CHAPTER - SIX

SUMMARY. FINDINGS AND PEDAGOGICAL IMPLICATIONS

6.1. Summary

The teaching of English in Nepal began more than a century ago and has extended until today, but it has never been satisfactory to the expectation of one and all. The cause of dissatisfaction is traced at the failure percentage of the students in English of the SLC and university level examinations which is conspicuously high. There may not be any immediate solution to this problem since none of those who are involved in the enterprise of teaching and learning English in this country (for example, policy makers, syllabus designers, textbook writers, teachers, etc.), seems willing to take the initiative in improving the situation. However, the research works and surveys, carried out now and then, report that there is an immediate need for an overhaul in the English language teaching and learning programme. Some of the most specifically pointed out areas that call for the immediate attention are syllabuses, textbooks, teaching materials, teaching and learning environment, training of teachers and examination system. The situation can be improved only by overhauling the syllabuses, getting new textbooks written accordingly, providing schools/campuses with adequate teaching aids and trained teachers who can handle the materials properly, and by improving the evaluation system.

Due to the lack of a conducive environment for the teaching and learning of English in Nepal even the teachers tend to become indifferent to the learners' problems. Consequently, their errors are either left unattended or are corrected very harshly without surmising the possible psychological effect of such corrections on the learners.
This study has shown that the Nepali learners of English commit errors in the items tested as well as in their compositions due to interlingual and intralingual transfer. At times, they are also developmental in nature.

6.2. Findings

On the basis of the analysis and interpretation of the data, the following findings have been drawn--

6.2.1. Listening Tests

Errors obtained in this section are discussed under three sub-sections--vowels, consonants and listening comprehension.

6.2.1.1. Vowels

i. While contrasting short/long vowel pairs, it has been found that the long vowels specially /i/, /ɔ/ and /u/ yield more errors than their short counterparts.

ii. The vowel /ɔ/ contrasted with the diphthong /əʌ/ yields the highest error percentage, i.e. 77.59 followed by the yield of /e/ contrasted with /æ/, i.e. 51.51%.

iii. The error percentage of a vowel is found differing from one context to another, e.g. /ʌ/ records 47.70%, 39.62%, 28.70% and 22.40% errors while contrasted with /3/, /a/, /o/, and /a/? respectively.

iv. Diphthongs such as /3.x/ (in one case) and /ox/ are found easier than others because they bear insignificant number of errors, i.e. below 5%.

v. The diphthongs /əʌ/ and /iə/ contrasted with /ɔ/ and yield the highest error percentage, i.e. 38.70% followed by the yields of /eə/ and /æə/ contrasted with /ə/ and /ox/, that is 31.29% and 30.37%, respectively.
vi. The performance of the BSPs is recorded comparatively better than that of their PSP counterparts. Similarly, the NNSs exhibit comparatively better results than their NS counterparts.

vii. Irrespective of the mother tongues and schooling backgrounds of the learners, a regular error pattern has been observed in their performance, that is, difficult items are equally difficult for all the learners and the same is the case with easier items. This feature has been recorded in error percentages that those items bear.

viii. The causes of errors in vowels are due to the lack of adequate exposure to the learners of the items in question. The students may be influenced by, short/long vowel neutralization in Nepali and the contexts in which they are contrasted.

6.2.12. Consonants

i. Comparatively higher error percentages have been recorded for consonants /p/ contrasted with /f/, /v/ with /b/, and /s/ with /ʃ/. This is caused due to the influence of Nepali.

ii. Consonants yielding more than 30% errors are /ʒ/, /m/, /θ/, /t/, /ð/, /n/, and /ʃ/; between 20% - 30% are /b/, /ɡ/, /dʒ/, /d/, /ɡ/ and /z/; between 10% - 20% are /f/, /k/, /tʃ/ and /r/ while below 10% are /j/ and /h/. This error tendency is not consistently revealed by all the above consonants except for /ɡ/, /dʒ/, /ɡ/, /ʃ/ and /h/, because the error percentages for them are found varying from one context to another.

iii. Both the NNSs and the BSPs excel their counterparts in most of the consonant sounds.

iv. Besides the influence of Nepali, the other cause of errors in consonants is due to the various contexts in which they are contrasted.
6.2.13. **Listening Comprehension**

i. More errors are recorded against the questions requiring slightly inference type of answers rather than the mechanically lifted ones.

ii. The **BSPs** are found to have excelled their counterparts in listening **comprehension** also. **Similarly**, the NNSs better their counterparts in all the items but one.

iii. The sole cause of errors in listening comprehension may be due to the lack of practice in it.

6.2.2. **Grammar Tests**

Different error percentages have been recorded for the same grammatical item tested **consecutively** in three different tests. The hierarchy of error percentages (from the highest to the lowest) and items tested are given under the type of test in question below.

6.2.21. **Multiple Choice Test**

i. The error hierarchy of the 14 items in terms of the percentage has been found as **follows:**

1. **modal**s and **auxiliaries,**
2. **prepositions,**
3. gerund/to-infinitive,
4. **conjunctions,**
5. **conditionals,**
6. pronouns,
7. **tenses,**
8. **subject-verb** agreement,
9. passive voice,
10. adjectives,
11. **articles,**
12. reported speech,
13. relative clauses, and
14. question-tags.
ii. The **BSPs** excel their counterparts in all the items tested except for articles, conditionals, the passive voice, and reported speech. Similarly, the NSs better the NNSs counterparts in eight categories while the latter excel the formers in six, such as, **modals** and auxiliaries, the gerund and **to-infinitive** conjunctions, pronouns, passive voice, and articles.

iii. The errors in this test are caused due to both interlingual and intralingual interferences and they are also found of developmental nature.

### 6.2.22. Error Identification Test

i. The hierarchy of error percentage, from the highest to the lowest, obtained from this test is given below:

1. gerund and **to-infinitive**,
2. adjectives,
3. tenses,
4. adverbs,
5. clauses,
6. indirect questions,
7. nouns,
8. articles and modals,
9. concord, and
10. pronouns.

ii. The performance of the BSPs was better than that of their counterparts in all the items tested the NNSs excelled the NSs in all the items but modals.

iii. The causes of errors are both interlingual and intralingual interferences. In some cases they are found developmental in nature also.
6.2.23. Translation Test

i. The reported speech recorded the highest error percentage followed by the relative clauses and direct speech.

ii. In all the items the performance of the BSPs has been found better than that of their counterparts. Similarly, the NNSs excel their NSs counterparts.

iii. The causes of errors are found to be both interlingual and intralingual influences.

6.2.3. Word-Formation and Word Meaning Tests

i. In prefixes, the highest error frequency is recorded for dis- and in- followed by non-, im-, il-, and tr-.

ii. The highest error frequency is noticed for the suffix -ness followed by -al, -ful, -ment, -ion, -dom, and -hood. The noticeable errors in suffixes occurred because of the lack of students' knowledge in changing Y to /, e.g. y of happy while -ness is affixed to it, and the deletion of the vowel, e.g. in arrive while -aJ is added to it.

iii. Of the six words asked, the word celebrate is found to be the most difficult which yields 35.18% errors and the word pounced which bears only 2.96% errors, is the least difficult.

iv. The BSPs generally exhibit better performance in word-formation and word meaning compared to their counterparts. Similarly, the NNSs are found exhibiting better performance in the use of prefixes and word meaning than that of their NS counterparts while the latter excel the former on the use of suffixes.

v. Errors in word-formation are due to the lack of knowledge of the rules pertinent to it whereas errors in word meaning are caused due to the lack of practice in it.
6.2.4. Reading Comprehension (Cloze) Test

i. Errors obtained from the cloze test reveal that students commit more errors in content words compared with the function words.

ii. Auxiliaries and main verbs record the highest error percentages in their respective groups, i.e. function words and content words.

iii. Students have been found using content words for function words, e.g. nouns for articles.

iv. The present form of the verbs are used for the past exhibiting the problem in tenses.

v. The performance of the BSPs is comparatively better than that of their counterparts. Similarly, NNSs excel the NSs in all items, but articles and nouns.

vi. The causes of errors are mainly the lack of adequate stock of vocabulary and knowledge of selectional restriction rules. At times, the influence of Nepali is also recorded especially in prepositions.

6.2.5. Writing Test

i. Grammatical errors record 67.87% in composition, but the highest error percentage in a single category is taken by spelling errors which comprises 18.70%. Lexical errors yield 13.43% in total. The hierarchy of grammatical errors obtained from composition are as follows:

1. articles,
2. tense and verbal groups,
3. prepositions,
4. plurality,
5. subject-verb agreement,
6. pronouns,
7. word order,
8. clauses,
9. gerund/to-infinitive,
10. conjunctions,
11. adjectives,
12. possessives,
13. subject deletion, and
14. adverbs.
ii. Compared to the errors obtained from the three tests mentioned under section 6.2.2, the grammatical categories yield less error percentages in this test. It may be because of the avoidance factor on the part of the learners to escape from possible errors. However, the errors are caused by both interlingual and intralingual influences. In addition to these, some developmental errors are also recorded there.

6.2.6. Error Gravity

i. It has been found that the native English speaker teachers are more lenient compared with their non-native counterparts while evaluating the errors of the learners. It may be because of their superiority in the TL itself.

ii. Reduction of the points in different sentences (by both groups) within the same category is also found varying.

iii. Non-native English speaker teachers are found making a finer distinction while evaluating the errors.

iv. It is found, except in a few categories, that the items that bear highest error frequency (percentage) are not rated by the evaluators equally serious and vice versa.

v. While evaluating the errors, a consensus is found between both the groups of evaluators in the seriousness of errors for verbals, pronouns, conditionals, plurality and relative clauses. Though establishing a universal error hierarchy is found to be difficult on the basis of the present study, native and non-native speaker teachers' combined error hierarchy taking the mean of the mean scores is given here (from highly serious to not serious):
1. adverbials,
2. verbals,
3. present particles,
4. word choice,
5. direct questions,
6. pronouns,
7. causatives,
8. prepositions,
9. passive voice,
10. reported speech,
11. conditionals,
12. adjectives and possessives (equal rank),
13. concord,
14. spelling,
15. question-tags,
16. subject-verb agreement,
17. modals,
18. plurals,
19. adverb clauses,
20. articles,
21. tenses,
22. word order,
23. conjunctions,
24. gerund/to-Infinitive, and
25. relative clauses.

6.3. Pedagogic Implications

This section deals mainly with two areas: (i) correction and evaluation of errors and (ii) pedagogical suggestions.

6.3.1. Correction of Errors

It has already been discussed that there are mainly two viewpoints regarding error correction based on the people's attitude towards errors. First, errors are unwanted and they should be treated as soon as they crop up. Second, they are inevitable and can give feedback to the teachers as to what learning process
The learners have been following and what they need to learn. The first view is often practised by non-native teachers of the TL because they think that "Failure to do this (correction) is considered an abdication of responsibility. One result of this is that teachers often work too hard, particularly on the correction of written work, and feel guilty if they are not seen to be correcting enough" (Bolitho 1995:48). Errors for the followers of this view are signs of poor learning and punishable sins. Therefore, it is the teachers' job to improve learning before these (errors) are fossilized. It has been a social obligation and also a traditional practice that the teachers correct the deviant oral utterances immediately before they get fossilized and use a lot of red marks on the written compositions.

The second viewpoint of looking at errors is relaxing and equates the second language acquisition with that of the first. The followers of this view believe that errors in the second/foreign language learning are inevitable to occur as they are natural in the first language acquisition. In course of time, the learners achieve mastery in the TL and all such errors automatically disappear. Therefore, they think that overt correction is not necessary.

A compromise between these two viewpoints is essential keeping the objectives of language teaching and learning in view on the one hand and the situation in which a language is taught on the other. Duff (1988) considers errors of the students very helpful because they tell the teachers what they still need to teach. Unless the students commit errors, the teachers cannot tell what their students do not know. Equally important is to decide whether these errors are to be corrected or not. Now-a-days, teachers are of the view that the errors that impede comprehension are to be treated first leaving the minor ones that do not seem so serious. Regarding this, Foster and Newan (1988) suggest that the errors that affect the meaning of an utterance should be corrected first rather than the mechanical mistakes such as misspellings of common words.
Studies on error gravity have tried to develop a hierarchy of errors in terms of their seriousness, but it has been found that no two groups of evaluators reach a consensus for evaluating an error as equally serious. An item tends to become very serious for one evaluator whereas it does not seem to be so for the other. Another important factor to be borne in mind is whether the objective of language teaching is to develop accuracy or fluency. In the case of the latter, the assessor may skip the errors so long as the learners are able to communicate the message, but in the case of the former, all the errors may be equally important and get fossilized if not treated on time. However, the level of the learner and his expected proficiency in the TL should also be taken into account.

Keeping the total ELT setting or Nepal in view, it can be stated here that correction of errors is of utmost importance, but care should be taken that it is a way of reminding students of the forms of standard English. It should not be a kind of criticism or punishment (Edge 1989:20). It should, therefore, be an encouraging activity so that students do not become disheartened and develop a repulsive attitude towards the English lessons. Emphasis in the English classes in Nepal is laid on accuracy, i.e. mastery over the formal aspects of the concerned language. Therefore, three types of correction techniques, viz. self-correction, peer correction, and teacher correction can be suggested depending upon the classroom situations. The teachers can make use of anyone of them or all of them whichever applies in their contexts. These are briefly discussed below:

6.3.11. Self-Correction

Students should be given an opportunity to correct their own errors. It may be that they have some slips, but given an opportunity, they themselves can correct them. The teacher's job is to show that an error has been committed and give some time to the students to recognize and correct it. This technique can be applied while correcting errors in all the language skills. One way of correcting the errors in writing is what is called using a diagnostic technique of error correction in which the teacher
supplies the symbols such as $S$ (spelling), $P$ (Punctuation) $A$ (Article, etc.) on the left side margin of the students' exercise books and the students are required to find out errors and correct them. However, a discussion between the teacher and students should be held before commencing the task. Giri and Awashti (1995) find this technique very successful in one of the private schools in Kathmandu. It can be applied in other schools and campuses in Nepal as well.

6.3.12. Peer-Correction

Students learn better from their peers than from their teachers. It is because they feel free to discuss with each other and the level of language they possess is also an asset in this regard. In order to facilitate this, the teacher can divide the students into pairs and groups and assign them such tasks as dialogues, language games, puzzles, problem solving exercises, etc. so that they discuss with each other and get through the tasks. These kinds of tasks do not only enhance listening and speaking skills but also reading and writing. Peer-correction can be done in pairs or in groups depending upon the task devised by the teacher. Correction competitions can also be organized for ensuring maximum participation of the students. Edge (1989:54) believes that "All these techniques reduce the amount of time that the teacher has to spend on correcting written work, while also increasing the usefulness of correction to the learner". Such activities on the one hand give fun to the learners while on the other they give a chance to them to develop a sense of cooperative feeling to help one another.

6.3.13. Teacher Correction

The teacher undertakes the task of correction if none of the techniques mentioned above works. It is essential to mention here that any correction initiated by the teacher should be encouraging. Edge (1989:56) rightly points out that "... correction does not mean making everything absolutely correct: correction means helping people learn to express themselves
better." The teacher shouldn't minimize the attempts, particularly "When the teacher knows that the students have not yet learned the language necessary to express what they want to say, we call their mistakes attempts" (Edge 1989:10). It demonstrates their eagerness and ability or readiness to learn though they may not be able to show what they intend to. Writing and rewriting activities can be practised, if the piece of writing has to maintain absolute accuracy. If the ideas flow beyond sentences, proper use of sentence connectors can be practised. While correcting paragraphs, a teacher can make comments on the content also which will help in the improvement of the draft of the text.

A teacher is often challenged by the overcrowded classes where correction becomes a very difficult job. In such cases, and especially at lower levels, the teacher should give such writing tasks as are easy and limited; so that the students do not make too many mistakes for the teachers to correct them easily. Duff (1988) has suggested the following three steps for correcting simple written work in the class;

1. The teacher writes the correct answers on the board, or gets students to come and write them. If spelling is not important, he or she can go through the answers orally.

1i. As the teacher gives the answers, students correct their own works and the teacher moves round the class to supervise what they are doing; or students can exchange books and correct each other's work.

1ii. When the teacher notices errors made by a number of students, he or she can draw attention to these for the benefit of the whole class" (Duff 1988:193).

The techniques employed for correcting the works of advanced classes slightly differ from those discussed here. As Duff (1988:193) suggests, "With more advanced classes it is more important for the teacher to correct students' work individually ... As with the oral work, the teacher's corrections should have a positive effect on the student's work rather than a discouraging one."
While correcting students' works, the teacher should concentrate on most important errors or the errors of a certain kind only. Duff (1988) further suggests the teachers to write the corrections on the margins so that the amount of underlining could be reduced and consequently, the page would look less heavily corrected. This may have a better psychological impact upon the learners.

These are the correction techniques that a teacher can adopt depending upon the situation in which one is expected to work. All these techniques can be used in the Nepalese context as well, but the teacher has to be content with what Edge (1989:68) says that he "... cannot guarantee to be both fluent and accurate at the same time". However, he can make the correction work a pleasant and encouraging activity, and less burdening at the same time.

6.3.2. Evaluation of Errors

It has been noticed in chapter five that the teachers do not necessarily assess the items containing the highest error frequency or percentage as the most serious one in their evaluation. Similarly, consensus is also not recorded between the two groups of evaluators, i.e. native English teachers and non-native English teachers in the evaluation of the errors except in a few items. Therefore, the hierarchy obtained from the combined mean of the mean scores of the two groups given in 5.7.4 can be taken as a basis for the evaluation of errors which will bring a positive result in the SLC as well as university level examinations.

6.3.3. Pedagogical Suggestions

Some pedagogical suggestions based on the present study are given below:

6.3.31. Listening

Listening is the most neglected language skill both for teaching and testing purposes in Nepal. The present study records
errors in listening at the reception level. However, a similar pattern may or may not occur at the production level. But listening practice supplemented by oral practice tends to produce the desired results. The university should make a provision of providing its campuses with prerecorded cassettes especially for teaching the listening skill. The materials for this purpose should be designed keeping the desirable efficiency of the learners in view. This activity can also be conducted even in large classes. Provision for testing the listening and speaking skills should be made, if they are to be developed at all.

6.3.32. Remedial Learning Materials

Taking the error percentages of the items under study into consideration, learning materials for the teaching of grammar, reading comprehension, and vocabulary should be devised for remedial purposes supplemented with teaching aids (both audio and visual) and trained teachers to handle them. Emphasis should also be given to the items assessed to be the most serious and serious by the evaluators for devising such materials.

6.3.33. Grammar

Teaching grammar has always been a tedious job for most of the English language teachers in Nepal. Therefore, they prefer the teaching of other skills to that of grammar. However, an innovative teacher can make its teaching a most lively activity that students may enjoy.

The point is whether teaching of grammar is to be done overtly or covertly; explicitly or implicitly; deductively or inductively, i.e. the teacher should begin with overt grammatical rules and then make the students discover the working of rules through examples and exercises while presenting the lessons. The latter type of activity, though getting popularity elsewhere, is yet to take off in Nepal. The school syllabuses emphasise the teaching of patterns in situations, but it has not been practised by the teachers to the extent they are expected to. The students are often exposed to overt grammar rules with insufficient prac-
tice in them. As a result of which the students who enter the university do not have the required proficiency in the English grammar and they are found even unable to exhibit their ability in the grammatical items repeated in the PCL first year syllabus. This proficiency gap can be bridged by introducing remedial courses on English Grammar specially devised to cope with the reality represented in the present study. Such remedial exercises can either be incorporated into the existing PCL syllabus or treated separately.

The teaching of the grammatical items included or not included in the present study can be presented and practised following the works of Celce-Murcia et al. (1983), Harmer (1987), Celce-Murcia and Hilles (1988), Hall and Shepheard (1991), Seibel and Hodge (1991) and Dart (1992).

Harmer (1987:10) proposes both covert and overt kind of teaching of grammar, but he suggests that "... we must teach not only the form, but also one of its functions, and not only meaning but also use". He also mentions that the presentation of the grammar lesson should be clear, efficient, and interesting; appropriate and productive. Such a presentation should be supplemented by charts, dialogues, mini-situations, etc. Discovery techniques are also suggested to make the students discover rules from the examples given to them. Celce-Murcia and Hilles (1988) suggest a similar approach but they present four steps or stages in a grammar lesson, like presentation, focused practice, communicative practice (which incorporates information-gap, choice and feedback), and teacher feedback and correction.

The presentation of the grammatical item should be done preferably inductively using a variety of techniques that suit teachers' strength, students' preference and the nature of the text. Exercises for focused practice (i.e. for manipulative purposes) are easier to devise but difficult for communicative practice. Keeping this practical problem in view, this section includes some model exercise adapted from Herman and Young (1978), Seibel and Hodge (1991) and Dart (1992) for the teaching
of articles, modals, reported speech, spelling, and verbs and adverbs. For teaching of other grammatical items, similar types of exercises can either be adapted or devised by the teachers.

6.3.3 Model Exercises

A. Reported Speech

1. Using each direct statement given in Quotation marks, compose a that-clause. Follow the rule of sequence of tenses when it is appropriate:

Example: "I won't ever forget you."
A: What did she say at the airport before you parted?  
B: She said that she wouldn't ever forget me.

i) "I'm going home because I didn't sleep well last night, and I'm just too exhausted to work."
A: Why is your secretary putting on her coat?  
B: She says ____________________.

li) "I've a stomachache because I ate something bad last night."
A: She's always got some kind of problem hasn't she?  
B: Yes, just last week, she complained ____________

2. Hari is studying at the University of Hyderabad. Last week he called home. His mother was there; his father was out of the country on a long business trip. Change Hari's quoted speech in the left hand column to reported speech in the right-hand column:

Hari said: In a letter to Hari's father, Hari's mother wrote. "It's very hot here." He also said that it was very hot there.

"My studies are going well"_________________________  
"Can you send me some clothes?" He asked if________________________  
"I know that I haven't written __________________________  
many letters but I promise_________________________  
but he promised I'll write soon." that_________________________  
"Do you want me to send anything?"_________________________  
"Last night I met a man __________________________  
from our hometown."_________________________  
"I plan to come home this_________________________  
summer for a while." __________________________
B. Modal Verbs

1. Using must, should or ought to, put an appropriate verb phrase in each blank. Use the base forms given in parentheses, and use adverbs when they are required. Use pronoun subjects of your own choice when required:

Example: A: My friend says he's going to give me a car for my birthday.
B: (be) You shouldn't be so crazy. Why, he doesn't even have a single penny to his name. (pull) He must have been pulling your leg when he told you that.

A: Oh! Wow! My stomach is beginning to growl; it almost hurts. I am so hungry!
B: (be) Well, you_________ hungry; you haven't eaten anything since yesterday morning at breakfast. (growl) your stomach_________. Why are you on this crazy diet? I love you the way you are. (be) you_________ a little crazy.

2. Fill in the blanks with appropriate forms of can, could, or be able to:
The subject pronouns you and one frequently occur.

A: Yes, Hari, just why was Mohan disappointed?
B: (finish) He_________ his voyage around the world.

A: Listen, you're not strong to walk, are you?
B: (hardly I get up) Oh, my,_________, I'm afraid (even/lift) I_________my arm, I'm so weak.

C. Articles

1. Supply in each blank a, an and the wherever necessary.
A: Have you read_______ article in_______ Rising Nepal?
B: Yes, just_______ other day in fact.

A: What was_______ article about?
B: It was about_______ political situation in_______ capital.

2. Supply in each blank a, an and the wherever necessary.
A: Where were you yesterday?
B: I had to attend_______ day-long meeting.
A: Was_______ meeting about opening a new school in the village?
B: Yes, and it was_______ complete waste of my time.
p. Spelling

1. form each of the following words-. For example: **guide+ance** * guidance.
   
i. **create+ion**  
li. **please+ure**  
   
   vii. resemble+ance  
   
   viii. **love+ing**  
   
   Complete+ion  
   
i. **dye+ing**  
   
   x. **smoke+ed**  
   
   v. **awe+ful**  
   
   xi. **true+ly**  
   
   vi. **receive+er**

2. All of the following sentences contain spelling errors. Rewrite the sentences, correcting the errors, in the space provided:
   
i) Shyam was curseing his fate. Cursing  
li) I have applyed to three campuses.  
   
i) I am looking for a peice of action.  
   
iv) New Road is the busiest street in Kathmandu.  
   
   v) I am a very happyly married man.  
   
   vi) All these partitions are moveable.

E. Verbs and Adverbs

1. Underline all the verbs in the following sentences. / is done for you.
   
1. Sita washed the dishes and then dried them.  
2. Tourists were swimming in the ocean and tanning themselves on the beach.  
3. We stripped the wall paper and painted the walls.  
4. The fans were cheering and waving banners.  
5. Reena took the course and learned to speak English.  
6. He was moaning and groaning all night long.  
7. They were angry and did not hesitate to tell us so.  
8. I called her and told her the news.  
9. We have always worked hard, and now it is paying off.  
10. In the summer, I sneeze a lot and get itchy eyes.

2. Finish sentence 8 so that it has about the same meaning as sentence A.
   
1. A. Someone stole the mayor's car last night.  
   
   B. The mayor's car  
   
2. A. The police have not found the car yet.  
   
   B. The car
3. A. The mayor hopes that they will find it soon.
   B. The mayor hopes that it ________________

4. A. It would be great to win the prize, but I don't think I will.
   B. I wish I__________________, but I probably won't.

5. A. I would jump for joy if I won the prize.
   B. If I________to win the prize, I would jump for joy.

6. A. I would have to be taller to play basketball.
   B. If I_______________________________

7. A. He hopes to graduate in May.
   B. He hopes that he__________________________