

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is fundamental means of human communication. It is the most widely used means of communication through which human beings express their ideas and feelings. It is an inherent property of human beings. Every human being acquires his/her first language without being conscious. There are innumerable language communities in the world and every language community has its own language. We cannot think of any academic, social and artistic activities without language. Language is extremely complex and highly versatile code and used for human communication. It is the voluntary vocal system of human communication.

According to Wardhaugh (1972, p.3), "language is a system of arbitrary vocal symbols used for human communication." In the same way, **Sapir** (1978,p.8), defines language as "a purely human and non instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols".

There are many languages spoken in the world. Among them, some languages play a great role in a particular situation. The English language is one of the most important languages which is popularly important and used as a lingua franca for international communication. English is one of the six official languages of U.N.O. Nearly half of the world's books have been written in English. English has become the language of science, commerce, trade and international negotiations. Hence, we must benefit ourselves by this language. Almost 70% of the world's advanced research is done in English and the rest is quickly translated into English. So, it becomes necessary for every one to know

English otherwise he/she will cut himself/herself off from the world knowledge.

From the above definitions language can be defined in a precise form as “a voluntary vocal system of human communication”. English is the language that has enjoyed by far the fastest growth with recent time after Chinese, English has the world’s largest speaking population. One person out of every seven speaks English. Realizing the values of English languages in Nepal, it has been prescribed in the curricula of schools and colleges as a compulsory course. It is taught from the beginning of schooling. In both community aided schools and institutional (English Medium) schools. Every language is made up of systems. A language in general, has phonological system, grammatical system and semantic system. The topic under this study ‘adverb, is one of the systems from broad grammatical system. The other sub-systems under grammatical system are tense, mood, aspect, negation etc.

1.1.2 English in Nepal

The English language in Nepal seems to have entered during Bhimsen Thapa's Prime Ministership. However, English education in Nepal was brought by Jung Bahadur Rana, the first Rana ruler. He became the Prime minister and a defacto ruler in 1846, visited England in 1850 to strengthen the ties of friendship with the powerful British Empire. He was extended a warm reception by queen Victoria who conferred on him the title of G.C.B.(Grand Cross of the Order of the Bath). He then realized the importance of English language to communicate and strengthen his friendship with the English people to make his position even stronger in Nepal. Consequently, he invited Englishmen to teach his sons the English language. In order to give English education to children of Rana families, he established Durbar High School in (1853), which was the first school in Nepal. Later, during the reign of Chandra Shamser, the door of

Durbar high School was opened for common people. Then, in 1919, it was included in the Higher education with the establishment of Trichandra college. After the over through of the Rana regime and the establishment of democracy in 1951, a number of schools and colleges were established throughout the kingdom. Nepalese became conscious of the importance of education for national development. Realizing the value of the English language in Nepal, it has been prescribed in the curricula of schools and colleges as a compulsory course. It is taught from the beginning of schooling in both institutional and community aided schools. However, English had been taught or learnt limiting to blind recitation of rules and study of Homer and Shelly. To study English was regarded as some things being like studying philosophy. Grammar translation was only method used for language teaching. There were a lot of problems such as lack of sufficient number of textbooks or other supplementary materials, lack of trained teachers and so on. The main weakness of that time was that English was not directed by any goal. So the communicative skills oriented English courses are more beneficial than literature courses.

1.1.3 Language Aspects

Language aspects, here, refer to pronunciation and spelling, vocabulary, grammar and communicative function. There are four language aspects. They can be described as follows:

Pronunciation and Spelling

Pronunciation refers to the spoken shape of language and spelling refers to the written shape of language. Pronunciation generally refers to the pronunciation of words and spelling.

Vocabulary

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

Grammar

Grammar refers to the structure or pattern of language, rules of language can be called as the frame or skeleton of language. Tense, voice, person, number etc. are the aspects of grammar.

Communicative Function

This language aspect includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structure to make use of words for the sake of communication.

1.1.4 Importance of Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Grammar is one of the most important language aspects. It is the backbone of language. Language is a type of rule-governed behaviour. Grammar is a sub-set of those rules, which govern the configurations that the morphology and syntax of a language assume.

Grammar is a system of general principles for speaking and writing. According to **OALD**, (1989,p.542) “It is the study (or science) of rules for forming words and combining them into sentences.” Similarly, **Ur**, (1996,p.75) defines grammar as “ the way words are put together to make correct sentences.”

Grammar, according to **Richards** et al (1985, P.125), is “a description of the

structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.” Similarly, in the words of **Swan** (1980, p.XFX), “grammar is the rules that say how words change to show different meanings and how they are combined into sentences.” Thus, grammar is the description, analysis and formularization of language patterns. It is the description of the structure of a language that allows us to form completely different sentences. If grammar means the underlying principles, then no one can handle the language without the knowledge of grammar. So, the knowledge of grammar is essential to be competent in the use of language. Grammar is the most important aspect of a language.

1.1.5 Word Classes

Words can be grouped together into word classes, traditionally called parts of speech. Words are assigned to the same class if they share a number of properties. **Richards** et al.(1985, p.21) define word class as, “a group of words which are similar in function. Words are grouped into word classes according to how they combine with other words and how they change their form.”

According to **Aarts and Aarts** (1986,P.20), there are three criteria to establish word classes; morphological criterion, syntactic criterion and semantic criterion.

a. Morphological Criterion

The class to which a word belongs to can be established on morphological ground if the word in question has inflexional and /or derivational characteristics that are typical of that class. Thus, words that belong to the class of verbs generally take the inflexional endings –s, -ing and –ed. Typical inflexional endings for nouns are –s and ‘es and typical endings of adjectives

are the comparative and superlative endings –er and –est . Although these suffixes can also be added to some adverbs (e.g hard and fast), they cannot be said to be the characteristics of the adverb class. The same three classes also contain many members that are derivationally identifiable. Thus, words ending in –ing and –ize are verbs, words ending in –action, -ity and –ness are nouns and words that are formed by suffixes like -able, -ish and –less are adjective. Typical suffixes of the class of adverb are –ward and wise.

For example, after- wards, back-ward(s), down-ward(s), up-ward(s)
Clock-wise, Crab- wise, Cross-wise, length-wise

b. Syntactic Criterion

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

Dick and Susan are getting married **next** week

Probably he is **in** London.

All students should look up theses words.

c. Semantic Criterion

The third criterion to identify word classes is on the basis of the semantic criteria. Thus, nouns have traditionally been defined as words denoting persons, animals, plants, objects etc; Verbs have been defined as words denoting action, states and process; adjectives as words referring to qualities. For example, words like handshake and death, we would have to assign them to

the class of verbs (rather than to the class of nouns), since they may be said to refer to an action and a state, respectively. Similarly, words like roundness and strength would have to be called adjectives (rather than nouns), since they denote qualities. **Celce-Muricia and Larsen-Freeman** (1999, p15), have grouped word classes into two groups: the major word classes and the minor word classes.

i) Major Word Classes:- Nouns, Verbs, adjectives and adverbs

ii) Minor Word Classes:- Pronouns, determiners, prepositions and conjunctions

1.1.6 Adverbs: in English

The Grammar of the English language consists of different word classes, traditionally called parts of speech. Among them, an adverb, which occupies an important place in grammar, belongs to a major word class. The knowledge of adverb is essential for the use of language. An adverb is defined as a word, which modifies the meaning of verb, an adjective or another adverb, for example;

i) Alok runs **quickly**.

ii) This is **very** sweet orange

iii) Sita reads **quite** clearly

In sentence one, **Quickly** modifies the verb runs. In sentences two, **very** modifies the adjective sweet. In sentence three, **quite** modifies the adverb clearly.

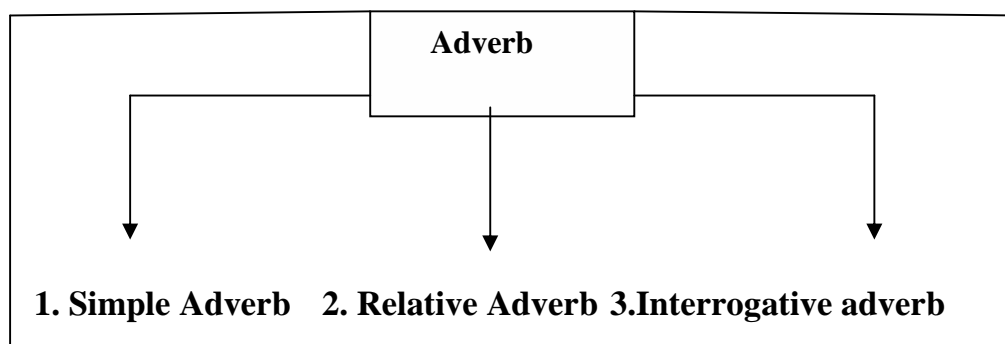
Similarly, **Oxford Advanced Learner’s Dictionary** (1996) defines adverb as “a word that adds more information about place, time, circumstance, manner, cause, degree etc to a verb.” **Richards et al.** (1999,p.9) defines an adverb as “a word that describes or adds the meaning of a verb, an adjective, another adverb, or a sentence and which answers such question of how? Where? Or When ? Adverbs modify verbs and contribute meaning of various sorts to sentences. Many adverbs have certain derivational suffixes such as –ly (Wisely), - wards (after ward), -wise (clock wise).”

From the above definitions of adverbs, the conclusion can be drawn that adverbs are those words which are used to modify the meaning of verbs, adjectives, other adverbs, phrases or the whole sentences. They are used to say when, where or how something happens. In the same way, most of the adverbs are formed from derivational suffixes, e.g. –ly.

1.1.7 Kinds of Adverbs

Adverb occupies an important place in grammar, belonging to a major word class. The knowledge of adverb is essential for the use of language.

Generally, we can say that an adverb is a word which modifies all parts of speech except noun and pronoun. On the basis of the use of adverb, we can divide adverbs into three groups.



There are sub-division of simple adverbs:

- a. **Adverbs of time**
- b. **Adverbs of place**
- c. **Adverbs of manner**
- d. **Adverbs of frequency**
- e. **Adverbs of quantity/degree**
- f. **Adverbs of reason**
- g. **Adverbs of affirmation and negation**

1. Simple Adverb

Simple adverb denotes times, places, manner, frequency, degree, reason and affirmation and negation. They are discussed here separately.

a) Adverb of Time

Adverbs of time show when something happens. Before, lately, already, daily, since, never, yesterday, soon, ago etc. come under adverbs of time. For example:
I shall **now** be going to work.

She **never** reads English grammar

b) Adverb of place

Adverbs of place show where something happens. Everywhere, up, out, away, here, in backward etc. come under adverbs of place.

For example:

Stand **here**.

Ram is sleeping **in** his bedroom.

c) Adverb of Manner

Adverbs of manner show how or in what manner something happens. This class includes all those adverbs, which are derived from adjectives and end in –ly, well, soundly, slowly, so, bravely, etc. come under adverbs of manner, for example; Rahul eats **slowly**.

Govinda reads **clearly**.

d) Adverb of Frequency

Adverbs of frequency show how often something happens. Often, once, seldom, again, frequently, always etc come under adverbs of frequency, for example; Rita has told you **twice**.

They **always** eat Dal and bhat

e) Adverb of Quantity / Degree

Adverbs of degree or quantity show how much, or in what degree or to what extent something happens. Almost, fully, very, enough, so, although, no better, quite etc. come under adverbs of degree or quantity. For example:

He was **too** careless.

She is a **very** beautiful girl.

f) Adverb of Affirmation or Negation

Adverbs of affirmation states formally or confidently that something is true or correct whereas adverbs of negation show its absence. Surely, not, no, nor, yes, definitely, etc. come under adverbs of affirmation or negation.

For example:

He **certainly** went.

There is **no** water in the pond.

g) Adverbs of Reason

Adverbs of reason show the cause of something or somebody doing something. Hence, so etc. come under adverbs of reason. For example:

He **therefore** left school.

2. Relative Adverbs

Relative clauses which tell us where, when or why a thing happened are introduced by the relative adverbs. When, where and why come under relative adverbs. For example:

Tell me the year **when** you were born.

3. Interrogative Adverbs

Interrogative adverbs are used in asking questions. When?, where?, why?, how?, come under interrogative adverbs. For example:

When do you get up?

Why are you writing a letter?

1.1.7.1 Functions of Adverbs

According to **Quirk and Greenbaum** (1973, p.125) and **Leech and Svartvik**. (1979, p.202), syntactically speaking two major functions of adverbs are distinguished.

- a) Constituent of the sentences, in which they function as adverbial.
- b) Modifier of adjectives, adverbs and a number of other constructions.

a) Adverb as Adverbial

Adverbials are morphologically and syntactically the most diverse grammatical structures in English. Adverbials may be words, phrases or clauses which modify the entire sentences or clauses. **Leech and Svartvik** (1979, p. 466) define adverbials as “Adverbials usually tell something extra about the action, happening or state describe by the rest of the sentences. For example; the time when it happened, the place where it happened or the manner in which it happened” For example.

Time: Preetam is working **today**

Place: My mother is working **in the kitchen**.

Manner: My father is working **hard**

A sentence can have more than one adverbials:

My brother is working hard in the kitchen today.

An adverb may function as adverbial, a constituent distinct from subject, verb, object, and complement. According to **Quirk and Greenbaum** (1973, p.226), three classes of adverbials are established.

i) Adjuncts

Adjuncts are integrated within the structure of the clause to at least some extent for example:-

They are waiting **outside**

I can **now** understand it.

He spoke to me about it briefly.

ii) Disjuncts

Disjuncts are not integrated within the clause. Semantically, disjuncts express an evaluation of what is being said either with respect to the form of the communication or to its content. For example:

Frankly, I am tired

Fortunately, no one complained.

They are **probably** at home.

iii) Conjuncts

Conjuncts are also not integrated within the clause. Semantically, conjuncts have a connective function. They indicate the connection between what is being said and what was said before. For example we have complained several times about the noise, and yet he does nothing about it.

If they open all the windows, then I' m leaving.

b) The adverb used as a modifier

Most modifying adverbs fall into the semantic category of degrees of adverb. Adverbs especially modify adjectives, adverbs and a number of other constructions. **Quirk et.al.**(1985,p.441) say, “An adverb may function as a modifier of an adjective or of another adverb.”

I) Modifier of Adjectives

An adverb may premodify an adjective

That was a very funny story. It is extremely good of you. One adverb, enough- post modifies adjective, i.e. this is just good enough. Most commonly, the modifying adverb is an intensifier. The most frequently used intensifier is ‘very’. Other intensifiers include so/preety/ rather/ usually/ quite/unbelievably.

II) Modifier of Adverb

The adverb may premodify another adverb and function as intensifier: we are smoking very heavily. You didn’t injure him that severely.

As with adjectives, the only post modifying adverb is enough.

Oddly enough, nothing valuable was stolen.

III) Modifies of Prepositional Phrase

The few adverbs premodify prepositions or prepositional phrases:

That nail went right through the wall.

His parents are dead against the trip.

IV) Modifier of Determiner, Pronoun or Numeral

Intensifying adverbs can premodify indefinite pronouns, predeterminers and cardinal numerals:

Nearly everyday came to the house warming party.

I paid more than ten pounds for it.

V) Modifier of Noun Phrase

A few words of degree can modify noun phrases. They include quite, rather, such and what (in exclamations):

She told such a funny story.

What a fool he is !

1.1.7.2 Position of Adverbs

1. According to **Wren and Martin**(2000,P.125), adverbs of manner, which answer the questions how?' (eg. Well, fast, quickly, carefully, calmly) are generally placed after the verb or after the object if there is one; as

His horse walks fast.

Sosita does her work carefully.

2. According to **Thomson and Martinet**(1986,p.52), when we have verb+ preposition + objective, the adverb can be either before the preposition or after the object; as

Ram looked at me **suspiciously**, or

Ram looked **suspiciously** at me.

3. According to **Wren and Martin** (2000, P.126), adverbs of frequency, which answer the question 'How often ? (eg. always, never, often, rarely, usually, generally and certain other adverbs like almost, already, nearly, just and quite) are normally put between the subject and the verb if the verb consists of only one word; if there is more than one word in the verb, they are put after the first word.

i.e. My sister **never** cooks.

She has **never** seen a tiger.

4. According to **Leech and Svartvik** (1979,p.200), degree adverb have heightening or lowering effect on some part of the sentence. Many of them occur in mid position : as

I **rather** like her.

They are **definitely** going to emigrate.

End- position is also possible for many of these adverbs; as,

He ignored my request **completely**.

5. According to **Thomson and Martinet** (1987, p.55). time adverbs like after words, eventually, dately, new, recently, soon, then, today, tomorrow etc. and adverb phrase of time: at once, since then, till (6:00 etc.) are usually placed at the very beginning or at the very end of the clause. i.e. in front position or end position; as,

Eventually he came or

He came **eventually**.

6. According to **Leech and Svartvik** (1979, p.199) place adverbials, both those denoting location and those denoting direction, usually have end position as:

The meeting will be **upstairs**.

He managed to kick the ball **into the goal**.

1.1.7.3 Comparison of Adverbs

i) If the adverb is of one syllable, we form its comparative form by adding –er and the superlative by adding –est, to the positive, as

Fast - Faster - Fastest

Long - Longer - Longest

Soon - Sooner - Soonest

e.g:- Rama ran **fast**. (Positive)

Arjun ran **faster**. (Comparative)

Hari ran **fattest** of all. (Superlative)

ii) Adverbs ending in -ly form the comparative by adding “more” and the superlative by adding most, as

Skillfully- more skillfully –most skillfully beautifully-more beautifully-most beautifully- most beautifully

e.g.

Amar played **skillfully**. (Positive)

Kamal Played **more skillfully**. (Comparative)

Of all the seven Ravi played **most skillfully**. (Superlative)

But not, early- earlier- earliest

e.g. I came early this morning. (Positive)

Sita came earlier. (Comparative)

Shyam came earliest of all. (Superlative).

iii) Some of the commonest adverbs form their comparative and superlative degree irregularly. i.e.

I'll, badly –worse – worst

Well- better – best

Much –more – most

Little- less- least

e.g. Krishna writes **well**.

Mohan writes **better** than Krishna.

Dinesh writes **best** of all.

iv) It will be noticed that only adverbs of manner, degree and time admit comparison.

Many adverbs, from their nature, cannot be compared, as- now, then, where, there, once etc. Adverb is one of the parts of speech which belongs to a major

world class. It plays an important role in English Grammar. However, many students often get failed to use it accurately and appropriately. Therefore, one should have the proper knowledge in the use of adverbs from the very beginning otherwise he/she may not be able to produce situationally appropriate sentences. Adverbs are used frequently and are introduced to the students from the beginning to very advanced level. Some of the earlier researchers have tried to find out the proficiency of the students in the use of adjectives and adverbs in campus level. They found out the proficiency of bachelor students in the use of adjectives and adverbs comparing them in terms of campuswise and sexwise. But yet no research has been carried out to test the proficiency in the use of adverbs in school level. Therefore, the present researcher is keenly interested to find out the proficiency of grade eight students in the use of adverbs and to compare the status of proficiency in terms of items, schools, area and sex.

1.1.8 Proficiency Test

A Proficiency test is defined as “a measure of how much of a language someone has learned.” **Davies** et al. (1999,p.28). The proficiency test is designed to measure people’s language ability without considering the course they have been taught and the situation in which they learned. The test items to be included in a proficiency test are not based on the learning areas previously determined by a course of study. It is an investigation into the learning ability of the learners, thus it is concerned with specific skills and abilities rather than general abilities. The proficiency test is concerned simply with measuring a student’s control of languages in the light of what he or she will be expected to do with it in the future performance of a particular task. Proficiency test in adverbs is designed to measure whether the students are able to use adverbs correctly or not.

1.2 Review of Related Literature

Research is a scientific study made on a topic or problem under some specific conditions. It is made or carried out on the foundation of previous studies. The previous studies provide guidelines for the later ones. There are still many topics or problems which need to be studied English adverb system is one of the topics which need to be studied in detail. Several studies have been carried out on proficiency focusing on different grammatical items such as preposition, voice, subject- verb agreement; sentence transformation and so on. But, there has been no single study focusing on proficiency of the students in the use of adverbs. Some of the studies carried out the proficiency related to this study are reviewed as follows:

Shrestha (1995) has compared the proficiency in English grammar between the students of the urban and rural schools in Kathmandu district. He found that the students of urban area were more proficient than the students of rural area in grammar.

Adhikari (1997) has compared the proficiency in the case of question tags in written and spoken forms of English by the students of grade IX in Bardiya district in terms of sex and locality. His findings were that half the students were better in totality; rural schools were far behind the Urban schools and boys were better than girls. In the oral test, the majority of the students were below the average.

Sharma (1997) has compared the use of voice by ten graders between government aided and institutional schools of Kathmandu district. He found that the students of institutional schools were far better than the students of government aided schools in terms of the proficiency in voice and the overall proficiency of girls was slightly better than that of boys.

Parajulee(1997) has compared the proficiency in the use of the simple present tense attained by the grade seven students of institutional and public schools. The result showed that the institutional school students were better in performance than the public school students. Similarly, the boys were found to be better in performance than the girls.

Bhusal (1998) attempted to find out the proficiency in the use of present perfect and past perfect tense by the ninth graders. He reached the conclusion that the students were not proficient in the use of the present perfect and past perfect tense. However, in overall proficiency, the boys were far ahead in comparison with the girls in every respect.

K.C. (1998) has compared the proficiency in the use of transformation by nine graders between government and institutional schools of Kathmandu district. He found that institutional schools were far better than government schools in every item; girls led the boys and the result was found satisfactory while comparing the proficiency of the students with the secondary norm.

Dawadi (1999) studied the proficiency in the use of defining relative clauses made by the grade eight students of government aided and institutional schools. In the study, he found that institutional schools performed higher than government aided schools and girls performed higher than boys.

Karki(2000) studied the proficiency in the use of subject verb agreement between classes 11 and PCL first year students in education streams. His result showed that in totality, the students of PCL Ist year were found more proficient than the students of class 11 in almost all the items. In sex wise comparison the boys of PCL first years were more proficient those of the boys of class 11 whereas the girls of PCL first years were more proficient than that of the girls of class 11.

Khaniya (2002) has made an attempt to find out the proficiency of the students

in negative and interrogative transformations of the students in grade nine of Lamjung district. His result showed that half of the students were found better performance in negative transformation and the proficiency of boys was better than that of girls in negative transformation whereas the boys were more proficient than the girls in interrogative transformation.

Soud (2004) studied on the proficiency of the B.Ed. students in the use of adjective and adverb. His findings showed that the students showed better performance in adjective in comparison to adverbs. Both the boys and the girls performed better in adjectives with respect to adverbs. Girls showed better performance both in adjective and adverb.

Although many studies have been done in the field of grammar, some are related to proficiency in the use of adverbs but no research yet has been done on the proficiency on the use of adverbs of grade eight students. So in this study, the researcher attempts to find out the grade eight students' proficiency in the use of adverbs and compare the status of proficiency in terms of items, schools, area and sex.

1.3 Objectives of the Study

The study had the following objectives:

- i) to list out the adverbs used in grade eight English textbook.
- ii) to find out the proficiency of grade eight students in the use of adverbs.
- iii) to compare the proficiency in terms of the following variables:
 - itemwise comparison
 - schoolwise comparison
 - areawise comparison
 - sexwise comparison
- iv) to suggest some pedagogical implications.

1.4 Significance of the Study

This study attempts to find out the proficiency of grade eight students in the use of adverbs. So, this study will provide wider knowledge in the field of English grammar. It will be especially helpful for the students, teachers, textbook writers, curriculum and syllabus designers, methodologists and to those who are directly or indirectly involved in the field of English language teaching. This study will also act as a guide for further study of adverbs.

CHAPTER TWO

METHODOLOGY

This research adopted the following methodology to achieve the objectives:

2.1 Source of Data

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

2.1.1 Primary Source of Data

This research work was entirely based on the primary source of data.

The primary source for this study were the students of grade eight in Parsa district.

2.1.2 Secondary Source of Data

The English textbook of grade eight, different grammar books, journals, previous theses, dictionaries, articles were consulted to carry out this study.

2.2 Population of the Study

The total population of the study were the students of grade eight from Parsa district.

2.3 Sampling Procedure

The sample of the study consisted 120 students. Six different school (three institutional schools and three community schools) were selected purposively. These schools were also selected on the basic of both urban and rural area. Out of these six schools 20 students from each school (10 boys and 10 girls) were selected randomly.

2.4 Tools for Data Collection

A set of test items on the use of adverbs was prepared on the basis of English textbook of grade eight and other grammar books of school level to collect the data for this study. The test comprised of five different sorts of questions viz. classify each adverbs in suitable box, insert the adverbs in right place, fill in the blank space, makes your own sentence and write a short note were administered to the selected students with the assistance of the English teacher.

The test carried 50 marks and the time allotted for it was one and half an hour.

The first item (classifying adverbs) contained 15 different adverbs carrying 10 marks. The second item (fill in the blank space) contained 10 different questions carrying 10 marks. Similarly, the third item (make your own sentence) contained 10 different words carrying 10 marks. The fourth item (insert the adverb in right place) contained 5 different questions carrying 10 marks. The last one, the fifth item (write an essay about your daily routine) carried 10 marks. (see Appendix I).

2.5 Pilot Study

In order to carry out this work, the researcher first prepared a set of test items. Then, he conducted a pilot test on a small group of students of Shree Radha Krishna Chaurasiya Secondary School Bahuarwa, Bhatha in order to determine the time duration and the appropriateness of the test items. The research randomly selected 10 students who would not be included in the final study. As the 50% marks in the test was taken as the point of satisfaction, all the students secured between 50% to 70% marks in all items. Therefore, the researcher did not have to change the first draft of items.

2.6 Process of Data Collection

The researcher visited the purposively selected schools i.e. Holy Land English Secondary School, Birganj Public English School and Trijuddha Mahabir Prasad Raghubir Ram Secondary School, Birgunj from urban area and Grace English Secondary School, Radhe Mai Tole, Shree Ramsawarup Rampriti Secondary School, Jhauwa Guthi and Shree Devnanda Devraj Secondary School Ramnagari from the rural area. He contacted the head masters of the schools giving the letter from the Department of English Education and asked for their permission to carry out the study. After getting permission, he went to the classroom with the English teacher of those schools. Then, he introduced himself and explained his purpose to the students. Thenafter, he selected the required number of students using simple random sampling procedure. Then, the selected students were taken to a separate room for the test. He instructed the students to be careful about the time limitation and the activities they were supposed to do. Then, he administered the test with proper guidance. The time duration of the test was 1 hour and 30 minutes. All the students finished the test within the allotted time. After that, the researcher thanked them for their kind co-operation. He checked the answer sheets very carefully and tabulated the marks for analysis. The tabulated data were analyzed interpreted and compared for the accurate result.

2.7 Limitations of the Study

The study had the following limitations:

- i) The study was limited to grade eight students only.
- ii) Parsa district was the target area of this study.
- iii) The study was confined to a written test.
- iv) The study was limited to adverbs only.

- v) Only five types of questions were involved in the study.
- vi) Equal number of boys and girls were involved in this study.

2.8 Data Analysis Procedure

For the analysis and interpretation of the data, both quantitative and descriptive methods were used. Quantitative methods included simple statistical tools of average and percentage and the descriptive method included simple explanation of the data computed. While analysing and interpreting the data, 50% marks in the test was taken as the point of satisfaction. So, the students securing above 50% marks were considered to be satisfactory and below were considered to be unsatisfactory in their performance.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the selected schools of Parsa district. The main objective of the study was to find out the proficiency of grade eight students in the use of adverbs and compare the proficiency in terms of items, schools, sex and area. In order to fulfil the given objectives, the researcher used both primary and secondary sources for data. The researcher prepared a set of test items on the use of adverbs on the basis of English textbook of grade eight and other grammar books of school level to collect more data for this study. After that, he visited the purposively selected schools from both urban and rural areas. Then, he selected the required number of students in equal number on the basis of simple random sampling procedure. The selected students were taken to a separate room for the test. After that, the researcher checked the answer sheets by being very careful and tabulated the marks for analysis. Then, the analysis and interpretation were presented descriptively and comparatively using tables and illustration for the purpose of making the study more effective. After the analysis of data, the findings were presented systematically.

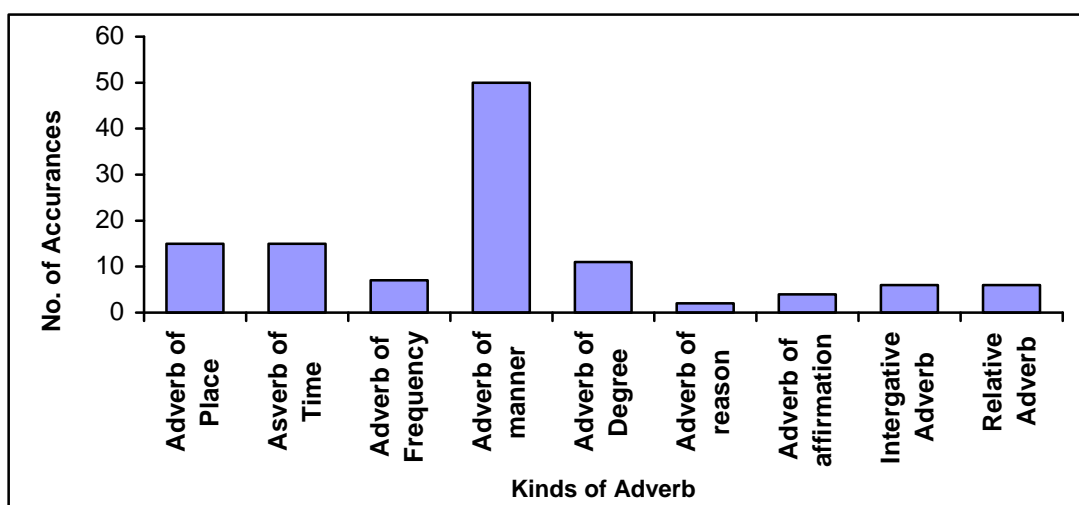
The researcher first listed all the adverbs used in grade eight English textbook. Then, he classified them in their respective types i.e. adverb of time, adverbs of manner, adverbs of frequency etc systematically, then he tabulated all the adverbs; analyzed and interpreted them.

3.1 List of all the adverbs used in grade eight English textbook

Table No. 1: Adverbs used in Grade Eight Textbook.

S.N.	Kinds of Adverb	Number of Occurrences	Percentage
1.	Adverb of Place	15	12.93
2.	Adverb of time	15	12.93
3.	Adverb of frequency	7	6.03
4.	Adverb of manner	50	43.10
5.	Adverb of degree	11	9.48
6.	Adverb of reason	2	1.72
7.	Adverb of affirmation or negation	4	3.44
8	Interrogative Adverbs	6	5.17
9.	Relative Adverbs	6	5.17
	Total	116	100

Diagrammatic Representation of the Total Adverbs



While going through the English textbook of grade eight, the researcher found 116 adverbs. Then, he listed them all in their respective types i.e. adverbs of place, time frequency, manner, degree, reason etc. The above table and diagram show their number of occurrences with percentage. There are all together 116 adverbs in English text- book of grade eight. There are 15 adverbs that belong to adverbs of place and their percentage is 12.93%. Similarly, adverb of time

has occupied only 15 adverbs i.e. 12.93%. Adverbs of frequency were 7 i.e.6.03%. There were 50 adverbs of manner i.e. 43.20%. Similarly, adverbs of degree were 11 i.e. 9.48%. There were two adverbs of reason i.e. 1.72%. In the same way, adverbs of affirmation or negation were 4 i.e. 3.44%. Interrogative adverbs were 6 in number i.e. 5.17 % and relative adverbs were 6 i.e. 5.17% out of total adverbs.

3.2 Analysis of the Total Proficiency of the Students in Adverbs

Table no.: 2 Total Proficiency of the Students in Adverbs

Total Sample	Average Marks	Percentage (out of 6000)
120	26.49	52.98

The above table shows the total proficiency of 120 sample students in adverbs. There were five sets of questions of adverbs carrying 50 marks. The students secured 26.49 marks i.e 52.98% out of the total marks. Since, they secured more than 50% marks, their overall proficiency in adverbs could be considered satisfactory.

Table 3: Comparison of Different Variables in Adverbs

Variables	Samples size	Average marks	Percentage (out of 300)
Community	60	22.58	45.16
Institutional	60	30.4	60.8
Boys	60	28.2	56.4
Girls	60	24.6	49.23
Urban	60	28.5	57.6
Rural	60	24.48	48.96

The above table compares the proficiency of the students in terms of schoolwise, sexwise and areawise. The sample size of each variable was 60. Out of the total marks, the students of community schools obtained 22.5% marks against their institutional school counterparts who obtained 30.4 %

marks. Hence, institutional schools were found better than the community schools.

In the same way, the boys obtained 28.2% marks whereas the girls obtained 14.61% marks. Therefore, the boys were found more proficient than the girls.

Similarly, the marks obtained by the students of urban areas was 28.5% whereas the students of rural areas secured 24.48%. Hence, the students of urban area were found more proficient than the students of rural area.

3.3. Analysis of the Proficiency in Item no. 1

Table 4: Total Proficiency in item No.1

Total	Average marks	Percentage (out of 1200)
120	4.59	45.9

The above table shows that the total proficiency of 120 sample students in item no.1. There were 15 adverbs carrying 10 marks to which the students had to classify in their respective types. Out of the total marks, the students secured 4.59 marks i.e. 91.51%. Hence, the students performance in items no. 1 was found better.

Table 5: Comparison of Different Variables in Item No.1

Variables	Samples size	Average marks	Percentage (out of 300)
Community	60	3.96	39.66
Institutional	60	5.22	52.25
Boys	60	4.79	47.91
Girls	60	4.46	44.66
Urban	60	4.92	49.25
Rural	60	4.26	42.66

The above table shows the comparison of the proficiency in item no. 1 in terms of schoolwise, sexwise and areawise. The sample size of each of variable was 60. Students of the community schools secured 39.66% marks against the students of institutional schools who secured 52.22%. The students of institutional schools displayed better performance in item no 1 than their community school counterpart.

Similarly, the marks obtained by the boys was 47.91% where as the girls secured 44.66% hence, the boys performed better than the girls in item no. 1.

Likewise, the students of urban area obtained 49.25% marks against the rural areas counterparts who obtained 42.66% marks. Thus, the students of urban areas were better than the students of rural areas.

3.3.1 Analysis of the Total Proficiency in Item no.2

Table 6: Total proficiency in item no.2

Total	Average marks	Percentage (out of 1200)
120	6.35	65.33

This table shows the proficiency of students in item no. 2 .In this item, the students were given 10 questions carrying 10 marks. Out of total marks the students secured 6.53 marks i.e. 65.83%. Hence, in item no, 2, the students performance was found highly satisfactory.

Table 7: Comparison of Different Variables in Item No.2

Variables	Samples size	Average marks	Percentage (out of 300)
Community	60	5.83	58.33
Institutional	60	7.23	72.33

Boys	60	6.74	67.41
Girls	60	6.27	62.75
Urban	60	6.56	65.6
Rural	60	6.5	65

The above table compares the students performance in item no. 2 in terms of schoolwise, sexwise and areawise. The table shows that the students of community schools secured 58.33% whereas the students of institutional schools secured 72.33% marks. Thus, it can be concluded that the students of institutional schools were found better than the community schools.

Similarly, the boys obtained 67.41% marks and the girls obtained 62.75% marks. While comparing it on the basis of gender, it can be noted that the boys performed better than the girls in item no 2.

Similarly, the students of urban areas obtained 65.6% marks against the rural area counterparts who obtained only 65% marks. Thus, the performance of urban areas students was better than their rural area's counterparts. in item no. 2.

3.3.2 Analysis of the Total Proficiency in Item no.3

Table 8: Total Proficiency in Item no.3

Total	Average marks	Percentage (out of 1200)
120	5.09	50.91

This table shows the performance of the students in item no.3. The item no. 3 had 10 word and each carried 1 mark. The total mark was 10. Out of them, the students secured 5.09 marks i.e. 50.9%. It can be said that the performance of the student in item no.3 was found satisfactory but not highly satisfactory.

Table 9: Comparison of Different Variables in Item No.3

Variables	Samples size	Average marks	Percentage (out of 600)
Community	60	3.8	38
Institutional	60	6.91	69.16
Boys	60	5.45	54.58
Girls	60	4.72	47.25
Urban	60	6.4	64
Rural	60	3.78	37.83

While analyzing the above table on the basis of schoolwise, sexwise and area wise in item no.3 , it shows that the students of community schools were found less proficient than the students of institutional schools because the students of community schools secured only 38% marks but institutional schools students secured 69.16% marks.

In the same way, the boys secured 54.58% marks whereas the girls secured 47.25% marks. So, the performance of boys was better than the girls in item no. 3.

Similarly, the students of urban schools obtained 64% marks against the rural school counterparts who obtained 37.83% marks. Hence, performance of the students of urban schools was better than rural ones.

3.3.3 Analysis of the Total Proficiency in Item no.4

Table 10: Total Proficiency in Item no.4

Total	Average marks	Percentage (out of 1200)
120	7.15	71.54

This table shows students' performance in item no.4. There were 5 questions carrying 10 marks. Each question contained 2 marks. Out of the total marks, the students secured 7.15 marks i.e. 71.54% out of the total marks in the test. The performance of the students in item no. 4 was found better.

Table 11: Comparison of Different Variables in Item No.4

Variables	Samples size	Average marks	Percentage (out of 600)
Community	60	6.79	67.91
Institutional	60	7.51	75.16
Boys	60	7.51	75.16
Girls	60	6.79	67.91
Urban	60	7.16	71.66
Rural	60	7.14	71.41

The above table compares the students' performance in terms of schoolwise, sexwise and areawise in item no.4. The table shows that the students of community schools secured 67.91% marks against their institutional school counterparts who secured 75.16% marks. It shows that the students of institutional schools performed better than their community school counterparts in this item.

Similarly, the boys obtained 75.16% marks whereas the girls obtained only 67.91% in item no. 4. So, the performance of boys were found far better than the girls.

Likewise, the students of urban area schools obtained 71.66% marks whereas the students of rural area schools obtained 71.41% marks in item no.4. Therefore, it is concluded that the students of urban school performed slightly better than their rural area school counterparts.

3.3.4 Analysis of the Total Proficiency in Item no.5

Table 12: Total Proficiency in Item no.5

Total	Average marks	Percentage (out of 1200)
120	3.12	32.12

The above table shows the students' performance in item no.5. There was an essay to be written which carried 10 marks. The students had to write the given essay by using at least 20 adverbs. Out of them the students secured 3.12 marks i.e 32.12% marks in the test. Since they secured below 50% marks, their performance in this item was found poor.

Table 13: Comparison of Different Variables in item No.5

Variables	Samples size	Average marks	Percentage (out of 600)
Community	60	2.46	24.66
Institutional	60	3.95	39.58
Boys	60	3.87	38.75
Girls	60	2.55	25.53
Urban	60	3.37	33.75
Rural	60	3.05	30.5

The above table shows the comparison of the students' performance in terms of schoolwise, sexwise, areawise in item no 5. The students of community schools secured 24.66% marks against their institutional school counterparts who secured 39.58% marks. Both schools obtained less than 50% marks. Thus, institutional schools displayed better performance than the community ones in item no.5.

Similarly, boys obtained 38.75% marks whereas girls obtained 25.53% marks . Thus, it is concluded that the boys performed better than the girls in item no. 5.

Likewise, urban schools performed better than rural schools by obtaining 33.75% marks.

3.4 Comparison of the total Proficiency of Different Sexes Within and Between the Community and Institutional Schools.

Table 14: Comparison of Different Sexes both Within and Between the Community and Institutional Schools

Variable		Sample size	Average Marks	Percentage (out of 1500)
Community	Boys	30	24.61	49.23
	Girls	30	20.55	41.17
Institutional	Boys	30	32.11	64.23
	Girls	30	28.68	57.36

The above table shows different facts. This table compares the proficiency of the boys and girls within community and institutional schools and between community and institutional schools. The four ratio was equal i.e. 30 in each school.

The boys obtained 49.23% marks and the girls obtained 41.1% in community schools, Thus, the proficiency of both boys and girls in community schools was not satisfactory because they could not get 50% marks. Thus, the boys performance was better than girls.

In institutional schools, the boys secured 64.23% marks and the girls secured 57.36% . Hence, the proficiency of both the boys and the girls was found satisfactory since both obtained above 50% marks. Also, the boys were better than the girls.

While comparing the proficiency of the boys between community and institutional schools, the boys of community schools secured 49.23% against

the boys of institutional school who secured 64.23% marks. So, the boys of institutional schools were found far better than the boys of community schools.

Similarly, the girls of community schools obtained 41.1% against their institutional school counterparts who obtained 57.36% marks. Therefore, the girls of institutional schools performed far better than their community school counterparts.

3.5 Comparison of the Total Proficiency of Different Sexes Within and Between the Urban and Rural Area.

Table:15 Comparison of Different Sexes both Within and Between the Urban and Rural Area.

Variables		Sample size	Average Marks	Percentage (out of 1500)
Urban	Boys	30	30.13	60.26
	Girls	30	26.86	53.73
Rural	Boys	30	26.6	53.2
	Girls	30	22.36	44.73

This table shows the different facts about this research. It basically compares the proficiency of the boys and the girls within and between urban and rural areas. The sex ratio was equal. In each area i.e. 30 students were there.

In rural area, the boys obtained 53.2% where as girls obtained 44.73%, Therefore, the proficiency of both boys and girls was not satisfactory because girls could not obtain 50% marks though the boys crossed it. In urban area, the boys secured 60.26% marks and the girls 53.73% marks. Thus, the proficiency of both boys and girls in urban area was found satisfactory because they obtained more than 50% marks. While comparing the proficiency of the boys and girls in urban areas the boys were found better than the girls.

While comparing the proficiency of the boys between urban and rural areas, the boys of urban area secured 60.26% marks against their rural area counterparts who secured 53.2% marks. So, the boys of urban areas were found far better than the boys of rural areas. Similarly, the girls of urban area obtained 53.73% marks against the girls of rural areas who obtained 44.73.% marks. Therefore, the girls of urban area performed far better than the girls of rural areas.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this research was to find out the proficiency of grade eight students in the use of adverbs of Parsa district then to compare their proficiency in terms of items, schools, area and sex.

For this purpose, the researcher prepared a set of test items consisting of five different type of items carrying 50 marks. Then a simple pilot test was conducted in Holy Land English Boarding School Birganj to determine the time duration of the test and also to check the validity of the test items. The time duration to finish the test was one and half an hour.

The final test to collect the data was administered on the 120 students of eight grade students of Parsa district. For this purpose, six schools of Parsa district including community and institutional and urban and rural were selected. 20 students from each school (10 boys and 10 girls) were selected randomly.

After collecting data, the analysis and interpretation were done by using common statistical tools of average and percentage. First the total proficiency of the students on the whole test was analyzed and interpreted, and then the comparison was made of different variables. After that, item wise analysis was done along with schoolwise, areawise and sexwise. Thereafter, comparison was made with the proficiency of the community schools and institutional schools within and between urban and rural area. Thus, from the above analysis and interpretation of the data, the finding are as follows:

4.1 Findings

The findings derived from the analysis and interpretation are as follows:

a) There are 116 adverbs in grade eight English textbook. Out of them adverbs of manner have the highest number. i.e 50 or 43.10% of the total adverbs whereas adverbs of reason have the lowest number i.e. 2 or 1.72%.

b) The total proficiency of the students in the use of adverbs was found to be satisfactory since in totality, they obtained 52.98% marks out of total marks which was above 50% marks. While comparing the different variable in the use of adverbs:

i) Institutional schools were found far better than the community schools. The students of institutional schools obtained 64.23% marks whereas the students from community schools obtained 49.23% marks.

ii) Urban schools performed far better than the rural schools.

iii) Boys displayed better performance than the girls.

c) Performance of the students was found better in item nos. 1, 2, 3, and 4 because they crossed 50% marks in these items. But their performance was not good in item no.5 because they could not cross 50% marks in the this item. While comparing each item:

i) In item no.1 students secured 52.25% of the marks in the test. Hence, the students performance in item no.1 was found better.

ii) In item no.2 students crossed 50% marks and obtained 65.33% marks. So, their performance in this item was found highly satisfactory.

- iii) In item no.3, students obtained 50.9% of the marks in the test. So, their performance in this item also was found satisfactory.
 - iv) In item no.4, students obtained 71.54% of the marks in the test. So, their performance was found better.
 - v) In item no. 5, students did not obtain above 50% marks. They secured less than 50% marks in this item. So, their performance was poor in this item.
- d) The boys performed better than the girls in community schools by obtaining 49.23% marks. Similarly, the boys performed better than the girls in institutional schools also by obtaining 64.23% marks. While comparing the proficiency of the boys between community and institutional schools, the boys of institutional schools performed better than the boys of community schools and the girls of institutional schools also performed better than the girls of community schools.
- i) The boys performed better than the girls in urban area.
 - ii) Similarly, the boys performed better than the girls in rural area.
 - iii) The boys of urban area were better than the boys of rural area.

4.2 Recommendations

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

- i) Adequate exercises in the use of adverbs are necessary for the students. Thus, such kind of exercises should be provided to the students and taught meaningfully.

- ii) Exercise should also encompass those adverbs which have not been formulated adding –ly to the adjectives so that students do not feel any difficulty using in their sentences.
- iii) Girls of urban and rural area should be encouraged to be more active in the classroom so that they can reach the level of boys.
- iv) Boys and Girls both in rural area should be provided maximum exposure and participation in the classroom to reach the level of urban students.
- v) The students of community school are to be involved in different guided and free writing to enhance their writing.
- vi) The textbooks writers should provide appropriate and adequate practical exercise of grammar in textbooks and curricula.
- vii) A separate grammar book based on communicative skills should be prescribed for this level.
- viii) Teaching should be solely 'students oriented' and 'activity based.'
- ix) Interaction is the key term in teaching and learning activities. Therefore, 'Three way interaction' among teachers, students and parents should be conducted time to time in schools.

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APPENDIX- I
Test Paper

School's Name:

F.M: 50

Name:

Time: 1:30h

Class:

Roll No:

1. Classify each adverb as an adverb of reason ,time, place, manner, degree, frequency and interrogative adverbs.

What, daily, here, why, often, once, bravely, twice yesterday, seldom, clearly, everywhere, therefore, slowly , now

Adverb of time	Adverb of place	Adverb of Manner	Adverb of degree	Adverb of frequency	Adverb of reason	Interrogative adverb

2. Fill in the blank spaces with the adverb given in the box.

Suddenly, at once, always, yesterday, yet, strictly, slowly, therefore, very, here

- a) Ritagoes to school.
- b) She eats food
- c) This is a sweet mango.
- d) Hey, you comesoon.
- e) he didn't present his work.

- f) Shambhu and Shanti have not seen the Tajmahal so they will go to India.
- g) Smoking is prohibited.
- h) The king told the soldiers not to worry and come home
- i) Icarus flies too near the sun and died.
- j) He left the house.

3. Make your own sentences using the words given below:

Sometimes, enough, again, just, now, no, hence, certainly, in quickly.

4. Put in the right word.

- a). The driver of the car was injured (seriously/ serious).
- b) He is a good student. (very/ heavy).
- c) The horse runs (quickly/fastly)
- d) he stopped and sat down on a large scale. (always/ suddenly)
- e) She eats mango (fastly/slowly)

5. Write an essay about your daily routine using at least 20 adverbs.

Best of Luck

APPENDIX- II

List of all the Adverb used in Grade Eight English Textbook

1	Adverbs of place	Frequency of occurrence	2	Adverbs of frequency	Frequency of occurrence
	Here	12		Always	14
	There	28		Once	4
	In	8		Twice	3
	Below	12		Often	6
	Down	12		Usually	6
	Nearby	2		Regularly	3
	Above	2		Everyday	1
	Near	3	3.	Adverbs of time	Frequency of occurrence
	Everywhere	6	Never	5	
	Up	6	Now	12	
	Around	1	Yesterday	23	
	Inside	4	Ever	2	
	Out	3	After	1	
	Away	9	Today	8	
	Far	1	Early	1	
4.	Adverbs of manner	Frequency of occurrence	Already	3	
	Quickly	17	Ago	2	
	Slowly	3	Immediately	4	
	Suddenly	3	Before	18	
	Carefully	26	First	2	
	Politely	3	Tomorrow	5	
	Sadly	1	Daily	2	
	Sincerely	4	suddenly	9	
	Completely	2	5	Adverb of degree	Frequency of occurrence
	Finally	7		Only	14
	Nearly	1		Very	23
	Early	1		So	4
	Simply	3		Many	6
	Really	1		All	16
	Safely	1		Any	2
	Correctly	3		Too	11
	Neatly	4		Quite	3

	Quietly	5		Enough	11
	Smoothly	4		Little	2
	Bitterly	2		As	1
	Nicely	1	6.	Adverb of affirmation and Negation	Frequency of occurrence
	Badly	1		Certainly	2
	Sweetly	1		Exactly	3
	Faithfully	6		Perhaps	2
	Automatically	1		Probably	1
	Individually	1	7.	Adverb of Reason	Frequency of occurrence
	Thoroughly	1		So	1
	Physically	1		Therefore	2
	Normally	1	8.	Interrogative Adverb	Frequency of occurrence
	Possibly	1		Where	10
	Specially	2		How	2
	Actually	1		What	40
	Roughly	3		Who	6
	Silently	2		When	8
	Gently	1		Why	10
	Hardly	1	9.	Relative adverbs	Frequency of occurrence
	Frequently	1		When	
	Orally	1		How	12
	Lovely	4		Where	4
	approximately	2		Why	1
	Informally	2		Which	4
	Especially	2		Who	6
	Grammatically	1			
	Bravely	1			

Appendix-III**Test Result (Marks)**

**Marks Obtained by the Individual Students of Shree Devnandan Devraj
Secondary School Ramnagari.**

(Community + Rural)

S.N	Name of the students	Test items					Total
		1	2	3	4	5	
							31
1	Jatashankar Sah	6	8	8	6	3	24
2	Shiva kumar Sah	5	7	4	6	2	22
3	Chhotelal Gupta	4	6	4	6	2	24
4	Ramekbal Sah	3	6	5	8	2	30
5	Muna Giri	4	7	5	10	4	20
6	Arun Patel	4	6	1	8	1	18
7	Faudar Miya	4	6	0	6	2	25
8	Rupesh Pandit	4	7	3	8	3	23
9	Sandip Sah	3	5	4	8	3	22.5
10	Shushil Dhobi	3.5	7	3	6	3	23
11	Punam Patel	5	7	4	6	1	23
12	Nirma Pandey	4	7	2	8	2	22.5
13	Premasila Kumari	4	6	4	6.5	2	23
14	Sangita Rauniyar	3	7	4	6	3	21
15	Sabita Patel	4	5	3	8	1	23
16	Kalpana Pandit	5	7	2	8	1	19
17	Ramita kumari	2	6	2	8	1	20
18	Sarita Sah	4.5	7	1	6.5	1.5	15
19	Sangita Sah	2	6	0	6	1	22
20	Renu Sah	3	4	4	8	3	451
	Total	7.70	12.7	63	143	41.5	451
	Marks obtained by Boys	40.5	65	37	72	25	239.5
	Marks obtained by Girls	36.5	62	26	71	16.5	211.5

**Marks Obtained by the Individual Students of Shree R.R Chaurasiya
Secondary School, Jhauwa Guthi. (Community + Rural)**

S.N	Name of the students	Test item					Total
		1	2	3	4	5	
1	Rabikant Sah	4.5	8	2	8	2.5	25
2	Ravi Kumar	4	6	2	8	3	23
3	Rajan Chaurasiya	4	6	5	8	2	25
4	Dinesh Kumar	6	8	3	6	3	26
5	Raju Das	3	6	3	8	3	23
6	Shree Prakash Sah	4.5	7	4	8	3.5	27
7	Rahul Sah	2	6	2	7	2	19
8	Alok Kumar	4	6	3	8	4	25
9	Shyman Thakur	4.5	8	5	6.5	2	26
10	Manu Sah	5	7	3	4	4	23
11	Priti Gupta	4.5	5	3	8	2	22.5
12	Koshila Kumari	3	8	1	7	2	21
13	Mamta Kumari	3.5	6	2	8	2	21.5
14	Arpana Kumari	2	6	2	6	1	17
15	Ranju Chaurasiya	4	6	2	8	2	22
16	Reshma Gupta	4	5	1	6	2	18
17	Neha Kumari	3	6	2	6	1	18
18	Rani Kumari	3	7	1	5	2	18
19	Kabita Sah	2.5	6	1	5	1.5	16
20	Asha Chaurasiya	3	5	1	4	2	15
	Total	74	128	48	134.5	46.5	415
	Marks obtained by Boys	41.5	68	32	71.5	29	242
	Marks obtained by Girls	32.5	60	16	63	17.7	173

**Marks obtained by the individual students of Grace English Boarding
School Radhe Mai Tole (Institutional + Rural)**

S.N	Name of the student	Test Item					Total
		1	2	3	4	5	
1	Ashok Mishra	6	8	5	8	3	30
2	Md. Shoaib Ansari	5.5	6	7.5	8	6.5	33.5
3	Avisek Lama	6.5	8	7.5	6	6.5	34.5
4	Ajit kumar Karki	4.5	9	5	6.5	6.5	31.5
5	Ayush Shrestha	5	8	7	4	7.5	31.5
6	Ranjit kumar singh	6	5	6.5	10	5	32.5
7	Shushil Adhikari	6	6	4	10	3	29
8	Sunket Mishra	5.5	5	5	8	5.5	29
9	Suresh Kumar Sah	4	8	6	8	4	30
10	Krishna Paswan	6	7	6	10	6	35
11	Sabbu Thapa	6	6	4	10	5	31
12	Dibya Jha	5.5	8	7.5	6	5	32
13	Rija Joshi	7	8	6.5	6	5.5	33
14	Lata Sadavi	4.5	8	3.5	6	6	28
15	Soni Singh	5	6	6	6	3	26
16	Sunita Kumari	6	6	8	8	4	30
17	Prati Chya Kumari	3	4	4	10	2	21
18	Nita Chaurasiya	4.5	6	7	6.5	3	30.5
19	Kopila Kumari	5	6	4	8	3	24.5
20	Pritika Subha	5.5	7	5	151.0	5	30.5
	Total	105	135	116.0	78.5	95.0	603
	Mark obtained by Boys	55	70	60.5	72.5	53.3	316.5
	Marks obtained by Girls	50	65	55.5		41.5	286.5

**Marks Obtained by the Individual Students of Shree Trijuddha Mahabir
P.R.R secondary school, Birganj. (Community + Urban)**

S.N	Name of student	Test Item					Total
		1	2	3	4	5	
1	Anirudh Kumar Sah	5	6	7	8	6	32
2	Jabid Yadhav	3	3	7	4	3	20
3	Mandip Kumar	4	5	6	6	2	23
4	Anjay Sah	4	5	7	6	2	24
5	Akash Kumar	2	5	6	8	1	22
6	Naresh Yadav	5	4	6	8	4	27
7	Ramsurat Prasad	4	5	3	8	3	23
8	Sunil Kumar	5	4	7	8	4	28
9	Ravi Yadav	6	6	7	6	3	28
10	Hariom Prasad	6	6	7	7	4	30
11	Maha laxmi Sah	4	5	2	4	2	17
12	Gita Kumari	5	6	8	8	4	31
13	Antima Kumari	3	3	4	3	2	15
14	Anju Kumari	4	4	6	5	2	21
15	Anjali Kumari	2	5	6	8	2	23
16	Anish Chaudhary	5	5	5.5	5	3.5	24
17	Pushpa Sah	4	5	6.5	6	3.5	25
18	Koshila Chaurasiya	5	5	6	8	2	26
19	Archna Sah	5	4	3	8	3	23
20	Amrita Kumari	6	4	7	6	4	27
	Total	87	63	117	130	60	489
	Marks obtained by Boys	44	49	63	69	32	257
	Mark obtained by Girls	43	46	54	61	28	232

**Marks Obtained by the Individual Students of Birgunj Public English school.
(Institutional + Urban)**

S.N	Name of the students	Test Items					Total
		1	2	3	4	5	
1	Gyan Bikram Sah	7	7	6	6	5	31
2	Anil Kumar Chaudhary	7	8	7	8	6	36
3	Manu Yadhav	6	8	5	9	4	32
4	Shashikant Chaudhary	5	7	4	9	3	28
5	Sonalal Yadhav	5.5	6.5	5	8.5	3	28.5
6	Manawar Hawari	6	8	6	8	5	33
7	Dinesh Chaudahary	5	7	5	7.5	3	27.5
8	Maniraj Chaudhary	6	8	6	8	5	33
9	Ram Kumar Chaudhary	6	7	6	8	4	31
10	Deepak Chaudhary	6	7	7	8	3	31
11	Suraksha Chaudhary	7	8	6	8	4	33
12	Smriti Chaudhary	5	7	5	7	4	28
13	Sonam Chaudhary	6	7	4	8.5	2	27.5
14	Swastika Chaudhary	5.5	8.5	5	6.5	4	29.5
15	Prativa Yadhav	5	6.5	6.5	7.5	2	27.5
16	Neelam Patel	5	6.5	7.5	7	2	26
17	Khushboo Chaudhary	6	7.5	6	7.5	3	30
18	Jyoti Yadhav	5	6	6	7	3	27
19	Pooja Kumari Sharma	6	8	7	8	3	32
20	Nita Sah	5	6.5	5	5	3	24.5
	Total	115.0	145.0	113	152	71	596
	Marks obtained by boys	59.5	73.5	57	80	41	311
	Marks obtained by girls	55.5	71.5	56	72	30	285

**Marks Obtained by the Individual Students of Holy Land English Boarding School,
Birjanj (Institutional + Urban)**

S.N	Name of the students	Test Items					Total
		1	2	3	4	5	
1	Sandip Yadhav	4.5	8	8	9	8.5	38
2	Ravi Kumar Sah	4	8	8.5	8	3.5	32
3	Md. Ainurual	3	8	7	8	4.5	30.5
4	Gautam Kumar kewat	5	8	8	8	6	35
5	Dillip Yadav	4.5	8	8	7	5	32.5
6	Anand Yadav	4	8	8	8	4.5	32.5
7	Narayan Vishwakarma	5	8	7	8	5	33
8	Arbind Sharma	6	7	7.5	8	3	31.5
9	Mithalesh Sah	5	8	7.5	8	5.5	34
10	Nirmesh Kumar	6	8	8.5	8	6.5	37
11	Sonu Kumari Sah	4	8	8	8	5	33
12	Ashika Gupta	4	8	8	6	7.5	33.5
13	Deepa Sah	4.5	8	7	8	2	29.5
14	Sangita Chaurasiya	4.5	8	7	8	0	27.5
15	Ripu Kumari Dubey	6	8	6	6	0	26
16	Deeksya Kumari	5	8	8.5	8	0	29.5
17	Anita kushawaha	4.5	8	7.5	8	0	28
18	Reema Yadhav	6	7	8	1	1	23
19	Neetu Rauniyar	4	4	8	7	1	28
20	Neha Karn	4	8	8	8	3	31
	Total	93.5	154	154	148	71.5	625
	Marks obtained by boys	47	79	78	80	52	336
	Marks obtained by girls	46.5	75	46	68	19.5	289