APPENDICES

I. Read the statement and tick in the appropriate column

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<th>Yes</th>
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<td>1. I am able to recognize the difference in sounds in (P) as in pot and (B) as in bought</td>
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<td>2. I am able to build words using the phonetic symbols given.</td>
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<td>3. I am able to understand a passage when Z read.</td>
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<td>4. I am able to understand the important line in the passage</td>
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<td>5. I am able to understand when I came across new words.</td>
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6. I am able to answer Comprehension Questions in exams.

7. I am able to understand what the author is trying to say.

8. I am able to give answers on my own.

9. I am able to understand the grammar portion in a comprehension.

10. I am able to eliminate all important lines in the passage.

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II. Pick out from the brackets one word which has the same meaning as the word in capital letters.

A

1. KIND (Helpful, soft, rude)
2. HUGE (Massive, big, tiny)
3. CLEVER (intelligent, dull, good)

B. Fill in the blanks with the given words.

(taught, thought)

1. The teacher _____________ us the sum.
2. He _________________ I was not going to come.

C. Write down a similar word from the bracket

a. The class was “noisy” (loud, calm, quiet)
b. The table was :beautiful” (very nice, not good, pretty good)
c. He is a “contended” person (enough, more than enough, not enough)

D. Give the opposites of

a) successful b) dispersible

III. Read the following carefully and then answer the questions.

There are three houses near the sea. I live in one of them with my family of 4 people. The second house is occupied by an old lady who lives alone and the third one two students are living.

1. How can the lady in the next house be described.

   (young, old, dead)

2. Who was staying with the old lady.
3. The third house occupied by (two, three, four people)
4. who was staying alone?
5. How many houses are there?

IV. Questionnaire for teachers on the application of Reading comprehension level.
1. Do the pupils know the meaning of words in spoken contexts?
   a) Do they know some words have more than one meaning?
   b) Do they know that words may change their functions?
2. Do the pupils know the meaning of words in context?
   c) Meanings of group of words
   d) Meanings in a sentence
   e) Meanings in a given paragraph
3. Can they find the main idea in given paragraph?
   a) Are they able to link additional to main idea?
   b) Can they summarize a paragraph in their own words?
   c) Can they arrange the details and ideas in an order that makes sense?
4. Can they identify the important words in passage?
5. Can the students read between the lines of print?
a) Can they arrive at conclusions?

b) Can they appreciate the feelings or mood of the passage?

c) Can they relate to events or the people to happenings in their own lives?

6. Are they able to appreciate the authors view?

   a) Are they able to follow the writers argument /Are they able to use previous experiences to help make decisions about the reading material?

V. Questionnaire for teachers on the application of Meta-linguistic awareness on R. C.

1. Why are some students according to you become good readers.

2. In our class are the children able to retain what they read.

3. In your opinion is conditioning an important factor in learning English.

4. Are your students able to differentiate the different sounds in the affixes of words.

5. Does your students give a proper word for the given phrases.

6. Does your students find it easy to use a proper vocabulary for any content given.

7. Are your students able to identify the pronunciation difficulties.

8. Are your students able to give alternate words for the given objects.

9. Does your students enjoy finding out the words with the same spelling and different meanings.

10. Does your students enthusiastically frame works for the sounds given.