

Mini Texts: A Fusion of Grammar, Communication and Vocabulary Development in CLT (Communicative Language Teaching)

R. K. P. Shrestha

Ph. D. Scholar, Mewar University, Chitorgarh, Rajasthan, India.

ram.sth2020@gmail.com

Dr. Pooja Gupta

Mewar University, Chitorgarh, Rajasthan.

Corresponding Author

R. K. P. Shrestha

ram.sth2020@gmail.com

Received: June 07, 2021; Revised & Accepted: July 24, 2021; Published: July 31, 2021

© Copyright: Shrestha (2021).



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Abstract

*Rich and adequate input is the first and foremost condition for perfect language learning, other important things come later in order to achieve the goal of developing communicative competence in a language learning process in an EFL or ESL setting. In this context, Communicative Language Learning (CLT) is still the most prevalent approach of English language learning/teaching field both in ESL and EFL settings. In EFL settings CLT is adopted nowadays with some reservations. One solution to the drawbacks of CLT is "mini texts" in order to provide rich and adequate language input as they subsume grammar, communication, and most importantly, adequate vocabulary development. **Objectives:** The main objective is to critically assess the role of mini texts in order to provide rich and adequate language input for language learning. **Method:** Collaborative action research design was adopted to assess the outcome of teaching "mini texts" under improved communicative approach. Brief written and oral performance tests of class ten students were used as the tools of evaluation. Purposive sampling was used for the selection of thirty schools in three districts of the Kathmandu Valley whereas random sampling was used to select the respondent students of mixed ability for the written and oral performance test. The test items for the test were easy enough to be answered by average students of even lower classes. The test items were based on fixed criteria: different elements of grammatical competence to write and speak correctly, and also on some essential aspects of informal colloquial English used in fast spoken English. Pre-test and Post test were*

administered in order to compare the result of the traditional teaching with the outcome of the new method teaching with "mini texts" as the primary teaching material to provide optimal and quality language input to the students. **Result:** The over-all result of the test shows that the learning outcome, in general, is rather frustrating. Let alone government schools where most of the students belong to lower-class unprivileged families, even in private schools, or rather in so called A grade private schools, the condition of the English proficiency from the viewpoint of grammatical competence is rather frustrating. Surprisingly, not a single school could obtain even pass marks whereas some students secure good marks in their national level SEE exam. **Conclusion:** The current English teaching practice in Nepalese schools is deficient in (i) optimal quality language input, and (ii) suitable teaching methods to produce desirable outcome of English teaching for better learning outcome or better communicative proficiency. Mini texts have come out as an appropriate teaching material to be experimented on a large scale as they subsume essential, grammar points, essential vocabulary stock and also communication-oriented practice exercises.

Keywords: Mini Texts, Input, Communicative Language Teaching

Introduction

This paper deals with the role of **mini texts** in Communicative Language teaching (CLT). In any language learning, **input** plays the most important role, or rather, *rich and adequate input* plays a vital role in language learning process. *Rich input* means *balanced input* with all necessary components of a language just like a balance diet with all necessary macro and micro nutrients of food. Obviously, as a *rich/balanced diet* is to a good health so is a *balanced input* to a sound language learning outcome – a balanced input that comprises of all the four components of language: grammar, vocabulary, phonology and communicative functions, which ultimately lead to the development of communicative competence that has four constituents: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Not only rich/balanced diet but adequate quantity food intake is also equally necessary for supplying required calories to the body for sound physical growth. Similarly, *adequate input* is necessary for developing communicative competence in language learning. The writer holds that **mini texts** are a good source of *rich and adequate input* for language learning, particularly in an EFL setting where there is a lack of authentic language exposure in real life situations, so it aims at finding out if the mini text is a fusion of *grammar, communication and vocabulary development*.

Communicative Language Teaching, with some reservations, is still the most popular method of teaching English across the world. CLT approach came into existence in the 1970s, and Howat divided it into two versions: strong version and weak version of CLT (Howat, 1984) . The strong version rejects the role of grammar (Nunan, 2004) whereas the weak version includes explicit grammar teaching, and this model of CLT methodology is known as Focus-on-Form. CLT has been popular since its origin because of its charming philosophy: "*Learning a language is to learn to communicate in the target language – communication is the essence of CLT.*" The goal of language teaching is to develop "communicative competence" (Hymes D. , 1972). The proponents of CLT also hold the same view that the objective of CLT is to develop **communicative competence** in learners, which has four elements of which *grammatical competence* is one. According to Savignon, grammatical competence occupies

nearly 40 percent part of the communicative competence, and rest 60 percentage goes in different proportions to the remaining three components/competences (Savignon S. J., 2001). Recently, in a meta-analysis of experimental and quasi-experimental studies of *instructed L2 acquisition* published between 1980 and 1998, Norris & Ortega (2000) reported that explicit instruction is significantly more effective than implicit instruction (Norris & Ortega, 2000).

Harmer remarks, “grammar teaching – of both the **overt** and **covert** kind has a real and important place in the classroom” (1997). “Many grammatical rules can be more simply and quickly explained than elicited from examples” (Thornbury, 2008). Nowadays, everybody agrees that grammar is best taught through texts as language is context-sensitive (Thornbury, *ibid*). There lies the importance of **mini texts**.

Dekeyser (2007a) holds that repeated meaningful practice in different new contexts turns the declarative knowledge of the presentation stage into the ability to use the rules spontaneously, fast and effortlessly, often without being aware of the rules anymore. This validates the utility of explicit grammar teaching even for language fluency of L2 learners, which develops in due course of time. The purpose of teaching grammar is to assist learners to *internalize* the structures/rules of language, which can be used to *generate* an infinite number of similar sentences for communication, both written and spoken (Ellis R. , 1994).

Thus the knowledge of grammar, conscious or sub-unconscious whatever it may be, is as essential as conversational skills, and the two can be taught hand in hand; they are not two different entities. Indeed, *getting the balance right is a difficult process*. Ur opines "Oral fluency is essential but without the correct ‘patterns’ oral skills have less value (2010)." Ur, P. (2010).

The result of French Immersion Programme has shown that in spite of six to seven years' massive input, the meaning-focused instruction could not produce students who could speak the target language with accuracy (Swain).

One prominent limitation of CLT is that it does not pay attention to *intentional or planned vocabulary development* of learners in the classroom. In an ESL setting, intentional or planned vocabulary development might be negligible because the learners get regular exposure to massive language input in the community, and so they pick up necessary active vocabulary automatically in course of communication with different members of the community in real life situations, but the situation is adverse in an EFL setting where the learners get a zero chance of developing their vocabulary stock through real-life exposure in the target language in the community. Neither do they get enough exposure to essential productive vocabulary from their approved textbooks. Some schools have a facility for their students to enhance their vocabulary through extensive reading whereas most schools lack a rich library with suitable books or graded readers that can enhance the vocabulary level of their students. Most books are such that take up a lot of time but give a little benefit. This necessitates the *intentional and planned vocabulary development* of EFL learners in the classroom. Mini reading texts can be a good solution to this problem. Mini texts, as the name suggests, are small-size texts that fill just half portion of the page of a normal book, at most, may be a full page in some cases, but not more than that. Such mini texts are power-pack texts which can be compared to *a diet that contains all nutrients, vitamins and minerals*.

For a good health of human beings, two things are important: what to eat and how to eat. In the same way, in the context of EFL learning two things are of utmost importance in the English language teaching/learning programme: **what to teach and how to teach**. In this article, the researcher is concerned particularly with "what to teach" aspect so that adequate input can be given to the students to develop their macro language skills through "**mini texts**".

Method

This research aims at finding out the usefulness of teaching mini reading texts under the improved communicative language teaching methodology in order to overcome the gaps of communicative approach generally used in an EFL setting.

For this, predominantly a **collaborative action research design**, with 30 teacher researchers including myself, was used. Data were collected and analyzed both in text and figures.

The setting was the schools of the Kathmandu valley. The target population was the students and teachers of **class ten** in the selected sample schools.

Purposive sampling was used for the selection of altogether 30 schools, 10 schools from each of the three districts: Kathmandu, Bhaktapur and Lalitpur.

Some parameters were used to select schools from each district. Schools comprised of both government schools and English medium private schools, schools in an urban area as well as a semi-rural area, reputed grade A schools as well as grade C schools. That's why **purposive sampling** was employed to achieve this purpose. As the private schools outnumber the government schools, six-four ratio was determined for the selection of schools in each district. Thus six private schools and four government schools in each of the three districts were selected as samples.

random sampling was used for the selection of 5 participant students in each school from class ten to assess what is the status of the linguistic competence developed by the secondary level students in their final year. Random sampling was used in order to select mixed ability students to guarantee reliability and generalizability of the result.

Four model mini texts, with detail expected outcome of each text, were provided to each of the 30 teachers. Of the four model mini texts, two comprised of full procedure of teaching and **practice exercises** to guide the research teachers, which they were free to adapt as they liked. Each teacher had to teach the four mini texts to class ten students; one mini text each day, continuing it on the following day to finish the lesson. They were instructed to compare the outcome of four lessons' teaching with the outcome of their usual teaching, i.e., teaching of lengthy texts in the traditional style. Fixed criteria were given to evaluate and compare the learning outcome of the traditional teaching of "lengthy texts" with the outcome of new approach teaching of "mini texts". The evaluation focused particularly on **linguistic accuracy test** of the students. Under the linguistic accuracy test, *grammatical accuracy, lexical accuracy, use of idiomatic expressions, and phonological knowledge* were evaluated in particular.

The Performance Test: The performance test was administered in black and white as well as orally and individually within a period of 45 minutes in each school. Only 5 representative students of *mixed ability* from class ten were selected randomly through **random sampling**.

Only five students, and not the whole class, were selected for the sake of the convenience of the administration of test within a period of 45 minutes, otherwise three or even four periods could have been taken up if the whole class or suppose if 50 students were participated in the individual oral performance test, which the school administration would not allow.

Sample size: The sample size altogether consisted of 30 X 5 = 150 class ten students of 30 schools from 3 districts.

Test Items: The **test items** were based on the given lessons, and were easy enough to be attempted by average students of class ten.

The collaborative action research took the duration of 2 months: 60 days altogether. This researcher (I) was physically present in each of the 30 schools for two days: one day for *orientation* and *class observation* of the collaborative teacher researchers, and the next day at the time of performance test administered by the collaborative teacher researchers.

The final conclusion was drawn on the ground of the results of all the 30 action researches. The *Mini texts* which were used for experimental teaching have been given in **Appendix 2**, and the *Test Paper* used for the performance test has been given in **Appendix 1**.

After the completion of the **performance test**, and the analysis of the **test result**, the teachers had to fill in a form comprising of the **conclusion** drawn from the result of the action research, with their *individual comments*.

Result

The results and findings of the oral performance test conducted in 30 schools of the three districts are as follows. There were altogether **seven types** of questions, which aimed at testing the **linguistic accuracy** of the students. The questioned covered seven areas of linguistic accuracy: grammar points, vocabulary stock, correct pronunciation, stress, reduced utterances, informal colloquial usage and word spelling.

The detail score of the pre test and post test of 5 sample students of **School 1** is as follows.

Note 1: The first score before the oblique mark below is the pre test score, and the score following the oblique mark is the post test score.

Note 2: SA stands for "student number one" and suchlike.

	Grammar	Vocab	Pronun	Stress	Reduced	Informal	Spelling	Total Marks
SA	1/5	0/3	0/4	0/3	0/1	0/1	2/2	3/19
SB	1/5	1/3	1/4	0/3	0/1	0/0	2/2	5/18
SC	1/14	1/3	1/4	0/3	0/1	0/0	1/2	4/17
SD	1/4	1/3	1/3	1/3	0/1	0/0	2/2	6/16
SE	1/5	1/3	1/4	1/3	0/1	0/0	2/2	6/18

Pre Test: School 1

Individual marks of five students : 03 + 05 + 04 + 06 + 06 = 24 marks

Mean Score = 24/5 (24 marks divided by 5 : the number of students) = 4.4 = 5 marks out of 26 Full Marks (Percentage: 19.2 %)

Post Test: School 1

Individual marks of five students: 19 + 18 + 17 + 16 + 18 = 88 marks

Mean Score = $88/5$ (88 marks divided by 5: the number of students) = 17. 3 = **18** marks out of 26 Full Marks (Percentage: 69.2 %)

Pre Test and Post Test Mean Score of 30 schools

The mean score of each of the 30 schools in the Pre Test as well as in the Post Test is as follows.

Pre Test Mean Score of 30 schools

Given below is the average/mean score of the five students of each school in the Pre Test. S1 stands for School No. 1, and suchlike.

S1 = 5	S2 = 5	S3 = 5	S4 = 5	S5 = 5	S6 = 5	S7 = 5	S8 = 4	S9 = 6	S10 = 6
S11 = 4	S12 = 6	S13 = 6	S14 = 3	S15 = 3	S16 = 4	S17 = 4	S18 = 5	S19 = 5	S20 = 6
S2 = 6	S22 = 5	S23 = 5	S24 = 5	S25 = 6	S26 = 6	S27 = 4	S28 = 4	S29 = 4	S30 = 7

Post Test Mean Score of 30 schools

Given below is the average/mean score of the five students of each school in the Post Test. S1 stands for School No. 1, and suchlike.

S1 = 19	S2 = 18	S3 = 18	S4 = 18	S5 = 18	S6 = 18	S7 = 18
S8 = 17	S9 = 18	S10 = 18	S11 = 18	S12 = 18	S13 = 17	S14 = 17
S15 = 19	S16 = 19	S17 = 19	S18 = 18	S19 = 18	S20 = 17	S21 = 17
S22 = 17	S23 = 16	S24 = 16	S25 = 16	S26 = 16	S27 = 15	S28 = 18
S29 = 18	S30 = 19					

Lowest Mean Score in Post Test = 15 out of 26 (against **4** out of 26 in Pre Test)

Highest Mean Score in Post Test = 19 out of 26 (against **7** out of 26 in Pre Test)

Discussion

The analysis of the above mentioned results reveal that the linguistic accuracy of the all the students (150 participant students) is below pass marks in the Pre Test: even the highest mean score is 7 out of 26, i. e., 27% marks. So none of the participant students/schools could secure even pass marks in the Pre Test whereas the same students/schools have progressed a lot by securing 17 and 18 mean score in most cases, and 19 being the highest, and just one school getting 15 mean score in the Post Test after two months. Obviously, the input or language exposure was poor before the experimental teaching, and when they received quality input, they progressed tremendously in the Post Test: the highest mean score is 73% .

It is noteworthy that almost none of 150 participant could rightly identify "hand", which shows that they did not have the clear concept of this word before . Similarly, they are unaware with the phrase "for a while". This reveals that they lack the knowledge of basic English vocabulary even in the final year of the secondary education after studying English more for than ten years.

In speech, they have zero knowledge of correct pronunciation of simple words of everyday use (for example: late, minute, nose, attack, wanted). They don't know anything about stress system at all, neither about reduced utterances used in fast speech, neither about informal colloquial usage which so common in spoken communication.

Conclusion

The study has concluded with the following recommendations:

The outcome of the research shows that after the experimental teaching, there has been remarkable progress in the linguistic accuracy of the students, both in private school and government school students. After the Pre-test was administered, two months were elapsed during the experimental teaching of Mini Texts. It is usually seen that the students generally forget one-shot language lessons after a month or so for lack of the use in real life situations, but the learning outcome of the experimental language teaching through Mini Texts was almost intact even after a period of two months.

All the teacher researchers have commented that there is a pressing need of improving current English teaching practices in the schools of Nepal. They opined that in-school-TPD programmes should be conducted. In such TPD programmes, techniques like "on-the-spot pronunciation clinic, on-the-spot grammar clinic, on-the-spot vocabulary development" and the methods of "situational grammar teaching", and others like "planned Focus-on-Form", "Incidental Focus-on-Form" and "Samples plus Systems" can be demonstrated through mini demo lessons, requiring the teachers to follow the same after the demo lessons.

Above all, all the teachers unanimously recognized the importance of "mini reading texts" in the English teaching programme of schools. They realized the significance of mini texts as a power-pact teaching material which subsumes grammar activities to develop grammar skills along with necessary grammatical concept, communicative activities to develop communicative ability and vocabulary development exercises to boost up vocabulary-in-use. This will help a lot to develop the communicative competence of the students which is the prime objective of teaching /learning English.

REFERERENCES:

1. DeKeyser, R. (2007a). Study abroad as foreign language practice . In R. DeKeyser, *Practice In a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology* (pp. 208–226). Cambridge: CUP.
2. Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. *Language Learning* , 54 (2), 227-275.
3. Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Essex: Pearson Education Ltd.
4. Howatt, A. R. (1984). *A History of English Language Teaching* . Oxford: Oxford University Press.
5. Hymes, D. 1972. 'On Communicative Competence' in J.B. Pride and J. Holmes (eds.): *Sociolinguistics*. Harmondsworth: Penguin.
6. Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning* , 50, 417-528.
7. Nunan, F. (2004). Teaching ESL students to notice grammar. *The Internet TESL Journal*, Retrieved November 30, 2005 from <http://iteslj.org/Techniques/Noonan-Noticing.html> . , 10 (7).

Nepal Journal of Multidisciplinary Research (NJMR)

Vol. 4, No. 2, June 2021. Pages: 67-84

ISSN: 2645-8470 (Print), ISSN: 2705-4691 (Online)

DOI: <https://doi.org/10.3126/njmr.v4i2.39023>

8. Savignon, S. J. (2001). Communicative Language Teaching for the Twenty-first Century. In M. C.-M. (eds), *Teaching English as a Second and Foreign Language* . Heinle & Heinle
9. Canale, M., & Swain, M. (1980). Theoretical basis of communication approaches to second language teaching and testing. *Applied Linguistic* , 1 (1), 1-47.
10. Thornbury, S. (2008). *How to teach grammar* . Essex : Pearson Longman.
11. Ur, P. (2010). *The Communicative Approach Revisited*. Cambridge: Cambridge University Press.

Appendix 1

Test Paper For Oral Performance Test:

Total 7 types of questions were asked to test the **linguistic accuracy** of the students. The questioned covered seven areas of linguistic accuracy: grammar points, vocabulary stock, correct pronunciation, stress, reduced utterances, informal colloquial usage and correct spelling. The questions items are so easy that average class ten students are supposed to attempt them successfully even in the pre-test if they have acquired some language skills, basic language skills after exposure in English for at least nine years or may be $9 + 2$ (pre-school) = 11years. They must achieve this much basic language skill if they are taught with right **language input** (what to teach aspect of ELT) and at the same time with the **right method of teaching** (how to teach aspect of ELT).

Linguistic Accuracy Test Items:

1. Grammar Points: $5 \times 1 = 5$ marks

Do as instructed in each sub question:

- By the time I got there, she (go)
(Complete the sentence using the correct tense.)
- I bought new shirt yesterday. Shirt costed me more than what it was worth.
(Rewrite each sentence correctly. Don't join the two sentences; just correct the words that you find wrong.)
- Use the verb "walk" in two separate sentences, first intransitively; then transitively in your own sentence.
- Correct these sentences: I' m scared with bulls. My hometown is very dear for me.
- Give the past and past participle forms of the verb "blow".

NOTE: The former score is Pre Test score, and the latter is Post Test score.

W = Wrong, R = Right

- Ans: (a) R - R (Correct Answer : had gone)
(b) W - R (Correct Answer : a new shirt, The shirt cost)
(c) W - R (Correct Answer : I walk in the morning. I walk a dog.)
(d) W - R (Correct Answer : scared of , dear to)
(e) W - R (Correct Answer : blow - blew – blown)

2. Vocabulary Stock: $3 \times 2 = 6$ marks

Do as instructed in each sub question.

- My uncle became very angry. (Replace the underlined words with 'a phrase' to give the same meaning.)
- "Is this my hand?" (I showed my "fore-arm" but the answer was "yes".)
- Wait for some time. (Replace the underlined words with a new phrase with the same meaning.)

Ans: (a) W - R (Correct Answer: flew into a rage/lose one's temper/lose one's cool/get mad)

(b) W - R (Correct Answer: No, that's your fore-arm.)

(c) W - R (Correct Answer: Wait for a while.)

3. Correct Pronunciation: $5 \times 1 = 5$ marks

Pronounce these words correctly:

- Late
- Minute
- Nose
- Attack
- Wanted

Ans: (a) W - R (Correct Answer: late **लेइट्**)

(b) W - R (Correct Answer: minute मीनिट्)

(c) W - R (Correct Answer: nose नउज्)

(d) W - R (Correct Answer: attack अट्याक्)

(e) W - R (Correct Answer: wanted वोन्टिड्)

4. Stress: 5 x 1 = 5 marks

In these words which syllable is spoken with the primary stress? Speak them out with the correct stress.

correct, advise, physician, misbehavior, apologize

Ans: serially W - R (Correct Answer: करेक्ट् stress on the second syllable)

W - R (Correct Answer: अड्भाइज् stress on the second syllable)

W - R (Correct Answer: फिजीसन् stress on the second syllable)

W - W (Correct Answer: मिस्बिहेबिअ stress on the first syllable)

W - W (Correct Answer: अपोलजाइज् stress on the first syllable)

5. Reduced Utterances (Spoken English): 2 x 1 = 2 marks

Speak out the underlined words with reduced utterances:

(a) I want to go.
parcel.

(b) Please keep an eye on my
parcel.

Ans: (a) W - R (Correct Answer: वोन्अ) (b) W - W (Correct Answer: कीपन्आइ)

6. Informal Colloquial Usage (Spoken English): 1 x 1 = 1 mark

Replace the underlined words with informal colloquial English:

(a) He is kind of tired now.

Ans: (a) W - W (Correct Answer: काइन्ड्अ)

7. Correct Spelling (Writing): 2 x 2 = 2 marks

Pick out and tick the word/words with the wrong spelling:

(a) behavior, behaviour, behaivor

(b) realize, reallize, realise

Ans: (a) R - R (Misspelt word : behaivor) (b) R - R (Misspelt word: reallize)

Full Marks: 26

Test Items: 26

Each sub question carried one mark except Question No. 2 in which the sub questions carried 2 marks each.

1. Grammar Points: 5 x 1 = 5 marks

2. Vocabulary Stock: 3 x 2 = 6 marks

3. Correct Pronunciation: 5 x 1 = 5 marks

4. Stress: 5 x 1 = 5 marks

5. Reduced Utterances: 2 x 1 = 2 marks

6. Informal Colloquial Usage: 1 x 1 = 1 mark

7. Spelling: 2 x 1 = 2 marks

Total marks = 26 Pass Marks = 10.4 (40%)

Appendix 2

Mini Text One:

1. Cool your heels till the bus comes =====

Situation: Two friends come hurriedly to the bus stand to catch a bus, but they find that the bus is late. The conversation goes on like this:

A: **Oh dear!** The bus is *late* today. We *came* hurriedly *thinking that* we might miss the bus. *Oh*, I feel **kind of** tired.

B: *You are right*. I'm *also* kind of tired. Don't worry. *Let's cool our heels* by the time the bus *comes*.

A: Yes, there is *no other choice*. Look, there is a tap *over* there. I **wanna** wash my **hand**. It's **a bit** dirty.

B: Be quick. The bus may come at any time.

A: I'll **be back in a** *minute*. **Keep an eye on** my bag. It's beside you.

B: OK, *go*, and come back soon.

(TG: Teachers are advised अड्भाइज्ङ् to *internalize* the new correct pronunciation before they give a *model* मोइल् reading of the mini text. At the same time, they are advised to go through the On-the-Spot Pronunciation प्रनान्सिएइशन् Clinic, and internalize the new pronunciations.)

☞ Read out the stressed *syllable* that has stress mark: (*ˈ*) before it, with more force.)

Word Meaning:

1. Oh dear = an expression used to show surprise or annoyance SYNONYMS: Dear me/Dear oh dear

2. Cool your heels = keep waiting 3. Kind of = somewhat

Note: 'Kind of ' is pronounced काइन्ड्अ and written 'kinda' in informal English.

4. Wanna वौन्अ = want to

Note: It is especially used in informal English.

5. Hand = the part below the wrist is our hand. The part above the wrist is called the fore arm.

(TG: Simply teaching that "hand" means xfy does not give clear concept of the word. The concept of xfy in Nepali is rather vague, so explain it clearly and show the real object: your hand.)

6. A bit = a little

7. Be back = come back

8. In a minute = very soon

9. Keep an eye on sth = watch sth

(TG: We can use Nepali if it helps to give clearer and better concept of any word/phrase, and at the same time, it saves our precious time.)

Exercise 1: Review: Show your reaction in the following situations using an appropriate expression. (TG: The teacher may explain the situation in Nepali in need.)

Hints: *cool your heels, kind of, oh dear*

Situations:

Situation A: Your brother will not come until he finishes digging, so be patient, and wait until he finishes his work. Why don't you ? Complete this sentence.

Ans: cool your heels

Situation B: You have seen a frog as big as a cat. Show your surprise.

..... What a big frog!

Ans: Oh dear

Situation C: He looks *somewhat* stupid. Rewrite this sentence replacing the word "somewhat". He looks stupid.

Ans: kind of

Exercise 2: On-the-spot Vocabulary Expansion: Mark the difference between "kind of " and "a kind of ".

Ans: Kind of = a little, A kind of = a type of

Exercise 3: On-the-spot Vocabulary Expansion: What's the difference between "in kind" and "in cash"?

Ans: In kind = exchange with goods, In cash = pay paper notes . The teacher uses both in sentences.

Exercise 4: On-the-spot Grammar Clinic: Pick out the verb which is in the Simple Past Tense.

Exercise 5: On-the-spot Grammar Clinic: Write the present (V1), past (V2) and past participle (V3) forms of the verb "come". Also use each form in a sentence.

Exercise 6: On-the-spot Grammar Clinic: What is the full form of "let's"?

Ans: Let us

Exercise 7: On-the-spot Grammar Clinic: Can you use the phrase "by the time" in your own sentence? Make a try by writing a sentence and then speaking.

Hints: Principal Clause (Imperative) + "By the time" Clause (Simple Present)

Iron your shirt by the time he comes out of the bathroom.

Principal Clause (Simple Future/Future Perfect) + "By the time" Clause (Simple Present)

Present)

By the time he gets here, we will finish the dinner/will have finished the dinner.

Principal Clause (Past Perfect/Simple Past/Past Modal) + "By the time" Clause (Simple Past)

By the time I got there, she had gone.

There was hardly any food left by the time we got home.

By the time she was eight, she could ride a bike.

Exercise 8: On-the-spot Pronunciation Clinic + Spelling Clinic:

(i) How is "kind of " pronounced in fast/connected speech? What is the alternative spelling of "kind of" in informal English?

Ans: Kind of = काइन्ड् अफ् , Informal spelling: **Kinda**

(ii) What is the full form of "wanna" ?

Ans: want to

(iii) What is the full form of "let's" ?

Ans: Let us

Exercise 9: On-the-spot Pronunciation Clinic: Pronounce these words correctly:

late लेइट्, of अब्, also ओल्सउ, comes काम्ज्, no नउ, other आदअ, choice चोइस्, over अउभ्अ, wanna वोन्अ, wash वोश्, I'll आइल्, minute मीनिट्, go up, keep an eye कीपन्आइ (Note: In fast spoken English, "an" is pronounced अन् or simply न, and joined to the preceding sound. The teacher gives example sentences.)

Exercise 10: On-the-spot Spelling Clinic: Mark the difference in the spelling and their meaning: "heel/heal", and use them each in a sentence.

Ans: Heel = ऐँडी, Heal = जख्म भरना, बिमारी से चंगा होना The teacher has to use these words in sentences.

Mini Text Two:

2. Dad kept cool =====

Yesterday there was an argument between my dad and a fat man. My dad flew into a rage when the fat man called him names. He wanted to punch the fat man on his nose but he didn't. He thought for a while and decided not to speak a word. He kept his cool and went away from that place. He didn't hit the man. He forgave the man. Today the man came to my father and apologized for his misbehavior. "For get and for give" is a good principle to be followed in our life. If you follow this principle, you can live in peace, and be free from stress. If you are relieved of stress, you can lead a healthy life because stress causes high blood pressure which is known as a silent killer. Stress also causes heart attack.

(TG: Teachers are advised अङ्माइज्ड् to internalize the new correct pronunciation before they give a model मोडल् reading of the mini text. At the same time, they are advised to go through the On-the-Spot Pronunciation प्रनान्सिएड्शन् Clinic, and internalize the new pronunciations.)

☞ Read out the stressed syllable that has stress mark: () before it, with more force.)

Word Meaning:

1. Argument = axz, an angry quarrel	4. Keep your cool = not to be angry even in a difficult situation
2. Fly into a rage = to be very angry, SYNONYM: fly into a temper	5. Apologize/apologise = beg pardon
2. Call somebody names = to use insulting words for somebody गाली देना	6. Punch = hit with the fist मारना
3. For a while = for some time	Note: We say "punch in the face" but "punch on the chin/nose".
	7. Follow a principle = सिद्धान्त अनुसरण करना

Exercise 1: Review: Rewrite these sentences replacing the underlined words with better ones.

Hints: fly into a rage, call somebody names, for a while, keep your cool.

Ramesh became very angry to hear her words.

She abused him but he didn't speak a word.

Could you wait for some time?

I called him names, but surprisingly, he didn't react angrily.

Exercise 2: Review: Tell the whole story out of memory, trying to use the expressions from the passage as far as possible.

Exercise 3: On-the-spot Vocabulary Expansion: What is the opposite of "keep your cool". Use the opposite expression in a sentence.

Ans: lose your cool

Exercise 4: On-the-spot Vocabulary Development: Substitute the word 'rage' in the phrase "fly into a rage" to give the same meaning.

Ans: fly into a temper

Exercise 5: On-the-spot Grammar Clinic: What's the difference between "call somebody's name" and "call somebody names"?

Ans: Call somebody's name means to say "Ram, Gita, etc."

Call somebody names = गाली देना, for example, to say: "You, rascal."

Exercise 6: On-the-spot Grammar Clinic: Underline all the verbs in the mini text used in the Simple Past Tense.

Exercise 7: On-the-spot Grammar Clinic: Write the past (V2) and past participle (V3) forms of the verb "hit".

Exercise 8: On-the-spot Grammar Clinic: "Didn't hit" – Why is the verb in this expression in the simple past tense?

Ans: Because the auxiliary verb "did" is used in the simple past tense.

Exercise 9: On-the-spot Grammar Clinic: In the first sentence in the mini text, you see "Yesterday there was an argument between my father and a fat man. Why does this "a fat man" become "the fat man" in the second sentence?

Ans: When a noun preceded by the article "a" is repeated, we use "the" with that noun when it is repeatedly used.

Exercise 10: On-the-spot Grammar Clinic: Think about four other similar verbs as "hit" which don't change in the past and past participle forms. Write them in all the three forms: present (V1), past (V2) and past participle (V3).

Ans: Cut – Cut – Cut, Put – Put – Put, Shut – Shut – Shut, Hurt – Hurt – Hurt,

Exercise 11: On-the-spot Spelling Clinic: What's the difference between the spellings "behavior/ behaviour" and "misbehavior / misbehavior"?

Ans: Both spellings are correct. The first one is the American spelling, and the second one is the British spelling.

Exercise 12: On-the-spot Pronunciation Clinic: Pronounce these words correctly: apologize अपोल जाइज्, was वोज्, argument आगुमन्ट्, father फादअ (When we say km sound in English, we touch the lower lip with the upper teeth), decided डिसाइडिडि (-ed is pronounced इड् after two sounds: ट् and ड्), nose नउज्.

Exercise 13: On-the-spot Spelling Clinic: Which spelling is correct: apologize or apologise? Justify your answer.

Ans: Both are correct. The first one is the American spelling, and the second one is the British spelling.

Mini Text Three:

3. Walk your dog on a lead =====

Every day in the evening I take my dog out to **walk him** *in the street*. I always **walk** my dog **on a lead**. The dog **excretes** in the street and gets some exercise. Once two street dogs tried to attack him. They **growled** at him angrily. My dog wasn't **scared** of them. He growled back at them and wanted to fight them, but I **shooed** the street dogs away and **went ahead** with my dog. My dog is very **dear** to me. When ever I come back home, he **wags** his tail at me, and tries to **lick** my mouth to show his love.

(TG: Teachers are advised to internalize the new correct pronunciation before they give a model reading of the mini text. At the same time, they are advised to go through the On-the-Spot Pronunciation Clinic, and internalize the new pronunciations.)

☞ Read out the stressed syllable that has stress mark: (ˈ) before it, with more force.)

1. dog on a lead = जंजीर से बाँधा कुत्ता
2. Excrete = to pass waste matter from body
3. Growl = (of dogs) to produce a low, angry and threatening sound
4. Shoo = to produce the sound "shoo" to make an animal go away

Exercise 1: Review: Use the following words/phrases sensibly in your own sentences:
scare of, dear to, growl, go ahead, shoo, lick.

Exercise 2: Review: What happened when the author took his dog to walk him in the street? Tell the story out of memory, using the expressions from the passage as far as possible.

Exercise 3: On-the-spot Vocabulary Expansion: Mark the difference in meaning of the underlined words. Use those words in your own sentences.

A dog wags its tail. We wave our hand to somebody. We shake a bottle before using its medicine.

Exercise 4: On-the-spot Vocabulary Expansion: What's the difference between "lick", "suck" and "lap"? Use each word in your own sentences sensibly.

Ans: Lick = चाटना, Suck = चुसना, Lap = जिभ से लपल्पाकर पीना The teacher uses these words in sentences.

Exercise 5: On-the-spot Grammar Clinic: Mark the difference between the meaning of "walk" in these two sentences.

I walk in the morning. I walk my dog in the evening.

Ans: The "walk" in the first sentence is an intransitive verb. The "walk" in the second sentence is a transitive verb with its object: my dog. Some verbs can be used in both ways: transitively and intransitively.

Exercise 6: On-the-spot Grammar Clinic: What is the noun form of "excrete"?

Ans: Excretion

Exercise 7: On-the-spot Grammar Clinic: When the dog is not *loose*, it is *on a lead*. What do you mean by "*in the lead*"? Use it in a sentence.

Ans: The Nepali Congress is *in the lead* so far by 200 votes.

Exercise 8: On-the-spot Grammar Clinic: Think of the situations when these two: "come" and "come back" are used appropriately.

Ans: Come = आना , Come back = लौटकर आना that means you move towards a place, walk some distance, and before reaching your destination, you come to the same place where you started your journey from. **Note:** We can use either "come back" or "return" in that situation, but it's wrong to say/write "return back".

Exercise 9: On-the-spot Grammar Clinic: What's the difference between "in the street" and "on the street"?

Ans: In the street " is a British usage, and "on the street" is an American usage. Both are right.

Exercise 10: On-the-spot Grammar Clinic: Find out the errors in these sentences and rewrite them *correctly*. Then write similar other sentences of your own either in positive or negative forms.

(a) I'm scared with dogs.

(b) My hometown is very dear for me.

Ans: scared of, dear to

Exercise 11: On-the-spot Pronunciation Clinic: Pronounce these words correctly: walk, attack, wanted, away, wags, tail, show.

walk वोक् not बक्, attack अट्याक् not एट्याक्, wanted वॉन्टिड् not बन्टिड्, away अवेड् not अवे, wags व्याग्ज् not ब्याग्स्, tail टेइल् not टेल्, show शउ not सउ, शौ, सो.

Mini Text Four:

4. A nasty cough =====

Mr Thapa has **caught a cold** and a cough for a week. He **sniffles** because of colds. He has got a **nasty cough** too. He frequently needs to clear his throat and spit out **phlegm**. He also needs to **blow his nose** as his **nose is runny**. For this purpose he needs to go to the **wash-basin**, but it's difficult to go to the wash-basin **time and again**. That's why he has kept a **bed-pan** just near his bed for his **convenience**.

His father advised him to *get him checked* as soon as possible, so he *is going to see* a physician tomorrow, but there is one problem. All the buses on this route are *on strike*. He says he *will go* on a bike.

(**TG:** Teachers are advised to internalize the new correct pronunciation before they give a model reading of the mini text. At the same time, they are advised to go through the On-the-Spot Pronunciation Clinic, and internalize the new pronunciations.)

☞ Read out the stressed syllable that has stress mark: (ˈ) before it, with more force.)

Word Meaning:

1. Catch a cold = get an illness in which you sneeze and you have a runny nose सर्दी लगना SYNONYMS: catch colds/get a cold	4. Phlegm = the thick sticky substance formed in the throat and nose because of कफ
2. Sniffle = breathe in noisily because of cold	5. Time and again = again and again
3. Nasty cough = bad cough	6. Convenience = easy and suitable to use = सुबिधा



wash basin



bed pan

Exercise 1: Review: Think of new situations and use these phrases appropriately in your own sentences:

catch a cold, runny nose, time and again, on strike, blow your nose

Exercise 2: On-the-spot Vocabulary Expansion: What is the adjective of "convenience"? Use it in a sentence.

Ans: Convenient: I will see you at a *convenient* time. It is *convenient* to pay by check.

Exercise 3: On-the-spot Vocabulary Expansion: Look at the pictures below. What is the difference in their use?



basin/wash-basin



sink with draining board

Ans: A basin/wash-basin is used for washing hands and mouth. A sink is used for cleaning pots and pans. The draining board attached to the sink is for putting pots after cleaning until the water drains away into the sink.

Exercise 4: On-the-spot Grammar Clinic: What are the past and past participle forms of "blow"? Use them each in sentences.

Ans: Blow - Blew - Blown .

Exercise 7: On-the-spot Grammar Clinic: Can you use the phrase "by the time" in your own sentence? Make a try by writing a sentence and then speaking it out .

Hints: Principal Clause (Imperative) + "By the time" Clause (Simple Future)

Principal Clause (Simple Present) + "By the time" Clause (Simple Future)

Principal Clause (Past Perfect) + "By the time" Clause (Simple Past)

Exercise 8: On-the-spot Pronunciation clinic + Spelling Clinic: How is "kind of " pronounced in fast speech? What is the alternative spelling of "kind of" in informal English?

Ans: It is pronounced काइन्ड्अ , Informal spelling is = kinda

Exercise 9: On-the-spot Pronunciation Clinic: Pronounce these words correctly: Late लेइट्, of अब्, also ओल्सउ, comes काम्ज्, no नउ , other आद्अ, choice चोइस्, caught कोट्, cold

Nepal Journal of Multidisciplinary Research (NJMR)

Vol. 4, No. 2, June 2021. Pages: 67-84

ISSN: 2645-8470 (Print), ISSN: 2705-4691 (Online)

DOI: <https://doi.org/10.3126/njmr.v4i2.39023>

कउल्ड्, nasty नास्टि / न्यास्टि , ३ frequently फ्रीक्वन्टलि , phlegm फलेम्, blow ब्लउ ,
nose नउज्, con३venience

कन्भीनिअन्स, ad३vise अड्भाइज् , phy३sician फिजीशन् , to३morrow टमोरउ.

Exercise 10: On-the-spot Spelling Clinic: Mark the difference in the spelling: "heel/heal" , and use them each in a sentence.

Ans: Your *heel* ँडी is cracked. Use this medicine. It will *heal* चंगा करना your cracked heel.

THE END