

CHAPTER-I

INTRODUCTION

1.1 General Background

Language is a medium of communication through which human beings express their ideas, feelings and emotions to each others. In the lack of language humans cannot communicate to each other. It is the unique possession of human beings. Human beings are distinguished from all other living creatures by language. Although all languages are equally important intern of communicative values, English is the most important language and widely used an international language. This language is also creative and unique in use.

According to Sapir (1978:8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of volunteering produced symbols".

According to transformational generative linguists as Chomsky, "Language is the inactive capacity of native speakers to understand and form grammatical sentences".

Thus, language has been defined by many schools differently. Only one definition is not perfect in itself. But it is broadly accepted that language is a complex human phenomenon and its major function is to communicate.

Among all the languages spoken in the world, English has been recognized as a widely used language for communication all over the world. In addition to their national languages, nowadays, most countries of the world have given high emphasis on English language education

realizing that English has played vital roles in international trade, technology, education entertainment and other aspects of social life. Due to this raising value of English, its demand of learning as a second language is also raising rapidly. 'It is the world's most widely spoken language and common means of communication between the people of different countries. One person, out of the every four, on earth can be reached through English (Verghese, 1989:1). This, English language is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. Indeed, English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

Vocabulary is the genuine aspect of language. Vocabulary is major tool of communication. The total number of words which make up language is defined as vocabulary. In the lack of larger number of vocabulary, we can not communicate clearly and easily. So, Students have to achieve higher numbers of vocabulary, primarily. Vocabulary is one of the prominent building blocks of the language. Different vocabulary items have different meanings. Some vocabulary may have innumerable denotations and connotation; two vocabularies may have same meaning. Therefore, it is difficult but important to have knowledge and information to play with words. There will be stretching and twisting of words. An ELT teacher needs to select and vocabularies according to the level and capacity of the students. Contextual use of vocabulary brings change in meaning. There are different kinds of word meaning, e.g. literal, metaphorical, etc. Language students need to learn the lexis of the language. They also need to learn what words mean and how they are used in different context.

1.2 The English Language Teaching in Nepal

It can be assumed that teaching English started in Nepal during the period of Bhimsen Thapa. The British government opened "Gorkha British Kendra" (An office of Joint British Army) during his prime ministership in Nepal. The people who came to Nepal to select the army personnel spoke English. Nepalese people who joined the British Army received High salary. Therefore, Nepalese people were attracted towards the English language.

The teaching of the English language in Nepal was formally introduced with the established of "Durbar High School" in 1853 A.D. The first English medium school in Nepal, Prime Minister J.B.R established this school after returning from England visit, to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 B.S. to strengthen the ties of friendship with then superpower British Empire. He realized the importance of English language to communicate for stranger in Nepal. So, he invited an English man to teach English to his children and other Rana's family children in Nepal. He established Durbar high School to provide English education only for Rana and royal family children and members. Later, in 1910 B.S., it was opened for all general public people. After the establishment of Tri-Chandra campus in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, only few schools and colleges were established to provide education in English medium. After, the full of Rana regime, 2007 B.S., establishment of schools and colleges number increased day by day. Then, general Nepali people also get opportunities to study English language as a modern education. English is learnt for

international purpose; that is for using it as a lingua-Franca. It is widely used to communicate in international level. In fact, we can say that it is a window through which we can peep to whole world.

After the implementation of the NESP (1971-1976) a great change was brought in the field of English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English at secondary grades. English was applied in both compulsory and specification subjects in the curriculum.

1.3 Importance of English in Nepal

English is known as key to success in science, technology and world culture for most developing countries like Nepal. The interests of each and every country are growing wider with the advancement of modern civilization. No country can afford to limit itself to its own store of knowledge and to the researchers of its own national. Nepal can not be untouched from the above conditions.

The importance of English language is increasing each day not only other countries, in Nepal too. Now, the government of Nepal has made compulsory subject to English language from primary level to bachelor's level in education. Even after one completes his bachelor degree he has to use English language as a library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curriculum. Now, it is standing as a prestigable language in both government and non-government sector in Nepal.

Nepal has got the membership of the international organizations like UNO, SAARC, UNESCO, and so on. In this community all people use English as a common language. We use English names for all the products of foods, clothes, machines, equipment and the manuals, instruments as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus level are written in English. In the lack of English language knowledge, it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development by providing financial assistance and technicians. We can able to deal with such technicians through English language, only . Being international language English has become very prominent language for all over the world. We need English language as a primary factor to involve in tourism, foreign affair and international trade field and so on. Tourism is a main source of economic source to our country to get foreign currency.

1.4 Vocabulary

1.4.1 Definition of Vocabulary

Language is build up with vocabulary items and grammatical systems. Vocabulary is genuine aspect of language without which a language can not exist in the world among the human beings. Each language consists vocabulary items which are the major building blocks to communicate to each other. The more vocabulary items we have, the more communication is possible. In the lack of vocabularies communication is impossible. It can be defined as the total numbers of words, which make up language. In this respect:

Richards et al. (1995:307) says vocabulary refers to, "A set of lexemes including single word, compound word and idioms."

Crystal (1995:111) says, "Vocabulary is the Everest of a language." So, which teaching and learning of vocabularies the questions on the criteria of selection and need of the learner, should be properly considered.

Learning a foreign language is a subject matter of as learning the vocabulary of that language. In this regard, Wallace (1982:9) says, " It has after been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically matter of learning the vocabulary of that language". Vocabulary plays an important role in expressing complex thoughts, ideas and emotions. Words constitute the elements of language structures and a proper knowledge this is essential for one and all. Without having larger number of vocabularies, people feel frustrated when they do not find the appropriate words while speaking the target language.

Even though vocabulary is the genuine part of language, it is relatively neglected area or it is taught that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can command over that language. Harmer (1991:153) says, "If language structures make up provide the vital organ and flesh. An ability to manipulate grammatical structure do not have any potential for expressing meaning unless words are used."

Chomsky () argues that "due to the finite number of grammatical rules a child is capable producing infinite number of structure." These

rules are pre-programmed in the child's mind but this principle is not applied in the case of vocabulary since word may be used differently in different situation.

Harmer (2001:153) "If language structures make up skeleton, it is vocabulary that provides vital organ and flesh."

Wilkins (1972:111) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Hornby (2000:1447) defines vocabulary in different ways as 1) "All words that a person knows or uses under it, two categories are found-active and passive vocabulary. 2) All the words in a particular language. 3) The words that people use when they are talking. 4) List of words with their meanings from above definitions, we can say that "vocabulary is the list of words used in particular language".

1.4.2 Types of Vocabulary

So far as the types of vocabulary are concerned, there are various criteria on the basis of which vocabulary is classified.

Harmer (2001:159) classifies vocabulary into two types: active and passive.

"Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing". "Passive vocabulary refers to the words which the students recognized when they occur in a context but which they will probably not be able to produce". Active vocabulary is used in day to day communication. So, it seems to

be productive in its nature. On the contrary, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Fries (1945:40) classify English words into four groups: Function words, substitute words, grammatically distribute words and contents words. The function words primary performs grammatical function e.g. 'he, she, it, they, etc. replace class of words and several classes. Grammatically distributed words e.g. some any etc. show unusual grammatical restriction in distribution.

Arts and Arts (1986:22) classify words into 'Major' and 'Minor' word class. The former is also called open class; its membership is unrestricted and indefinitely large since they allow the addition of new members. The latter, is also called close class, its membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English, there are four major classes; noun, verb, adverb, adjective. The minor word classes are; conjunction, article, pronoun, preposition and interjection.

Richards et al. (1985:61) "The words which refer to thing, quality state an action and which have meaning in isolation are known as content words, but the words which have little meaning on their own but show grammatical relationship in and between sentences are known as function words".

On the basis of the structure, there are three types of words: simple, compound and complex words.

Simple words consist of a single free morpheme followed or not by an inflection affix, such as play, plays, played etc.

Compound words consist of two or many free morphemes where they constitute themselves and constitute are words e.g. blackboard. Compound word is a lexical item composed of two or more parts written (–) where the parts themselves are a word e.g. bus-park, school boy, etc.

Complex words consists of a root plus one or more derivational affixes e.g. childhood, explanation, etc.

1.5 Importance of Teaching Vocabulary

Vocabulary is the most genuine block of language. In regard of sound and word, Sound, in itself has no meaning at all where as words is always meaningful. In the lack of word, we can not send our message; i.e. communication is far without words. So, language learners need to learn the lexis of the language by right choice of words. A speaker creates good impression on the hearer. So, the vocabulary teaching is essential.

Language is a composite of whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situations. Hence, a vital question arises, which of the two is more important: Grammar and vocabulary? Thus, vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, emotions, thoughts, ideas, we need high vocabulary power. When we do not have vocabulary power, we fail to communicate. In this

regard, Wallace (1982:09) says," It has often been remarkable how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words which they need to express their thoughts, ideas and feelings while communicating in the target language. So, it needs adequate number of vocabulary to engage in communication".

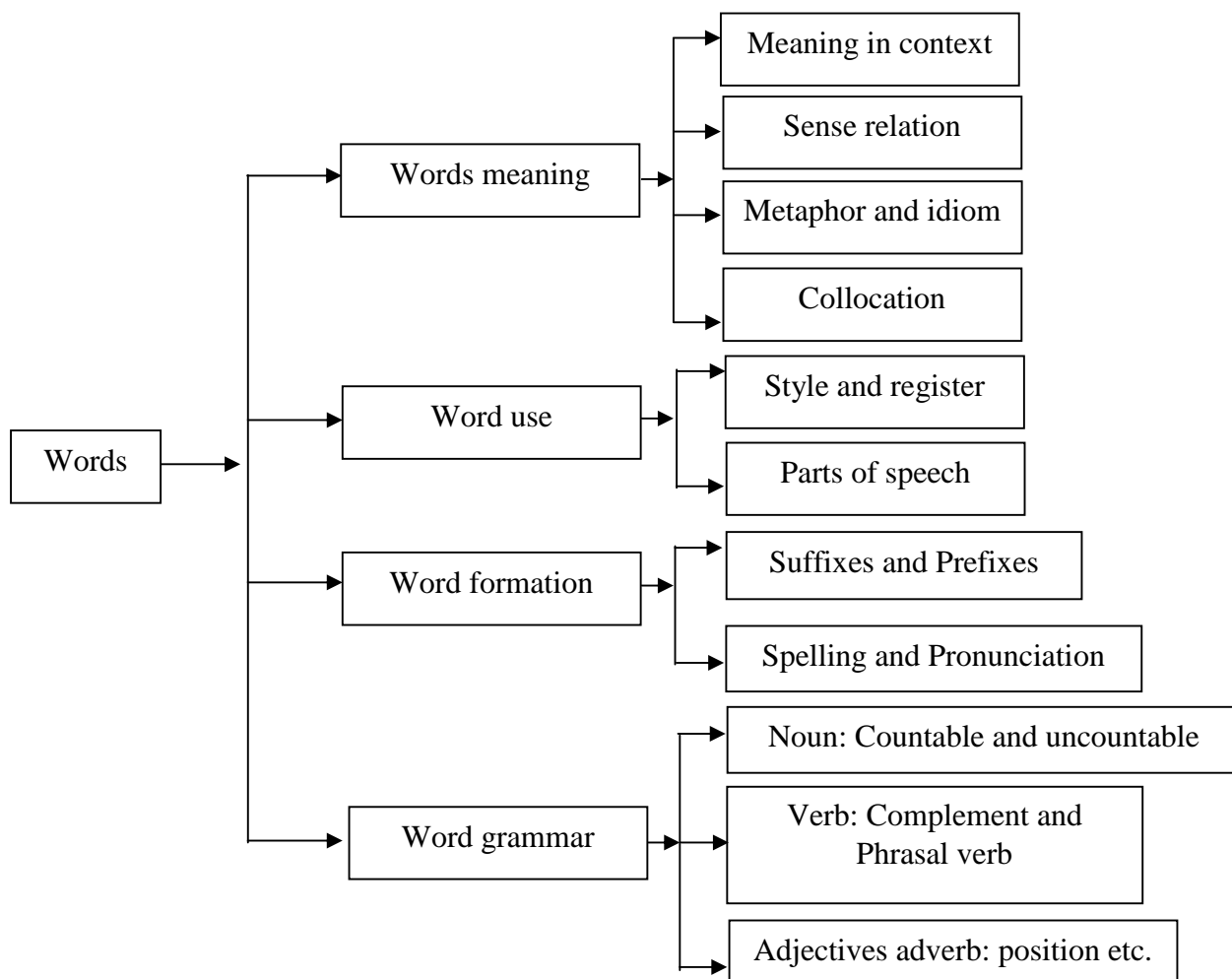
Learning a word is often considered learning a meaning but it is not true. In order to know truly how to use word appropriately in English, a speaker needs to know much more than simply the meaning of a word.

From the above paragraphs, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning.

1.6 Aspects of Learning Words

Teaching vocabulary is a broad notion which contains various aspects of vocabulary. For instance, word meaning, word use, word formation and word grammar. The learner should have got sound knowledge over these aspects of word otherwise his/her learning remains uncompleted.

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range, coverage learn ability, etc. While teaching vocabulary items apart from this, we should be aware which aspects of the words to be highly considered. Harmer (1991:158) has summarized knowing words as follows:



(Source: Harmer, 1991)

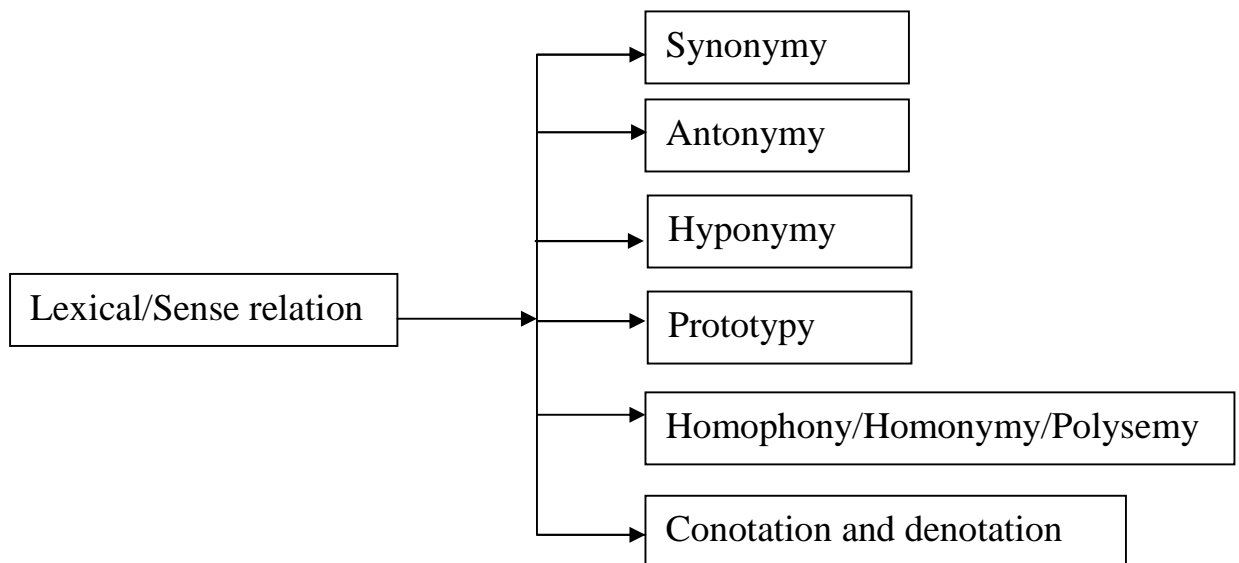
1.6.1 Word Meaning

Most words have more than one meaning. So that we can not decipher the meaning of words in isolation. It needs the context in which it is used. For example, the word 'run' means noun (e.g. the batsman mad 15 runs). But it has more than dozen meanings when we combine it with different preposition as a phrasal verb; such as 'run away'. We decipher the meaning of a word by looking at the context in which it is used and by looking its combination with other words. For example the word 'Bank' refers to "The place where people keep money" in one sense and it has another entirely different meaning as "the coastal area of river". If we see a man signing in cheque and says, "I am going to the bank," the word

'bank' refers to the 'financial institution' but if a fishman on a boat says, "I am going to the bank", it assets to the coastal area of river.

Thus, while teaching the word 'bank' the teacher should teach how the word 'bank' is used to give different meaning in different context.

Next significant aspect of word meaning is sense relation. Sense relation refers to the various ways in which the meanings of words may be related. The relationship might be a sameness or similarity of meaning in which case it is called synonyms or it might be opposite meaning in which case it is antonyms. Likewise, Yule (1985:118) says, "Words are not only the meaning containers and role players but their relationship". There are various such relationship. The sense relationship incorporates the following features:



(Source: Yule, 1985)

a. Synonymy

This is the relationship of sameness of meaning i.e. two words having same meaning or nearly the same e.g. bright, clever, smart may serve as synonyms of "intellect". Synonyms are similar but seldom

convey same meaning even between words that seem interchangeable, such as taxi and car, one will be preferred over the other in certain context and by particular speakers. Thus, the word having similar meaning may be inappropriate in different context i.e. handsome refers to the charmness in boys but does not take the function of pretty, cute, beautiful.

b. Antonym

It refers to the relationship of oppositeness of meaning i.e. two words or lexemes having opposite meaning e.g. short and tall, heavy and light, big and small, rich and poor etc. Antonym is often thoughts of as opposite of synonymy, but the status of the two are very different. Languages have no real synonyms and it is doubtful whether any true synonyms exist. But antonym is a regular and very natural feature of language and can be defined fairly and precisely. Antonyms can be divided in two types: gradable and non-gradable. Gradable antonym is seen in terms of degree of quality in involved. In other words, gradable pair does not necessarily imply the order.

Non-gradable antonyms are also called complementary which refers to the relation between words or lexemes e.g. male and female, dead and alive, etc, whose meaning are mutually exclusive; true of one implies falsity of there.

Hyponymy is the relationship which obtains between specific and general lexical items. In other words, the former is included in the latter for example a dog is a hyponymy of animal. Chair is hyponymy of furniture.

c. Prototypes

It means the first design of something from, which other from are derived. Yule (1985:120) defined prototype as the useful elements to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The sparrow and the pigeon are the closer prototype than eagle and ostrich to make a clear concept of bird. A sparrow would be a prototype, of bird whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in an interesting way.

d. Homonymy

This refers to lexical items which have the same form but differ in meaning. Homonymy is illustrated from the various meanings of bear (animal, carry) or ear (of body, of corn) we have seen how 'like' and 'like' can be two quite different words. I like looking flower, look like new. While hyponyms provide a headache for the learner, their ambiguity, is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

e. Homophony

Homophony is a type of homonymy. Homophones are words which have the same pronunciation but different written periods and meanings. For instance, threw-thorough, rode-rowed, bare-bear, sew-so, some-sum, meet-meet, etc.

It refers to the multiple meaning of a single word such as 'foot' which means bottom of the leg' bottom of the mountain' etc. "It refers to a

lexical item which has a range of different meaning' (Crystal 1995:297). The multiple meanings of polygenic words are not entirely different, they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides complete headache for learners. It equally becomes useful if a teacher teaches them different shades of meaning of a word in an interesting way.

f. Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of the entity itself. This is the different type of relationship between words based on a close connection in every day's experience.

1.6.2 Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of a word can be frequently extended and stretched through its following elements.

a. Metaphor and Simile

Metaphor refers to a figure of speech which makes use of comparison of a descriptive term for a person and thing which is literally impossible. Richards et al. (1985:106) states that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. In "his words stabbed at her heart" the words did not actually stab but their effect is compared to the stabbing of a knife.

Simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared.

A simile is an expression in which something is compared to something else by the use of function words such as; like or as. For instance, "My friend's eyes are like red-red rose" Have eyes are compared with 'red-red rose'.

b. Idiom

It refers to a sequence of words which is semantically and often syntactically restricted so that it functions as a single unit. From a semantic point of view, the meaning of the individual words can not be summed to produce the meaning of the idiomatic expression as a whole.

Hence, idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For instance, "It's raining cats and dogs do not permit, it's raining a cat and a dog.

c. Collocation

The collocation makes a particular combination sound "right" or "wrong" in a given context. So, it is another piece of information about a new item. While, introducing words like 'decision' and 'conclusion', for instance, we may note that you 'take or make' but usually 'come' to the other. Similarly, we say "throw a ball but toss a coin" we may talk about someone being "dead tired" but it sounds odd to say dead fatigued.

d. Style

Style usually varies from casual to formal according to the type of situation, the person/persons addressed, the location, the topic discussed. According to Wallace (1985:112), "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical sharpness". The learner should know the use of style of using words in formal and informal situations.

e. Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register of ten distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way.

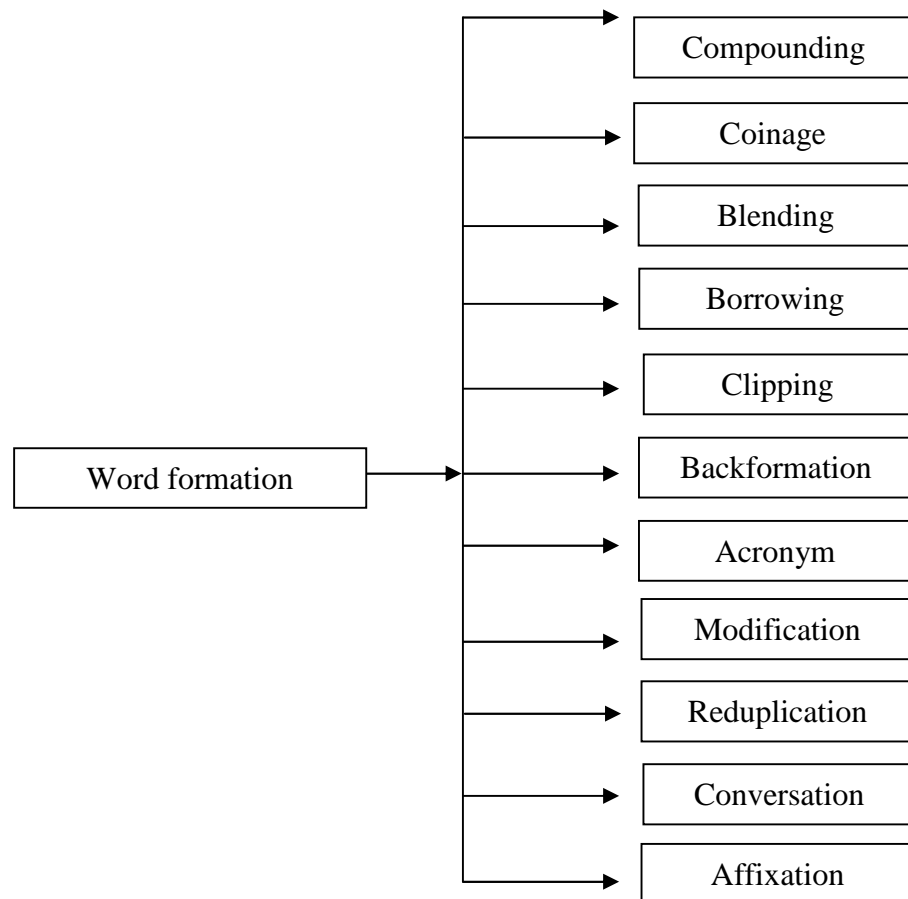
It is said that a distinction is often made between style and register. A register of English is a variety of the language as used in specific contexts such as legal English, academic English or technical English. Discrepancies in style and register are as disconcerting as usual collocation.

1.6.3 Word Formation

Students need to know about word formation and how to twist words to fit in different grammatical contexts. "Vocabulary items whether one word can often be broken down in to their component 'bits'. Exactly, how these bits are put together is another piece of useful information perhaps mainly for more advance learners" (Ur, 1996:62)

Yule, (1985:64), states "The study of the processes whereby new words process for the changing of their structure. So, we can say that word formation is the process to make constant evolution of language interm of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users.

Yule (1985) has recognized word formation in the following different ways:



(Source: Yule, 1985)

Students should recognize well with the knowledge on ways of words, written style and change in form and meaning.

Two words can be combined to make one item a single compound word or two separate, sometimes hyphenated, words (book-case, follow - up). Again, new coinages using the kind of combinations are very common: two words can be blended to form one new word i.e. called a blend, for example,

hotel + motor = motel

break for + lunch = brunch

A word can be co - opted from one part of speech and use as another process called conversion. Typically, nouns are converted into verb as "he watered the garden". "She upped and left" (preposition verb). "A ball on fight is an absolute most" (verb noun). Additionally, new words can be coined by shortening \clipping longer words. For example "Flu" from "influenzas"

Forming a new word by the removal of an affix from the existing word is called back formation for example, 'televise' from 'television, 'peddle' from 'peddler'. Likewise, words can be formed by borrowing from another language for example 'voyager' is borrowed in English from 'French language'. The technique of grouping the initial letters to form a new word is known as acronym. For example, 'UNDP' from United Nations Development Program.

Derivation of a word from another word by changing a sound, segment\spelling in writing is called modification. For example, tooth-teeth, foot-foot-feet, man-man, etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root for example, Ding-dong, Tip-top.

Affixation is the morphological process where by grammatical or lexical information is added to a stem crystal, () divides affixation into two types: "Inflectional" and "derivational".

The use of inflectional and derivational affixes makes variation in the structure and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. Students should be well acquainted with how the content words are formed in different ways by means of the affixes clad now the structural words bring entire change in meaning. The inflectional suffixes do not make any change in class of a word and basic meanings while they are used with the stem. But the derivational affixes bring change in meaning and word class. Each of the tow processes is discussed below.

Inflection

Inflection is the bound morpheme used in word formation process which does not make any basic meaning change. Hockley (1958:209) defines inflection as the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can also be defined as a change in the form of a word to express its relation to other words in the sentence. Infection does not make any change in word class, e.g. play-plays-played, but it changes the grammar of words.

Derivation

Derivation is the most common word formation process used for the production of new English words. In derivation, large numbers of small bits of language called affixes are added to other words for

example, un-mis-dis-per-im-fut-less-ment-isn-are-are added in the words like uneducated dis-fortune, imperfect, disarmament management, boyish, etc. We can say that derivation is processes where new words are formed from the existing words, for example, play-player, Love-Lovable.

Thus, word formation means knowing how words are written and spoken and knowing now they can change their forms. So, the students should be made familiar to all these phenomena while teaching vocabulary items.

1.6.4 Word Grammar

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this is regular or irregular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun we may wish to present its plural form, if irregular (mouse, mice) or draw learners' attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to, enjoy-ing or adjectives or verbs together) with their following preposition.

There are many other are as of grammar behavior that students need to know about it.

Such as:

What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in?

Thus, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular.

We can draw the inference from the above mentioned description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So while teaching words, the teacher should give focus on teaching all the aspects of vocabulary items.

1.7 Ways of Teaching Vocabulary

A number of ways to teach vocabulary items have been found, however, broadly speaking according to many schools, there are two ways of teaching words: direct and indirect.

1.7.1 Direct Way of Teaching Vocabulary

Direct way of teaching vocabulary refers to that process in which individual items are learnt consciously, i.e. focusing the attention to the targeted items. In this process either the teacher selects the difficult items or asks his students to select them. Then he\she provides (supplies) the meanings of words with the help of number of techniques: synonyms, translation, antonyms, definition, explanation, etc. Then, he\ she exemplifies the items in sentences. Then the next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. Lastly, he\she asks the student to produce their own sentences. The process shows that there must be three steps to learn

a vocabulary items, directly. In the first step - the meaning and the illustration are presented, in the second step the items are practice, and in the third step - the new sentences with the newly exposed items are produced. The teacher has to be active in the first step. He/She must be helping the students in understanding the meaning and in trying to produce the similar sentences. He is supposed to be a judge in the third step - observing and confirming the students' productions.

1.7.2 Indirect Way of Teaching Vocabulary

Indirect way of teaching vocabulary refers that process in which the students learn the targeted items without directly focusing on it. In this technique they are exposed of a series of reading materials and encouraged to read the materials on their own so that they can form the habit of guessing the meaning from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the forcing language learners can acquire the targeted items as naturally as they do in their mother tongue, that is, without being conscious about the targeted items. The teacher's role in this process is just like that of a guide or a facilitator from the beginning to the end.

1.8 Techniques of Teaching Vocabulary

Technique refers to presenting items to the students in a comprehensible way. The main aim of teaching vocabulary is to make students find out word meaning them in different context. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context. As vocabulary items in language play an important role in framing up ideas in a continues flow, The teacher should be aware of the fact that a simple carelessness leads the learner failing in learning

vocabulary items. So the techniques for vocabulary teaching should be perfect.

Regarding the techniques of teaching vocabulary, different writers have given different views. But we follow the following techniques while teaching vocabulary. They are given below.

- 1 **Picture:** Pictures are very useful means of teaching vocabulary. There is one saying, "A picture is worth ten thousand words". We can generalize the importance of pictures by this sentence. Moreover, blackboard drawing cut most, wall posters; etc can be used for teaching vocabulary in classroom as a picture.

- 2 **Mime, Action and Gesture:** Explaining the meaning of words through the use of pictures, sometimes, become impossible. For example, words like running, jumping smoking can be taught easily through the use of mime action and gesture but difficult to teach by the help of picture, comparatively.

3. **Contrast:** we also can teach meaning of words by contrasting them with another word such as big can be contrasted with 'small'.

4. **Translation:** we can also teach meaning of word translating items meaning into learners mother - tongue. It is an easy and quick way. It is useful in teaching "abstract" words rather than others concrete words.

5. **Demonstration:** It is not always possible to teach vocabulary through picture only. Simple action can be performed to carry out the meaning of several words. The word may refer to different kind of movements, e.g. working, running, laughing, etc. Teaching

vocabulary through demonstration will help learners to understand easily.

6. **Game:** vocabulary can be best taught by creating vocabulary game where as. As it creates interest upon the learners, these techniques also lay emphasis on "learning by doing" resulting in long lasting retention in the students so, there are lots of games such as word puzzles, jumble words, etc.
7. **Song and Rhymes:** It is also useful technique to teach vocabulary especially in young people because they love songs. It also helps to motivate students and also creates interest upon students and helps to break monotony and mental fatigue. When we include our new teaching items in song and rhymes they repeat it interestingly again and again and improve pronunciation and learn meaning easily and unconsciously.
8. **Realia:** Realia refers to the original objects which can be used and seen in classroom at the time of teaching and learning. When teachers bring real objects to teach vocabulary like 'stone', 'ball' 'flower' etc, students can find them in real context and start to do real activities with it. It also breaks monotony, mental fatigue. It also increases interest towards learning, it also brings associated meanings, instead of only one meaning. For example when we bring 'stone' to teach its meaning student can easily understand it is 'hard' and 'heavy' too with this single object.

1.9. Importance of Teaching Vocabulary through Real Objects

Although there are many techniques to teach vocabulary realia is one of the vital techniques to teach vocabulary to students especially in

primary level. This thesis also has proved that realia using technique is also a genuine technique to teach vocabulary in primary level.

When real objects are used to teach vocabulary it automatically brings real environment in classroom. It motivates students and raises interests towards the objects or items. It also breaks monotony and mental fatigue using by real objects. It does not bring only single meaning but also brings more than one meanings which are automatically associated with it. For example, to teach word 'stone' real stone is brought and students automatically understand its other associated meanings, 'heavy' and 'hard' too. The learning also retains in concept for long lasting rather than artificial objects.

It is not only useful for teaching vocabulary but also other skill of language can be taught effectively through using real object or using realia technique. The important of using real objects in teaching vocabulary are given below.

1. Real object bring real environment in the classroom.
2. It brings many associated meanings at the same time of teaching one item.
3. It creates interest upon the students and motivates them towards learning.
4. It breaks monotony and mental fatigue upon students
5. It helps to retain learning for long lasting
6. It is also useful to teach other skills of language such as listening speaking reading and writing.
7. In helps to learn spelling, meaning, pronunciation and use of word, easily.

1.10. Literature Review

Many studies have been carried out related to vocabulary teaching. Among them, some are given below.

Horn () has launched a research on "Basic writing vocabulary". His main purpose was to find out the nature and extent of overlap between vocabularies of one class of business letters and all the personal letters including the determination of the most common words used in business letters it was based on findings the overlapping of the vocabulary items in one class of business letters and other class of letter.

Wallace (1982) has in his book "Teaching vocabulary" gone to the extent of pointing out some symptoms of bad vocabulary learning and teaching. He was not only pointing out symptoms of wrong vocabulary learning and teaching but also pointing out the principles and techniques of teaching and learning vocabulary.

Adhikari and Sharma (1992) have made an effort to make analytical Study of vocabulary repertoire of the Students who have completed the class three. The vocabulary repertoire was satisfactory. It has found the greater the maturity, the lower the difficulty level.

Tiwari (2001) has in his M. Ed. Thesis studied, 'A study on English vocabulary achievement by the student of grade ten.' The objectives of this study were to investigate the students achievement of English vocabulary used in the new English book of grade ten. The conclusion of this study is that the students' level of vocabulary achievement was not satisfactory.

Adhikari (2005) has in his M. Ed. thesis carried at, "the effectiveness of teaching vocabulary through games." It has been found

that the game technique of teaching vocabulary is quite effective rather than usual technique of teaching vocabulary has in his M. Ed. thesis carried out, "effectiveness of teaching vocabulary through song and rhymes", it has been found that teaching vocabulary through song and rhymes found highly effective rather than usual technique of teaching vocabulary.

1.11. Objective of Study

The objectives of this study are given below.

- a. to find out the effectiveness of teaching vocabulary through real objects.
- b. to find out the difficulty levels in teaching vocabulary as using real objects.
- c. to suggest some pedagogical implication of the study.

1.12 Significance of the Study

Although this study seems to be small task, it will certainly deserve the great importance in the field of ELT, in Nepal. School students and teachers will be directly advantaged by the findings of this study, as they will find which way to adopt while teaching vocabulary. It is also useful for textbook writer, language planner, syllabus designers and methodologist. Furthermore, it would be a reformative measure in the field of vocabulary teaching.

CHAPTER-II

METHODOLOGY

Researcher methodology is a sequential produce and methods to be adopted in a systematic study, Kothari (1990:9).

In this study, the researcher has tried to find out role of realia as a technique of teaching English vocabulary of grade V. The methodology adopted during the study is given below.

2.1 The Source of Data

The present research is actually a practical study in which both primary and secondary sources of data were used. They are given below.

2.1.1 Primary Source of Data

The primary sources of data for this study are the sampled students of grade II. Studying in "Shree Mahalaxmi Lower Secondary School, Balagaun, Matutirtha, Kathmandu.

2.1.2 Secondary Source of Data Collection

Regarding the secondary sources of data, detailed information is presented in the references. However, the following scholar's book were consulted by researcher :Ur, (1992), Wallace (1982), Larsen-Freeman (1986), Kumar (1999), Dakin (1968), Harmer (1987), Venkateswaran (1995), etc.

Apart from these several theses, articles, journals, books, etc. related with the research work were consulted. The researchers also consulted the materials found in computer program.

2.2 Tools for Data Collection

Before preparing the set of test items, vocabularies from the text book of grade-II were collected and a set of different test items was used as major tools for data collection. It totally has carried out 50 marks. To make the analysis convenient, the test items were categorized into, 'multiple choice,' 'fill in the blanks,' 'matching item' completion of words. The following tables depict the test categories with mark.

| S.N. | Test Categories | R.N. | Mark |
|------|-------------------------|-------|------|
| 1 | Fill in the blanks item | 2.N.1 | 8 |
| 2 | Multiple Choice item | 2.N.2 | 10 |
| 3 | Matching items | 2.N.3 | 15 |
| 4 | True and false item | 2.N.4 | 5 |
| 5 | Completion item | 2.N.5 | 12 |

2.3 Process of Data Collection

Here, primary data are collected from two written work of the students.

1. First of all, the researcher prepared a set of written test items and visited the selected school. For the test items he chose 140 vocabulary items, out of the 215 listed words, were selected from the My English book-II for experimental classes.
2. Headmaster and class teacher were requested for providing class to administer the test.
3. A written pre-test was administered to determine the actual proficiency on vocabulary level of the students. They were given two hours time to attempt the questions. Then, their written responses were marked.

- The researchers determined the rank of the students on the basis of odd-even roll number according to their individual obtained marks. The procedure of the group division was given below.

| | |
|-----------|-----------|
| Group 'A' | Group 'B' |
| Odd | Even |

- The students who were divided into two groups were taught side by side. Group 'A' was taught as usual method where as group 'B' was taught through realia technique.
- Each group was taught six days a week one period on a day and each period lasted for forty five minutes. Experimental research was carried for a month.
- After the experiment, a post-test was administered using the same test that was used in pre-test.
- Finally, the performance of the groups were compared and analyzed in order to find out the effectiveness of teaching vocabulary through real objects.

2.4 Limitations of the Study

Due to the limited resources and time it has been impossible to include large area of research. So, there are certain limitations of this study which are given below:

- The study was limited to 'Shree Mahalaxmi Lower Secondary Public School, Matatirth, Kathmandu.
- Forty students of grade two of the above mentioned school were selected as the sample population to this study.

3. The primary data for this study were collected from the written text.
4. The effectiveness of realia technique in teaching vocabulary was observed only in grade-II.
5. The time boundary to this study was four weeks.
6. Among the various techniques of teaching vocabulary, only real objects were used for this study.
7. About 215 concrete words are given in our English book-II and among them 140 concrete vocabularies were taught during the research period.

CHAPTER-III

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter is related with the analysis and interpretation of data. As this is the fact of the research analysis, comparison of data has been carried out in this section. Data are obtained from the hard effort of the experimental study and field survey since it is an experimental research. It requires a lot of information from the practical field. The main aim of this research was to explore the effectiveness of teaching vocabulary through real objects.

The data is presented comparatively in holistic, group-wise and item-wise forms, respectively.

3.2 Holistic Comparison

In this comparison, the result of group 'B' and group 'A' of both pre-test and post test are shown in comparative tables. (See: appendix vii)

The comparative table no. 1 shows the scores obtained by each of the students of group 'B' in pre-test and post-test. Group 'B' has got 17.15 average score in pre-test and 34.70 score in post-test and this group has increased by 17.55 average score and by 35.10 average percentage in post test.

After that the table no. 2 shows the score obtained by each of the students of group 'A' in pre-test and post-test. Group 'A' (controlled group) has got 17.90 average score in pre-test and 24.30 average score in post-test. This group has increased by 6.40 average score and by 12.80 average percentages in post- test.

The above fact has proved that group 'B' has learnt more effectively rather than group 'A'. The difference in average score of group 'B' is 17.55 and 'A' is 6.40 between the two tests. So, as a whole group 'B' has progressed 11.55 more average score than group 'A'.

The result of group 'B' and group 'A' in regards of the five test items are shown in single table. This comparative table shows the average percentage of group 'B' and 'A'.

Table No. 1: Overall performance of group 'A' and 'B' in the pre-test and post-test

| S.N. | Test Items | F.M. | Group 'B' in % | Group 'A' in % | Difference % between 'B' and 'A' |
|------|----------------------------|------|-------------------|-------------------|--|
| 1 | True false items | 5 | 40.50 | 15 | 25.50 |
| 2 | Multiple choice item | 10 | 37 | 18 | 19 |
| 3 | Completion item | 12 | 53.60 | 20.40 | 33.20 |
| 4 | Fill in the blanks item | 8 | 81.25 | 23.10 | 58.10 |
| 5 | Matching items | 15 | 49 | 22.50 | 25.50 |
| | Total score | 50 | 26.13 | 99 | 158.50 |
| | Average score | 10 | 52.30 | 20 | 31.60 |

The above holistic table shows that the average score percentage of group 'B' is 15.30% in different categories whereas group 'A' has 20% average score percentage. Group 'A' is less than group 'B'. The average different percentage of group 'B' and 'A' is 31.60%. So that, It asserts that group 'B' has got better achievement than group 'A' as a whole.

3.3. Group-wise comparison

Table No. 2: The performance group in the pre-test and post -test

| Group | F.M. | Average score in pre-test | Average score in Post-test | Difference | Difference in % |
|--------------|-------------|--------------------------------------|---|-------------------|----------------------------|
| B | 50 | 17.15 | 34.70 | 17.55 | 35.10 |
| A | 50 | 17.90 | 24.30 | 6.40 | 12.80 |

The category has covered of 50 items. Each item has carried 1 mark. The above table shows that the average score of group 'B' is 17.15 in pre-test and 34.70 in post-test. This group has the improvement in mark by 35.10 or 35.10%. Likewise, group 'A' has the average score in pre-test is 17.90 and in post-test is 24.30. This group has made the improvement by mark 12.80 or 12.80%.

It asserts that group 'B' learnt more effectively than group 'A'. The different mark of group 'B' is 17.5 between the two tests which is greater than the different mark (score) of group 'A' is 11.15. This improvement is significant one.

3.4 Item-wise Comparison

3.4.1 Average proficiency in the test-item true/false in both of the tests (pre and post -test) by both of the groups (A and B)

Table No. 3: Score achieved in "true/false" item test result

| Group | F.M. | Average Score in Pre-T | Average in post-T | Difference | Difference in Average % |
|--------------|-------------|---------------------------------------|------------------------------|-------------------|--|
| B | 5 | 2.25 | 4.27 | 2.02 | 40.50 |
| A | 5 | 2.30 | 3.05 | 0.75 | 15 |

This category consisted of 5 items. Each items carried 1 mark. The real objects about daily using were included.

The above table shows that group 'B' has the average score of 2.25 in pre-test and 4.27 in post-test. This group has increased its average mark by 2.02 in pre-test and 4.27 in post test. This group has increased its average mark by 2.02 or 40.50%.

Group 'A' has the average score 2.30 in pre-test and 3.05 in post test. This group has increased its average marks by 0.75 or by 15%.

It shows that the increase in the mark of group 'B' is greater than group 'A'. It means group 'B' has learnt more effectively than group 'A'.

3.4.2 Average Proficiency in the Multiple Choice Test Items

Multiple choice in both of the tests (pre-test and post-test) by both of the groups (A and B) of the students are given below.

Table No. 4: Average Proficiency in the Multiple Choice Test Items

| Group | F.M. | Average Score in Pre-T | Average in post-T | Difference | Difference in Average % |
|--------------|-------------|-------------------------------|--------------------------|-------------------|--------------------------------|
| B | 10 | 2.40 | 6.70 | 3.70 | 37 |
| A | 10 | 2.15 | 3.95 | 1.80 | 18 |

This category consisted 10 items. Each item has carried one (1) mark real objects about eating things.

The above table shows that group 'B' has the average score 2.40 in pre-test and 6.70 in post-test. This group has increased its marks by 3.70 on 37%.

Group 'A' has the average score 2.15 in pre-test and 3.95 in post test. This group has increased its average marks by 1.80 or 18%.

It shows that the increase in the marked group 'B' is greater than group 'A'. It means group 'B' has learnt more effectively than group 'A'.

3.4.3 Average proficiency in the Test-items "Completion of Word" both of the tests (pre-test and Post-test) by both of the groups (B and A)

Table No. 5: Average proficiency in the Test-items "Completion of Word" both of the tests (pre-test and Post-test) by both of the groups (B and A)

| Group | F.M. | Average Score in Pre-T | Average in post-T | Difference | Difference in Average % |
|--------------|-------------|-------------------------------|--------------------------|-------------------|--------------------------------|
| B | 12 | 2.75 | 9.05 | 6.35 | 53.60 |
| A | 12 | 2.45 | 4.90 | 2.45 | 20.40 |

This categories has consisted 12 (twelve) items. Each item has carried one (1) mark. Real objects about playing materials were included.

The above table shows that group 'B' has the average score 2.75 in pre-test and 9.05 in post test. This group has increased its mark by 6.35% or 53.56%.

Group A has the average score 2.45 in pre-test and 4.90 in post test. It has also increased its mark by 2.45 or 20.38%.

The above table shows that the increase in the mark of group B is greater than group A. It means group B has learnt more effectively than group A.

3.4.4 Average proficiency in the Test item fill in the blank in both of the tests (pre-test and post test) by both of the groups (B and A)

Table No.: 6: Average proficiency in the Test item fill in the blank in both of the tests (pre-test and post test) by both of the groups (B and A)

| Group | F.M. | Average Score in Pre-T | Average in post-T | Difference | Difference in Average % |
|--------------|-------------|-------------------------------|--------------------------|-------------------|--------------------------------|
| B | 8 | 2.50 | 7 | 4.50 | 81.85 |
| A | 8 | 2.50 | 4.30 | 1.85 | 23.10 |

This category has consisted eight (8) items. Each items has carried out one (1) mark. The real objects about various animals were included.

The above table shows that group B has the average score 2.50 in pre-test and 7 in post test. This group has increased its average marks by 4.50 or 81.85%.

Group 'A' has the average score 2.25 in pre-test and 4.30 in post test. This group has increased its average marks by 1.85 or 23.12%.

The above table shows that the increase in the mark of group 'B' is greater than group 'A'. It means group 'B' has learnt more effectively than group 'A'.

3.4.5 Average proficiency in the test- Item 'Matching' in both of the tests (pre-test and post test) by both of the groups (A and B)

Table No. 7: Average proficiency in the test- Item 'Matching' in both of the tests (pre-test and post test) by both of the groups (A and B)

| Group | F.M. | Average Score in Pre-T | Average in post-T | Difference | Difference in Average % |
|--------------|-------------|-------------------------------|--------------------------|-------------------|--------------------------------|
| B | 15 | 4.95 | 12.15 | 7.20 | 48.00 |
| A | 15 | 5.45 | 8.90 | 3.45 | 22.50 |

This category has consisted fifteen (15) items. Each item has carried out one (1) mark. The real objects about local availability were included.

The above table shows that group 'B' has the average score 4.95 in pre-test and 12.15 in post test. This group has increased its average score by 7.20 or 47.96 in percentage (%).

The above table shows that the increase in the mark of group 'B' is greater than group 'A'. It means group 'B' has learnt more effectively than group 'A'.

CHAPTER-IV

FINDINGS AND RECOMMENDATION

This research has made an effort to find out the effectiveness of teaching vocabulary through real objects. This research was conducted in "Shree Mahalaxmi Lower Secondary School", Matatirtha Kathmandu including forty students studying in grade II. The students were divided into two groups: 'A' and 'B'. Group 'A' represents the control group whereas group 'B' represents the experimental group.

Both groups were taught the same subject matter. The only one difference between group 'A' and group 'B' was that real objects were used for teaching vocabulary in group 'B' and the usual technique was used for teaching vocabulary in group 'A'. The researcher has dealt with each type of test item to compare group 'A' with group 'B'.

4.1 Findings

- a) It shows that using real object technique in teaching vocabulary has relatively better impact on the whole. The teaching of vocabulary through real objects (Group 'B') appeared 22% more effective than teaching with usual classroom technique i.e. without using real objects as in Group 'A'.
- b) Required of trained teacher to apply this technique and lack of real object in teaching abstract words are appeared as difficult level.
- c) All the teachers in all schools especially in primary level should be emphasized to apply this technique.

4.2 Recommendation

The recommendations and suggestions which have been made on the basis of these findings are given below.

1. This research shows that group 'B' performed relatively better in all aspects of word than group 'A'. So, the real object using technique should be used to teach vocabulary items in all the schools. This implies that this technique should be used for teaching vocabulary.
2. To implement this technique in school level classes effectively, the teacher should be trained and provided with sufficient teaching materials.
3. The syllabus designer and methodologists should encourage the use of real objects in teaching vocabulary. Even though it may be difficult to present real objects for each language item given in the text book and syllabus, it is inevitable to mention real objects in the right place.
4. As the research was limited only to 40 students of a government aided school, it cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.
5. While teaching vocabulary through real objects, the teacher may face various difficulties. If real objects are not chosen according to the level and the capacity of the students, they may lose their interest. The following practical suggestions are given to the teachers:

- a) In the beginning, real objects should be chosen according to the level and capacity of the students.
- b) The initial presentation of real objects should always be through demonstration.
- c) In the choice of real objects, the locally available things should be emphasized.

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APPENDIX I
PRE TEST AND POST TEST ITEMS

Name.....

Full Marks: 50

Class:

Roll No.:

1. Write "True" for the correct sentence and write 'False' for incorrect sentence. 5

- a) Banana is a vegetable. ()
- b) We read a book in the class. ()
- c) We use bag to keep our books. ()
- d) We play ball in the classroom. ()
- e) A bicycle runs faster than a bus. ()

2) Choose the correct words for the sentences and tick on it. (10)

- a) This is a vegetable.
(i) rice (ii) milk (iii) carrot
- b) People keep parrot into it.
(i) cage (ii) hole (iii) den
- c) These people go to school in primary level.
(i) nurse (ii) doctor (iii) children
- d) We wear it mainly in cold.
(i) cap (ii) shirt (iii) coat
- e) This animal eats grass.
(i) cat (ii) dog (iii) cow
- f) It lives in water.

- (i) Lion (ii) Monkey (iii) Fish
- g) It has a red ground.
 - (i) Hill (ii) Tree (iii) Flag
- h) We grow it in the garden.
 - (i) Cap (ii) Clock (iii) Flower
- i) We use it to drink tea.
 - (i) Plate (ii) Spoon (iii) Cup
- j) People use eat for meat.
 - (i) Cat (ii) Dog (iii) Goat

3) Complete the following words by choosing one "Correct" letter from given box.

- | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>G</td></tr></table> arden</p> <p>c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>R</td></tr></table>oat</p> <p>e) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>S</td></tr><tr><td>H</td></tr></table> ..ill</p> <p>g) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>H</td></tr></table>en</p> <p>i) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F</td></tr><tr><td>K</td></tr></table>ite</p> <p>k) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T</td></tr><tr><td>L</td></tr></table>amp</p> | B | G | G | R | S | H | B | H | F | K | T | L | <p>b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>B</td></tr></table> irl</p> <p>d) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>R</td></tr></table>ouse</p> <p>f) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>T</td></tr></table> ...ead</p> <p>h) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I</td></tr><tr><td>T</td></tr></table>nk</p> <p>j) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>K</td></tr></table> ...nife</p> <p>l) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>L</td></tr><tr><td>B</td></tr></table>adder</p> | G | B | H | R | H | T | I | T | B | K | L | B |
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4) Fill in the blank choosing the correct words from the bracket. (8)

- a) are working in the farm. (monkey, men)
- b)is called king of fruit. (mango, guava)
- c) It is easy to sit on a (map, mat).
- d) rises in the sky (sun, plane).
- e) live in jungle (fish, monkey)

- f) is a part of our body (nose, pen)
- g) brings new daily news to us (newspaper, copy)
- h) We bring from the tap. (water, vegetable)

5. Match column 'A' and column 'B' with words and pictures. 15

(A)

(B)

Pan

Radio

Sheep

Spade

Star

Stick

Sun

Tap

Umbrella

Ladder

Leaf

House

Comb

Flower

APPENDIX-II

SUMMARY OF THE LESSON PLANS

Lesson Plan I

Specific Objective: To pronounce these words correctly.

- to spell these words correctly.
- to make sensible sentences by using these words, correctly.

Teaching items: Cat, fish, mango, apple, flower

Visual aids: Real objects, flash cards, flannel board, pocket chart and as usual material.

Group B

Teaching/Learning Activities: As teacher enters the classroom and makes a brief revision about the earlier lesson by asking some questions to motivates the student towards the learning. Then he shows real objects and pronounces their name one by one and asks students to follow him, such as;

Teacher: Cat/kæt/

Student: cat/kæt/

He also shows flash cords of written spellings of words and read with them together. he makes sensible sentences by using these words such as, "Rose flower is red", as a model sentences.

Students are asked to pronounce these words correctly, to spell these words correctly and also are asked to make sensible sentences by using above words.

If they do correct, the learning goes ahead otherwise it will be revised for further improvement.

Group A

Teaching/Learning Activities: Teacher enters the class and directly writes down the meanings of the words on the blackboard by translating them into students' mother tongue. Students are asked to memorize them and copy down them. He also tells spellings of words. he also makes some sensible sentences by using above mentioned words.

Students are asked the meaning of the words and spellings of these words are also asked. They also are asked to make meaningful sentences by using above words.

If students do correct the learning will go ahead otherwise it will be revised for further improvement.

Lesson Plan No. 2

Specific Objectives: To pronounce the given words correctly and make sensible sentences using these words.

Teaching Items: Sheep, bean, feet, cheeks.

Visual Aids: real object and as usual teaching materials.

Group B

Teaching/Learning Activities: First of all teacher enters the class and makes brief revision upon previous lesson by asking some questions to attract students mind towards learning. In the beginning he shows the real objects and pronounces them correctly as a model. Then, he says some sentences from those words one by one. Then he asks his students to pronounce those words correctly and also asks to say some sentences using above words. If they make mistake he revises otherwise he will go ahead.

Group A

Teaching/Learning Activities: First of all teacher directly write down these given words in the blackboard and write down their meanings by translating in mother tongue of the students. He pronounces and write some sentences for a example. Then students are asked to write down and memorize meaning of words and also asked to write some meaningful sentences from above mentioned words. If they make mistakes he revises and reform on it.

Lesson Plan No.: 3

Specific Objective: to pronounce, spell and use given words correctly.

Teaching items: Knee, Knot, Knife, Kite, Knit

Visual Aids: real objects of above words and as usual teaching materials.

Group B

Teaching/learning Activities: First of all teacher enters the class and make a joke to motivate class. He shows real objects one by one and pronounces the names of these objects correctly. He also use these words in meaningful sentence as a model sentences.

Then he also asks his students to pronounce these words correctly and also asks to tell some sentences using these words. If they do correctly, the lesson, will go ahead otherwise it will be revised it again.

Group A

Teaching/learning Activities: Firstly, the teacher enters at class and he directly writes down the meaning of words on the blackboard by translating into students mother tongue and asks to the students to copy down and memorized by heart, he also writes some sentences by using above mentioned words for example sentence.

Students are asked the meaning of the words and they also are asked to write some sensible sentences by using above words, if they do correct the lesson will go ahead otherwise it will be revised for further improvement.

Lesson Plan No. 4

Specific Objectives:

- To be able to pronounce these words correctly,
- To spell these words correctly
- To use these words to make sensible sentences

Teaching items: Knife, Kite, Knit, Umbrella.

Visual aids: Real objects, flash cards, pocket charts, flannel board and as usual materials.

Group B

Teaching/learning Activities: Teacher enters at the class and makes a brief revision by asking some questions based on earlier lesson to warm-up the class towards the learning.

Then, teacher exposes real objects about above mention words and pronounces their names. He shows flash cards of spelling and tells spellings. Teacher pronounces the words and asks to follow him as a model. He also tell some sentences by using above words such as, "Umbrella is black", as a model sentence.

Students are asked for pronunciation and tell spelling of the words in group and individual. They are asked to say sentences by using above words. If They do correct the lesson goes ahead otherwise the lesson will be revised.

Group A

Teaching/learning Activities: Teacher enters the class and directly writes down the meaning of the words on the blackboards by translating in the students' mother tongue. Students are asked to memorize the meaning after writing down the words meaning from the board on their copy. He also writes some sentences sensible by using above words for an example.

Students are asked the pronounce meaning and asking for making sensible sentences by using above words.

Lesson Plan No. 5

- Specific objectives: - To be able to pronounce and spell these words correctly.
- To use these words in making sensible sentences.

Teaching items: Ruler, glass, doll, car;

Visual aids: Real objects, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/Learning activities: As soon as teacher enters the class, he makes a brief revision about earlier lesson to warm up the class by asking some questions.

Then teacher shows the real objects and tells pronounces the names and asks to follow his pronunciation and to read the spellings by looking at flash cards. He makes sentences by using these words such as, 'We drink tea in the glass', as a model sentence.

Students are asked to pronounce the words and tell the spellings correctly and also are asked to tell sentences by using above mentioned words correctly in group or individual. If they do correct, the learning goes ahead otherwise it will be revised for more improvement.

Group A

Teaching/learning activities: Teacher enters the class and writes down the meaning of difficult words on the black board by translating into students' mother tongue of the students and students are asked to memorize them

by heart. He also uses above words and makes sensible sentences for an example.

Students are asked the meanings and spellings of the words and also are asked to use these words to write sentences.

Lesson Plan No. 6

- Specific objectives: - To be able to pronounce and spell the given words correctly.
- To be able to make sensible sentences by using these given words.

Teaching items: Cage, parrot, table, box, box.

Visual Aids: Real objects, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/Learning activities: Teacher enters the class and makes a funny joke to motivate the students towards the learning.

Then, teacher shows the real objects and pronounces talk their name with correct pronunciation e.g. book /b k/ and asked to follow him. He also tells the spellings of flash cards. He make some sentences by using above words, such as; "parrot is into the cage", as a model sentences.

Students are asked to pronounce the words and tell the spelling of these words correctly. They also are asked to make sensible sentences by using above mentioned words. If they do correct the learning goes ahead otherwise it will be revised.

Group A

Teaching/learning activities: Teacher enters the class and directly writes down the meanings of the difficult words on the back board by translating them into the students' mother tongue. They are asked to copy down the

words and asked to memorize them by heart. Teacher also makes some sentences by using above words as a example.

Then students are asked the meaning of the words and also are asked to use above words to write meaningful sentences.

Lesson Plan No. 7

Specific objectives: - To be able to pronounce and spell the given words correctly and able to use them in meaningful sentences.

Teaching items: Girl, boy, tree, rabbit, camel

Visual Aids: Real objects, drawings, flash cards, flannel board, pocket chart and as usual using materials.

Group B

Teaching/learning activities: Teacher enters the class and makes a brief revision up on the earlier lesson by asking some question to motivate the students.

Then, teacher shows the real objectives and pronounces them correctly and asks to follow him. He also shows the flash cards of spellings and reads them and asks to follow him. He also makes some sensible sentences by using above mentioned words as a model, such as, "Tree is tall".

Students are asked to pronounce and to tell the spelling of the words correctly. They also asked to make sensible sentences by using above words. If they do correctly, the learning goes ahead, otherwise the learning will be revised for extra improvement.

Group A

Teaching/Learning Activities: Teacher enters the classroom and directly writes down the meaning of the difficult words on blackboard by translating into students' mother tongue. He also asks students to copy

down the words and memorize the meanings by heart. He makes some sensible sentences by using above words for an example sentences.

Students are asked the meaning and the spellings of the words and they also are asked to make some sensible sentences by using above mentioned words.

Lesson Plan No. 8

Specific objectives: - To be able to pronounce and spell these given words correctly and able to use these words to make sensible sentences correctly.

Teaching items: Hole, clock, Chalk, chair, mouse.

Visual Aids: Real objects, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/Learning activities: As soon as teacher enters the class room and makes a brief revision upon the earlier taught lesson to motivate the students.

Then, he shows real objects and pronounces their name as a model pronunciation and asks to students to follow him. He shows the flash cards and reads the spellings and asks to follow him. He also uses above words to make sensible sentences such as, "Mouse live in hole".

Students are asked to pronounce the words correctly, tell the spelling correctly and also asked to say sensible sentence by using above words correctly. If they do correct the lesson will go ahead otherwise it will be revised for more improvement.

Group A

Teaching/learning activities: Teacher enters the class and writes down the meanings of the difficult words on the blackboard by translating them into students' mother tongue. Then, students are asked to memorize the

meaning and copy down the words into their copy. He also writes some sensible sentences for example sentences.

Students are asked the meanings of the words and also asked the spellings of the words and also asked to write sensible sentences by using those words.

Lesson Plan No. 9

- Specific objectives: - To be able to pronounce the given words correctly.
- To spell the words correctly.
 - To use given words to make sensible sentences correctly.

Teaching items: Friend, bed, park, newspaper.

Visual Aids: Real objects, flash cards, flannel board, pocket charts, drawings and as usual materials.

Group B

Teaching/learning activities: As soon as teacher enters the class he makes a brief revision upon the earlier lesson to warm up the class.

Then teacher exposes the real objects and pronounces them and asks to follow him. He also shows the flash cards of written-spelling and asks to follow him. He makes some sensible sentences by using above words as a model sentence such as, "I read newspaper early in the morning.

Students are asked to pronounce the words, to tell the spellings of the words and also are asked to say some sentences by using above words. If they do correctly, the learning will go ahead.

Group A

Teaching/Learning activities: Teacher enters the class and writes down the word meanings on the black boards by translating them into students'

mother tongue and asks students to memorize them by heart. He also asks to copy down the words on their copy. He writes some sensible sentences by using above words for example sentences.

Students are asked the meaning of the words, spelling of the words and also asked to make sentences by using above mentioned words correctly.

Lesson Plan No. 10

- Specific objectives: - To be able to pronounce and spell those given words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Brush, Zoo, letter, T.V., Computer.

Visual Aids: Real objects, flash cards, flannel board, pocket charts, drawings and as usual materials.

Group B

Teaching/learning activities: As teachers enter the class he makes a brief revision upon the previous lesson to warm-up the class.

Then teacher exposes the real objects and drawings and pronounces them correctly as a model pronunciation and asks to follow him to his students. He shows the flash cards and read the spelling of the words and asks to follow him. He also make some sentences by using above words as a model sentences such as , "we can see tiger in the zoo".

Students are asked the pronunciation of the words, spelling of the words and also are asked to say some sensible sentences by using above mentioned words correctly.

Group A

Teaching/learning activities: Teacher enters at the class room and firstly he writes down the meaning of the difficult words on the black-board and asks to write down them, to the students. He also asks for memorize by

heart. He writes some sensible sentences by using above words for a example sentences.

Students are asked the meaning of the word and spelling of the words. They also are asked to write sensible sentences by using above mentioned words, correctly. If they do correct, the learning goes ahead.

Lesson Plan No. 11

Specific objectives: - To be able to write 'true' for correct sentences and 'false' for incorrect sentences.

Teaching items: Reading passage [window, tower, pine, bike, rise].

Visual Aids: Real objects, drawings, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher enters at the class and makes a brief revision about earlier lesson to motivate the students. Then teacher shows the real objects and says some model and meaningful sentences by using these words such as,

- i. The sun rises in the east.
- ii. We can see sky from the window.

He reads the passages and asks to follow him. He explains the passage in simple language with conversation to the students .

Then, teacher says some sentences to the students are asks whether they are correct or not or 'true' or 'false' e.g.

- i. Bus runs faster than bike. ()
- ii. The sun rises in the north. ()

If students do correct in differing 'true' and 'false' sentences, the learning goes ahead.

Group A

Teaching/Learning activities: Teacher enters the class and writes down the meaning of the words on the black board by translating into the students mother tongue. He asks to write down the meaning and memorize by heart. He also writes some true and false sentences by using above words and differ them with meaning. He also asks students to memorize these sentences by heart with its clue e.g.

- i. The sun rises in the east. (True)
- ii. We can not see sky from window. (False)

Students are asked to differ the true/false sentences as said above. If they do correct the learning goes ahead.

Lesson Plan No. 12

Specific objectives: - To be able to fill in the blank by choosing correct word.

Teaching items: Reading passage [Tiger, bird, gun, city].

Visual Aids: Real objects, drawings, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher goes at class rooms and makes a brief revision by asking some questions based on earlier lesson, to motivate the students.

Then, he exposes the real objects which refers the difficult words of passages. He uses them in meaningful sentences such as, "Tiger live in the jungle". He reads passage and converse with students about it. Then he writes some blank sentences and asks to choose one correct word to fill it such as, "Bird live in (nest, house).

Students are asked to fill in the blank by choosing correct word from given list. If they do correct, the learning will go ahead otherwise it will be revised.

Group A

Teaching/learning activities: Teacher enters at the class and writes down the meaning of the difficult words by translating them into students mother tongue on the black board and asks students to write down them and memorize them by heart. He reads the passage and translate it totally.

He writes some 'blank' sentences and asks to fill it by choosing correct words from the given list.

Students are asked the meaning of the words and also are asked to fill in the blank by choosing correct given word e.g.

- i. Bird live in (den, nest).

If they write correct, the lesson will go ahead.

Lesson Plan No. 13

Specific objectives: - To be able to complete these incomplete words correctly.

Teaching items: Hunter, Head, Teeth, House, finger.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher goes to class and makes a funny joke to motivate the students towards the learning.

Then, teacher exposes the real objects and use them in sensible sentences to derive the meaning. He tell the model sentences and asks students to follow it, such as;

- i. We brush teeth.
- ii. We live in house.

He also writes some incomplete words and completes them by adding appropriate letter from the box and asks to follow his students such as;

- i.

| |
|---|
| H |
| B |

 ouse.
- ii.

| |
|---|
| d |
| f |

 inger.

Students are asked to make sentences and also asked complete the in complete words by choosing correct spelling from the box.

Group A

Teaching/learning activities: Teacher enters the class and directly writes down the meaning of the difficult words on the black board by translating them into students' mother tongue. Then, he writes sentences and asks to memorize both meaning and sentences by heart. He completes the incomplete words by choosing the correct letter and asks to copy them.

Students are asked to make sensible sentences by using above words. They also are asked to complete words by choosing correct letter from the box. If they do correct the learning will go ahead otherwise it will be revised.

Lesson Plan No. 14

Specific objectives: - To be able to choose the correct word for the sentence from the list.

Teaching items: Feet, Lion, Monkey, Elephant.

Visual Aids: Real objects, Drawings, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher enters at the class and make a brief revision about earlier lesson to motivate the students.

Then, he exposes real objects and pronounces their names spellings and uses them to make meaningful sentences, such as;

- i. Elephant is a big animal.

He also write model sentences and asks to above one correct word it to the students such as;

- i. Lion like to eat it. [rice, meat]

Students are asked to make sentences by using these words and they also asked to choose one correct word for the sentences from given list. If they do correct the learning will go ahead.

Group A

Teaching/learning activities: Teacher enters the class and firstly, writes down the meaning of the difficult words on the black board and asks students to copy and memorize by heart. He makes some sensible sentences by using above mentioned words. He also writes some

sentences by using above words and give to words from where students will be asked to select one e.g.

- i. Monkey likes to eat it. [Maize, meat]

Students are asked to write down sensible sentences and are asked to select one correct word for each sentence if they do correct, the learning will go ahead.

Lesson Plan No. 15

Specific objectives:- To be able to match the words with picture correctly.

Teaching items: Jungle, shirt, coat, shoes, socks.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher firstly enters at the class and makes a brief revision upon earlier taught lesson to motivate the students by asking some questions.

Then, teacher exposes the real objects and pronounces and spell them. Then asks students to follow him. He also makes some sensible sentences by using these words as a model sentence. In one column he writes some pictures of objects and in next column he writes names of objects and asks to match it.

Students are asked to make sensible sentences by using above words. They also are asked to match picture and names of picture correctly. If, they do correct the learning will go ahead. For example:

- i. Jungle

Group A

Teaching/learning activities: Teacher enters the class and directly writes down the meaning of difficult words by translating in students' mother tongue on the black board. He also makes sensible sentences by using

above words for example. He also matches column 'A' and 'B' with explaining its meaning.

Students are asked to make sentences and to match words with pictures, correctly. If they do correct lesson they will go ahead.

Lesson Plan No. 16

Specific objectives: - To be able to pronounce and spell these given words correctly.

To use these words to make sensible sentences correctly.

Teaching items: Stamp, star, stone, stick.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: Teacher enters the class and makes a funny joke to motivate the students towards the learning.

Then, he exposes real objects and pronounces them as a model and asks to follow to the students such as; stick/st k/. He also shows the spelling written flash cards and real objects them and also asks to follow him. He uses these words to make sensible sentences such as;

i. Stone is heavy and hard.

Students are asked to pronounce the words and spell these words correctly. They also are asked to make sensible sentences by using above words correctly. If they do correct, learning will go ahead.

Group A

Teaching/learning activities: Teacher enters the class and firstly writes down the meaning of the difficult words on the black board by translating into students mother tongue and asks the students to copy

down and memorize them by heart. He also asks to writes sensible. Sentences by using above words for further example one.

Students are asked the meaning of the words and also ask to make sentences by using above words correctly. If they can not do correct the lesson will be revised for improvement.

Lesson Plan No. 17

- Specific objectives: - To be able to pronounce these given word correctly.
- To spell these words correctly
 - To make sensible sentences by using these given words correctly.

Teaching items: Orange, rice, sweet, net.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: When Teacher enters the class; he makes a brief revision upon earlier taught lesson by asking some questions to awake the students towards new learning.

Then, teacher exposes his real objects and pronounces them as a model pronunciation and asks students to follow him. He shows the flash cards of words spelling written and read them and also asks students to follow him. He uses these words to make sensible sentences, such as;

- i. Orange is a useful fruit.

Students are asked to pronounce the words correctly and tell the spellings of these words correctly. They also are asked to make some sensible sentences by using above mentioned words correctly.

Group A

Teaching/learning activities: Teacher enters the class and starts teaching by writing the meaning of the difficult words on the blackboard by translating them into their mother tongue. He asks students to copy down the words meanings and memorize them by heart. He also makes some sensible sentences by using these above words, for example sentences.

Students are asked the meaning of the words, spelling of the words and also are asked to write sensible sentences by using above mentioned words. If they do correct, the learning will go ahead.

Lesson Plan No. 18

- Specific objectives: - To be able to Pronounce these given words correctly.
- To spell the words correctly.
 - To make sensible sentences by using these given words correctly.

Teaching items: Tap, sun, volleyball, football, plate.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: When teacher enters the class, he makes a brief revision upon the earlier taught lesson to motivate the students.

Then, teacher shows real objects and pronounces them as a model and asks students to follow him. He shows flash cards of written spellings and reads them with students. He also uses above mentioned words in sensible sentences such as;

- i. We bring water from the tap.
- ii. We play volleyball in the ground.

Students are asked to pronounce these words and are asked to tell the spelling of these words correctly. They also are asked to make sensible sentences by using these words correctly. If they do correct the learning will go ahead.

Group A

Teaching/learning activities: When teacher enters the class he starts to write down the meaning of difficult words on the black board by translating them into students mother tongue. He asks to copy down and also asks to memorize the meaning by heart. He writes some sensible sentences by using above words and asks to copy them as a example sentences.

Students are asked the meaning of the words and also are asked the spelling of the words. They are asked to make sensible sentences by using these words correctly. If they do correct the lesson will go ahead.

Lesson Plan No. 19

- Specific objectives: - To be able to Pronounce spell and these given words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: white, red, blue, black, green.

Visual Aids: Real objects, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: When teacher goes in the classroom, he makes brief revision upon the earlier taught lesson to motivate the students towards the learning.

Then he exposes his real objects and pronounces them in turn by turn with model pronunciation and asks students to follow him. He shows the flash cards and makes, to read students real the spellings of the words with him. He makes sensible sentences by using above words such as;

- i. The sky is blue.
- ii. The leap is green.

Students are asked to pronounce and spell the words correctly. They also are asked to make sensible sentences from above mentioned words correctly. If they do correct, the lesson will go ahead.

Group A

Teaching/learning activities: When teacher enters the classroom, he firstly writes down the meaning of the difficult words on the black board by translating them into students' mother tongue. He asks to write down on copy and asks to memorize them by heart. He use above mentioned words to make sentences for example sentences.

Students are asked the meaning of the words and they also are asked to write sensible sentences by using these words. If they do correct, the lesson will go ahead.

Lesson Plan No. 20

- Specific objectives: - To be able to Pronounce these words correctly.
- To spell these words correctly.
 - To make sensible sentences by using these given words correctly.

Teaching items: Farmer, Face, flag, floor.

Visual Aids: Real objects, drawings, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: As soon as teacher enters the class room he makes a brief revision upon the earlier taught lesson to motivate the students towards the learning.

Then, he shows the real objects and pronounces their names turn by turn with correct pronunciation as a model. He also asks students to follow him. He shows the flash cards of written word-spellings and reads them with students. He makes some model sensible sentences by using these words such as;

- i. Farmer grows rice.
- ii. Our flag is red.

Students are asked to pronounce these words and spell these words correctly. They also are asked to say meaningful sentences by using above words correctly.

Group A

Teaching/learning activities: When teacher enters in the classroom, he firstly writes down the word meaning of the difficult words on the black board by translating them into students' mother tongue and asks to copy down and memorize them by heart. He also writes some meaningful sentences by using above words for example sentences and asks to copy down.

Students are asked the meaning of the words and also are asked to write sentences by using these words. If they do correct the learning will go ahead otherwise it will be revised for further improvement.

Lesson Plan No. 21

- Specific objectives: - To be able to Pronounce and spell these given words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Food, carrot, egg, banana, water.

Visual Aids: Real objects, drawing, flash cards, flannel board, pocket charts and as usual materials.

Group B

Teaching/learning activities: As soon as teacher enters the class, he makes a brief revision upon the earlier taught lesson to motivate the students. Then he shows real objects and pronounces their names as a model pronunciation one by one and asks students to follow him, such as;

Teacher: Banana/banana/

Students: Banana/banana/

Then, teacher shows the flash cards of written spelling and reads them with students at the same time. He also makes some sensible sentences by using these words as a model sentences such as;

- i. We should drink clean water.
- ii. Carrot is a useful vegetable.

Students are asked to pronounce and spell these words correctly and they also are asked to say some meaningful sentences by using above

mentioned words correctly. If they do correct, the learning will go ahead otherwise, it will be revised for further improvement.

Group A

Teaching/learning activities: As teacher enters at the classroom, he firstly writes down the meaning of the words on these blackboards by translating them into students' mother tongue and asks to copy down and asks to memorize them by heart, to the students. He also writes down some sensible sentences by using these words for example and asks students to write them.

Students are asked the meaning of the words and they also are asked to write down the sentences by using above mentioned words. If they do correct, their learning will go ahead.

Lesson Plan No. 22

- Specific objectives: - To be able to Pronounce and spell these given seven days name correctly.
- To use these seven days to make sensible sentences correctly.

Teaching items: Seven days of a week (Sunday -Monday, Tuesday, Wednesday..... Saturday).

Visual Aids: Calendar of existing year, flash cards, pocket chart and flannel board.

Group B

Teaching/learning activities: As soon as teacher enters at the class he makes a brief revision upon the earlier taught lesson to motivates the students towards the learning.

Then, he shows the calendar and shows the names of the days- Sunday to Saturday. He also shows the flash cards of written Sunday to Saturday and pronounces and spell them with the students at some time with together as a model pronunciation. He also makes some sensible sentences by using these days name as a model sentences, such as;

- i. "Sunday is a first day of the week".

Students are asked to pronounces and spell the words correctly and also they are asked to use these days names to make some sensible sentences correctly. If they do correct, the learning will go ahead.

Group A

Teaching/learning activities: As teacher enters the class he directly writes these words and their meaning on the black board by translating them into students' mother tongue and asks the students to copy down and memorize by heart. He also makes some meaningful sentences by using above words for a example and asks to write down on the copy to the students.

Students are asked the meaning of the words and they also are asked to write sentences by using these given words correctly. If they do correct the lesson will go ahead otherwise it will be revised.

Lesson Plan No. 23

- Specific objectives: - To be able to Pronounce and spell the words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Load, leg, mat, nail, pilot.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: When teacher goes at the class he makes a brief revision upon the earlier taught lesson to motivate the students by asking some questions.

Then, he shows the real objects and drawings and pronounces and spell them as a model of pronounce and asks to the students to follow him such as;

Teacher: mat /mæt/

Students: mat /mæt/

Then, teacher makes some sensible sentences by using these words as a model sentences such as;

- i. Pilot flies the plane.
- ii. We sit on a mat.

Students are asked to pronounce and spell the words correctly and they also are asked to say sensible sentences by using these words, as above, correctly. If they do correct the lesson will go ahead.

Group A

Teaching/learning activities: As teacher enters at the class, he immediately writes down the words meanings on the black board by translating into students mother tongue and asks to students' to copy down and memorize these words by heart. He also writes some sensible sentences by using these words and asks students to write down on their copy such as;

- i. It is very difficult to carry heavy load.
- ii. Pilots fly the aeroplane easily.

Students are asked the meanings and spellings of the words and they also are asked to write sensible sentences by using these above words correctly. If they do correct, the learning will go ahead.

Lesson Plan No. 24

- Specific objectives: - To be able to Pronounce and spell the words correctly.
- To make sensible sentences by using these words correctly.

Teaching items: Old, Market, Page, Shop.

Visual Aids: Real objects, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: As teacher enters the class room he makes a brief revision upon the earlier lesson by asking some questions to motivate the students.

Then teacher shows the real objects and pronounces them as a model pronunciation and asks to the students to follow him. He also shows the flash cards and reads the spellings of the words with students. He also makes some sensible sentences as a model by using these words, such as;

- i. An old man walks slowly.
- ii. We buy sugar at the shop.

Students are asked to pronounce and spell the words correctly. They also are asked to say some sensible sentences by using these words correctly. If they do correct the lesson will go ahead.

Group A

Teaching/learning activities: As teacher enters at the classroom he directly writes down the meanings of difficult words on the black board by translating into students' mother tongue and asks to write down on the copy and memorize by heart. He also writes some sensible sentences by using above words and asks to copy to the students.

Students are asked the meanings and spellings of the words. They also are asked to write sensible sentences by using these words, correctly.

Lesson Plan No. 25

- Specific objectives: - To be able to Pronounce and spell the words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Doctor, teacher, policeman, carpenter.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teacher/learning activities: As teacher enters the class, he makes brief revision upon the earlier taught lesson by asking some questions to motivate the students.

Then, he exposes the real objects and drawings and pronounces and spells these names orderly and also asks students to follow him. He also makes some sensible sentences as a model sentences by using above words such as;

- i. Doctor checks to the sick people.

Students are asked to pronounce and spell these words correctly. They also are asked to say some sensible sentences by using these given words correctly.

Group A

Teaching/learning activities: As teacher enters the class room he firstly writes down the word meanings of the difficult words on the black board

by translating into students' mother tongue and asks to copy down and memorize them by heart. He also writes some sentences by using these words and asks students to copy it.

Students are asked to the meanings and spellings of these words and also asked to write some sensible sentences by using these words correctly. If they do correct, the learning will go ahead.

Lesson Plan No. 26

- Specific objectives: - To be able to Pronounce and spell these words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Brother, sister, house wife, children, spider.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: As teacher enters the class, he makes a brief revision upon the earlier lesson by asking some questions to motivate the students towards the learning.

Then he shows the real objects and spells these words as a model and asks students to follow him. He also makes some sensible sentences by using these words, such as;

- i. Children like to play.
- ii. Spider runs speedily

Students are asked to pronounce and spell these words correctly. They also are asked to say some sensible sentences by using above words correctly. If they do correct the lesson will go ahead.

Group A

Teaching/learning activities: As teacher enters the class he writes down the meaning of these words on the black board by translating them into

students mother tongue and asks to copy down and memorize them by heart to the students. He also writes some sensible sentences by using above words for example sentences.

Students are asked the meanings and spellings of the words and also are asked to write some sensible sentences by using these words.

Lesson Plan No. 27

- Specific objectives: - To be able to Pronounce and spell the words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Bee, bird, dog, padlock, boot.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: As teacher enters at the class room he makes brief revision upon earlier taught lesson to motivate the students.

Then teacher shows real objects and flash cards and pronounces and spells these words correctly and asks his students to follow sentences him. He also makes some sensible sentences by using these above words correctly.

Students are asked to pronounce and spell these words correctly. They also are asked to say some sensible sentences by using these words correctly. If they do correct, the learning will go ahead otherwise the lesson will be revised.

Group A

Teaching/learning activities: As teacher enters the class he writes down the meanings of the words on the black board by translating into students' mother tongue. Then students are asked to copy down and memorizes by

heart. He also writes some sensible sentences by using these words and asks to students to copy these sentences too.

Students are asked the meanings and spellings of these words. They also are asked to write some sentences by using above mentioned words. If they do correct, the learning will go ahead.

Lesson Plan No. 28

- Specific objectives: - To be able to Pronounce and spell these words correctly.
- To use these words to make sensible sentences, correctly.

Teaching items: River, Street, school, apple, cat.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: As teacher enters at the classroom he makes a brief revision upon the earlier lesson to motivate the students.

Then, teacher exposes the real objects and pronounces their names and spells these words as a model and asks students to follow him. He also make sensible sentences by using these words such as;

- i. We go to school every day.

Students are asked to pronounces and spell the words correctly. They also are asked to say some sensible sentences by using these words correctly. If they do correct the lesson will go ahead otherwise it will be revised.

Group A

Teaching/learning activities: As teacher enters at the class he writes down the meaning of the words on the black board by translating them into students mother tongue. Students are asked to copy down the words

meaning and asked to memorize by heart. Teacher also writes down some sensible sentences by using above mentioned words and asks to write for an example sentences.

Students are asked the meanings and spellings of the words. They also are asked to write some sensible sentences by using above words correctly. If they make correct, the lesson will go ahead..

Lesson Plan No. 29

- Specific objectives: - To be able to Pronounce and spell the words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Gate, tiger, den, parrot, mouse.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: As teacher enters at the class room, he makes a brief revision upon the earlier lesson so that students will be motivated towards the learning.

Then teacher exposes real objects and drawings and pronounces and spells these words correctly as a model pronunciation and asks students to follow him. He also uses these words to make some sensible sentences as a model sentences, such as;

- i. There is a dog at the gate.
- ii. Tiger live in jungle.

Students are asked to pronounce and spell these words correctly in group and individual too. They also are asked to say some sensible sentences by using above words correctly.

Group A

Teaching/learning activities: When teacher enters at the class the writes down the word meanings. He writes down the word meanings on the blackboard by translating into students' mother tongue and asks students to write down on the copy and memorize them by heart. He also writes some sensible sentences by using these words and asks to write them.

Students are asked the meanings and the spellings of the words. They also are asked to write some sensible sentences by using above mentioned words, correctly. If they do correct, the learning will go ahead.

Lesson Plan No. 30

- Specific objectives: - To be able to Pronounce and spell these words correctly.
- To make sensible sentences by using these given words correctly.

Teaching items: Hole, chair, uniform, knife, hill.

Visual Aids: Real objects, drawings, flash cards, pocket chart, flannel board and as usual materials.

Group B

Teaching/learning activities: When teacher enters at the class he makes brief revision upon the earlier taught lesson to motivate the students towards the learning.

Then he shows the real objects and drawings and pronounces their names and spellings as a model and asks students to follow him, such as;

Teacher: knife/na f/

Students: knife/naIf/

Then teacher make some model sensible sentences words such as;

- i. Hill are high than plains.

Students are asked to pronounce and spell these words correctly. They also are asked to tell sensible sentences by using above mentioned words correctly. If they make correct, the learning will go ahead.

Group A

Teaching/learning activities: As teacher enters at the class he writes down the word meanings of the difficult words on the black board and asks to write down on their own are asked to copy and memorize them by heart to the students. He also writes some sensible sentences by using these words as a example and asks students to write down on their copy.

Students are asked the meanings and spellings of the words. They also are asked to write some meaningful sentences by using above words correctly. If they do correct in every step, the learning will go ahead otherwise it will be revised for further improvement.

APPENDIX III

Item wise comparison of Pre and Post Test Result

1. The Result of True/False item of group 'A' (Total score -5)

Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|----------|----------------------|-----|----------|-----------|--------|----------|
| 1 | Bishal Maharjan | 5 | 3 | 3 | 0 | 0 |
| 3 | Maina Lama | 5 | 3 | 3.5 | 0.5 | 10 |
| 5 | Bishal Lama | 5 | 3 | 4 | 1 | 20 |
| 7 | Jyoti Lama | 5 | 3 | 4 | 1 | 20 |
| 9 | Binita Rai | 5 | 2 | 4 | 2 | 40 |
| 11 | Bina Rai | 5 | 2 | 3 | 1 | 20 |
| 13 | Pavan Lama | 5 | 2 | 2.5 | 0.5 | 10 |
| 15 | Ram Lama | 5 | 2.5 | 2.5 | 0 | 0 |
| 17 | Rajan Lama | 5 | 3 | 3.5 | 0.5 | 10 |
| 19 | Swasti Lama | 5 | 2 | 3 | 1 | 20 |
| 21 | Muna Lama | 5 | 3 | 3 | 0 | 0 |
| 23 | Ruksa Maharjan | 5 | 2 | 2.5 | 0.5 | 10 |
| 25 | Niru Gharti Magar | 5 | 2 | 3 | 1 | 20 |
| 27 | Mamta Rai | 5 | 2 | 2.5 | 0.5 | 10 |
| 29 | Sanjaya Lama | 5 | 1.5 | 3 | 1.5 | 30 |
| 31 | Susmita Lama | 5 | 2 | 2.5 | 0.5 | 10 |
| 33 | Sachin K.C. | 5 | 2 | 3 | 1 | 20 |
| 35 | Kabita Dhimal | 5 | 3 | 3.5 | 0.5 | 10 |
| 37 | Sbin Deula | 5 | 1 | 2 | 1 | 20 |
| 39 | Buddha L. Deula | 5 | 2 | 3 | 1 | 20 |
| | Total Scores | 100 | 46 | 61 | 15 | 300 |
| | Average Scores | 5 | 2.30 | 3.05 | 0.75 | 15 |

2. The Result of True/False Item Group (Full Marks)

Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 5 | 3 | 4.5 | 1.5 | 30 |
| 4 | Amrita K.C. | 5 | 2.5 | 3.5 | 1 | 20 |
| 6 | Anil Mahrjan | 5 | 2.5 | 4.5 | 2 | 40 |
| 8 | Sumit Magar | 5 | 2 | 4 | 2 | 40 |
| 10 | Sangit Devkota | 5 | 3 | 4.5 | 1.5 | 30 |
| 12 | Susma K.C. | 5 | 2.5 | 4.5 | 2 | 40 |
| 14 | Melina K.C. | 5 | 2 | 4.5 | 2.5 | 50 |
| 16 | Bijay Lama | 5 | 2 | 4 | 2 | 40 |
| 18 | Prakash Lama | 5 | 2.5 | 4.5 | 2 | 40 |
| 20 | Baburam Devkota | 5 | 2 | 4.5 | 2.5 | 50 |
| 22 | Sabin Tiwari | 5 | 2.5 | 4.5 | 2 | 40 |
| 24 | Gita Chaudhary | 5 | 2 | 4 | 2 | 40 |
| 26 | Manju K.C. | 5 | 1 | 4 | 3 | 60 |
| 28 | Sapana Maharjan | 5 | 2 | 4 | 2 | 40 |
| 30 | Dhan Kumar Magar | 5 | 3.5 | 4.5 | 1 | 20 |
| 32 | Sagar Dhimal | 5 | 2 | 4.5 | 2.5 | 50 |
| 34 | Sabin Sunwar | 5 | 2.5 | 4.5 | 2 | 40 |
| 36 | Kanchhi Maya Lama | 5 | 2.5 | 4.5 | 2 | 40 |
| 38 | Nisa Deula | 5 | 2 | 4.5 | 2.5 | 50 |
| 40 | Puja Ale | 5 | 1 | 3.5 | 2.5 | 50 |
| | Total Score | 100 | 45 | 85.5 | 40.5 | 810 |
| | Average Score | 5 | 2.25 | 4.27 | 2.02 | 40.50 |

3. The Result of Multiple Choice items (Full Score-10) group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 10 | 3 | 5 | 2 | 20 |
| 3 | Maina Lama | 10 | 2 | 4 | 2 | 20 |
| 5 | Bishal Lama | 10 | 4 | 2 | 1 | 10 |
| 7 | Jyoti Lama | 10 | 2 | 4 | 2 | 20 |
| 9 | Binita Rai | 10 | 2 | 3 | 1 | 10 |
| 11 | Bina Rai | 10 | 3 | 5 | 2 | 20 |
| 13 | Pavan Lama | 10 | 2 | 3 | 1 | 10 |
| 15 | Ram Lama | 10 | 3 | 5 | 2 | 20 |
| 17 | Rajan Lama | 10 | 2 | 4 | 2 | 20 |
| 19 | Swasti Lama | 10 | 2 | 3 | 1 | 10 |
| 21 | Muna Lama | 10 | 2 | 5 | 3 | 30 |
| 23 | Ruksa Maharjan | 10 | 2 | 3 | 1 | 10 |
| 25 | Niru Gharti Magar | 10 | 3 | 5 | 2 | 20 |
| 27 | Mamta Rai | 10 | 2 | 4 | 2 | 20 |
| 29 | Sanjaya Lama | 10 | 1 | 4 | 3 | 30 |
| 31 | Susmita Lama | 10 | 1 | 2 | 1 | 10 |
| 33 | Sachin K.C. | 10 | 2 | 4 | 2 | 20 |
| 35 | Kabita Dhimal | 10 | 3 | 6 | 3 | 30 |
| 37 | Sbin Deula | 10 | 3 | 5 | 2 | 20 |
| 39 | Buddha L. Deula | 10 | 2 | 3 | 1 | 10 |
| | Total Score | 200 | 43 | 79 | 36 | 360 |
| | Average Score | 10 | 2.15 | 3.95 | 1.8 | 18 |

4. Test Result in Multiple Choice Items (Full Score-10) Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 10 | 2 | 7 | 5 | 50 |
| 4 | Amrita K.C. | 10 | 2 | 6 | 4 | 40 |
| 6 | Anil Mahrjan | 10 | 2 | 6 | 4 | 40 |
| 8 | Sumit Magar | 10 | 3 | 8 | 5 | 50 |
| 10 | Sangit Devkota | 10 | 2 | 7 | 5 | 50 |
| 12 | Susma K.C. | 10 | 3 | 4 | 1 | 10 |
| 14 | Melina K.C. | 10 | 3 | 7 | 4 | 40 |
| 16 | Bijay Lama | 10 | 3 | 5 | 2 | 20 |
| 18 | Prakash Lama | 10 | 3 | 6 | 3 | 30 |
| 20 | Baburam Devkota | 10 | 2 | 5 | 3 | 30 |
| 22 | Sabin Tiwari | 10 | 2 | 6 | 4 | 40 |
| 24 | Gita Chaudhary | 10 | 2 | 3 | 1 | 10 |
| 26 | Manju K.C. | 10 | 3 | 7 | 4 | 40 |
| 28 | Sapana Maharjan | 10 | 2 | 6 | 4 | 40 |
| 30 | Dhan Kumar Magar | 10 | 3 | 7 | 4 | 40 |
| 32 | Sagar Dhimal | 10 | 2 | 6 | 4 | 40 |
| 34 | Sabin Sunwar | 10 | 3 | 7 | 4 | 40 |
| 36 | Kanchhi Maya Lama | 10 | 2 | 6 | 4 | 40 |
| 38 | Nisa Deula | 10 | 2 | 7 | 5 | 50 |
| 40 | Puja Ale | 10 | 2 | 6 | 4 | 40 |
| | Total Score | 200 | 48 | 122 | 74 | 740 |
| | Average Score | 10 | 2.40 | 6.70 | 3.7 | 37 |

5. The Result of completion items test (Full Marks-12) Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 12 | 4 | 6 | 2 | 16.6 |
| 3 | Maina Lama | 12 | 3 | 7 | 4 | 33.3 |
| 5 | Bishal Lama | 12 | 4 | 5 | 1 | 8.3 |
| 7 | Jyoti Lama | 12 | 3 | 6 | 3 | 25 |
| 9 | Binita Rai | 12 | 4 | 9 | 5 | 41.6 |
| 11 | Bina Rai | 12 | 3 | 7 | 4 | 33.3 |
| 13 | Pavan Lama | 12 | 3 | 5 | 2 | 16.6 |
| 15 | Ram Lama | 12 | 4 | 4 | 0 | 0 |
| 17 | Rajan Lama | 12 | 2 | 4 | 2 | 16.6 |
| 19 | Swasti Lama | 12 | 3 | 5 | 2 | 16.6 |
| 21 | Muna Lama | 12 | 2 | 5 | 3 | 25 |
| 23 | Ruksa Maharjan | 12 | 3 | 6 | 3 | 25 |
| 25 | Niru Gharti Magar | 12 | 2 | 4 | 2 | 16.6 |
| 27 | Mamta Rai | 12 | 3 | 3 | 0 | 0 |
| 29 | Sanjaya Lama | 12 | 4 | 5 | 1 | 8.3 |
| 31 | Susmita Lama | 12 | 2 | 6 | 4 | 33.3 |
| 33 | Sachin K.C. | 12 | 3 | 5 | 2 | 16.6 |
| 35 | Kabita Dhimal | 12 | 3 | 7 | 4 | 33.3 |
| 37 | Sbin Deula | 12 | 2 | 4 | 2 | 16.6 |
| 39 | Buddha L. Deula | 12 | 2 | 5 | 3 | 25 |
| | Total Score | 240 | 49 | 98 | 49 | 407.6 |
| | Average Score | 12 | 2.45 | 4.90 | 2.45 | 20.38 |

6. The Result of Completion items' test (Full Marks-12) Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 12 | 4 | 9 | 5 | 41.6 |
| 4 | Amrita K.C. | 12 | 3 | 8 | 5 | 41.6 |
| 6 | Anil Mahrjan | 12 | 4 | 8 | 4 | 33.3 |
| 8 | Sumit Magar | 12 | 3 | 9 | 6 | 5. |
| 10 | Sangit Devkota | 12 | 2 | 10 | 8 | 66.6 |
| 12 | Susma K.C. | 12 | 3 | 10 | 7 | 58.3 |
| 14 | Melina K.C. | 12 | 4 | 11 | 7 | 58.3 |
| 16 | Bijay Lama | 12 | 2 | 11 | 9 | 81.8 |
| 18 | Prakash Lama | 12 | 2 | 8 | 6 | 50 |
| 20 | Baburam Devkota | 12 | 3 | 9 | 6 | 50 |
| 22 | Sabin Tiwari | 12 | 2 | 7 | 5 | 41.6 |
| 24 | Gita Chaudhary | 12 | 2 | 10 | 8 | 66.6 |
| 26 | Manju K.C. | 12 | 2 | 11 | 9 | 81.8 |
| 28 | Sapana Maharjan | 12 | 3 | 11 | 8 | 66.6 |
| 30 | Dhan Kumar Magar | 12 | 2 | 7 | 5 | 41.6 |
| 32 | Sagar Dhimal | 12 | 3 | 9 | 6 | 50 |
| 34 | Sabin Sunwar | 12 | 2 | 8 | 6 | 50 |
| 36 | Kanchhi Maya Lama | 12 | 4 | 10 | 6 | 50 |
| 38 | Nisa Deula | 12 | 2 | 7 | 5 | 41.6 |
| 40 | Puja Ale | 12 | 3 | 9 | 6 | 50 |
| | Total Score | 240 | 55 | 181 | 127 | 1071.30 |
| | Average Score | 12 | 2.75 | 9.05 | 6.35 | 53.56 |

7. The Test Result of fill in the blanks items (Full Marks-8) Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 8 | 3 | 5 | 2 | 25 |
| 3 | Maina Lama | 8 | 2 | 5 | 3 | 37.5 |
| 5 | Bishal Lama | 8 | 2 | 3 | 1 | 12.5 |
| 7 | Jyoti Lama | 8 | 2 | 2 | 0 | 0 |
| 9 | Binita Rai | 8 | 3 | 5 | 2 | 25 |
| 11 | Bina Rai | 8 | 2 | 4 | 2 | 25 |
| 13 | Pavan Lama | 8 | 3 | 3 | 0 | 0 |
| 15 | Ram Lama | 8 | 4 | 6 | 2 | 25 |
| 17 | Rajan Lama | 8 | 2 | 5 | 3 | 37.5 |
| 19 | Swasti Lama | 8 | 2 | 4 | 2 | 25 |
| 21 | Muna Lama | 8 | 3 | 4 | 1 | 12.5 |
| 23 | Ruksa Maharjan | 8 | 2 | 4 | 2 | 25 |
| 25 | Niru Gharti Magar | 8 | 3 | 5 | 2 | 25 |
| 27 | Mamta Rai | 8 | 2 | 5 | 3 | .37.5 |
| 29 | Sanjaya Lama | 8 | 2 | 3 | 1 | 12.5 |
| 31 | Susmita Lama | 8 | 2 | 4 | 2 | 25 |
| 33 | Sachin K.C. | 8 | 3 | 5 | 2 | 25 |
| 35 | Kabita Dhimal | 8 | 2 | 3 | 1 | 12.5 |
| 37 | Sbin Deula | 8 | 3 | 5 | 2 | 25 |
| 39 | Buddha L. Deula | 8 | 2 | 6 | 4 | 50 |
| | Total Score | 160 | 49 | 86 | 37 | 462.50 |
| | Average Score | 8 | 2.45 | 4.3 | 1.85 | 462.50 |

8. The Result of fill in the blanks items (Full Marks-8)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 8 | 2 | 7 | 5 | 62.50 |
| 4 | Amrita K.C. | 8 | 3 | 8 | 5 | 62.50 |
| 6 | Anil Mahrjan | 8 | 2 | 6 | 4 | 50 |
| 8 | Sumit Magar | 8 | 3 | 7 | 4 | 50 |
| 10 | Sangit Devkota | 8 | 2 | 7 | 5 | 62.50 |
| 12 | Susma K.C. | 8 | 4 | 8 | 4 | 50 |
| 14 | Melina K.C. | 8 | 2 | 7 | 5 | 62.50 |
| 16 | Bijay Lama | 8 | 1 | 6 | 5 | 62.50 |
| 18 | Prakash Lama | 8 | 2 | 7 | 5 | 62.50 |
| 20 | Baburam Devkota | 8 | 3 | 7 | 4 | 50 |
| 22 | Sabin Tiwari | 8 | 3 | 8 | 5 | 62.50 |
| 24 | Gita Chaudhary | 8 | 2 | 7 | 5 | 62.50 |
| 26 | Manju K.C. | 8 | 3 | 7 | 4 | 50 |
| 28 | Sapana Maharjan | 8 | 2 | 6 | 4 | 50 |
| 30 | Dhan Kumar Magar | 8 | 3 | 7 | 4 | 50 |
| 32 | Sagar Dhimal | 8 | 4 | 8 | 4 | 50 |
| 34 | Sabin Sunwar | 8 | 3 | 7 | 4 | 50 |
| 36 | Kanchhi Maya Lama | 8 | 2 | 7 | 5 | 62.50 |
| 38 | Nisa Deula | 8 | 1 | 6 | 5 | 62.50 |
| 40 | Puja Ale | 8 | 3 | 7 | 4 | 50 |
| | Total Score | 160 | 50 | 140 | 90 | 1625 |
| | Average Score | 8 | 2.5 | 7 | 4.5 | 81.25 |

9. The Test result of 'Matching Items' group 'A'. (Full Marks-15)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 15 | 5 | 8 | 3 | 20 |
| 3 | Maina Lama | 15 | 6 | 9 | 3 | 20 |
| 5 | Bishal Lama | 15 | 5 | 7 | 2 | 13.30 |
| 7 | Jyoti Lama | 15 | 6 | 9 | 3 | 20 |
| 9 | Binita Rai | 15 | 5 | 9 | 4 | 26.60 |
| 11 | Bina Rai | 15 | 6 | 8 | 2 | 13.30 |
| 13 | Pavan Lama | 15 | 5 | 10 | 5 | 33.30 |
| 15 | Ram Lama | 15 | 6 | 9 | 3 | 20 |
| 17 | Rajan Lama | 15 | 5 | 10 | 5 | 33.30 |
| 19 | Swasti Lama | 15 | 7 | 10 | 3 | 20 |
| 21 | Muna Lama | 15 | 5 | 5 | 0 | 0 |
| 23 | Ruksa Maharjan | 15 | 6 | 9 | 3 | 20 |
| 25 | Niru Gharti Magar | 15 | 5 | 10 | 5 | 33.30 |
| 27 | Mamta Rai | 15 | 7 | 10 | 3 | 20 |
| 29 | Sanjaya Lama | 15 | 5 | 9 | 4 | 26.60 |
| 31 | Susmita Lama | 15 | 5 | 8 | 3 | 20 |
| 33 | Sachin K.C. | 15 | 7 | 10 | 3 | 20 |
| 35 | Kabita Dhimal | 15 | 6 | 11 | 5 | 33.30 |
| 37 | Sbin Deula | 15 | 8 | 9 | 4 | 26.60 |
| 39 | Buddha L. Deula | 15 | 2 | 8 | 6 | 40 |
| | Total Score | 300 | 109 | 178 | 69 | 449.60 |
| | Average Score | 15 | 5.45 | 8.90 | 3.45 | 22.48 |

10. The Test Result of Matching Items (Full Marks-15)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 15 | 5 | 13 | 8 | 53.30 |
| 4 | Amrita K.C. | 15 | 6 | 12 | 6 | 40 |
| 6 | Anil Mahrjan | 15 | 5 | 14 | 9 | 60 |
| 8 | Sumit Magar | 15 | 7 | 14 | 7 | 46.60 |
| 10 | Sangit Devkota | 15 | 5 | 13 | 8 | 53.30 |
| 12 | Susma K.C. | 15 | 6 | 14 | 8 | 53.30 |
| 14 | Melina K.C. | 15 | 5 | 12 | 7 | 46.60 |
| 16 | Bijay Lama | 15 | 6 | 13 | 7 | 46.60 |
| 18 | Prakash Lama | 15 | 7 | 14 | 7 | 46.60 |
| 20 | Baburam Devkota | 15 | 5 | 13 | 8 | 53.30 |
| 22 | Sabin Tiwari | 15 | 5 | 10 | 5 | 33.30 |
| 24 | Gita Chaudhary | 15 | 4 | 10 | 6 | 40 |
| 26 | Manju K.C. | 15 | 5 | 11 | 6 | 40 |
| 28 | Sapana Maharjan | 15 | 3 | 12 | 9 | 60 |
| 30 | Dhan Kumar Magar | 15 | 3 | 8 | 5 | 33.30 |
| 32 | Sagar Dhimal | 15 | 5 | 13 | 8 | 53.30 |
| 34 | Sabin Sunwar | 15 | 6 | 13 | 7 | 46.60 |
| 36 | Kanchhi Maya Lama | 15 | 2 | 9 | 7 | 46.60 |
| 38 | Nisa Deula | 15 | 5 | 13 | 8 | 53.30 |
| 40 | Puja Ale | 15 | 4 | 12 | 8 | 53.30 |
| | Total Score | 300 | 99 | 243 | 144 | 959.30 |
| | Average Score | 15 | 4.95 | 12.15 | 7.20 | 47.96 |

APPENDIX IV

Item wise comparison of Pre and Post Test Result

1. The Result of True/False item of group 'A' (Total score -5)

Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|----------|----------------------|-----|----------|-----------|--------|----------|
| 1 | Bishal Maharjan | 5 | 3 | 3 | 0 | 0 |
| 3 | Maina Lama | 5 | 3 | 3.5 | 0.5 | 10 |
| 5 | Bishal Lama | 5 | 3 | 4 | 1 | 20 |
| 7 | Jyoti Lama | 5 | 3 | 4 | 1 | 20 |
| 9 | Binita Rai | 5 | 2 | 4 | 2 | 40 |
| 11 | Bina Rai | 5 | 2 | 3 | 1 | 20 |
| 13 | Pavan Lama | 5 | 2 | 2.5 | 0.5 | 10 |
| 15 | Ram Lama | 5 | 2.5 | 2.5 | 0 | 0 |
| 17 | Rajan Lama | 5 | 3 | 3.5 | 0.5 | 10 |
| 19 | Swasti Lama | 5 | 2 | 3 | 1 | 20 |
| 21 | Muna Lama | 5 | 3 | 3 | 0 | 0 |
| 23 | Ruksa Maharjan | 5 | 2 | 2.5 | 0.5 | 10 |
| 25 | Niru Gharti Magar | 5 | 2 | 3 | 1 | 20 |
| 27 | Mamta Rai | 5 | 2 | 2.5 | 0.5 | 10 |
| 29 | Sanjaya Lama | 5 | 1.5 | 3 | 1.5 | 30 |
| 31 | Susmita Lama | 5 | 2 | 2.5 | 0.5 | 10 |
| 33 | Sachin K.C. | 5 | 2 | 3 | 1 | 20 |
| 35 | Kabita Dhimal | 5 | 3 | 3.5 | 0.5 | 10 |
| 37 | Sbin Deula | 5 | 1 | 2 | 1 | 20 |
| 39 | Buddha L. Deula | 5 | 2 | 3 | 1 | 20 |
| | Total Scores | 100 | 46 | 61 | 15 | 300 |
| | Average Scores | 5 | 2.30 | 3.05 | 0.75 | 15 |

The Result of True/False Item Group (Full Marks)

Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 5 | 3 | 4.5 | 1.5 | 30 |
| 4 | Amrita K.C. | 5 | 2.5 | 3.5 | 1 | 20 |
| 6 | Anil Maharjan | 5 | 2.5 | 4.5 | 2 | 40 |
| 8 | Sumit Magar | 5 | 2 | 4 | 2 | 40 |
| 10 | Sangit Devkota | 5 | 3 | 4.5 | 1.5 | 30 |
| 12 | Susma K.C. | 5 | 2.5 | 4.5 | 2 | 40 |
| 14 | Melina K.C. | 5 | 2 | 4.5 | 2.5 | 50 |
| 16 | Bijay Lama | 5 | 2 | 4 | 2 | 40 |
| 18 | Prakash Lama | 5 | 2.5 | 4.5 | 2 | 40 |
| 20 | Baburam Devkota | 5 | 2 | 4.5 | 2.5 | 50 |
| 22 | Sabin Tiwari | 5 | 2.5 | 4.5 | 2 | 40 |
| 24 | Gita Chaudhary | 5 | 2 | 4 | 2 | 40 |
| 26 | Manju K.C. | 5 | 1 | 4 | 3 | 60 |
| 28 | Sapana Maharjan | 5 | 2 | 4 | 2 | 40 |
| 30 | Dhan Kumar Magar | 5 | 3.5 | 4.5 | 1 | 20 |
| 32 | Sagar Dhimal | 5 | 2 | 4.5 | 2.5 | 50 |
| 34 | Sabin Sunwar | 5 | 2.5 | 4.5 | 2 | 40 |
| 36 | Kanchhi Maya Lama | 5 | 2.5 | 4.5 | 2 | 40 |
| 38 | Nisa Deula | 5 | 2 | 4.5 | 2.5 | 50 |
| 40 | Puja Ale | 5 | 1 | 3.5 | 2.5 | 50 |
| | Total Score | 100 | 45 | 85.5 | 40.5 | 810 |
| | Average Score | 5 | 2.25 | 4.27 | 2.02 | 40.50 |

2. The Result of Multiple Choice items (Full Score-10) group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 10 | 3 | 5 | 2 | 20 |
| 3 | Maina Lama | 10 | 2 | 4 | 2 | 20 |
| 5 | Bishal Lama | 10 | 4 | 2 | 1 | 10 |
| 7 | Jyoti Lama | 10 | 2 | 4 | 2 | 20 |
| 9 | Binita Rai | 10 | 2 | 3 | 1 | 10 |
| 11 | Bina Rai | 10 | 3 | 5 | 2 | 20 |
| 13 | Pavan Lama | 10 | 2 | 3 | 1 | 10 |
| 15 | Ram Lama | 10 | 3 | 5 | 2 | 20 |
| 17 | Rajan Lama | 10 | 2 | 4 | 2 | 20 |
| 19 | Swasti Lama | 10 | 2 | 3 | 1 | 10 |
| 21 | Muna Lama | 10 | 2 | 5 | 3 | 30 |
| 23 | Ruksa Maharjan | 10 | 2 | 3 | 1 | 10 |
| 25 | Niru Gharti Magar | 10 | 3 | 5 | 2 | 20 |
| 27 | Mamta Rai | 10 | 2 | 4 | 2 | 20 |
| 29 | Sanjaya Lama | 10 | 1 | 4 | 3 | 30 |
| 31 | Susmita Lama | 10 | 1 | 2 | 1 | 10 |
| 33 | Sachin K.C. | 10 | 2 | 4 | 2 | 20 |
| 35 | Kabita Dhimal | 10 | 3 | 6 | 3 | 30 |
| 37 | Sbin Deula | 10 | 3 | 5 | 2 | 20 |
| 39 | Buddha L. Deula | 10 | 2 | 3 | 1 | 10 |
| | Total Score | 200 | 43 | 79 | 36 | 360 |
| | Average Score | 10 | 2.15 | 3.95 | 1.8 | 18 |

2. Test Result in Multiple Choice Items (Full Score-10) Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 10 | 2 | 7 | 5 | 50 |
| 4 | Amrita K.C. | 10 | 2 | 6 | 4 | 40 |
| 6 | Anil Mahrjan | 10 | 2 | 6 | 4 | 40 |
| 8 | Sumit Magar | 10 | 3 | 8 | 5 | 50 |
| 10 | Sangit Devkota | 10 | 2 | 7 | 5 | 50 |
| 12 | Susma K.C. | 10 | 3 | 4 | 1 | 10 |
| 14 | Melina K.C. | 10 | 3 | 7 | 4 | 40 |
| 16 | Bijay Lama | 10 | 3 | 5 | 2 | 20 |
| 18 | Prakash Lama | 10 | 3 | 6 | 3 | 30 |
| 20 | Baburam Devkota | 10 | 2 | 5 | 3 | 30 |
| 22 | Sabin Tiwari | 10 | 2 | 6 | 4 | 40 |
| 24 | Gita Chaudhary | 10 | 2 | 3 | 1 | 10 |
| 26 | Manju K.C. | 10 | 3 | 7 | 4 | 40 |
| 28 | Sapana Maharjan | 10 | 2 | 6 | 4 | 40 |
| 30 | Dhan Kumar Magar | 10 | 3 | 7 | 4 | 40 |
| 32 | Sagar Dhimal | 10 | 2 | 6 | 4 | 40 |
| 34 | Sabin Sunwar | 10 | 3 | 7 | 4 | 40 |
| 36 | Kanchhi Maya Lama | 10 | 2 | 6 | 4 | 40 |
| 38 | Nisa Deula | 10 | 2 | 7 | 5 | 50 |
| 40 | Puja Ale | 10 | 2 | 6 | 4 | 40 |
| | Total Score | 200 | 48 | 122 | 74 | 740 |
| | Average Score | 10 | 2.40 | 6.70 | 3.7 | 37 |

3. The Result of completion items test (Full Marks-12) Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 12 | 4 | 6 | 2 | 16.6 |
| 3 | Maina Lama | 12 | 3 | 7 | 4 | 33.3 |
| 5 | Bishal Lama | 12 | 4 | 5 | 1 | 8.3 |
| 7 | Jyoti Lama | 12 | 3 | 6 | 3 | 25 |
| 9 | Binita Rai | 12 | 4 | 9 | 5 | 41.6 |
| 11 | Bina Rai | 12 | 3 | 7 | 4 | 33.3 |
| 13 | Pavan Lama | 12 | 3 | 5 | 2 | 16.6 |
| 15 | Ram Lama | 12 | 4 | 4 | 0 | 0 |
| 17 | Rajan Lama | 12 | 2 | 4 | 2 | 16.6 |
| 19 | Swasti Lama | 12 | 3 | 5 | 2 | 16.6 |
| 21 | Muna Lama | 12 | 2 | 5 | 3 | 25 |
| 23 | Ruksa Maharjan | 12 | 3 | 6 | 3 | 25 |
| 25 | Niru Gharti Magar | 12 | 2 | 4 | 2 | 16.6 |
| 27 | Mamta Rai | 12 | 3 | 3 | 0 | 0 |
| 29 | Sanjaya Lama | 12 | 4 | 5 | 1 | 8.3 |
| 31 | Susmita Lama | 12 | 2 | 6 | 4 | 33.3 |
| 33 | Sachin K.C. | 12 | 3 | 5 | 2 | 16.6 |
| 35 | Kabita Dhimal | 12 | 3 | 7 | 4 | 33.3 |
| 37 | Sbin Deula | 12 | 2 | 4 | 2 | 16.6 |
| 39 | Buddha L. Deula | 12 | 2 | 5 | 3 | 25 |
| | Total Score | 240 | 49 | 98 | 49 | 407.6 |
| | Average Score | 12 | 2.45 | 4.90 | 2.45 | 20.38 |

3. The Result of Completion items' test (Full Marks-12) Group 'B'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 12 | 4 | 9 | 5 | 41.6 |
| 4 | Amrita K.C. | 12 | 3 | 8 | 5 | 41.6 |
| 6 | Anil Mahrjan | 12 | 4 | 8 | 4 | 33.3 |
| 8 | Sumit Magar | 12 | 3 | 9 | 6 | 5. |
| 10 | Sangit Devkota | 12 | 2 | 10 | 8 | 66.6 |
| 12 | Susma K.C. | 12 | 3 | 10 | 7 | 58.3 |
| 14 | Melina K.C. | 12 | 4 | 11 | 7 | 58.3 |
| 16 | Bijay Lama | 12 | 2 | 11 | 9 | 81.8 |
| 18 | Prakash Lama | 12 | 2 | 8 | 6 | 50 |
| 20 | Baburam Devkota | 12 | 3 | 9 | 6 | 50 |
| 22 | Sabin Tiwari | 12 | 2 | 7 | 5 | 41.6 |
| 24 | Gita Chaudhary | 12 | 2 | 10 | 8 | 66.6 |
| 26 | Manju K.C. | 12 | 2 | 11 | 9 | 81.8 |
| 28 | Sapana Maharjan | 12 | 3 | 11 | 8 | 66.6 |
| 30 | Dhan Kumar Magar | 12 | 2 | 7 | 5 | 41.6 |
| 32 | Sagar Dhimal | 12 | 3 | 9 | 6 | 50 |
| 34 | Sabin Sunwar | 12 | 2 | 8 | 6 | 50 |
| 36 | Kanchhi Maya Lama | 12 | 4 | 10 | 6 | 50 |
| 38 | Nisa Deula | 12 | 2 | 7 | 5 | 41.6 |
| 40 | Puja Ale | 12 | 3 | 9 | 6 | 50 |
| | Total Score | 240 | 55 | 181 | 127 | 1071.30 |
| | Average Score | 12 | 2.75 | 9.05 | 6.35 | 53.56 |

4. The Test Result of fill in the blanks items (Full Marks-8) Group 'A'

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 8 | 3 | 5 | 2 | 25 |
| 3 | Maina Lama | 8 | 2 | 5 | 3 | 37.5 |
| 5 | Bishal Lama | 8 | 2 | 3 | 1 | 12.5 |
| 7 | Jyoti Lama | 8 | 2 | 2 | 0 | 0 |
| 9 | Binita Rai | 8 | 3 | 5 | 2 | 25 |
| 11 | Bina Rai | 8 | 2 | 4 | 2 | 25 |
| 13 | Pavan Lama | 8 | 3 | 3 | 0 | 0 |
| 15 | Ram Lama | 8 | 4 | 6 | 2 | 25 |
| 17 | Rajan Lama | 8 | 2 | 5 | 3 | 37.5 |
| 19 | Swasti Lama | 8 | 2 | 4 | 2 | 25 |
| 21 | Muna Lama | 8 | 3 | 4 | 1 | 12.5 |
| 23 | Ruksa Maharjan | 8 | 2 | 4 | 2 | 25 |
| 25 | Niru Gharti Magar | 8 | 3 | 5 | 2 | 25 |
| 27 | Mamta Rai | 8 | 2 | 5 | 3 | .37.5 |
| 29 | Sanjaya Lama | 8 | 2 | 3 | 1 | 12.5 |
| 31 | Susmita Lama | 8 | 2 | 4 | 2 | 25 |
| 33 | Sachin K.C. | 8 | 3 | 5 | 2 | 25 |
| 35 | Kabita Dhimal | 8 | 2 | 3 | 1 | 12.5 |
| 37 | Sbin Deula | 8 | 3 | 5 | 2 | 25 |
| 39 | Buddha L. Deula | 8 | 2 | 6 | 4 | 50 |
| | Total Score | 160 | 49 | 86 | 37 | 462.50 |
| | Average Score | 8 | 2.45 | 4.3 | 1.85 | 462.50 |

4. The Result of fill in the blanks items (Full Marks-8)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 8 | 2 | 7 | 5 | 62.50 |
| 4 | Amrita K.C. | 8 | 3 | 8 | 5 | 62.50 |
| 6 | Anil Mahrjan | 8 | 2 | 6 | 4 | 50 |
| 8 | Sumit Magar | 8 | 3 | 7 | 4 | 50 |
| 10 | Sangit Devkota | 8 | 2 | 7 | 5 | 62.50 |
| 12 | Susma K.C. | 8 | 4 | 8 | 4 | 50 |
| 14 | Melina K.C. | 8 | 2 | 7 | 5 | 62.50 |
| 16 | Bijay Lama | 8 | 1 | 6 | 5 | 62.50 |
| 18 | Prakash Lama | 8 | 2 | 7 | 5 | 62.50 |
| 20 | Baburam Devkota | 8 | 3 | 7 | 4 | 50 |
| 22 | Sabin Tiwari | 8 | 3 | 8 | 5 | 62.50 |
| 24 | Gita Chaudhary | 8 | 2 | 7 | 5 | 62.50 |
| 26 | Manju K.C. | 8 | 3 | 7 | 4 | 50 |
| 28 | Sapana Maharjan | 8 | 2 | 6 | 4 | 50 |
| 30 | Dhan Kumar Magar | 8 | 3 | 7 | 4 | 50 |
| 32 | Sagar Dhimal | 8 | 4 | 8 | 4 | 50 |
| 34 | Sabin Sunwar | 8 | 3 | 7 | 4 | 50 |
| 36 | Kanchhi Maya Lama | 8 | 2 | 7 | 5 | 62.50 |
| 38 | Nisa Deula | 8 | 1 | 6 | 5 | 62.50 |
| 40 | Puja Ale | 8 | 3 | 7 | 4 | 50 |
| | Total Score | 160 | 50 | 140 | 90 | 1625 |
| | Average Score | 8 | 2.5 | 7 | 4.5 | 81.25 |

5. The Test result of 'Matching Items' group 'A'. (Full Marks-15)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 1 | Bishal Maharjan | 15 | 5 | 8 | 3 | 20 |
| 3 | Maina Lama | 15 | 6 | 9 | 3 | 20 |
| 5 | Bishal Lama | 15 | 5 | 7 | 2 | 13.30 |
| 7 | Jyoti Lama | 15 | 6 | 9 | 3 | 20 |
| 9 | Binita Rai | 15 | 5 | 9 | 4 | 26.60 |
| 11 | Bina Rai | 15 | 6 | 8 | 2 | 13.30 |
| 13 | Pavan Lama | 15 | 5 | 10 | 5 | 33.30 |
| 15 | Ram Lama | 15 | 6 | 9 | 3 | 20 |
| 17 | Rajan Lama | 15 | 5 | 10 | 5 | 33.30 |
| 19 | Swasti Lama | 15 | 7 | 10 | 3 | 20 |
| 21 | Muna Lama | 15 | 5 | 5 | 0 | 0 |
| 23 | Ruksa Maharjan | 15 | 6 | 9 | 3 | 20 |
| 25 | Niru Gharti Magar | 15 | 5 | 10 | 5 | 33.30 |
| 27 | Mamta Rai | 15 | 7 | 10 | 3 | 20 |
| 29 | Sanjaya Lama | 15 | 5 | 9 | 4 | 26.60 |
| 31 | Susmita Lama | 15 | 5 | 8 | 3 | 20 |
| 33 | Sachin K.C. | 15 | 7 | 10 | 3 | 20 |
| 35 | Kabita Dhimal | 15 | 6 | 11 | 5 | 33.30 |
| 37 | Sbin Deula | 15 | 8 | 9 | 4 | 26.60 |
| 39 | Buddha L. Deula | 15 | 2 | 8 | 6 | 40 |
| | Total Score | 300 | 109 | 178 | 69 | 449.60 |
| | Average Score | 15 | 5.45 | 8.90 | 3.45 | 22.48 |

5. The Test Result of Matching Items (Full Marks-15)

| Roll No. | Name of the Students | FM | Pre-Test | Post Test | Differ | Differ % |
|-----------------|-----------------------------|-----------|-----------------|------------------|---------------|-----------------|
| 2 | Lakhan Thapa | 15 | 5 | 13 | 8 | 53.30 |
| 4 | Amrita K.C. | 15 | 6 | 12 | 6 | 40 |
| 6 | Anil Mahrjan | 15 | 5 | 14 | 9 | 60 |
| 8 | Sumit Magar | 15 | 7 | 14 | 7 | 46.60 |
| 10 | Sangit Devkota | 15 | 5 | 13 | 8 | 53.30 |
| 12 | Susma K.C. | 15 | 6 | 14 | 8 | 53.30 |
| 14 | Melina K.C. | 15 | 5 | 12 | 7 | 46.60 |
| 16 | Bijay Lama | 15 | 6 | 13 | 7 | 46.60 |
| 18 | Prakash Lama | 15 | 7 | 14 | 7 | 46.60 |
| 20 | Baburam Devkota | 15 | 5 | 13 | 8 | 53.30 |
| 22 | Sabin Tiwari | 15 | 5 | 10 | 5 | 33.30 |
| 24 | Gita Chaudhary | 15 | 4 | 10 | 6 | 40 |
| 26 | Manju K.C. | 15 | 5 | 11 | 6 | 40 |
| 28 | Sapana Maharjan | 15 | 3 | 12 | 9 | 60 |
| 30 | Dhan Kumar Magar | 15 | 3 | 8 | 5 | 33.30 |
| 32 | Sagar Dhimal | 15 | 5 | 13 | 8 | 53.30 |
| 34 | Sabin Sunwar | 15 | 6 | 13 | 7 | 46.60 |
| 36 | Kanchhi Maya Lama | 15 | 2 | 9 | 7 | 46.60 |
| 38 | Nisa Deula | 15 | 5 | 13 | 8 | 53.30 |
| 40 | Puja Ale | 15 | 4 | 12 | 8 | 53.30 |
| | Total Score | 300 | 99 | 243 | 144 | 959.30 |
| | Average Score | 15 | 4.95 | 12.15 | 7.20 | 47.96 |

APPENDIX-V

List of concrete vocabularies of teaching/learning from our English book-2.

cat, fish, mango, flower, sheep, bean, seat, feet, cheeks, knee, knife, kite, knit, umbrella, ruler, glass, doll, car, cage, parrot, table, book, box, girl, boy, tree, rabbit, camel, hole, clock, chalk, chair, mouse, friend, bed, park, newspaper, brush, zoo, letter, T.V., computer, window, tower, pine, bike, rise, tiger, bird, gun, city, hunter, head, teeth, nose, finger, feet, lion, monkey, elephant, jungle, shirt, coat, shoes, socks, stamp, star, stone, stick, orange, rice, sweet, net, tap, sun, volleyball, football, plate, white, red, blue, black, green, farmer, face, flag, floor, food, carrot, egg, banana, water, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, load, leg, met, nail, pilot, old, market, page, shop, doctor, teacher, policeman, shopkeeper, brother, sister, housewife, children, spider, bee, birds, dog, pad lock, boot, river, street, camel, school, apple, cat, gate, tiger, den, parrot, mouse, hole, chair, uniform, knife, hill.

Appendix -VI
Some Model Answer Sheets of Group 'A'
Pre-Test

Name:

Full Marks: 50

Class: Roll No.:

1. Write "True" for the correct sentence and write 'False' for incorrect sentence. 5

- a) We read a book in the class. ()
- b) Banana is a vegetable. ()
- c) We use bag to keep our books. ()
- d) We play ball in the classroom. ()
- e) A bicycle runs faster than a bus. ()

2) Choose the correct words for the sentences and tick on it. (10)

- a) This is a vegetable.
(i) rice (ii) milk (iii) carrot
- b) People keep parrot into it.
(i) cage (ii) hole (iii) den
- c) These people go to school in primary level.
(i) nurse (ii) doctor (iii) children
- d) We wear it mainly in cold.
(i) cap (ii) shirt (iii) coat
- e) This animal eats grass.
(i) cat (ii) dog (iii) cow
- f) It lives in water.

- (i) Lion (ii) Monkey (iii) Fish
- g) It has a red ground.
 - (i) Sky (ii) Cow (iii) Flag
- h) We grow it in the garden.
 - (i) Cap (ii) Clock (iii) Flower
- i) We use it to drink tea.
 - (i) Plate (ii) Spoon (iii) Cup
- j) People use eat for meat.
 - (i) Cat (ii) Dog (iii) Goat

3) Complete the following words by choosing one "Correct" letter from given box.

- | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>G</td></tr></table> arden</p> <p>c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>R</td></tr></table>oat</p> <p>e) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>S</td></tr><tr><td>H</td></tr></table> ..ill</p> <p>g) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>H</td></tr></table>en</p> <p>i) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F</td></tr><tr><td>K</td></tr></table>ite</p> <p>k) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T</td></tr><tr><td>L</td></tr></table>amp</p> | B | G | G | R | S | H | B | H | F | K | T | L | <p>b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>B</td></tr></table> irl</p> <p>d) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>R</td></tr></table>ouse</p> <p>f) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>T</td></tr></table> ...ead</p> <p>h) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I</td></tr><tr><td>T</td></tr></table>nk</p> <p>j) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>K</td></tr></table> ...nife</p> <p>l) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>L</td></tr><tr><td>B</td></tr></table>adder</p> | G | B | H | R | H | T | I | T | B | K | L | B |
| B | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | | | | | | | | | | | | | | | | | | | | | | | | | |
| H | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | | | | | | | | | | | | | | | | | | | | | | | | | |
| H | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I | | | | | | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | | | | | | | | | | | | | |
| L | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | | | | | | | | | | | | | | | | | | | | | | | | | |

4) Fill in the blank choosing the correct words from the bracket. (8)

- a) are working in the farm. (monkey, men)
- b)is called king of fruit. (mango, guava)
- c) It is easy to sit on a (map, mat).
- d) rises in the sky (sun, plane).
- e) live in jungle (fish, monkey)

- f) is a part of our body (nose, pen)
- g) brings daily news to us (newspaper, copy)
- h) We bring from the tap. (water, vegetable)

5. Match column 'A' and column 'B' with words and pictures. 15

(A)

(B)

Pan

Radio

Sheep

Spade

Star

Stick

Sun

Tap

Umbrella

Ladder

Leaf

House

Comb

Flower

Some Model Answer Sheets of Group 'A'

Post-Test

Name: Bishal Maharjan

Full Marks: 50

Class: Roll No.:

1. Write "True" for the correct sentence and write 'False' for incorrect sentence. 5

- a) We read a book in the class. ()
- b) Banana is a vegetable. ()
- c) We use bag to keep our books. ()
- d) We play ball in the classroom. ()
- e) A bicycle runs faster than a bus. ()

2) Choose the correct words for the sentences and tick on it. (10)

- a) This is a vegetable.
(i) rice (ii) milk (iii) carrot
- b) People keep parrot into it.
(i) cage (ii) hole (iii) den
- c) These people go to school in primary level.
(i) nurse (ii) doctor (iii) children
- d) We wear it mainly in cold.
(i) cap (ii) shirt (iii) coat
- e) This animal eats grass.
(i) cat (ii) dog (iii) cow
- f) It lives in water.
(i) Lion (ii) Monkey (iii) Fish
- g) It has a red ground.
(i) Sky (ii) Cow (iii) Flag
- h) We grow it in the garden.

- (i) Cap (ii) Clock (iii) Flower
- i) We use it to drink tea.
- (i) Plate (ii) Spoon (iii) Cup
- j) People use eat for meat.
- (i) Cat (ii) Dog (iii) Goat

3) Complete the following words by choosing one "Correct" letter from given box.

- | | | | | | | | |
|----|---|---|---|----|---|---|---|
| a) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>G</td></tr></table> arden | B | G | b) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>B</td></tr></table> irl | G | B |
| B | | | | | | | |
| G | | | | | | | |
| G | | | | | | | |
| B | | | | | | | |
| c) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>R</td></tr></table>oat | G | R | d) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>R</td></tr></table>ouse | H | R |
| G | | | | | | | |
| R | | | | | | | |
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| e) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>S</td></tr><tr><td>H</td></tr></table> ..ill | S | H | f) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>T</td></tr></table> ...ead | H | T |
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| g) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>H</td></tr></table>en | B | H | h) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I</td></tr><tr><td>T</td></tr></table>nk | I | T |
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| i) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F</td></tr><tr><td>K</td></tr></table>ite | F | K | j) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>K</td></tr></table> ...nife | B | K |
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| k) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T</td></tr><tr><td>L</td></tr></table>amp | T | L | l) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>L</td></tr><tr><td>B</td></tr></table>adder | L | B |
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| B | | | | | | | |

4) Fill in the blank choosing the correct words from the bracket. (8)

- a) are working in the farm. (monkey, men)
- b)is called king of fruit. (mango, guava)
- c) It is easy to sit on a (map, mat).
- d) rises in the sky (sun, plane).
- e) live in jungle (fish, monkey)
- f) is a part of our body (nose, pen)
- g) brings daily news to us (newspaper, copy)
- h) We bring from the tap. (water, vegetable)

5. Match column 'A' and column 'B' with words and pictures. 15

(A)

(B)

Pan

Radio

Sheep

Spade

Star

Stick

Sun

Tap

Umbrella

Ladder

Leaf

House

Comb

Flower

Some Model Answer Sheets of Group 'B'

Pre-Test

Name: Lakhan Thapa

Full Marks: 50

Class: Roll No.:

1. Write "True" for the correct sentence and write 'False' for incorrect sentence. 5

- a) We read a book in the class. ()
- b) Banana is a vegetable. ()
- c) We use bag to keep our books. ()
- d) We play ball in the classroom. ()
- e) A bicycle runs faster than a bus. ()

2) Choose the correct words for the sentences and tick on it. (10)

- a) This is a vegetable.
(i) rice (ii) milk (iii) carrot
- b) People keep parrot into it.
(i) cage (ii) hole (iii) den
- c) These people go to school in primary level.
(i) nurse (ii) doctor (iii) children
- d) We wear it mainly in cold.
(i) cap (ii) shirt (iii) coat
- e) This animal eats grass.
(i) cat (ii) dog (iii) cow
- f) It lives in water.
(i) Lion (ii) Monkey (iii) Fish

- g) It has a red ground.
 (i) Sky (ii) Cow (iii) Flag
- h) We grow it in the garden.
 (i) Cap (ii) Clock (iii) Flower
- i) We use it to drink tea.
 (i) Plate (ii) Spoon (iii) Cup
- j) People use eat for meat.
 (i) Cat (ii) Dog (iii) Goat

3) Complete the following words by choosing one "Correct" letter from given box.

- | | | | | | | | |
|----|---|---|---|----|---|---|---|
| a) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>G</td></tr></table> arden | B | G | b) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>B</td></tr></table> irl | G | B |
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| c) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr><tr><td>R</td></tr></table>oat | G | R | d) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>R</td></tr></table>ouse | H | R |
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| e) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>S</td></tr><tr><td>H</td></tr></table> ..ill | S | H | f) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>H</td></tr><tr><td>T</td></tr></table> ...ead | H | T |
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| i) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F</td></tr><tr><td>K</td></tr></table>ite | F | K | j) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr><tr><td>K</td></tr></table> ...nife | B | K |
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| k) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T</td></tr><tr><td>L</td></tr></table>amp | T | L | l) | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>L</td></tr><tr><td>B</td></tr></table>adder | L | B |
| T | | | | | | | |
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4) Fill in the blank choosing the correct words from the bracket. (8)

- a) are working in the farm. (monkey, men)
- b)is called king of fruit. (mango, guava)
- c) It is easy to sit on a (map, mat).
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- f) is a part of our body (nose, pen)

g) brings daily news to us (newspaper, copy)

h) We bring from the tap. (water, vegetable)

5. Match column 'A' and column 'B' with words and pictures. 15

(A)

(B)

Pan

Radio

Sheep

Spade

Star

Stick

Sun

Tap

Umbrella

Ladder

Leaf

House

Comb

Flower

Some Model Answer Sheets of Group 'B'

Post-Test

Name: Lakhan Thapa

Full Marks: 50

Class: Roll No.:

1. Write "True" for the correct sentence and write 'False' for incorrect sentence. 5

- a) We read a book in the class. ()
- b) Banana is a vegetable. ()
- c) We use bag to keep our books. ()
- d) We play ball in the classroom. ()
- e) A bicycle runs faster than a bus. ()

2) Choose the correct words for the sentences and tick on it. (10)

- a) This is a vegetable.
(i) rice (ii) milk (iii) carrot
- b) People keep parrot into it.
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3) Complete the following words by choosing one "Correct" letter from given box.

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