                      (c) things you do want

B. Rewrite the following sentences putting them in the correct order:

- Her husband climbed down into the hole.
- The writer agreed to cut the tree down.
- They found a metal box full of jewellery.
- A couple of workmen were asked to cut the tree down.

C. Answer the following questions:

- Why did the husband of the writer want to get rid of the apple tree?
- What did the workmen ask after they had cut the tree?
- What did they suggest about the use of the big hole?
- Why did the writer become speechless at the end?

D. Read the following message of congratulations put on a newspaper, and answer the question that follows:

Hearty Congratulations!  
 Dr. Bikrant Baral  
 On the auspicious occasion of 60<sup>th</sup> UN day 2005  
 We heartily congratulate Dr. Baral for being the  
 First Nepali to receive the prestigious  
 UNESCO  
 Asia-pacific Culture Heritage  
 Conservation Award 2004  
 His dedication and unselfish work in the field of  
 Traditional architecture has handsomely paid up,  
 This award, we are sure, will boost his morale  
 and energize him in doing more of good  
 works in the conservation of cultural  
 heritage. We wish him all the best  
 for all his future undertaking.  
 UNESCO, Kathmandu, Nepal

A. Fill in the gaps with appropriate words or phrases from the above message:

- a) Dr. Baral has received \_\_\_\_\_ award 2004.
- b) He has been congratulated for \_\_\_\_\_ to get the award.
- c) The award will \_\_\_\_\_ him in acting for culture heritage.

B. Match the following words in column 'A' with their meaning in column 'B' 4x1=4

Column 'A'

Column 'B'

- |                 |   |
|-----------------|---|
| a) auspicious   | (i) the art and science of designing and constructing building  |
| b) heritage     | (ii) holy and favourable.   |
| c) Architecture | (iii) to increase the strength and value of something   |
| d) boost        | (iv) the things such as works of art, cultural achievement and customs that have been passed on from earlier generations. |

C. Answer the following questions:

- a) Who has been congratulated?
- b) What has been congratulated for?
- c) What has been awarded for?
- d) How will the award contribute to his career?

5. Write a letter in about 200 words to the editor of the Rising Nepal about 'deforestation' in your village. 12

6. Write a news report with headline, subhead line, dateline and source of the news, using the clues given below: 6

NBL staff of strike

NBL (Nepal Bank Limited) staff \_\_\_\_\_ on strike \_\_\_\_\_ since last Sunday \_\_\_\_\_ demand : to increase salary \_\_\_\_\_ stop all their works \_\_\_\_\_ bank consumers in trouble \_\_\_\_\_ “we have experienced no pay rise for a decade” a protesting staff \_\_\_\_\_ the protest will continue till the demand is met \_\_\_\_\_ hunger strike from tomorrow \_\_\_\_\_ management calls for talk.

7. Develop a readable story with the help of the following clues: 6

A wicked shepherd boy \_\_\_\_\_ grazes his flock of sheep near forest \_\_\_\_\_ farmer working in a field nearby \_\_\_\_\_ boy hits a fun \_\_\_\_\_ cutes, Wolf ! Wolf \_\_\_\_\_ farmers run to help him \_\_\_\_\_ the boy cries in fright \_\_\_\_\_ no farmers to help \_\_\_\_\_ he loses all, his sheep \_\_\_\_\_ his folly \_\_\_\_\_ moral.

8. Rewrite the following sentences choosing the correct words from the brackets:

(22x0.5=11)

- i. Carol works for ..... American bank. (a/an/the)
- ii. The bank is in ..... United States (a/an/the)
- iii. Are you ..... This photograph? (in/at/on)
- iv. Yes, that's me, ..... The left. ((in/at/on)
- v. You and Harish seldom take drinks, ..... (don't they? Do you?/ do they?)
- vi. Let me see the report, .....? (Shall I/ will you/ don't I)
- vii. The news is today's papers ..... Very positive for students. (is/am/ are)
- viii. I asked Anita to solve the problem ..... (myself/ herself/ itself)
- ix. I knew him, but he ..... (didn't/ doesn't/ don't)
- x. Is there ..... Wrong with Kumar? (Something/ nothing/ anything)
- xi. The phone ..... three times while we were having dinner. (rings/ rang/ will ring)
- xii. Barsha ..... her key. She still can't enter the house. (lost/ has lost/ has been losing)
- xiii. Maya said that she could not attend the meeting that night when I asked her, ".....? (Can she attend the meeting that could he attend the meeting that night/ can you attend the meeting tonight)
- xiv. I asked Sunita ..... the work quickly. (to do/ if I do/ that I could do)
- xv. I don't like ..... stupid questions. (asked/ is asked/ being asked)
- xvi. The police were given the information. We ..... the police the information (give/ gave/ had given)
- xvii. We stopped doing homework ..... the light went out. (to, although, because)
- xviii. Everything ..... happened was her fault. (that, what, where)
- xix. I got the students ..... the exercise. (rewrite, rewritten, to rewrite)
- xx. She ..... me dance at the concert. (get, make, have)
- xxi. If water boils, it ..... into steam. (changes, will change, would change)
- xxii. He would help you if you ..... him (ask, asked had asked)

**SLC 2064**  
**Central Dev. Region (B1)**  
**Reading and Writing (Written Test)**

1. Read the following passage and do the activities given below:

“I will go and take a look”. Bire said. He ran down the path towards the hut and canished among the trees. Tej followed him slowly. “What’s it like inside?” he shouted. “Not bad”, bire called back, “It feels a little damp, but there’s some wood in one corner, so we can light a fire.”

They cleaned out the hut and lit a fire. Then they had supper. They were both tired and they did not talk much. Bire feel asleep almost at once, but Tej lay awake for a long time, watching the flames. Then he too fell asleep.

Suddenly he was awake again. The fire was nearly out. He could hear noise outside. It sounded like human voices. He woke Bire up.

“It’s only the wind,” he grumbled. “Go to sleep again!” But it wasn’t wind! The voice came nearer until they were just outside the hut. The door opened and a light shone on their faces. “They’re here!” a voice called out. A policeman was standing in the doorway. He addressed the two boys. “You’ve given us a lot of trouble,” he said. “we’ve looked all over the valley for your two.”

A. Match the words in column ‘A’ with their meaning in column ‘B’ 6x0.5=3

Column ‘A’	Column ‘B’
a. cottage	i. trouble
b. slightly wet	ii. damp
c. fatigued	iii. tired
d. difficulty	iv. hut
e. complained	v. face
f. appearance	vi. grumbled

B. Rewrite the following sentences indicating ‘T’ for true and ‘F’ for the false statements: 4x0.5 = 2

- i. Bira disappeared in the hut
- ii. Bira and Tej fell asleep at different times.
- iii. They heard the blowing of the wind.
- iv. The policeman found them out in no time.

C. Answer the following questions: 5x1 =5

- i. Why were Bire and Tej able to light fire?
- ii. Who slept later and why?

- iii. Why did Tej wake Bire up at night?
- iv. What were responses when Tej woke him up?
- v. What is the condition of the hut?

2. Read the following poem and answer the questions that follow:

Where the mind is Without Fear

Where the mind is without tear and the head is held high;  
 Where knowledge is free;  
 Where the world has not been broken up into fragments by narrow domestic walls;  
 Where words come out from the depth of truth;  
 Where tireless striving stretches its arms towards perfection;  
 Where the clean stream of reason has not lost its way into the dreamy desert sand of dead habits;  
 Where the mind is led forward by the every-widening through and action ....  
 Into that heaven of freedom, my father;  
 Let my country awake.

- Rabindranath Tagore

- A. Write 'T' after true or 'F' after false sentences. 2
- i. The poem is a prayer for all poet's countrymen.
  - ii. There is fear where all people hold their head upright.
- B. Choose the correct options to complete the sentence. 3
- i. The poet wants people to .....
    - a. cultivate good habit      b. keep up their traditions      c. be reasonable
  - ii. The poet is speaking to .....
    - a. his father      b. God      c. his countrymen
  - iii. Dead habits of the dead people
    - a. habits of the dead people      b. those which no longer exist
    - c. unreasonable

3. Read the following advertisement carefully and answer the questions that follow:

‘Mt. Everest Peak’ is reputed and established Travel Agency. It invites the application for the following posts:

1. Post : Account Officer (one)

Qualification : B.Com or above

Preference: 3-5 years experience in Travel Agency Accounting

Salary: Negotiable

2 Post : Ticketing Officer (one)

Qualification : Intermediate or above

Preference : 2-3 years experience in Travel Agency Ticketing and able to handle computer

Salary : Negotiable

Interested candidates are required to send their application with one recent p.p. size photograph and complete biodata to the following address not later than may 15, 2006.

To,

The Managing Director

P.O. Box: 11111, Kathmandu, Nepal

A. Answer the following questions with correct information:

- i. What are the posts wanted?
- ii. Where do you apply?
- iii. What do you need to submit with application?
- iv. For which post is computer knowledge required?
- v. What is the deadline of the application?

B. Supply the right information under each heading:

Post	Qualification	Experience

C. Fill in the gaps with appropriate words:

This is an advertisement for the post of an account Officer. A person whose minimum qualification is \_\_\_\_\_ can apply. Apart from this \_\_\_\_\_. S/He must have three years experience in \_\_\_\_\_. She/he can submit application by \_\_\_\_\_ 2006.

4. Read the following passage and answer the following questions: 15

Last year three friends of mine decided to spend a holiday in the mountains. They

set off by car in the morning and in the late afternoon they had almost reached the village where they were going to stay. After staying for a quick cup of tea at a wayside cafe, they set off again along the winding road that led to the mountains. They had a map with them and according to this the village they were going to stay in was only about fifteen miles away. It got dark not long after this, and it began to rain too, which of course made it more difficult to see the road clearly. After they had driven for about fifteen miles, there was still no sign of the village. Obviously the map they had was not a very good one.

They went for another five miles and then the car suddenly stopped. At first my friend thought that they had run out of petrol but on examination, they found that this was not the trouble. Something else was wrong with the car. Since they couldn't start the car again, they decided to spend the night in the car, though they had very little food with them and there was not much room for three people. Early in the morning, a car came along the road. They stopped the driver and asked him where the village was. He told them that it was just on the other side of the hill. After that their car ran all the way down hill to the village where they found a hotel and had a good breakfast. Of course, if they had walked up the hill that night before, they would not have had to spend an uncomfortable night in the car.

A. Match the words in column 'A' with their meaning in column B': 2

<i>Column A</i>	<i>Column B</i>
i. Cafe	a. worry/pain
ii. Trouble	b. inspection
III. Examination	c. space
IV. Room	d. small restaurant serving cheap meals and drinks

B. Answer the following questions:

- i. Where were they going to spend the holiday?
- ii. Why was it difficult to see the road?
- iii. What did they ask the driver of the passing car ?

5. Write an essay in about 200 words on 'An Important National Festival of Nepal' OR "Tourist Trade in Nepal- Prospects and Challenges' 12

You and your friend, Santa, were in the same school- Namiung Secondary School, Baia. She was killed while crossing the Highway. Use the clues to 6. Write a formal notice of condolence in a newspaper on behalf of the school family.

7. Read the advertisement in Q.No. 3 and write an application for any one of the post you like.

6

8. Rewrite the following sentences selecting correct words from the brackets: 11

- i. She is ..... University graduate. (a, an, the)
- ii. Venus is planet. (a, an, the)
- iii. I am interested ..... reading the Gita. (of, in, to)
- iv. We went to Delhi ..... train. (on, by, with)
- v. .... Please shut the door, ..... ? (will you, do you, shall we)
- vi. All is well, .. (aren't they, isn't it, don't they)
- vii. The professor and the poet ..... famous. (is, am, are)
- viii. The police ... recently caught the criminals. (has, have, had)
- ix. I baked some bread. Did you ..... any ? (bake, baked, have baked)
- x. X..... What do you think about his problem ? I don't think he ..... any assistance to solve his problem. (needs, need, needed)
- xi. The king .. the ribbon and inaugurated the programme yesterday. (cuts, cut, had cut)
- xii. Wait! the bus ..... (is coming, comes, will come)
- xiii. We had been told a humorous story by our teacher the previous day. That means 'our teacher ..... us a humorous story the previous day.' (told, has told, had told)
- xiv. They are clearing the jungle. That means-the jungle ..... (is clearing, is being cleared, was being cleared)
- xv. "When will you pay the money ?" he said to me. He asked me when ..... (will I pay the money, would I pay the money, I would pay the money)
- xvi. The man told me not to spit in public place. In other words, the man said to me, '..... in public places.' (Don't spit, Not to spit, Not spit)
- xvii. It is cold today, ..... they went to the river to swim. (however, therefore, so that)
- xviii. .... he is rich, he walks in bare feet. (although, so, unless)
- xix. My mother got me ..... the clothes on a rope. (to hang, hand, hanged)
- xx. His teasing made the dog ..... him. (bite, biting, to bite)
- xxi. If you ..... hard, you would score good marks. (study, had studied, studied)
- xxii. Unless they stop bullying me, I ..... to the Headmaster. (will complain, would complain, complain)



SLC 2065

2. Central Development Region RN 101B

Reading and writing (Written Test)

1. Read the following poem and do the activities that follow:

Patriotism
Breathes there the man, with soul so dead, Who never to himself hath said, “This is my own, my native land!” Whose heart hath never within him buried? As home his foot steps he hath turn’d From wandering on a foreign strand! If such there breathe, go mark him well; For him no minstrel raptures swell, High though his title, proud his name, Boundless his wealth as wish can claim, Despite those titles, power and pelf, The wretch concentrated all in self. Living, shall forfeit fair renown, And doubly dying shall go down, To the vile dust from where he sprung, Unwept, unhonour’d and unsung. <p style="text-align: right;">- Sir Walter Scott</p>

A. Find words from the poem that are similar in meaning to the following words:

- i. alien            ii. demand        iii. roaming

B. Answer the following questions:

- i. what is patriotism?  
ii. How does an unpatriotic person die?  
iii. What do you mean by ‘doubly dying’?

2. Reading the following passage and do the activities that follow:

Neha, the young mother of the 2 year old Kanhaiya, had left the boy back alone in the room to buy vegetables from a street-vendor. As her husband was out on that day there was no one at home to baby-sit the boy. But before she went out the boy’s

mother had placed the boy on a wooden plank on the base of her bed-room window's grille that boxed the window on the outside. Under the plank was a little larger round opening to fit a potted plant which was yet to be used as its original purpose. She put the boy on her boxed window grille so that she could keep her eye on the baby while still shopping on the street.

The baby, however, had somehow managed to displace the plank from its place and purpose. His legs slipped through the circular opening in the grille and got stuck there by the arms only. Hearing the boy's cry, Neha dropped her vegetables and dashed back into the building and was by now racing up the staircase. Shocked and aghast the crowd looked at the boy while Vikram stood himself right below the boy. The boy was frantically struggling and the people along with Vikram reckoned that he would slip through any moment. "Get a bedsheet!" should someone in the crowd. A man ran to get one from a line. Everyone knew the worst was behind them. Vikram was all set to catch hold of the boy before it fell to the ground. "If I can't do this, I'll have to watch him die, he thought looking at Kanhiya intently.

A. Complete the following sentence by choosing the correct answer.

- i. Neha has ..... family members.
  - a. Two
  - b. three
  - c. four
- ii. Neha placed Kanhaiya on the plank of the window so that she should .....

  - a. See him while purchasing vegetables.
  - b. Find him in her return
  - c. Not fall down from there.

- iii. .... was ready to catch the baby when it fell down.

B. Rewrite the following sentences in the correct order.

- i. Mother ran fast to go upstairs.
- ii. Vikram has managed to catch the boy.
- iii. The boy's legs slipped through the gap of the grille.
- iv. The boy was trying his best to be comfortable.

C. Answer the following questions.

- i. Why did Neha leave her child alone at home?
- ii. What caused the boy to fall from the window?
- iii. Why did Neha run upstairs to her bed-room?
- iv. For what purpose was a bed-cover demanded from the crowd?
- v. What do you think of Vikram's thinking?

3. Read the following text and to the activities given below:

But beating off aggressors, whether among animals or men, is not enough. Everyone must have food to live. Here too one finds that from the tiny ants at one end of the scale to the wolves at the other end, almost all living creatures hunt or gather food in co-operation. Not only do wolves hunt in packs, but so do many birds. Vultures send some of their number high up on reconnaissance flights, just as the air forces of both sides do in a war. When any of them spots a carcass, it acts as a signal to the others and soon the whole flock descend on it. Pelicans go fishing together in groups. They form a half-circle facing the shore and then close in on the surrounded fish, very much as we sometimes see fishermen with nets do in a creek.

A. Find words from the passage that are opposite in meaning to the following words:

- i. defenders
- ii. ascend
- iii. non-cooperation
- iv. Living body

B. State whether the following statements are true or false.

- i. Birds have also the feelings of unity.
- ii. Everyone must have to live for food only.
- iii. Defending is sufficient for us.
- iv. Vultures send some of their group to sport bodies.

C. Answer the following questions:

- i. What is a reconnaissance flight?
- ii. How do pelicans fish?
- iii. Why is co-operation important to all?

4. Read the advertisement and answer the following questions:

### WANTED

A well established national level finance company operating in Kathmandu town is looking for an enthusiastic, energetic and result oriented candidate for the post of

Chief Manager having following experience and qualification. Any nepali citizen willing to join the company may apply to under mentioned address within 15 days as per the following terms and condition.

Terms and condition

- ) Candidate should be post graduate in Business Administration/Business Science.
- ) Candidate having law background is preferable.
- ) At least 5 years job experience in Banks or in Finance Companies as an Officer with adequate knowledge of computer.
- ) Age should be below 45 years.
- ) Name of two persons for reference.
- ) Salary and other benefits are negotiable.
- ) Only short listed candidate will be called for interview.

Application should reach to the following address along with C.V. and passport size photograph:

Address: The Advertise, P.O. Box 25762

A. Match the words in column 'A' with their meanings in column 'B':

Column 'A'

i. adequate

ii. oriented

iii. willing

Column 'B'

i. directed towards

ii. interested

iii. sufficient

B. Complete the following sentences supplying appropriate words/ phrases from the text:

i. Emoluments are .....

ii. Candidates are given ..... of time to apply.

iii. The added knowledge for the candidates is about .....

iv. A selected candidate has to work in .....

C. Answer the following questions

- i. Which company has advertised for the post of chief Manager?
- ii. Where should a candidate apply and how?
- iii. Besides his major qualification, what should the candidate possess?
- iv. What type of candidate does the company require?

5. Complete the following dialogue with the appropriate phrases/ sentences in the box given below:

Amar : Hi ! Madan ! How are you?  
Madan : hi! Amar ! I'm fine . Any you?  
Amar : I' am also fine. I've heard that you are going  
Madan : absolutely right.  
Amar : could you mind telling me the home of that lucky  
fellow who is going to lead a conjugal life with you?  
Madan : ....she is miss Shrute, one year junior to our degree  
class.  
Amar : Ok! That's one who limps while walking !  
Madan : You're right. But ....., her nature isn't limping',  
her .....behaviour isn't 'limping', ..... 'limping.'  
Amar : How do you know, Mr. Madan?  
Madan : .....She loves children very much. She is  
very kind and generous to the poor. She is very gentle  
or well. Her etiquette is praiseworthy.

- i. my dear friend.
- ii. I've seen her very closely
- iii. Not at all.
- iv. Thank you.
- v. nor her character is
- vi. Am I right?

6. Construct a readable story with the help of outlines given in the box below:

A heavy shower ..... birds comfortable in nests ..... monkeys getting wet at the branches of the trees .birds sympathies them..... monkey destroy nests ... moral.

7. Write an essay on the ‘Road Transport in Nepal’ in about 200 words. Use the following clues:

Introduction – its different means – crosses plains and hilly regions-examples- - life line of the country-its importance –advantages-disadvantages – your opinion.

8. Rewrite the following sentences choosing the best alternative given in the brackets:

- i. She broke my chair make ..... wooden ruler.
- ii. Everybody must abide ..... the rules of the government.
- iii. You want to borrow money from me again.....?
- iv. An old man with his daughter .....coming to our house.
- v. Sulekha cut her finger but i .....cut.
- vi. Id they build this bridge? Its assertive form is : they .....this bridge.
- vii. We ..... in the school for 3 years.
- viii. Did you finish reading ? it can also be siad:
- ix. He told that she had neglected his words since previous week. Its original speech was: He said to her, “You .....my words since last weeks.”
- x. Ram met me late evening yesterday, .....he did not give me back my umbrella.
- xi. Whether she wants to meet me or not, i .....her.
- xii. The farmer had his goats .....

9. Choose the correct words/phrase from the brackets to complete the passage below:

A hungry fox, in search of a meal, once saw a crow, sitting on .....(a/an/the) branch of a tree, and holding a large of meat in its beak. The fox sat down .....(below/beneath/in) the tree, and began to talk to .....(himself/itself/oneself) aloud, “what a fine handsome bird.....(this crow was/ that crow is/that is crow), ‘ said he,” but what a pity that it .....(could sing/ can sing/cannot sing). In fact the poor creature is quite dumb, “The crow took no notice, .....? (did it/didn’t it/ don’t it) the fox continued, “I am aware the some creature cannot even say ‘cow’. I fear that

this proves that it is really a very poor kind of crow, ..... (because of/ in spite of/ even though) its great beauty. However, if it could utter a single though sound, I .....(shall think/should have though/should think) it and excellent crow, if not the finest bird i ever saw. As it is i can only pity and despise it.” A crow does not like ..... (be insulted/being insulted/insulting) in such a way. It made the crow .....(to think/thought/think) to caw. Here upon the insulted and vain crow opened its beak to show that it could caw in the best style. the meat dropped from its beak and saying , “Thanks very much,” the fox ate it and ran off.

## SLC 2066

### 2. Central Development Region RE- 101B

1. Read the following poem and do the activities the follow:

Where the rainbow Ends!  
Where the rainbow ends  
There’s going to be a place, brother,  
Where the worlds can sing all sorts all sorts of songs  
And we’re going to sing together, brother,  
You and. I though you’re white and I’ m not.  
It’s going to be a sad song, brother, you and !.  
There’s no such a tune as a black tune.  
There’s no such a tune as a white tune.  
There’s only music, brother,  
And it’s music we are going to sing.  
Where the rainbow ends.

A. From the above poem, find the words that are opposite in the following words:

i. easy    ii. happy    iii. starts    iv. Separately

B. From the above poem answer the following questions:

- i. is the poet black?
- ii. What does the word ‘brother’ refer to?
- iii. Why is difficult to sing together?

2. Read the following text and do the activities that follow:

Health means different things to different people. To some, it means not having pains anywhere in the body, others think of it as being free of illness or disease. According to the World Health Organization (WHO), “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. “Most people just think of the last part of the definition” the absence of disease or infirmity”, but apparently there is more to health than just that. Let us look at the other three aspects mentioned in the definition – “Complete physical, mental and social well-being. “Physical health means how well all the different parts of the body function. Mental health refers to the ability to think clearly and sensibly, and social well-being means the ability to make and keep relationships with other people. All these different aspects are necessary for the complete health of the individual.

In the

East, we have our one definition of health. The Hindus do not consider the body and the spirit as separate from each other, but as an integrated whole. Both body and spirit are an integral part of human beings. The Taoists believe that both body and mind should be in a state of balance.

A. Write the words from the above passage which are similar in meaning to the following words.

- i. vividly      ii. weakness      iii. areas      iv. essential

B. Answer the following questions:

- i. What does WHO stand for?
- ii. What do you mean by physical health?
- iii. Which of the aspects deal with the ability to keep relationship with other people?
- iv. Why are all the aspects of health important?
- v. What do most of the people think about health?
- vi. What is the concept of Hindus about health and spirit?

C. Write ‘T’ for true statements and ‘F’ for false ones:

- a. Health only means the absence of disease.
- b. Different parts of body’s functions is physical health.
- c. Health does not consider the mind.
- d. We should be careful only in our physical condition.

3. Read the following text and do the activities given below:

Nowadays schools and colleges have become the abode of indiscipline. Everybody knows that students have become undisciplined. At the time of



examination police are called. Who will be happy when he sees a policeman standing at the gate with a stick in his hand? One is tempted to ask, “What is the use of this education where policemen are needed for conducting examinations?”

The aim of education is to wipe out the existence of the force. When a father sends his son to school, does he think that his son will become a thief? So it not an irony that parents spend money to see their children thieves, robbers and notorious ones? I call those students thieves who copy in the examination hall at the point of a knife, stick khukuri, pistol or bayonet are no better than robbers. Can any father be happy when he see this?

The cause of such indiscipline is that students don't read and teachers don't teach. Generally, in many places inefficient teachers are appointed by the authorities on the basis of recommendation. Sometimes they select inefficient hands to pay less. The result is that the schools/colleges play with the lives of the young students. Among teachers, there is friction. Sometimes principals harass teachers and sometimes teachers unite against them. The result is that schools/colleges which are the Bidya Mandirs become places of petty party politics.

Another cause is that schools and colleges are over-crowded. Ill-fed, ill clothed and tuition hunter teachers are there to teach, Papers are out. Students are tempted to go to the safest way of tuition. When there is no work, indiscipline comes in. An idle man's mind is the devil's workshop.

A. From the passage find the words which mean:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| a. the place where somebody lives | b. minor                             |
| c. lured                          | d. the strange aspect of a situation |

B. Rewrite the 3 following sentences in correct order:

- a. Idleness brings indiscipline.
- b. The guardians send the kinds to school.
- c. The authorities select unqualified man-power to run the classes.
- d. Everyone is unhappy to see a policeman at the gate of exam centers.

C. Answer the following questions:

- a. What types of students are called thieves?
- b. Why is the security force managed at the exam centres?
- c. Mention the meaning of “An idle man's mind is the devil's workshop”.

4. Read the advertisement and answer the questions given below:

### Vacancy

We Require following professionals for our group companies

Senior Accountant:

Application shall have a minimum 3-4 years hands on experience at senior accountant label with exposure to finalization of accounts, tax and company audit, arrangement of long and short term financing together with strong computer based accounting skills.

Junior Accountant :

Application shall have a minimum 3-4 years hands on experience with strong computer based accounting skills.

Please send your resume by email to:

HR Department

Kedia Organisation

[vacancykediaorg@gmail.com](mailto:vacancykediaorg@gmail.com)

Note: Two wheelers owner will be an added advantage

Only short listed candidates will be called for further selection process. The company reserve the right to reject any/all applications without assigning any reason whatever. Canvassing at any stage of the processes shall lead to automatic disqualification.

A. Match the words in column 'A' with their meanings given in column 'B'

Column 'A'	Column 'B'
a. reserve	i. restart
b. resume	ii. asking somebody to support
c. canvassing	iii. competent
d. professionals	iv. curriculum vitae
	v. to book
	vi. employers

8. Fill in the blanks with appropriate words from the advertisement:

- The companies' cal the applications from the qualified.....
- The companies book an authority .....applications.
- The .....must have 3-4 years hands on experience.

C. Complete the following dialogue choosing the correct options from the given box:

Teacher : Why were you absent in my class yesterday?

Student : .....

Teacher : Why do have to go to Shrinagar ?

Student : .....

Teacher : Were your parents agreed for that?

Student : .....

Teacher : Call your monitor at once?

Student : .....

Teacher : Who asked you to send Ramesh to Shrinagar?

Student : .....

Teacher : No! unless the guardian's and the school's advice you can't enjoy anywhere.

Monitor : .....

- a. No they weren't. But our bewailing made them do so.
- b. Okay sir.
- c. I'm extremely sorry sir, we'll postpone it.
- d. Sir, I had to go to Shinagar.
- e. To fix a picnic spot, sir.
- f. Our parents ordered us sir.
- g. Sir, I was out of the station.
- h. Our class decided it sir.

6. Construct a readable story with the help of outlines given in the box:

Three men find a purse in a forest .....agree to divide the money .....all are hungry  
 .....one goes to buy food .....poisons it .....the other two decide him  
 .....he is murdered on his return .....the other two eat the food result  
 .....moral.

7. Write an essay on "Environmental Pollution" in about 200 words. Use the following clues:

Meaning of Environmental pollution –kinds and causes of pollution –pollution in the cities of Nepal-suggestions.

8. Rewrite the following sentences choosing the best alternatives given in the brackets.

- a. My sister is ..... (a/an/ the) M.Sc students.
- b. My father lives in Biratnagar ..... (to, by, with) my mother.
- c. None helped me last week, .....? did the didn't they, did they)
- d. Geeta ! clean the room ..... (herself, yourself, yourselves)
- e. Priti does not like it but Rina .....(like, likes liked)

- f. "Does it have any meaning?" The statements of this questions is .....(it have some meaning, it has any meaning, it has some meaning)
- g. Bharat .....his key. He still can't enter the house. (lost , has lost, loses)
- h. I asked the doctor it .i ..... the antibiotics. (look could take, can take)
- i. .... (who, By whom, By who) is it finished?
- j. .... her intelligence, she failed the exam. (In spite of, Because of, Although)
- k. He made us ..... (sang, to sang, sing) a song yesterday.
- l. Unless you invite her, she ..... (would, wouldn't won't)come.

9. Choose the correct word from the brackets to complete the text below:

One morning .....(in/on/at) early April, i ..... (woke, wake, awake) up to see my fiend Govinda standing by my beside. I blinked at him in surprise ..... (i was sorry to wake you up, i am sorry to wake you up, I have been sorry to wake you up), Ramesh," he said, ..... (but, because, and) we have a client waiting in the sitting room. She is a young lady. It seems she ..... (has, have, had) something very urgent to communicate. You would be interested in hearing what she has to say, .....(won't you, wouldn't you, didn't you)?"

"Of course, I would, my dear fellow," I said. I dressed quickly and left for the sitting room.

.....(A, an, the ) client was a young lady dressed in black. She looked pale and frightened. "You must not be afraid", said Govinda soothingly. Things .....(will be put, is put, are put) right by us, I assure you. Please tell us everything about your problem, madam," said Govinda. "If you .....(don't tell, didn't tell, hadn't told) us your problem clearly, it will be difficult for us to solve your case."

Mr. Govinda .....( had, got, gets) her tell everything and she did the same.