

# **CHAPTER : ONE**

## **INTRODUCTION**

This is an experimental research which attempts to investigate the role of target language exposure to enhance learning, mainly reading and writing abilities.

This research work intends to see whether the increment in target language exposure improves learner's language skills or not.

### **1.1 General Background**

Language is primarily an instrument of human communication. A human language is a signaling system which operates with symbolic vocal sounds, and which is used by people for the purpose of communication and social co-operation. This species specific asset has been the greatest accomplishment of human civilization.

The role of language in the educational process is a special aspect of the relation between language and social structure. Human beings can get mastery of language in two ways, namely acquisition and learning. The ability to get mastery of a language without any rigorous training is endowed with every normal child. The way one gets mastery over the skills of his or her first language or mother language is referred to as acquisition. It is a sub-conscious and spontaneous process of picking up of a language to develop an intrinsic linguistic system of the very language. On the other hand, learning a language is a conscious process of knowing the formal and explicit rules of a language usually in a formal setting.

It is plausible to argue that language is a mental phenomenon as well as a socio-cultural phenomenon. The matter of learning a language is mostly related

to second or foreign language. The goal of language learning, from a socio-cultural perspective, is for learners to add alternative knowledge, skills and abilities for understanding and participating in a wide range of intellectual and practical activities to their already established repertoires of sense making knowledge and abilities.

In our country, English is regarded as one of the most effective means of human communication. Having been recognized as the world's most widely used language, it is used in almost all areas, namely trade, mass media, education, science and technology, medicine, politics, and so on. English is taught as a second or foreign language mostly in formal setting. Learners attempt to get mastery of four different strategic competences i.e. language skills to be able to communicate in different social contexts. For this, they require to have favourable learning environment.

The English language is taught as a foreign language in all schools of Nepal. It has been realised that no academic success can be attained without getting proper knowledge of all four skills of the English language. To meet this demand, curricula and curricular materials have been brought to a point where maximum expectation goes to demand for English teacher's potentiality of devising various examples and exercises that extends the period of exposure to target language learning materials, and brings interactive learning environment in formal setting. Extension of in-class activities to out-of-class activities maximizes the period of exposure for which language teacher must have keen attention on learning tasks to be prepared on the basis of authentic sources like newspapers, magazines, and so on. Learning tasks developed from such type of materials help learners enhance their reading and writing skills.

### **1.1.1 Target Language Exposure**

Target language environment refers to the learning environment which provides the learners with a site and which catalyzes his or her inner potentialities to internalize the target language. Target language may be his or her first or second language. For our purpose, the English language is the matter of central concern. Literally speaking, exposure is the action of exposing something or the state of being exposed. It can be regarded as a socio-cognitive mechanism in which a learner attempts to come in contact with the extrinsic assets of language in question.

Target language exposure is necessary for the language learners to get contact with the extrinsic property of the target language. It is a psycho-physiological mechanism required to establish socio-physical contact between learner and target language exposure. It is expected that language teachers have the potentiality of devising additional learning materials related to the content to be handled in the classroom to support and illustrate the concept and skills to be imparted to the students. Such additional learning materials extend the period of exposure to target language learning environment.

Exposure refers to two things - the amount of the language exposed, and the amount of time spent to acquire the skills. According to Johnson (1990), teaching-learning materials provide the corpus of language learning environment (P. 73). In the case of English language learning, learners have very limited time and limited exposure to learning materials if they speak language other than the English language. My research attempts to investigate whether or not increment in target language exposure affects learner's pace of learning, and enables them to develop linguistic skills. This study has been based on the psychological aspect of learning where exposure to target

language learning materials increases period of interaction with the target language, and motivates learners towards learning tasks.

Regarding the amount of language, different sorts of supportive learning materials can be taken into account in addition to the prescribed texts. And, regarding the duration of interaction, learners can be provided with home tasks selected from authentic materials like newspapers, magazines, pamphlets and brochures. These learning materials are selected on the basis of the reading and writing tasks prescribed in their text book.

### **1.1.2 Reading and Writing Skills**

Expressing oneself clearly is the key to communicating effectively with others. The purpose of learning a language is to be able to communicate in that language. To be able to use the target language, to convey thoughts, intentions, wishes and information, a person needs a mastery of various elements. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. The four main skills are listening, speaking, reading and writing skills.

Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. It is basically an interactive process where the interaction of the reader and the text is central to the understanding of the text. Reading plays a prominent role in our life for it opens the door to the world's views. Types of materials to be used for teaching reading largely depend upon the level of the students and the purpose for which they are reading.

Reading is difficult to measure accurately. The problems in the measurement of reading are due mainly to the intricate nature of the reading process. According to Strang et al. (1946), in life we read when we want information, inspiration

and recreation. Students should have similar motivations for reading in school (p. 217). The teacher should prepare contract cards for different purposes or practice materials useful in improving specific reading skills. Authentic materials are arguably more effective and useful for reading purpose since reading capacity depends upon a great deal of mental activity, some of it is automatic, some of it is conscious. Strang et. al. (1946) opines that the reading periods will be more meaningful to the students and more closely related to their individual needs if they plan their reading program with the teacher (p. 76).

Writing is defined as a productive skills which involves manipulating, structuring and communicating. It is the most difficult skill for second language learners which lies not only in generating and organizing ideas, but also in translating these ideas into readable text. According to Harmer (2003), writing is a co-operative activity (p. 263). Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students. The materials for teaching/learning writing can be of different types depending on the level of students and the purpose of getting engaged in the writing tasks. Writing tasks should be based on learner's fundamental requirements of writing in the target language. Writing capacity of a language learner depends upon his or her lexicon, creativity, and the knowledge of keeping ideas in words with sound grammatical and pragmatic sensitivity.

### **1.1.3 General View on Reading and Writing Tasks**

#### **Reading Tasks**

Reading, in general, is a receptive skill through which one gets the point expressed by the text writer. Reading, for a foreign language learner, is a hard

task mainly when it is done for academic purpose. Teaching reading requires a keen sensitivity towards the linguistic and educational levels of the learners. Reading is a complex process requiring the knowledge of several separate skills. Each reading skill has to be developed in a psychologically sound and graded sequence.

According to Finocchiaro (1969), pupils should be helped to develop the increasing ability to:

- i. comprehend the author's purpose;
- ii. apply the information and attitudes gained through reading to their own lives;
- iii. use tools of research such as the dictionary and the encyclopedia for information; and
- iv. organize and express their own thoughts and feelings.

Alderson (2000) writes:

"It is evident that developing skills so that reading can eventually be done independently, with ease and enjoyment; inculcating the habit of turning to books for information and evaluation; fostering an attitude of appreciation for the wide vistas that reading can open to the individual". (p. 210)

According to the secondary level English Curriculum, grade nine students should be provided with reading tasks based on the following reading activities:

- i. reading conversations, stories, dramas, poetry, diary and instructions, and
- ii. reading, newspaper articles, advertisements, notices, letters of condolence and congratulations, and biography.

### **Writing Tasks**

According to Finocchiaro (1969), writing should emerge as the end product of many guided language activities and of numerous experiences (p. 163).

Writing activities should be designed to reinforce listening, speaking and reading abilities, and to allow to practice in the structural and lexical items which have been introduced. According to Finocchiaro (1969), writing tasks should be developed on the basis of learner's linguistic and educational levels (p. 133). It is necessary to help students gain habitual control of micro-skills of writing. They must be engaged in the kinds of writing activities which enable them to use strategic and linguistic knowledge gained through pattern practice in their everyday life in the school and the community.

According to the secondary level English curriculum, writing practices should move from guided writing tasks to freer ones. Writing tasks have been recommended to base on the following activities. They are:

- i. writing informal and formal letters,
- ii. writing conversation, request and response,
- iii. writing notice of condolence, letter of congratulation and instruction,
- iv. writing newspaper articles, report and advertisement, and
- v. writing paragraph, essays and biography.

Students should be encouraged to keep compositions in folders for purpose of noting their own growth in writing. For this some systematic teaching is essential to help learners acquire expressional writing ability after they have gained a modicum of language competency. It is advisable to assign compositions or creative writing exercises, fitted with the bound of learners' own imaginations, the richness of their vocabulary and their ability to use a variety of sentence structure as out-of-class work to extend the period of exposure to the target language learning materials.

#### **1.1.4 How Exposure Enhances Reading and Writing Abilities**

Learning is a process which we initiate by ourselves by mobilizing our inner resources to meet the challenge at hand. We integrate into ourselves whatever 'new' that we create, and we use it as a stepping stone for further learning. Krashen and Scarcella (1983) opines that target language exposure plays a crucial role in creating and fostering favourable environment in formal context. It lowers down the barriers that erect obstacles in learning process (p. 49)

Learning in many subject areas in schools involves reading because the ability to read all types of materials with comprehension, ease and enjoyment will contribute to self-realization and increased personal-social adjustment of pupils. According to Finocchiaro (1969), as reading is a language related process, exposure to interactive reading tasks influence the cognitive aspect of human mind (p. 143). Reading/experience charts cause linguistic drives in learner's mind, So, pupil activity is regarded as fundamental activity of learning. The language teacher must make a provision for a well-rounded, varied and stimulating series of activities which will help pupils towards language mastery.



Reading should be taught in the context of a content-centered integrated skills curriculum, since content provides target language exposure, and integration reinforces learning.

Alderson (2000) notes that exposure to reading materials motivate the learners towards reading habits because reading works with cognitive aspect of their personality (p. 121). The length of time spent on the reading materials extends the degree and period of interaction with matters in print. Exposure to authentic materials such as newspapers, brochures, pamphlets, magazines, periodicals, novels, comics, short stories, and so on opens their door to world's views interacting with which readers can develop their depth of knowledge and linguistic competency. But, reading materials should fit with educational and linguistic levels of the readers, and the purpose of reading. To develop facilitating reading environment around learners, classroom activities should make use of experience chart, and should take out-of-class reading tasks into account.

Finocchiaro (1969) claims that the amount of language obtained through facilitated exposure provides learners with sufficient input working on which they can improve their reading capacity (p. 136). Harmer (1991) opines that writing is a co-operative activity (p. 264). Learners should be exposed to different writing tasks to enable them in reflecting on different context, object and field of knowledge.

According to Finocchiaro (1969), exposure to natural, co-operative and interactive writing tasks builds positive habits in learners (p. 156). Writing is another complex skill that requires to be developed in target language. Hence, exposure to writing tasks focusing on the language learner's prevalent writing requirements plays positive role in learning certain writing skills.

It is essential to remember that language skills - listening, speaking, reading and writing - are integrated in actual communication. According to Gardner and Miller (1999), involving learners as a source of materials provides opportunities for them to become actively involved in the environment in which they are learning (p. 107). Hence, learners can be used as suppliers of authentic materials. The learners can be taught magazine cut-outs, selected short-stories, poetry, writing tasks like writing greeting cards, condolence letters, thanking letter, and so on by making them select such reading and writing materials from daily newspaper they read and magazines and comics they prefer, to make positive enhancement in their learning capacity.

## **1.2 Review of Related Literature**

A number of researches related to the role of exposure to communicative and interactive learning environment have been carried outside of Nepal. Some of them are as follows:

Smagorinsky and Fly (1973) made an investigation of large and small discussion group in two high school language arts class rooms to see students' participation in their classroom instructional activities and their development. It was found that effective learning begins with making learning culturally and contextually relevant and meaningful (as cited in Hall, 2002, p. 50).

Saville-Troike and Kleifgen (1986) and Saville-Troike (1987) used Hymes's frame work to investigate the various social activities and their conventional patterns and norms of participation found in elementary schools in the U.S. that include linguistically and culturally diverse students (as cited in Hall, 2002, p. 50). Their works came to a conclusion that target language environment has to be favourable to support learner's learning strategies, and to enhance their pace of learning.

Hall (2002) carried out a research to investigate the role of teacher-learner participation. It was found that the expansion of teacher-learners interactive activities contributed much more effective learning environment in classroom. This study attempted to take overall concrete and abstract aspects of learning environment into account which play important role in picking up of formal rules of target language without any burden.

Wells (1999) conducted a research on classroom setting of a school in US (Cited in Hall, 2002, p. 52). The conclusion of this work was that the role of language teacher calls for the provision of ample opportunities for learners to impart particular communicative and cultural knowledge and skills that have been deemed important to participation in their social communities.

In Nepal, a number of research activities on group dynamics, classroom discourse, pair work, communicative approach based strategies and techniques have been carried out under the Department of English Education, T.U which are explicitly or implicitly related to input, motivational and attitudinal aspects of learning environment, and classroom interactions.

Awasthi (1979) carried out a research to find out the attitude of different groups of people towards the English language in the secondary schools. His research can be used as a supportive concept in the sense that public attitude towards the English language plays important role to build the learning environment both inside and outside the classroom.

Shrestha (1991) carried out a research to find out the efficacy of medium of instruction in teaching English. The finding of the study showed that teaching English in English medium was more effective for teaching listening, speaking, reading and writing skills. Hence, target language exposure was extended through the use of English as the medium of instruction which proved that

increment in target language exposure enhances learners language learning capacity.

Sharma (2002) carried out a research to find out the effectiveness of role play technique in teaching communicative functions. This research work showed that role-play increased the period of interaction and brought an interactive environment in classroom setting. Hence, role-play technique was proved to have positive effect on teaching-learning of different communicative functions.

Regmi (2004) carried out a research to determine the effectiveness of group work technique in teaching English tenses. It was found that the learners who were taught adopting group-work technique progressed relatively better than the learners who were taught using explanation. This research work seemed to have indirect concern with the role of exposure in learning language skills and elements. As group work increases interaction during in class performance, it extends period of exposure which is used to work with target language in real life situation.

Rimal (2004) conducted a research to find out the effectiveness of group work on learning writing skill in English. It was concluded that group work activity plays crucial role in learning writing skill-a co-operative activity based strategic competence. This research work intended to find out how group work brings positively affecting learning environment while practising writing tasks.

Oli (2005) conducted a research to find out the effectiveness of task-based technique on teaching grammar. It was found that task-based teaching of grammar is more effective than theoretical or form-based teaching technique. Since task-based teaching-learning activities extend the period of exposure, learner gets support in their learning strategy.

Rain (2006) conducted a research to identify learning strategies used by Maithili learners of English. The finding showed that Maithili learners of English attempted to learn English using cognitive learning Strategies. It was realized that extension of learning tasks from in-class activities to out-of-class activities support learner's cognitive strategy of learning.

Rawal (2006) carried out a research to find out the role of input and interaction in learning the communicative functions of the English language. She came forth with a conclusion that input and interaction plays supportive role in learning the target language in formal setting.

The above researches can be regarded to have more or less supportive information for my research. These researches and theoretical concepts taken out from different researchers and scholars were milestones for me to further my experiment. My research was different from others in sense that this study attempted to see the role of target language exposure, which plays very determining role in the improvement of learner's learning ability. This was an attempt to see teaching learning field in practice to investigate the role of supportive reading and writing materials in teaching-learning of the English language. I attempted to carry out this research being based on theoretical concepts gathered from books and dissertations of some renowned scholars, applied linguists, and researchers inside and outside our country.

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

The objectives of the study were as follows:

- a. to find out the role of target language exposure to enhance
  - i. reading skill
  - ii. writing skill
- b. to suggest some pedagogical implications on the basis of the findings of the study.

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

The findings of this study will be useful for those who are explicitly or implicitly involved in ELT field. Especially, teachers of English as FL will have more benefit from this research because it was conducted in English language classroom of Maithili-speaking Nepalese students at secondary public school where learners are multilingual. This study will be helpful to curriculum planner, teacher trainer and course designer as well, since it takes into account the importance of supportive learning materials and provision of home assignment in language classrooms on the basis of which course designer can develop reading tasks and writing exercises as much suitable as possible for learners of this level.

## **CHAPTER TWO**

### **METHODOLOGY**

To fulfill the objectives of the study, the following methodology was adopted:

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

I used both primary and secondary sources for the data. The primary source was used for collecting data, and the secondary source was used to facilitate the research.

##### **2.1.1 Primary Source of Data**

The students of class Nine were used as the primary source of data. The data from the primary source was collected administering a pre-test and a post-test. A pre-test was administered to test the reading comprehension and writing ability of the students to determine their competence level. A post-test was conducted to see their progress.

##### **2.1.2 Secondary Source of Data**

I studied books, theses, articles, and journals related to the present research to facilitate my experimental research.

Some of them were as follows:

Alderson (2002), Halliday (1973), Ellis (1986), Finocchiaro (1969), Gardner & Miller (1999), Hall (2002), Harmer (1991), Johnson (1990), Rawal (2006), Strang et al. (1946).

In addition to the above sources, I collected reading texts and writing tasks from some newspapers like 'The Kathmandu Post' and 'The Annapurna Post', magazines, namely 'Wisdom' and 'Scholar', and pamphlets and brochures

available at hand to develop supportive reading and writing tasks on the basis of learning materials recommended in the text-book. These materials helped in developing test items as well.

## **2.2 Population of the Study**

The students of grade nine were the population of the study.

## **2.3 Sampling Procedure**

One of the public schools of Siraha district was sampled through judgmental non-random sampling procedure. Forty students of Grade nine were the sample population of the research. They were divided into two groups, i.e. control group and experimental group on the basis of the result of the pre-test.

## **2.4 Tools for Data Collection**

The main tools for the collection of data from the primary source were the test items. Test items were developed to test reading comprehension and writing ability. Reading program was developed to teach reading to experimental group. Writing tasks were developed to increase the period of target language exposure. There were seven reading texts with comprehension questions and nine writing test items carrying 100 marks to be attempted within three hours.

## **2.5 Process of Data Collection**

I collected the data from the primary source conducting a pre-test and a post-test. For this purpose, I adopted the following steps:

- i. At first, I prepared test items focusing on reading and writing activities prescribed for grade nine learners. The preparation of test items was highly based on the content prescribed in class nine English textbook. I developed reading and writing tasks to be used for treatment.



- ii. I went to B.J.J. high School and talked to the head teacher to get permission for carrying out the experiment. I explained the purpose and process of the research to him. I managed the time to conduct classroom teaching activities for one month.
- iii. After getting permission, I consulted the English teacher teaching to grade nine students and requested her to inform and convince the students for taking part in the research.
- iv. Then, the piloting of the test items was done to assess its reliability and validity. I gave the test items to ten students studying in class nine of L.Sh. High School. On the basis of their responses some items were added and some were changed. The findings and changes in the test items on the basis of the piloting procedure are as follows:
  - a. Reading texts were shortened according to time and marks allotted to them.
  - b. Objective and subjective questions were adjusted on the basis of desired reading and writing capacities of the learners.
  - c. Writing ability oriented test items were redesigned taking intensive account of guided writing, controlled writing and freer writing.
- v. A pre-test was administered to determine the competence level of the students.
- vi. The students were ranked from the first position to the last on the basis of their individual scores obtained in the pre-test. Then, they were divided into two groups on the basis of odd-even ranking of the individual scores. The group division on the basis of ranking was as follows:

Pre-test Rank	Group A	Group B
1-20	Odd	Even
20-40	Even	Odd

- vii. Same teaching items were taught to them. The teaching items i.e. reading texts and writing tasks were selected from grade nine English text book published by CDC, Sanothimi.

In addition to prescribed learning materials, experimental group was provided with additional reading and writing materials to increase exposure to target language environment. Reading materials and writing tasks were extended to home tasks i.e. out of class activities to increase the time period of exposure. Writing practices were given to the students of experimental group with emphasis that those writings had to be published on the school's notice board or to be sent to their friends and teachers on different occasions. This is for creating real life situation within the classroom.

- viii. Group B was exposed only to the prescribed teaching learning items. It was taught using learning materials given in the textbook. Both groups were taught for forty minutes each day for thirty days. Experimental group was provided with extended out-of-class learning materials developed on the basis of reading and writing tasks prescribed for class nine.
- ix. Experimental group was given home assignments including writing practices and reading texts with comprehension questions regarding those texts as extended target language exposure. Control group was taught only the learning materials prescribed in their textbook with no emphasis on practice during teaching learning process.

- x. After teaching 30 periods, a post-test was given and the result was compared for determining the role of target language exposure for enhanced reading and writing abilities of the experimental group. The comparison of the results was taken as the significance of the extent to which extended learning activities could improve learner's reading and writing abilities.
- xi. Their reading ability was evaluated using true or false items, multiple choice items, matching items, cloze test and short and long answer questions. Accordingly, their writing ability was evaluated on the basis of the appropriateness of format they had adopted, content they had addressed, spelling, grammatical accuracy of the sentences they had produced and appropriateness in the selection of punctuation marks they had used in their writings.

## **2.6 Limitations of the Study**

This experiment was carried out within the following limitations.

- i. The study was limited to the exposure of learners to additional supportive materials prepared on the basis of the materials prescribed in the English textbook of class nine.
- ii. The study was limited to a public school of a VDC of Siraha district.
- iii. Only the ninth graders of a public school were included as the sample of the study.
- iv. The time of treatment was thirty days only.
- v. The matter of target language exposure was restricted to English language learning materials to be made available to Maithili speakers in classroom setting.
- vi. Enhancement in learning was sought in reading comprehension of certain written texts and writing of certain daily used medium of communication such as letter, news article, message, and so on.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter consists of analysis and interpretation of data. The data have been analyzed under the following headings:

- A. Holistic Analysis
- B. Skill-wise comparison of pre and post-test
- C. Comparison in General

The individual scores taken from the pre-test and post-test are tabulated under each sub-heading group-wise. Individual scores are used to compute average scores. The average scores are used to convert the quantitative progress of the marks obtained by learners into percentage. The score percentage has been considered as the significance of the learner's reading and writing abilities. To make the scores reliable, test items are set addressing the sub-skills related to reading and writing skills at certain linguistic level. The difference in percentage value is regarded as the symbol of enhancement in learning of one group in comparison to other.

The difference of higher than 5% has been considered as the progress of the group, and the difference below 5% has been regarded statistically insignificant.

The group having higher percentage has been considered to be better than the one which got lower percentage. The betterment in percentage value shows the role of target language exposure in the enhancement of learning of reading and writing activities to certain extent. It is assumed that one group performed better than the other because the extension of reading tasks from in-class

activities to out-of class activities through the use of additional supportive learning materials and interactive teaching techniques was relatively more effective. The progress is regarded as the positive role of target language exposure in learning of language skills.

The analysis and interpretation of the study are given below.

### 3.1 Holistic Analysis

The holistic analysis of all reading tasks and writing tasks is given below.

The comparative charts of the average increment percentage of both groups are as follows.

**Table 17: Regarding the Reading Tasks**

Table	Reading Tasks	Group A in %	Group B in %
1	Reading Conversation	53.19	9.0
2	Reading Poem	50.0	18.6
3	Reading Advertisement	50.0	7.2
4	Reading Paragraph	40.0	9.37
5	Reading Message of Condolence	33.3	9.75
6	Reading News articles	40.0	27.40
7	Reading Formal letter	48.0	33.0
	Total Increment	314.52	114.32
	Average Increment	44.931	16.334

The above chart shows that the average increment in percentage of Group A is 44.93 in reading skill at seven different reading tasks. Group B has 16.33% average increment.

The difference between the average increment in the results of Group A and Group B proves that target language exposure plays very supportive role in learning of different reading tasks.

**Table 18: Regarding the Writing Tasks**

Table	Writing Tasks	Group A in %	Group B in %
8	Writing informal letter	52.17	25.0
9	Writing sentences using the clues	46.0	15.9
10	Writing Biography	81.8	15.78
11	Completing dialogue	43.4	7.54
12	Writing letter of condolence	71.42	12.19
13	Writing Message of Congratulation	83.78	23.3
14	Writing News Article	87.87	17.4
15	Using Grammatical Structures	30.0	2.4
16	Writing Essays	69.4	14.7
	Total Increment	565.84	134.21
	Average Increment	62.87	14.91

The above chart shows that the average increment percentage of group A is 62.87 in nine different writing skills at nine different writing tasks, whereas, Group B has 14.91% average increment.

This analytical discussion comes to conclude that remarkable progress could be made by increasing the period of interaction with learning materials and by extending the learning exercises using supportive reading materials. In holistic comparison, the remarkable difference is seen in written performance in comparison to limited target language exposure, which was given to the control group.

### **3.2 Skill wise comparison of Pre-T and Post-T**

The data collected in different components of reading and writing are analyzed and interpreted under the following headings.

#### **3.2.1 Comparison in Different Reading Tasks**

The differences in the performance of both groups in attempting certain reading materials are analyzed in the following sub-headings.

**Table 1: Comparing the Results in Reading Conversation**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.35	3.6	1.25	53.19
B	2.75	3.0	0.25	9

The above table shows that group A has the average score of 2.35 in the Pre-T and 3.6 in the Post-T. Group B has the average score of 2.75 in the Pre-T and 3.0 in the post-T. Group A has increased its average mark by 1.25 or 53.19%

whereas group B has increased its average mark by 0.25 or 9%. Progress was seen in group B but it was less satisfactory than that of group A.

It shows that group A i.e. experimental group made far better progress. In this, most of the students in the Pre-T had shown to have lack of comprehending ability because most of them had attempted objective questions only. But, in the post-T, most of the them became able to attempt short answer questions as well. For example, a student named Ritu Khadga could attempt multiple choice item and matching exercise only in the pre-T. In the Post-T, she could attempt short answer questions as well.

Some students made progress in attempting comprehension questions in Group B also. But, they failed to gain effective success because they could not get sufficient chance/opportunity to read conversations more than the one given in their text book.

**Table 2: Comparing the Results in Reading Poem**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.1	3.15	1.05	50
B	2.15	2.55	0.4	18.6

The above table shows that group A has the average score of 2.1 in the pre-T and 3.15 in the post-T. This group has increased its average mark by 1.05 or 50%. Group B has the average score of 2.15 in the pre-T and 2.55 in the post-T. This group has increased its average mark by 0.4 i.e. 18.6%. It is plausible to argue that group A made far better progress than group B. Hence, it is appropriate to approve that increment in learners' reading materials regarding



poems from different sources plays supportive role in enhancing the ability to comprehend poems of their linguistic level.

**Table 3 : Comparing the Results in Reading Advertisement**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.4	3.6	1.2	50
B	2.75	2.95	0.2	7.2

The above table shows that group A has the average score of 2.4 in the pre-T and 3.6 in the post-T. This group has increased its average mark by 1.2 or 50%. Group B has the average score of 2.75 in the pre-T and 2.95 in the post-Test. This group has increased its average mark by 0.2 or 7.2%. It shows that group A made a better progress than group B in reading advertisement. The difference in their scores proves that learners get much more opportunity to improve their ability to comprehend advertisements when they are instructed to read advertisements published in the dailies, and also are provided with advertisements with comprehension questions to be attempted at their home. This progress proves the positive role of target language exposure in learning reading.

**Table 4: Comparing the Result in Reading Paragraph**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.85	4.0	1.15	40
B	3.2	3.5	0.3	9.37

The above table shows that group A has the average score of 2.85 in the pre-T and 4.0 in the post-T. This group has increased its average marks by 1.13 or 40%. Group B has the average mark 3.2 in the pre-T and 3.5 in the Post-T. This group has increased its average mark by 0.3 or 9.37. This result shows that exposure to target language learning materials is important to enhance learner's ability to comprehend reading texts and make the patterns and structures of those texts their active language. The ability to comprehend a passage improved in group A students much better than group B students.

**Table 5: Comparing the Results in Reading Message of Condolence**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.7	3.6	0.9	33.3
B	2.05	2.25	0.2	9.75

The above table shows that group A has the average score of 2.7 in the pre-T and 3.6 in the post-T. This group has increased its score by 0.9 or 33.3%. Group B has the score of 2.05 in the pre-T and 2.25 in the post-Test. This group has increased its score by 0.2 or 9.75%.

It shows that group A made better progress than group B because the students of this group got more supportive materials regarding advertisements in addition to their course materials.

**Table 6: Comparing the Results in Reading News Articles**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.75	3.85	1.1	40
B	2.55	3.2	0.7	27.4

The above table shows that group A has the average score of 2.75 in the pre T and 3.85 in the post-T. This group has increased its score by 1.1 i.e. 40%.

Group B has the average score of 2.55 in the pre-T and 3.2 in the post-T. This group has increased its score by 3.2 i.e. 27.4%.

**Table 7: Comparing the Results in Reading Formal Letter**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.6	3.85	1.25	48
B	2.4	3.2	0.8	33

The above table shows that group A has the average scores of 2.60 in the pre-T and 3.85 in the post-T. This group has increased its average by 1.25 i.e. 48%.

Group B has the average score of 2.4 in the pre-test and 3.2 in the post-Test.

This group has increased its average by 0.8 i.e. 33%.

The above tables show that group A showed progress in learning reading skill. Group B has restricted learning materials which bounded the students' progress to certain limit. Flexibility in the scoring of their responses to reading test items prove that learner's personal learning strategies, his or her cognitive aspect of the mind have very many effects on their learning. Despite their individual variation, availability of authentic reading materials can cause favourable and fostering effect on their learning. It goes to prove the positive role of exposure to TL learning materials in learning, and plays positive role in learning language skills.

### **3.2.2 Comparison in Different Writing Tasks**

The differences in the performance of both groups in attempting certain writings are analyzed in the following sub-headings.

**Table 8: Comparing the Results in Writing Informal Letter**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.3	3.5	1.2	52.17
B	2.8	3.5	0.7	25

The above table shows that group A has the average score of 2.3 in the pre-T and 3.5 in the post-T. This group has increased its average score by 1.2 or 52.17%. Group B has the average score of 2.8 in the pre-T and 3.5 in the post-T. This group has increased its average score by 0.7 or 25%.

Group A has made better progress than group B. Group B had less practising exercises than group A had. This difference shows that learners can get good command over different writing materials provided that they practise them in different ways.

**Table 9: Comparing the Results in Writing Sentences Using the Different Clues**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	1.95	2.85	0.9	46
B	2.2	2.55	0.35	15.9

The above table shows that group A has the average score of 1.95 in the pre-T and 2.85 in the post-T. This group has increased its average score by 0.9 or 46%. Group B has the average score of 2.2 in the pre-T and 2.55 in the post-T. This group has increased its average by 0.35 or 15.9%.

**Table 10: Comparing the Results in Writing Biography**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.2	4.0	1.8	81.8
B	1.9	2.2	0.3	15.78

This above table shows that group A has the average score of 2.2 in the pre-T and 4.0 in the post-T. This group has increased its average score by 1.8 or 81.8% Group B has the average score of 1.9 in the pre-T and 2.2 in the post-T. This group has increased its average by 0.3 or 15.78%.

**Table 11: Comparing the Results in Completing Dialogue.**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.65	3.8	1.15	43.4
B	2.65	2.85	0.2	7.54

This above table shows that group A has the average score of 2.65 in the pre-T and 3.80 in the Post-T. This group has increased its average score by 1.15 or 43.4%. Group B has the average score of 2.65 in the pre-T and 2.85 in the Post-T. This group has increased its average by 0.2 or 7.54%.

The result shows that exposure to completion items enables the learners to get the ideas about filling up the incomplete utterances of a dialogue.

**Table 12: Comparing the Results in Writing Letter of Condolence.**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.1	3.6	1.5	71.42
B	2.05	2.3	0.25	12.19

The above table shows that group A has the average score of 2.1 in the pre-T and 3.6 in the post-T. This group has increased its average mark by 1.5 or 71.42%. Group B has the average score of 2.05 in the pre -T and 2.3 in the post-T. This group has increased its average mark by 0.25 or 12.19%.

Group A has made better progress than group B. The main reason behind such type of difference lies in the matter of providing sufficient writing practices to group A students. Group A had been provided with home assignments consisting of tasks related to message to condolences to be published on school's notice board. Group B had been given the writing task only that was given in their textbook. This result proves the positive role of target language exposure in learning.

**Table 13: Comparing the Results in Writing Message of Congratulation**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	1.85	3.4	1.55	83.78
B	1.5	1.85	0.35	23.3

The above table shows that group A has the average score of 1.85 in the pre-T and 3.4 in the post-T. This group has increased its average mark by 1.55 i.e. 83.78%. Group B has the average score of 1.5 in the pre-T and 1.85 in the post-T. This group has increased its average mark by 0.35 i.e. 23.3%.

**Table 14: Comparing the Results in Writing News Article**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	1.65	3.10	1.45	87.87
B	1.15	1.35	0.2	17.4

The above table shows that group A has the average score of 1.65 in the pre-T and 3.10 in the post-T. This group has increased its average mark by 1.45 or 87.87% group B has the average score of 1.15 in the pre-T and 1.35 in the post-T. This group has increased its average mark by 0.2 or 17.4%.

Group A has made far better progress than group B. Since group A was instructed to read newspapers like 'The Kathmandu Post' to be able to attempt reading competition in the next class, group A got motivated towards reading News articles which extended their role to target language learning materials. Exposition to authentic materials proved to have positive impact on learners' cognition. Hence, exposure shows very effective role in learning.

**Table 15: Comparing the Results in Using Grammatical Structures**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	2.0	2.6	0.6	30
B	2.1	2.15	0.05	2.4

The above table shows that group A has the average score of 2.0 in the pre-T and 2.6 in the post-T. This group has increased its average mark by 0.6 or 30% Group B has the average score of 2.1 in the pre-T and 2.15 in the post-T. This group has increased its average mark by 0.05 or 2.4%.

Group B fell back in getting command over the use of grammatical structures. It was because they did not have extensive and context based exercises to practise the use of grammatical structures. Because of the impact of context based examples while attempting such exercises, group A could improve their ability to use grammatical structures appropriately.

**Table 16: Comparing the Results in Writing Essays**

Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	1.8	3.05	1.25	69.4
B	1.7	1.95	0.25	14.7

The above table shows that group A has the average score of 1.8 in the pre-T and 3.05 in the post-T. This group has increased its average mark by 1.25 or 69.4%. Group B has the average score of 1.7 in the pre-T and 1.95 in the post-T. This group has increased its average mark by 0.25 or 14.7%.

Group A could get better average score because the students of this group had many guided writing tasks to practise, which helped them develop basic writing skill. Group B got very few writing exercises to practise writing essays. It proved that exposure to writing practices improved the group A students' ability to develop ideas and combine them together to write an essay on a topic.

### **3.3 Comparison in General**

**Table 19 : General Comparison of both Groups**

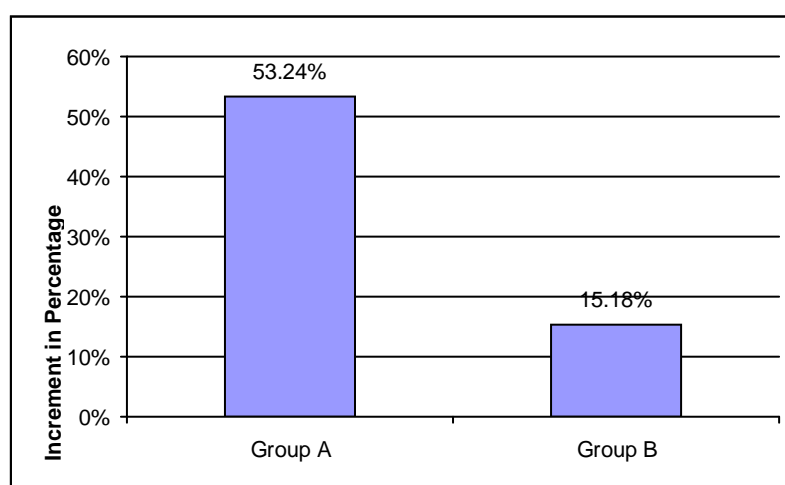
Group	Average Scores in Pre-T	Average Scores in Post-T	D	D%
A	36.25	55.55	19.3	53.24
B	35.90	41.35	5.45	15.18



The tests contained test items referring to reading and writing tasks. I used booklet consisting of questions carrying 100 marks as a whole. The students were given three hours to complete the test. Five reading tasks and nine writing tasks were taken into account while preparing test items to be implied in the pre and post-Tests.

Out of seven questions carrying 50 marks and referring to reading texts and nine questions carrying 50 marks and referring to writing tasks, the students of group A were found to have secured 36.25 as average score in the pretest and 55.55 average score in the post-Test. Accordingly group B secured 35.90 average score in the pre-test and 41.35 in the post-Test.

The above table shows that group A increased its average mark by 19.3 i.e. 53.24% and group B increased its average mark by 5.45 i.e. 15.18% the differences in general is shown in the following figure.



**Figure 1: Comparison in General**

The difference shown in the above diagram indicates that Group A made far better progress in learning the reading and writing tasks as a whole. Therefore, it is obvious that target language exposure, if be made available in terms of sufficient learning materials and extended out-of-class learning tasks, plays positive role and enhances learning.

## **CHAPTER : FOUR**

### **FINDING AND RECOMMENDATIONS**

#### **4.1 Findings**

The present study was conducted to find out the role of target language exposure to enhance learning reading and writing. In order to fulfill the objectives, an experimental research was carried out to see the extent to which increment in target language exposure through the use of supportive reading and writing materials, enhances learner's learning capacity. The increment seen in the result of the post-Test has been considered as the positive role of target language exposure in learning language skills. On the basis of the analysis and interpretation of the data, the following findings have been derived:

##### **1. In Reading Skill**

Group A i.e. experimental group has higher average increment than group B in both reading and writing abilities. On the whole, group A has made far better progress in learning reading and writing skills. The findings have been presented below:

- (i) The results of the pre-Test and post-Test indicate that learners provided with sufficient supportive reading materials in addition to the recommended learning materials of their text book perform better in reading tests.
- (ii) The students of group A were more attentive towards the aspects of reading texts after getting one month long treatment in their language classes.

- (iii) Their exposure to target language learning materials brought positive attitude in them as a result of which they could manage themselves while attempting to the comprehension questions.
- (iv) It is concluded that target language reading materials enhance learning; increased exposure resulted in better achievement in reading. Learners improved their reading comprehension when they got exposure to reading materials.

## **2. In Writing Skill**

Group A has higher average increment percentage in writing skill as well. The analysis of the scores obtained in the pretest and the post-Test shows that group A has the average increment percentage of 62.87 and group B has the average increment of 14.91 Hence, exposure of the learners to supportive writing tasks was proved to have played very effective role in the enhancement of learning writing. The findings have been presented below:

- (i) Target language exposure plays crucial role in the enhancement of learning in formal setting.
- (ii) The increment in period of exposure to writing materials through the use of supportive writing tasks as their home assignment improved their writing skill.
- (iii) The use of texts selected from the newspapers, magazines and other materials in print media could foster their learning towards positive direction.
- (iv) The selection of supportive writing tasks increases the period and quantity of target language exposure.

### **3. In General**

On the whole, Group A has a higher average increment percentage than group B in general by 38.16%. It implies that group A learned reading and writing activities better than Group B.

Therefore, it is obvious that target language exposure plays very effective role in learning language skills. It is true that skill development depends upon different things where exposure tends the learner to come in contact with learning materials as a result of which learner gets opportunity to react with different aspects of the learning tasks. Learners get learning opportunities as much as they get chance to work with the learning tasks. Therefore, the fact that extension of target language exposure enhances learning can be claimed to have reality behind its theoretical concept. In this study, learners were seemed to have improved their writings after getting exposure to writing tasks. That is to say, exposure to target language writing tasks increased their period of practising writing tasks. Hence, it played supportive role in learning writing. Exposure to writing tasks could enable them to write formal and informal letter, notice, news article, essay and paragraph much better than that of those students who were given limited practice in control group.

### **4.2 Recommendations**

On the basis of the findings from the analysis, I have made recommendations for pedagogical implications and for further researches:

#### **4.2.1 Recommendations for Pedagogical Implications**

1. Language teacher should use supportive learning materials as much as possible to increase exposure to target language materials. He/she should develop experience charts involving the students in discussion.

2. Writing practices should be given paramount importance for which reading and writing tasks should be integrated.
3. In addition to prescribed learning materials, language teacher should motivate the learners to reading authentic reading materials in their spare time. He/She should include learning materials selected from English Newspapers and Magazines as well.
4. Home assignments should be taken into central account for such tasks extend the period of exposure to target language learning materials.

#### **4.2.2 Recommendation for Further Researches**

I have given the following advices to the interested researchers for the topic in question.

1. The study can be broadened by taking account of factors other than target language exposure. One can center his or her study on the fact that reading stems from intellectual, emotional and environmental conditions where exposure has connection with the emotional and environmental conditions.
2. This study was limited to only one public school of Siraha district; and only the 9<sup>th</sup> graders of this school were taught for 30 days only. It is advisable to carry out further researchers taking longer time, including larger number of population at different levels.
3. It would be desirable for future studies to address the issues of role of target language exposure on other aspects and skills as listening and speaking.
4. It is important to include tools like observation, interview, and so on in addition to test items to elicit learners' reading and writing abilities. So, it is advisable to take the above point into account while conducting such research.

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**APPENDIX I**  
**ANSWER BOOKLET**

Name: F.M.: 100  
Class: P.M.: 32  
Roll No.: Time: 3 hrs

1. Read the following conversation and answer the following questions. 8

"Hello, Arati. What do you plan to do during the holidays?" "I plan to go to India with my aunt. We want to see the Taj-Mahal, which is in Agra. You know, it's the most beautiful building ever made, one of the seven wonders of the world"

"It's a monument, isn't it?"

"Yes, it was built by a Moghul emperor in memory of his beloved queen". "How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well: We'll go to Mumbai, and spend a couple of days there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I'm going to Jomsom with my parents".

- A. Write 'T' for 'True' and 'F' for false statements 0.5×2 = 1
- a. Arati plans to go to India with her mom
- b. The Taj mahal is in Agra.



B. Match the following words with their meanings.  $0.5 \times 4 = 2$

Column A	Column B
a. emperor	Vacation
b. monument	Sandy Bank of the sea
c. holiday	great king
d. beach	building to keep the memory of someone alive.

C. Choose the best answer and mark it with tick (✓)  $1 \times 2 = 2$

i. Aarati will stay in Mumbai

(a) for a week (b) for a month (c) for a couple of days

ii. Neelam is going to Jomsom

a. with her papa (b) with her parents (c) with her aunt.

D. Answer the following questions.  $1 \times 3 = 3$

a. Where are Aarti and Neelam planning to go

Ans:

(b) Who plans to go to Jomsom with parents?

Ans:

(c) How long will Aarati be in India?

Ans:

2. Read the poem and answer the following questions 5

The Rivals

I heard a bird at dawn

Singing Sweetly on a tree

That dew was on the lawn,

and the wind was on the lea;

But I didn't listen to him,

For he didn't sing for me !

I didn't listen to him,

For he didn't sing to me,

That the dew was on the lawn

And - - - the wind was on the Lean !

I was singing at that time.

– James Stephens

- A. Write 'T' for true and 'F' for false statements. 0.5×2=1
- a. A bird is singing sweetly on the lawn.
- b. The poet is in unhappy mood.

B. Choose the best answer and mark it with tick (✓)      0.5×4=2

a. The wind was:

i. On a tree (ii) on the lea (iii) on the lawn

b. The word 'rival' means

(i) a person or thing (ii) a person

(iii) a person giving competition with other

c. The dew was:

(i) On a tree (ii) On the lawn (iii) Upon the tea

d. The poet didn't listen to the bird because

(i) he didn't sing sweetly

(ii) he didn't sing upon the tree

(iii) he didn't sing for me.

C. Answer the following questions.      1×2=2

(i) Who are the rivals?

Ans:

(ii) Why doesn't the person in the poem like the bird's song?

Ans:

3. Read the following advertisement and answer the given questions. 8

Job Opportunity

A well known and highly reputed social service group of Nepal invites applications from eligible candidates for the post of receptionist (female candidates are encouraged to apply). The candidates must have an excellent command over typing skill in English and Nepali. Knowledge of Computer Skill is a must.

Qualification: Diploma

Apply with complete CV before 31<sup>st</sup> March 2004.

At P.O. Box No. 1008, Kathmandu, Nepal

Contact No. 5525406, 5533403

Fax : 977-1-5533609

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

4×0.5=2

Column A

Column B

(a) opportunity

(i) supportive

(b) invite

(ii) capable

(c) encouraged

(iii) chance

(d) eligible

(iv) call for

- B. Fill in the blanks with appropriate words from the advertisement

0.5×4=4

- (i) A well-known and highly reputed ..... needs staffs.  
(ii) The candidates should have a qualification of .....

- (iii) The candidates should apply with .....
- (iv) The deadline of applying for the post is .....
- (C) Write 'T' for 'true' and 'F' for false statements. 0.5×2=1
- (i) Male candidates are encouraged to apply.
- (ii) Applicants should have a post-graduate degree.
- D. Answer the following questions 1×3=3
- (i) Who has invited people for the post of receptionist?

Ans =

- (ii) What is the required post?

Ans =

- (iii) Who are encouraged to apply?

Ans =

- 4. Read the paragraph and answer the following questions. 8

#### Power of Your Mind

Your mind is an incredible power ! You have abilities and powers that you are not even aware of. Doctors and Scientists now firmly believe that only 75% of all sickness and disease starts in the mind. Researchers have also proven that stress, which starts in the mind, is the number one cause of all fatigue and illness. Researchers have also proved that people who have a healthy and positive thinking live better lives. Why? because

they know how to use the power of their mind. A positive attitude helps to cope more easily with the daily affairs of life.

Source: Wisdom, August, 2008

- A. Write 'T' for 'true' and 'F' for false statement.
- a. Positive thinking hampers our health.
  - b. Stress starts in the Mind.
- B. Choose the best answer and mark it with tick (✓). 1×2=2
- (a) Stress is the number one cause of all
    - (i) pain and stress (ii) weakness and disease
    - (iii) Pain and strain
  - (b) Positive thinking helps us
    - (i) live better lives (ii) develop our body parts
    - (iii) increases our memory span.
- C. Fill in gaps with appropriate words from the above paragraph 0.5×4=2
- Stress starts in the m \_\_\_ \_\_\_ \_\_\_ which causes fatigue and i \_\_\_ \_\_\_ \_\_\_  
\_\_\_ \_\_\_. Researchers have also proved t \_\_\_ \_\_\_ \_\_\_ people who have a h \_\_\_  
\_\_\_ \_\_\_ \_\_\_ and positive attitude or incorporate positive thinking  
lives better l \_\_\_ \_\_\_ \_\_\_.
- D. Answer the following question 3
- a. How does a positive thinking affect daily affairs of our life?

Ans:

5. Read the letter and answer these questions 8

Jayanti Subba

The Secretary

Kirti Subba Trust

Dear Madam,

I saw your announcement in the Kantipur. My name is Sunita Limbu. I have passed SLC in the first division. I am from a poor family. My parents cannot afford my study expenditure. I am, therefore, applying for the kirti subba scholarship.

The photocopies of my certificates are attached herewith.

Yours sincerely

Sunita Limbu

- A. Write 'T' for 'true' and 'f' for false statement 0.5×2=1
- a. The name of the applicant is Kirti Subba.
- b. Jayanti Subba is the secretary of this trust.
- B. Match the words in column A with their meaning in Column B 0.5×4=2

Column A

Column B

- |                |                              |
|----------------|------------------------------|
| a. Scholarship | (i) money to be spent        |
| b. expense     | (ii) company                 |
| c. Trust       | (iii) Writing with a purpose |
| d. applying    | (iv) fellowship              |

C. Answer the following questions. 1×3=3

a. Who is writing to whom?

Ans:

b. Why is Sunita writing this application?

Ans:

c. Where do you get this type of text?

Ans:

D. Tick the best answers. 1×2=2

a. Jayanti Subba is

(i) the applicant      (ii) the owner      (iii) the secretary

b. Sunita has passed

(i) SLC                      (ii) PCL                      (iii) Diploma

6. Read the news article and answer the following questions. 8

#### Lost Girl Found

Kathmandu, Sept 2

A 17-year-old girl who had been missing for 10 days has been found by the police. The girl eloped with a man who was, in fact girl-trafficking agent. He intended to sell her in India but was caught with her while trying to cross the border.



A. Write 'T' for 'true' and 'F' for 'false' 2

a. The event has taken place in India.

b. The man was girl-trafficking agent.

B. Match the words in column A with their meaning in column B.  $0.5 \times 4 = 2$

Column A

Column B

(i) eloped

(a) arrested

(ii) man

(b) the buying and selling of girls

(iii) caught

(c) chap

(iv) girl-trafficking

(d) run away from home to marry.

C. Answer the following questions. 4

a. Why did the police arrest the man?

Ans:

b. Was the girl also arrested?

Ans:

c. Where was the man caught by the police?

Ans:

d. Who was the man?

Ans:

7. Read the following letter of condolence and answer the following questions.

5

### **CONDOLENCE**

We express our deep sympathy and grief at the sudden and untimely demise of

**Mr. Hari Khetan**

Manager of Khetan Iron Industry

Birgunj, Nepal

We extend our heartfelt condolences to his bereaved family and relatives and pray that his departed soul may rest in heaven.

**Nepal Iron Company, Pokhara**

**Nepal**

- A. Write 'T' for 'true' and 'F' for 'false' statement.
- a. The person who has died is Mr. Hari Khetan.
- b. Hari Khetan was the secretary of Nepal Iron Company.
- B. Match the words in column A with the meanings in Column B.  $0.5 \times 4 = 2$

Column A

Column B

(a) death

(i) dead

(b) grief

(ii) demise

(c) give

(iii) great sorrow

(d) departed

(iv) extend

C. Answer the following questions. 1×2=2

a. Who might receive the message of condolence?

Ans:

b. Why is this message of condolence extended?

Ans:

8. Write a letter to your friend. Write about your plan to visit somewhere 6

Include these points in your letter.

Where you are going, who you are going with, where and for how long you will stay there, what things or places you will see, what things you will do there.

Ans:

9. Write down what you are going to do in the future. 0.5×6 =3

This evening? .....

tomorrow evening? .....

on Saturday? .....

in Dashain Vacation? .....

on your birthday? .....

on mother's day? .....

10. Complete the following conversation with the appropriate sentences in the box given below. 6

Tailor: What can I do for you, Sir?

Customer: .....  
.....

Tailor : Would you like to buy the cloth from us?

Customer: No, .....  
and how much do you charge?

Tailor: .....  
.....

Customer: Oh ! it's very expensive. But .....  
.....

Tailor : You are right sir. The charge is 500 Rs. Only if .....

Customer : I'll pay you Rs. 600 only.

Tailor: No, I am sorry, Sir, We don't bargain. It is fixed.

Customer: .....

- a. I hear you charge only five hundred.
- b. Seven hundred rupees for making a suit.
- c. Good bye, sir.
- d. I want a suit made.
- e. We always provide quality suit to our customer.
- f. I've bought the suit length with me.
- g. Okay, take my measurement.
- h. You buy the cloth from us.

11. Imagine that one of your friends has had a motorcycle accident. He has died in hospital. Write a letter of Condolence to his parents using the clues in the box. 6

Sakuni, your best friend, studied together for eight years, very helpful, always cracked jokes, popular with both teachers and students, miss him very much, never forget.

Ans:

12. Imagine that one of your classmates has won the best students award of the year. Write a formal message of congratulation to put up on the school's notice board. 6

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Ans:

13. Write a short biography of a famous person of your locality. Use the clues given in the box below. 6

her/his date of birth  
  
where s/he was born  
  
her/his works/contribution

Ans:

14. Write a newspaper article for the following headline. Use the clues given in the box.

6

12 killed in a Bus Accident

- a bus (4532 NA) going to Pokhara
- collided with a truck
- 10 killed on spot
- 2 died in hospital

15. Rewrite the following sentences selecting the Correct Passive verb from the brackets. 0.5×6=3
- a. A new beautiful house ..... in our village (built, build, was built)
  - b. The guitar ..... by Lokesh. (played, play, was played)
  - c. English ..... by Kamala. (spoke, speaks, is spoken)
  - d. Meal ..... by sister (is being prepared, prepares, prepared)
  - e. Munamadan ..... by Devkota. (being written, was written, wrote)
  - f. Nothing..... yesterday. (done, does, was done)



16. Write an essay on 'Importance of woman Education' not extending more than 120 words.

Ans:

**APPENDIX II**  
**SAMPLE LESSON PLANS**

**Lesson Plan No. 1**

**Class: 9**

**Date: 2065/05/05**

**Subject: English**

**Time: 45 minutes**

**Unit: One**

**Topic: Reading Conversation**

1. Specific objectives: On completion of the lesson the students will be able
  - a. to answer comprehension questions
  - b. to produce utterances using new vocabulary items of the text.
2. Teaching Materials: Materials of daily use, flash cards, picture cards.
3. Teaching Learning Activities:

**Group A**

Presentation:

The teacher presents the list of words and patterns on the board. He repeats those words in chorus before and after meanings are given. He adopts different techniques to clarify their meaning; and explains those patterns to make them a part of the learners' active language.

Practice

With student's books open, he reads the passage in sentence groups being focused on the sign post questions. He asks questions at the end of each paragraph/turns. He makes them discuss.

Immediate production:

He asks them to match the words in column. A with their meanings in column B. He asks them to answer the objective questions given on the board.

Evaluation:

He asks them to answer some short answer questions.

Homework:

He gives them some handouts, which contain reading texts with comprehension questions selected from. Wisdom, a preeminent International monthly magazine, to extend their period of exposure to reading tasks.

### **Group B**

He presents a list of words and tells them the meaning of those words in the Maithili language. He reads the passage and clarifies its meaning in learner's mother tongue. After finishing reading, he asks them to attempt the comprehension questions on their own individually. He neither asks them to read any extra piece of conservation nor to interact in group.

## **Lesson Plan No. 2**

**Class: 9**

**Date: 2065/05/06**

**Subject: English**

**Time: 45 minutes**

**Unit: One**

**Topic: Punctuating a written text and producing sentences using the clues of a table**

1. Specific objectives: At the end of this lesson the students will be able
  - a. to use appropriate punctuation marks
  - b. to write sentences using the clues given in the table.

2. Teaching Materials: Materials of daily use, photo copies of unpunctuated texts.
3. Teaching Learning Activities:

### **Group A**

#### Presentation:

He writes some unpunctuated sentences on the board and explains the use of different punctuation marks with illustrations. He presents a word table consisting of clue words on the board, and asks them to produce sentences using the clues given in the table.

#### Practice:

He distributes photocopies of an unpunctuated text among those students, and asks them to punctuate it.

#### Production:

He presents five tables consisting of clue words on the board, and asks them to produce sentences using the clue words given in those tables.

4. Evaluation:

He asks the students to supply appropriate punctuation marks to unpunctuated texts.

5. Homework:

To increase the time of exposure and the quality content, the teacher provides them with photo copies of unpunctuated texts and matching items; and asks them to work with those writing tasks.

### **Group B**

He writes an unpunctuated text on the board and supplies appropriate punctuation marks to it. Then, he gives them two unpunctuated texts to punctuate those texts. He gives them two matching exercises to produce sensible sentences as many as possible. He asks them to attempt two exercises as their home task.

### **Lesson Plan No. 3**

**Class: 9**

**Date: 2065/05/08**

**Subject: English**

**Time: 45 minutes**

**Unit: TWO**

**Topic: Reading a newspaper article**

1. Specific objectives: At the end of this lesson the students will be able
  - a. to answer the comprehension questions
  - b. to produce sentences using new vocabulary of the text.
2. Teaching Materials: Materials of daily use, newspaper cutouts, flash cards.
3. Teaching Learning Activities:

### **Group A**

Presentation:

He presents the list of words, and patterns on the board. He indicates each vocabulary and structural items and explains those items to make them a part of their active language. He brings the technique generally adopted in intensive reading in use.

Practice:

He asks them to attempt the comprehension questions referring to different parts of the newspaper article.

Immediate production:

He asks them to produce sentences using the lexical items and words of the text.

4. Evaluation:

He asks them to answer the multiple-choice items and short answer questions to evaluate their comprehensions.

5. Homework:

He gives them photocopies of five different types of newspaper article with comprehension questions to increase the period of exposure and the quantity of content.

### **Group B**

He asks the students to read the headline of the newspaper article given in their textbook. He tells them the meaning of the lexical items selected from the text in Maithili. He keeps their books open and reads the article loudly. He explains its meaning in the Maithili language. He does not ask any comprehension questions while explaining it. He asks them to attempt the comprehension questions given in their text book on their own. He checks their answer sheet and corrects their responses without making any clarification.

## Lesson Plan No. 4

**Class: 9**

**Date: 2065/05/09**

**Subject: English**

**Time: 45 minutes**

**Unit: One**

**Topic: Sentences-level writing**

1. Specific objectives: At the end of the lesson the students will be able
  - a. to make sentences using certain clues.
  - b. to write future plans using different time adverbials.
2. Teaching Materials: Materials of daily use, word cards flannel board.
3. Teaching Learning Activities:

### **Group A**

Presentation:

He begins the class with examples based on time adverbials used to express future plan. He asks the students to work in pairs. He asks them to generalize syntactic structure on the basis of the examples given on the board.

Practice:

He asks them to make sentences using time adverbials given to them. He gives some clues on the flannel board to make complete sentences.

Immediate production:

He instructs them to write 10/10 sentences expressing their nearest partner's future plan.

4. Evaluation:

He asks them to write five sentences expressing what they are going to do in the nearest future.

5. Homework:

To extend the period of exposure, he asks them to write 10-10 sentences of each time adverbials given on the board at their home.

**Group B**

He uses the time adverbials given in the text book to make sentences expressing future action and event. He explains about how sentences are produced using the given clues. He gives them class work to practise sentence level writing being based on the clues given in their text book.

He does not take any regard of group discussion. Nor he pays any attention to out-of-class activities to be done at their home.

**Lesson Plan No. 5**

**Class: 9**

**Date: 2065/05/10**

**Subject: English**

**Time: 45 minutes**

**Unit: One**

**Topic: Reading a poem (Touch)**

1. Specific objectives: At the end of this lesson, the students will be able
  - a. to read the poem with correct stress, intonation and rhythmic pattern.
  - b. to answer the comprehension questions.
2. Teaching Materials: Materials of daily use, pictures showing extract of each stanzas.



3. Teaching-learning Activities:

Group A

Presentation:

He reads the poem loudly with correct rhythm and stress and asks the students to follow him. He instructs each groups to practise reading the poem. He shows a picture of prison and a prisoner to motivate them Then, he asks the students to read each stanzas to find the answers to the questions selected from the stanzas as sign post questions.

Practice:

He explains any difficulties in vocabulary, concept, structure or punctuation which may appear in the poem. He gives them two cloze texts to be filled up to elicit their comprehension.

Immediate production:

He draws a spidergram on the board to complete the vacant boxes. He gives them exercises consisting of objectives questions. he asks them to interact in group and attempt the question orally first.

4. Evaluation:

He asks one student to read the poem loudly, and instructs others to correct if wrongly pronounced. He asks them to attempt some short answer questions.

5. Homework:

He asks students to read the poem thrice and attempt some comprehension oriented test items. He asks them to bring two beautiful poems from their magazine to be discussed in the next class.

## **Group B**

He asks students to read the poem loudly after his loud reading drill. He explains the poem using the Maithili language i.e. their other language. He does nothing with sign questions to check their understanding while reading the poem, neither instructs them for any interactive activities. He asks them to attempt the comprehension questions given in their textbook.

### **Lesson Plan No. 6**

**Class: 9**

**Date: 2065/05/11**

**Subject: English**

**Time: 45 minutes**

**Unit: Three**

**Topic: Reading short story (That Little China chip)**

1. Specific objectives: At the end of this lesson, the students will be able
  - a. to answer the comprehension question
  - b. to reflect on the theme of the story.
2. Teaching Aids: Materials of daily use, flannel board, pictures, cue cards.
3. Teaching Learning Activities:

## **Group A**

Presentation:

He motivates the students showing them a picture of jewellery, china plate, and chips. He asks them to guess what the title 'That Little China Chip' means. He indicates each vocabulary and structural items and explains them to make part of their active language. With students' book open, he reads the passage in sentences groups. He involves students in discussion to extend the period of interactive learning environment.

Practice:

He presents pre-set comprehension questions on the flannel board to make them answer those questions to elicit their level of comprehension after reading the text silently.

Production:

He asks them to read a paragraph of the passage silently and answer short answer question prepared by being based on the subject matter of the very paragraph.

4. Evaluation:

To elicit their comprehension, he asks them to attempt ten multiple choice and five true-false items given on the board.

5. Homework:

The teacher prepares a list of short answer questions and multiple choice items from each paragraphs, and makes available the photocopy of that list to the students so that they can read that passage extensively and in person.

### **Group B**

He presents a list of words selected from the text, and makes their meaning clear by telling them the translated terms in learners' mother language. Then, with students' book open, he reads the passage loudly and explains it in the Maithili language. He does not take any regard of interaction. At the end of the lesson, he asks them to attempt the questions given in their textbook only.

### APPENDIX III

#### GROUP BASED TABLES OF PRE-TEST AND POST-TEST

Table 1

**1. Rank of the Students According to the Pre-T**

Rank	Name of Students	Marks Obtained
1	Ritu Kumari Khadga	50
2	Pinki Kumari Gupta	49
3	Ram rijhan Yadav	48
4	Suresh kumar Mandal	47
5	Soni Kumari Gupta	47
6	Khushbu Kumari Jha	46
7	Guriya Kumari Jha	45
8	Bijaya Kumar Sah	45
9	Md. Mahsul Hak	45
10	Rima Kumari Yadavi	43
11	Shankar Kumar Sah	42
12	Ashma Prawin	42
13	Prabhash Chandra Yadav	42
14	Jamun Prasad Goit	40
15	Rekha Kumari Mukhiya	40
16	Bibek Kumar Mishra	40
17	Israt Prawin	40
18	Kalpana Kumari Sah	39

19	Aananda Kumar Sah	38
20	Asheshwar Yadav	38
21	Dinesh Kumar Mandal	38
22	Puja Kumari Yadav	37
23	Padma Jha	36
24	Babli Kumari Sah	35
25	Rima Kumari Yadav II	35
26	Babli Kumari Sada	35
27	Rima Kumari Yadav	35
28	Shambhu Yadav	34
29	Kaushal Kumar Yadav	34
30	Niasha Kumari Jha	30
31	Surendra Pandit	30
32	Nikki Kumari Sharma	28
33	Rinki Kumari Sah	25
34	Manorama Sah	25
35	Bina Kumari Singh	24
36	Ajay Mahara	23
37	Shashishekhhar Goit	23
38	Sushila Bhagat	23
39	Md. Parwez Rain	21
40	Mamta Kumari Jha	18

**Table II**

**2. Pre-test Result of Experimental Group**

Rank	Name of Students	Marks Obtained
1	Ritu Kumari Khadga	50
3	Ram rijhan Yadav	48
5	Soni Kumari Gupta	47
7	Guriya Kumari Jha	45
9	Md. Mahsul Hak	45
11	Shankar Kumar Sah	42
13	Prabhash Chandra Yadav	42
15	Rekha Kumari Mukhiya	40
17	Israt Prawin	40
19	Aananda Kumar Sah	38
22	Puja Kumari Yadav	37
24	Babli Kumari Sah	35
26	Babli Kumari Sada	35
28	Shambhu Yadav	34
30	Niasha Kumari Jha	30
32	Nikki Kumari Sharma	28
34	Manorama Sah	25
36	Ajay Mahara	23
38	Sushila Bhagat	23
40	Mamta Kumari Jha	18

**Table III****3. Pre-test Result of Group B (Control Group)**

Rank	Name of Students	Marks Obtained
2	Pinki Kumari Gupta	49
4	Suresh kumar Mandal	47
6	Khushbu Kumari Jha	46
8	Bijaya Kumar Sah	45
10	Rima Kumari Yadavi	43
12	Ashma Prawin	42
14	Jamun Prasad Goit	40
16	Bibek Kumar Mishra	40
18	Kalpana Kumari Sah	39
20	Asheshwar Yadav	38
21	Dinesh Kumar Mandal	38
23	Padma Jha	36
25	Rima Kumari Yadav II	35
27	Rima Kumari Yadav	35
29	Kaushal Kumar Yadav	34
31	Surendra Pandit	30
33	Rinki Kumari Sah	25
35	Bina Kumari Singh	24
37	Shashishekhar Goit	23
39	Md. Parwez Rain	21

**Table IV**

**4. Post-test Result of Experimental Group**

Rank	Marks Obtained
1	70
3	66
5	65
7	62
9	60
11	59
13	62
15	60
17	64
19	63
22	50
24	54
26	56
28	52
30	50
32	52
34	48
36	46
38	42
40	30



**Table V**  
**Control Group**

Rank	Marks Obtained
2	53
4	52
6	52
8	50
10	48
12	45
14	40
16	44
18	43
20	40
21	40
23	38
25	40
27	35
29	35
31	32
33	26
35	30
37	30
39	23

**APPENDIX IV**  
**SKILL-WISE TABLE OF PRE-TEST AND POST-TEST**

**1. The Pre and Post-Test Results of Reading Test**

**I. The Results of Reading Conversation**

**Group A**

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	4	6	2	
3	8	3	5	2	
5	8	4	6	2	
7	8	3	4	1	
9	8	2	3	1	
11	8	3	3	0	
13	8	2	3	1	
15	8	2	3	1	
17	8	2	4	2	
19	8	4	5	1	
22	8	2	3	1	
24	8	2	3	1	
26	8	3	4	1	
28	8	2	3	1	
30	8	2	3	1	
32	8	2	3	1	
34	8	3	4	1	
36	8	2	3	1	
38	8	-	2	2	
40	8	-	2	2	
	Total Marks	47	72	25	
	Average Marks	$\frac{47}{20} = 2.35$	$\frac{72}{20} = 3.6$	$\frac{25}{20} = 1.25$	53.19

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	3	3		
4	8	3	3		
6	8	3	3		
8	8	4	5		
10	8	4	4		
12	8	3	3		
14	8	3	2		
16	8	3	4		
18	8	3	3		
20	8	2	3		
21	8	3	3		
23	8	2	3		
25	8	2	3		
27	8	2	2		
29	8	2	2		
31	8	2	2		
33	8	3	3		
35	8	3	3		
37	8	3	3		
39	8	2	3		
	Total Marks	55	60		
	Average Marks	$\frac{55}{20} = 2.75$	$\frac{60}{20} = 3$	0.25	9%

## II. The Results of Reading Poem

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	5	2	4	2	
3	5	3	4	1	
5	5	3	3	0	
7	5	2	3	1	
9	5	3	3	0	
11	5	2	3	1	
13	5	3	4	1	
15	5	2	3	1	
17	5	2	4	2	
19	5	3	4	1	
22	5	2	3	1	
24	5	3	3	0	
26	5	2	3	1	
28	5	2	3	1	
30	5	3	4	1	
32	5	2	3	1	
34	5	2	3	1	
36	5	-	2	2	
38	5	1	2	1	
40	5	-	2	2	
	Total Marks	42	63	21	
	Average Marks	2.1	3.15	1.05	50

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	5	2	3	1	
4	5	2	2	0	
6	5	2	3	1	
8	5	2	3	1	
10	5	2	3	1	
12	5	3	3	0	
14	5	2	3	1	
16	5	2	3	1	
18	5	3	3	0	
20	5	2	2	0	
21	5	2	2	0	
23	5	2	2	0	
25	5	2	2	0	
27	5	2	2	0	
29	5	2	2	0	
31	5	2	2	0	
33	5	2	2	0	
35	5	3	3	0	
37	5	2	3	1	
39	5	2	3	1	
	Total Marks	43	51	8	
	Average Marks	$\frac{43}{20} = 2.15$	$\frac{51}{20} = 2.55$	0.40	18.6

### III. The Results of Reading Advertisement

#### Experimental Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	4	5	1	
3	8	3	4	1	
5	8	2	4	2	
7	8	2	3	1	
9	8	4	5	1	
11	8	3	4	1	
13	8	3	4	1	
15	8	2	4	2	
17	8	2	4	2	
19	8	3	4	1	
22	8	3	3	0	
24	8	2	3	1	
26	8	2	3	1	
28	8		4	1	
30	8	3	3	1	
32	8	2	3	1	
34	8	2	3	1	
36	8	2	4	2	
38	8	-	2	2	
40	8	2	3	1	
	Total Marks	48	72	24	50%
	Average Marks	$\frac{48}{20} = 2.4$	$\frac{72}{20} = 3.6$	$\frac{24}{20} = 1.20$	



### Control Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	3	4		
4	8	3	3		
6	8	2	3		
8	8	4	4		
10	8	3	3		
12	8	4	4		
14	8	3	3		
16	8	3	3		
18	8	3	3		
20	8	3	3		
21	8	3	3		
23	8	2	2		
25	8	3	3		
27	8	2	3		
29	8	2	2		
31	8	3	3		
33	8	3	3		
35	8	2	2		
37	8	2	3		
39	8	2	2		
	Total Marks	55	59		
	Average Marks	2.75	2.95	0.2	7.2%



#### IV. The Results of Reading Paragraph

##### Experimental Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	3	5	2	
3	8	3	5	2	
5	8	3	6	3	
7	8	4	5	1	
9	8	2	3	1	
11	8	3	4	1	
13	8	3	4	1	
15	8	4	5	1	
17	8	4	54	1	
19	8	2	3	1	
22	8	3	3	0	
24	8	2	3	1	
26	8	2	4	2	
28	8	3	4	1	
30	8	2	3	1	
32	8	2	3	1	
34	8	3	4	1	
36	8	3	4	1	
38	8	3	4	1	
40	8	3	3	0	
	Total Marks	57	80	22	
	Average Marks	2.85	4.0	1.15	40%

### Control Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	4	4	0	
4	8	3	3	0	
6	8	4	4	0	
8	8	4	4	0	
10	8	4	5	1	
12	8	4	5	1	
14	8	3	2	-1	
16	8	3	3	0	
18	8	2	4	2	
20	8	3	3	0	
21	8	3	3	0	
23	8	3	3	0	
25	8	4	4	0	
27	8	4	4	0	
29	8	3	3	0	
31	8	3	3	0	
33	8	2	2	0	
35	8	3	3	0	
37	8	3	5	2	
39	8	2	3	1	
	Total Marks	64	70	6	
	Average Marks	3.2	3.5	0.3	9.37%

## V. The Result in Reading Message of Condolence

### Experimental Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	5	3	4	1	
3	5	2	4	2	
5	5	4	4	0	
7	5	3	4	1	
9	5	4	4	0	
11	5	3	4	1	
13	5	4	4	0	
15	5	3	4	1	
17	5	4	4	0	
19	5	2	3	1	
22	5	3	4	1	
24	5	3	4	1	
26	5	2	4	2	
28	5	2	4	2	
30	5	3	3	0	
32	5	2	3	1	
34	5	2	4	2	
36	5	2	3	1	
38	5	3	4	1	
40	5	-	-		
	Total Marks	54	72	18	
	Average Marks	2.7	3.6	0.9	33.3

### Control Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	5	2	2	0	
4	5	3	3	0	
6	5	4	4	0	
8	5	3	3	0	
10	5	2	2	0	
12	5	2	3	1	
14	5	2	3	1	
16	5	2	2	0	
18	5	2	2	0	
20	5	2	2	0	
21	5	2	2	0	
23	5	2	2	0	
25	5	2	2	0	
27	5	2	2	0	
29	5	2	2	0	
31	5	3	3	0	
33	5	2	2	0	
35	5	-	-	-	
37	5	-	3	3	
39	5	2	2	0	
	Total Marks	41	45	4	
	Average Marks	2.05	2.25	0.2	9.75

**VI. The Results of Reading Newspaper Article**  
**Experimental Group**

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	3	5		
3	8	4	5		
5	8	3	5		
7	8	4	5		
9	8	3	4		
11	8	4	3		
13	8	3	3		
15	8	4	4		
17	8	3	4		
19	8	2	4		
22	8	3	3		
24	8	2	4		
26	8	3	3		
28	8	3	3		
30	8	2	3		
32	8	2	4		
34	8	3	4		
36	8	2	4		
38	8	2	4		
40	8	-	3		
	Total Marks	55	77	22	
	Average Marks	2.75	3.85	1.10	40%

### Control Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	3	4		
4	8	4	4		
6	8	3	3		
8	8	2	3		
10	8	3	3		
12	8	3	3		
14	8	4	4		
16	8	4	4		
18	8	2	2		
20	8	3	3		
21	8	2	4		
23	8	2	5		
25	8	3	4		
27	8	3	4		
29	8	3	3		
31	8	2	2		
33	8	3	2		
35	8	-	2		
37	8	-	2		
39	8	2	3		
	Total Marks	51	64	13	
	Average Marks	2.55	3.2	0.7	2.74

## VII. The Results of Reading Formal Letter

### Experimental Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	3	5		
3	8	4	5		
5	8	3	5		
7	8	3	5		
9	8	3	4		
11	8	2	3		
13	8	2	3		
15	8	3	4		
17	8	2	4		
19	8	2	4		
22	8	3	3		
24	8	2	4		
26	8	2	3		
28	8	2	3		
30	8	2	3		
32	8	2	4		
34	8	3	4		
36	8	3	4		
38	8	3	4		
40	8	3	3		
	Total Marks	52	77	25	
	Average Marks	2.6	3.85	1.25	48

### Control Group

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	4	4		
4	8	4	4		
6	8	3	3		
8	8	3	3		
10	8	4	3		
12	8	3	3		
14	8	4	4		
16	8	4	4		
18	8	2	2		
20	8	3	3		
21	8	4	4		
23	8	3	5		
25	8	4	4		
27	8	3	4		
29	8	3	3		
31	8	3	2		
33	8	2	2		
35	8	-	2		
37	8	2	2		
39	8	2	3		
	Total Marks	58	64	8	
	Average Marks	2.4	3.2	0.8	33



## 2. The Pre and Post-test Results in Test of Writing

### I. The Results of Writing Informal Letter

#### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	4	5		
3	6	3	5		
5	6	3	4		
7	6	3	4		
9	6	5	5		
11	6	3	4		
13	6	3	4		
15	6	3	4		
17	6	3	4		
19	6	1	3		
22	6	2	4		
24	6	3	3		
26	6	2	3		
28	6	3	4		
30	6	-	2		
32	6	2	4		
34	6	1	3		
36	6	-	2		
38	6	-	2		
40	6	2	2		
	Total Marks	46	71		
	Average Marks	2.3	3.5	1.2	52.17

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	3	3		
4	6	3	4		
6	6	2	2		
8	6	3	3		
10	6	3	4		
12	6	3	3		
14	6	3	3		
16	6	2	3		
18	6	3	3		
20	6	4	4		
21	6	3	3		
23	6	2	2		
25	6	2	3		
27	6	2	2		
29	6	4	4		
31	6	2	3		
33	6	3	3		
35	6	4	4		
37	6	2	3		
39	6	3	2		
	Total Marks	56	61	5	
	Average Marks	2.8	3.5	0.7	25

## II. The Results of Writing Sentences Using the given clues

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	3	2	3		
3	3	2	2		
5	3	2	2		
7	3	2	3		
9	3	2	3		
11	3	1	2		
13	3	1	3		
15	3	2	3		
17	3	2	3		
19	3	2	3		
22	3	2	3		
24	3	2	3		
26	3	3	3		
28	3	2	3		
30	3	2	3		
32	3	2	3		
34	3	2	3		
36	3	2	3		
38	3	2	3		
40	3	2	3		
	Total Marks	39	57	18	
	Average Marks	1.95	2.85	0.9	46

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	3	2	3		
4	3	2	3		
6	3	3	3		
8	3	2	3		
10	3	3	3		
12	3	2	3		
14	3	2	2		
16	3	2	2		
18	3	2	2		
20	3	2	2		
21	3	2	2		
23	3	3	3		
25	3	2	3		
27	3	2	2		
29	3	3	3		
31	3	2	2		
33	3	2	2		
35	3	2	3		
37	3	2	3		
39	3	2	2		
	Total Marks	44	51	7	
	Average Marks	2.2	2.55	0.35	15.9

### III. The Results of Writing Biography

#### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	3	4		
3	6	3	5		
5	6	2	3		
7	6	4	5		
9	6	2	3		
11	6	3	4		
13	6	2	4		
15	6	3	5		
17	6	3	5		
19	6	2	4		
22	6	3	3		
24	6	2	3		
26	6	3	4		
28	6	3	4		
30	6	2	3		
32	6	2	4		
34	6	2	3		
36	6	-	2		
38	6	-	3		
40	6	-	2		
	Total Marks	44	80	36	
	Average Marks	2.2	4.0	1.8	81.8

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	3	3		
4	6	3	3		
6	6	2	3		
8	6	4	4		
10	6	2	3		
12	6	3	3		
14	6	3	3		
16	6	2	2		
18	6	2	2		
20	6	2	2		
21	6	3	3		
23	6	2	2		
25	6	3	3		
27	6	2	3		
29	6	-	-		
31	6	-	2		
33	6	-	-		
35	6	2	3		
37	6	-	-		
39	6	-	-		
	Total Marks	38	44	6	
	Average Marks	1.9	2.2	0.3	15.78

#### IV. The Results of Completing Dialogue

##### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	4	5		
3	6	4	4		
5	6	3	4		
7	6	2	3		
9	6	4	5		
11	6	3	4		
13	6	4	5		
15	6	3	5		
17	6	3	4		
19	6	3	5		
22	6	2	4		
24	6	2	3		
26	6	3	4		
28	6	2	4		
30	6	2	4		
32	6	2	4		
34	6	2	3		
36	6	2	3		
38	6	-	3		
40	6	3	3		
	Total Marks	53	76	23	
	Average Marks	2.65	3.8	1.15	43.4

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	4	4		
4	6	3	4		
6	6	3	3		
8	6	3	3		
10	6	2	2		
12	6	3	3		
14	6	3	3		
16	6	2	4		
18	6	2	3		
20	6	3	4		
21	6	2	2		
23	6	3	3		
25	6	3	3		
27	6	3	3		
29	6	3	3		
31	6	3	2		
33	6	2	3		
35	6	3	3		
37	6	3	2		
39	6	-	-		
	Total Marks	53	57	4	
	Average Marks	2.65	2.85	0.2	7.54



## V. The Results of Writing Letter of Condolence

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	3	4		
3	6	2	4		
5	6	3	5		
7	6	4	5		
9	6	2	3		
11	6	3	5		
13	6	3	4		
15	6	2	4		
17	6	2	4		
19	6	2	4		
22	6	3	3		
24	6	2	4		
26	6	2	3		
28	6	3	4		
30	6	2	3		
32	6	2	3		
34	6	2	3		
36	6	-	2		
38	6	-	2		
40	6	-	3		
	Total Marks	42	72	30	
	Average Marks	2.1	3.6	1.5	71.42

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	3	3		
4	6	3	4		
6	6	3	4		
8	6	3	3		
10	6	3	3		
12	6	2	2		
14	6	3	3		
16	6	2	2		
18	6	2	2		
20	6	2	2		
21	6	3	3		
23	6	2	3		
25	6	-	2		
27	6	2	2		
29	6	2	3		
31	6	2	3		
33	6	-	-		
35	6	2	-		
37	6	2	2		
39	6	-	-		
	Total Marks	41	46	5	
	Average Marks	2.05	2.3	0.25	12.19

## VI. The Results of Writing Message of Congratulation

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	3	3		
3	6	3	4		
5	6	2	4		
7	6	2	3		
9	6	4	5		
11	6	3	5		
13	6	2	4		
15	6	2	4		
17	6	3	4		
19	6	2	4		
22	6	1	3		
24	6	2	3		
26	6	2	4		
28	6	-	3		
30	6	2	2		
32	6	2	3		
34	6	-	3		
36	6	2	2		
38	6	-	3		
40	6	-	2		
	Total Marks	37	68	31	
	Average Marks	1.85	3.4	1.55	83.78

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	3	3		
4	6	2	3		
6	6	3	4		
8	6	2	3		
10	6	2	2		
12	6	3	3		
14	6	2	2		
16	6	3	3		
18	6	2	2		
20	6	2	2		
21	6	2	2		
23	6	2	2		
25	6	-	-		
27	6	-	-		
29	6	2	2		
31	6	-	2		
33	6	-	-		
35	6	-	2		
37	6	-	-		
39	6	-	-		
	Total Marks	30	37		
	Average Marks	1.5	1.85	0.35	23.3

## VII. The Results of Writing News article

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	6	2	4		
3	6	4	5		
5	6	2	4		
7	6	2	3		
9	6	1	3		
11	6	3	4		
13	6	4	5		
15	6	2	3		
17	6	3	4		
19	6	3	4		
22	6	2	3		
24	6	3	4		
26	6	2	3		
28	6	-	2		
30	6	-	3		
32	6	-	2		
34	6	-	2		
36	6	-	2		
38	6	-	2		
40	6	-	-		
	Total Marks	33	62	29	
	Average Marks	1.65	3.10	1.45	87.87

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	6	2	3		
4	6	3	3		
6	6	2	3		
8	6	2	2		
10	6	2	3		
12	6	-	-		
14	6	-	-		
16	6	2	2		
18	6	2	2		
20	6	2	2		
21	6	-	-		
23	6	2	2		
25	6	-	-		
27	6	2	2		
29	6	-	-		
31	6	2	3		
33	6	-	0		
35	6	-	0		
37	6	-	0		
39	6	-	0		
	Total Marks	23	27	4	
	Average Marks	1.15	1.35	0.2	17.4

## VIII. The Results of Using Grammatical Structures

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	3	2	3		
3	3	2	2		
5	3	2	2		
7	3	2	2		
9	3	3	3		
11	3	2	3		
13	3	1	3		
15	3	1	3		
17	3	1	2		
19	3	2	3		
22	3	2	2		
24	3	1	2		
26	3	2	3		
28	3	2	3		
30	3	2	2		
32	3	2	3		
34	3	2	2		
36	3	3	3		
38	3	3	3		
40	3	3	3		
	Total Marks	40	52	8	
	Average Marks	2.0	2.6	0.6	30

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	3	2	2		
4	3	3	3		
6	3	2	2		
8	3	2	2		
10	3	2	2		
12	3	1	1		
14	3	2	2		
16	3	2	2		
18	3	2	2		
20	3	2	2		
21	3	2	2		
23	3	2	2		
25	3	2	2		
27	3	2	2		
29	3	3	3		
31	3	3	3		
33	3	1	1		
35	3	2	2		
37	3	2	3		
39	3	2	3		
	Total Marks	41	43	2	
	Average Marks	2.1	2.15	0.05	2.4



## IX. The Results of Writing Essay

### Group A

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
1	8	4	5		
3	8	3	5		
5	8	3	4		
7	8	3	4		
9	8	1	3		
11	8	1	3		
13	8	2	3		
15	8	2	3		
17	8	1	2		
19	8	3	4		
22	8	2	3		
24	8	2	4		
26	8	-	2		
28	8	3	4		
30	8	-	2		
32	8	-	2		
34	8	-	-		
36	8	2	3		
38	8	2	2		
40	8	2	3		
	Total Marks	36	61	25	
	Average Marks	1.8	3.054	1.25	69.4

### Group B

Rank Roll	Full Marks	M.O. in Pre-T	M.O. in Post-T	D	D%
2	8	3	4		
4	8	3	4		
6	8	3	4		
8	8	2	3		
10	8	3	3		
12	8	2	2		
14	8	-	-		
16	8	2	2		
18	8	2	4		
20	8	4	3		
21	8	3	2		
23	8	2	3		
25	8	3	3		
27	8	2	2		
29	8	-	-		
31	8	-	-		
33	8	-	-		
35	8	-	-		
37	8	-	-		
39	8	-	-		
	Total Marks	34	39		
	Average Marks	1.7	1.95	0.25	14.7

## APPENDIX -V

### SAMPLE SUPPORTIVE READING AND WRITING TASKS

1. Read the passage quickly to find the answer to these questions
  - a. How many types of marriages are there in different societies?
  - b. Is polygamy legal type of marriage in the Us and most other nations.

Monogamy, polygamy and serial monogamy: There are two major types of marriages– monogamy and polygamy. In monogamy, one wife and one husband have an exclusive sexual relationship. In polygamy, a person has more than one spouse, (usually the husband has more than one wife). Monogamy is the only legal type of marriage in the US and most other nations. Polygamy is still legal in same parts of the world, especially Africa and the Middle East, although it is declining in both regions.

Some people have only one husband or wife at a time, but marry, divorce, and remarry a number of times. This is sometimes called serial monogamy.

- (A) Read the passage again and match the words in column A with their meanings in column B.

Column A

Column B

i) Monogamy

a) allowed by law

ii) Polygamy

b) Marriage between one man and one women

iii) Spouse

c) Marriage of one man with more than one women

iv) Legal

d) Husband or wife

(B) Answer the following questions:

- i) What do you mean by polygamy? Is such type of marriage practised in your locale?
- ii) Do you think polygamy should be strictly forbidden in those countries, where it is in practise?

(C) Fill in the gaps with appropriate words from the above passage?

A person has more than one ..... in polygamy. It is still ..... in some parts of the world, especially ..... and the Middle east. In polygamy, the ..... has more than one ..... has more than one ..... But in ....., one wife and one husband have exclusive ..... relationship.

2. Read the message of condolence and answer these questions/

- a. Who has died?
- b. Who has published this message?
- c. Why does Alliance Frangaise Family extend the grief?

### **CONDOLENCE**

Mr. Dilli Raj Uprety

30/06/1930 – 01/08/2008

We are deeply grieved at the passing away of Mr. Dilly Raj Uprety, our beloved Founder Board Member, Immediate past

President of Board of director, former Ambassador to France of Federal Democratic Republic of Nepal (1985-1990)

May the almighty God test the departed soul in piece.

We convey our heartfelt condolence to the bereaved family and pray to the almighty to give them the strength to recover from this irreplaceable loss.

**Alliance Fransaise in Kathmandu Family**

Read the above text again and answer the following questions:

- i) Write whether the following statements are true or false.
  - a. The person who has died is Mr. Dilli Raj Uprety.
  - b. He was founder board member of AFF.
  - c. He died at the age of 78.
  - d. He didn't have any relatives.
  
- ii) The meaning of some of the words from the message of condolence are given below. Find the words and write them next to their meaning.
  - heart breaking .....
  - great sorrow .....
  - death .....
  - departed .....
  
- iii) Answer the following questions:
  - a) Who are deeply grieved at the death of Mr. Dilli Raj Urety?

- b) How old was Mr. Uprety?
  - c) What was his post in Alliance Fransaise Family?
  - d) Who may rest the departed soul in peace?
- iv) Write a message of condolence using the format of the above one and the clues given below:
- ) Mr. Ram Chandra Aryal (1930-2008)
  - ) at the age of 78
  - ) Founder Board Member of Save the Children, Nepal.  
(Extending this condolence)
  - ) President of Public Welfare Committee, Dharan.
  - ) Departed should may rest in heave

3. Use the following outline and framework to develop an essay.

### **Pollution**

Paragraph 1:	Introduction
	– Definition – Type – Condition
Paragraph 2:	Development
	– Effects – Causes – Preventive Measures
Paragraph 3:	Conclusion
	– Advice to goverment – Advice to public – Advice to VDC/Municipality

4. Read following format of newspaper article and write newspaper articles using the clues.

a. Nepali woman faces 10 years in Indian jail.

) Dang, Nov. 12 (PR)

) Bahraich District Court at Utter Pradesh on wednesday  
slapped 10 year jail term

) Fined IRs. 100,000

) Woman from Dang on charge of drug trafficking.

b. 4 killed in bus-tractor collision

) Dharan, Jun. 10 (PR)

) Speeding passenger bus collided with a tractor.

) bus heading toward Dharan.

) Timber-laden tractor heading to Ithari from Dharan.

) 4 spot death, 10 injured.

5. Read the biography quickly and answer the questions that follows:

a. When did Tara Bahadur Join Siddharth Vanasthali college?

b. Why did not he marry?

### **A Short Biography of Mr. Maharjan**

Tara Bahadur Maharjan was born in Panga Village, Kirtipur. Maharjan passed his childhood in his village and attended a pre-primary school of Kathmandu. He joined Siddharth Vanasthali College after his SLC from MI School, Kathmandu. He topped in Diploma level and got scholarship to go abroad for higher study. He did Ph.D. from Oxford, and came back

homeland to serve his country. He got the job of senior professor in Department of Physics. TU.

He did not get married for the sake of his villagers. He contributed many things to develop his motherland. He sacrificed his whole life for the well-being of people who came to him for help. People love him very much.

A. Read the above biography again and answer these questions.

- a. Why do people of his village love him very much?
- b. Where was Mr. Maharjan born?
- c. Where did he spend his adulthood?
- d. When did he get scholarship to go abroad?

B. Use the clues given below and write a similar biography.

- Narendra Raj Ojha.
- Born in a village of Rukum in 2030 B.S.
- Contributed for the well-being of his villages.
- Established two high schools and one campus.
- Spent his whole life to serve people who were back fallen
- Was awarded by the students of the college he established.

## 6. Project Work

Which of the following, do you think, are significant causes of drug abuse by teenagers? Explain and write a couple of paragraphs on how the following agents can contribute to eliminate the problem.



Parents	School	I/NGOs
TV and Films	Civil Societies	Government

7. Some animals may become extinct in Nepal (For example, tigers, rhinos, crocodiles, and musk deer), write a couple of paragraphs about any one of these animals. Use the clues in the box.

<p>The animal and its physical features</p> <p>reasons why it may become extinct</p> <p>its natural habitat (home)</p> <p>measures being taken to save it</p>
---

8. Make as many sentences as possible from the following table.

If I were you,		left this business would buy a car went trekking	
wouldn't it be better if	I You	would give up smoking sold your land	because -----

9. Try to remember the most important event in your life and write it down in a couple of paragraphs.

10. Find out what things your partner can and cannot do write these things down.

11. There were several freedom fighters in Nepal. Discuss about them with your partner then write a newspaper story about them. Use the clues in the box.

name of the freedom fighter.

number of years of imprisonment or exile.

their feelings after they were released other people' response

your comment as the reporter.

12. Complete the following dialogue using the clues given the box below.

Two friends are talking on the phone. Fill in the blank spaces in their conversations with the expressions given in the box.

Amrita : Hello !

Amit : ..... It's me, .....

Amrita : Hi,Amit .....

Amit: I'm fine. Are you free today? I'm having a party today and .....

Amrita : I'd love to come but .....

Amit : .....? What's wrong?

Amrita : Suffering from a nasty, cold: watery eyes and nose, violent sneezes, you know.

Amit: ..... Take care

Amrita : Bye, Thanks for calling

How are you?

Hi, Amrita

We expect you to be there.

Amit.

I'm not feeling well.

What?

I'm very sorry to hear that. You may get well soon.

13. Read the following instructions and write an essay on the topic.  
Importance of woman education.

Topic:

**Introduction**

- (a) Simply introduce the subject matter
- (b) Use short, impressive and aphoristic sentences

**Body**

- (a) Mention the important fact
- (b) give illustrations, examples and logic

**Conclusion**

- (a) write summary of your personal opinion in catchy words

**Introduction**

- Z Definition of woman education
- Z Status of woman education in Nepal

**Body**

- Z Illustrating how woman education supports social development

**Conclusion**

- Z Examples
- Z Putting summary of personal idea

14. Write a letter to your friend describing what you did in Dasai vacation using the following format.

Address	
Date	
Salulation (Greeting),	
<table border="1"><tr><td style="text-align: center;">The Body</td></tr></table>	The Body
The Body	
The ending	
Signature	

15. Write a formal message of congratulation to be published in the local newspaper to extend your congratulations to your FM Radio station having been awarded with best radio station of the year. You may base your message on the following hints.

- ) extend congratulations.
- ) Name of the radio station
- ) Date of establishment
- ) Broadcasts knowledgeable informative and entertaining programme since its establishment.
- ) Extend best wishes.

16. Make as many sensible sentences as possible from the following table.  
Use "been" only with present perfect continuous tense in sentences.

I have	been	working there	for years since 1997 for three years
She has		finished my meal	
They have		learning computer	
		gone trekking	
		received a present	
		living together	

17. One of your friend is coming to visit your school. Write a letter to your friend. Give directions for how to reach your school from the nearest bus part or air port.
18. Imagine that are of your uncles Ram write an invitation card to your on marriage party of his daughter. Read the letter and attempt the following questions.

Kirtipur-10
Kathmandu
June 5, 2008
Dear Puspa,
I would be delighted if you along with your parents could attend the weeding party of our daughter Sapana, at 8 p.m. on Wednesday, the 15 <sup>th</sup> of January.
Looking forward to seeing you on the occasion.
Yours
Ram

A. Answer the following questions.

- (i) What type of letter is this?
- (ii) Who has written to whom?
- (iii) Whose marriage is going to held?
- (iv) From where did Ram write this letter?
- (v) What is the relationship between addressee and addressor?

B. Tick the best answer.

(a) Puspa is Ram's

- (i) friend
- (ii) uncle
- (iii) nephew

(b) This is a/an

- (i) Refusal letter
- (ii) invitation letter
- (iii) acceptance letter

(c) Marriage party is one

- (i) June 5
- (ii) June 15
- (iii) June 8

(d) Radha's wedding party is going to held on

- (i) Sunday
- (ii) Wednesday
- (iii) Thursday

C. Suppose you are busy somewhere and are unable to attend that party.

Write a refusal letter to your uncle Ram.

19. Read the following paragraph and underline active and passive forms of verb.

This book has been written by a group of experienced teacher. They have made adverse contribution to bring this book to this present form. Despite this effort, there may be some shortcomings with regard to its language. Attempts have been made to bring this book up to the standard. Constructive suggestions and comments are welcome.

20. Read the following paragraph and underline and correct the mistakes you find.

Once upon a time there was beautiful a young girl who lived with his father and wicked step mother. Even though, she was kind-hearting and worked very hard stepmother was very cruell to his and made her do all the hard workest.

Correct the above paragraph and change its sentence into present tense.

**APPENDIX VI**  
**SAMPLE ANSWER SHEET**

Name: F.M.: 100  
Class: P.M.: 32  
Roll No.: Time: 3 hrs

1. Read the following conversation and answer the following questions. 8

"Hello, Arati. What do you plan to do during the holidays?" "I plan to go to India with my aunt. We want to see the Taj-Mahal, which is in Agra. You know, it's the most beautiful building ever made, one of the seven wonders of the world"

"It's a monument, isn't it?"

"Yes, it was built by a Moghul emperor in memory of his beloved queen". "How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well: We'll go to Mumbai, and spend a couple of days there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I'm going to Jomsom with my parents".

- A. Write 'T' for 'True' and 'F' for false statements 0.5×2 = 1
- a. Arati plans to go to India with her mom
  - b. The Taj mahal is in Agra.