Appendices
Appendix 1 A

Informal Interviews with the Learners-Questions

Interview 1

1. What is your name?
2. Do you like to learn English?
3. Why do you want to learn English?
4. How is English important for your future career?
5. Do you study English at home every day?
6. What do you think is very difficult for you in English language learning?
7. Do you take tuitions/attend any coaching classes for learning English?
8. Does anybody help you in learning English other than your teacher(s)?
9. Does your English Teacher use English all the time?
10. Why are you not able to read and write English properly?

Interview 2

11. Which language thing or item do you think is necessary for good listening, speaking, reading or writing?
12. What do you like to do to help you discover/know the meanings of English vocabulary, especially when in class or outside class?
13. What do you like to do to help you retain/remember the newly-learned English vocabulary, especially when in class/outside class?
14. Do you take/make notes in your English classroom?
15. When you see a new word while reading something, what do you do to understand?
16. Do you think that English dictionary is a good learning resource? Why?
17. Do you read anything other than your English textbook?
18. What do you want me to expand/improve your English vocabulary?
19. How do you want to learn English?
20. How do you develop a variety of techniques/strategy for your vocabulary learning?
Appendix 1 B
Informal Interviews with the Teachers-Questions

1. Could you please introduce yourself?
2. What are your educational qualifications?
3. How long have you been teaching English at this school?
4. How do you consider teaching English at High School level? You may choose options.
   a) content subject  b) skill-oriented subject  c) process-oriented  d) product-oriented
5. What do you think are the most important elements in teaching English to your students?
6. What are your students’ English language needs?
7. How do you teach new words/vocabulary items while dealing with a reading lesson?
8. How do your students deal with unknown/unfamiliar words when they read on their own?
9. Do you teach vocabulary present in the text before the lesson/during the lesson/after the lesson?
10. Do you follow any strategies in the classroom while dealing with vocabulary component?
11. Can your students learn and use English words meaningfully when needed?
12. Can your students use a dictionary independently?
13. Have you undergone any training programme in the teaching of English?
Appendix 2

Learners’ Questionnaire

Section A:

Name: 
Class: 
Gender: 
Mother Tongue: 
Age: 
Section: 
Medium: 
Village: 
Mandal: 
District: 

Section B

1. Is your Father literate?
   Yes ( ) No ( ). If yes, Father’s Education

2. Is your mother literate?
   Yes ( ) No ( ). If yes, Mother’s Education

3. Father’s occupation: 

4. Mother’s Education: 

5. Language (s) known:
   1. Name of the language:
      i) Reading (with understanding) ii) Writing iii) speaking
   2. Name of the language:
      i) Reading (with understanding) ii) Writing iii) speaking
   3. Name of the language:
      i) Reading (with understanding) ii) Writing iii) speaking
Section C

1. Age at which you started learning English:
   4 5 6 7 8 9 10 11 12 13 (tick the number)

2. Class in which you started learning English:
   1 2 3 4 5 6 7 8 9

3. a) Do you read books other than textbooks in English? Tick your response in given brackets
   - Newspapers: Very often ( ), sometimes ( ), Never ( )
   - Storybooks: Very often ( ), sometimes ( ), Never ( )
   - Magazines: Very often ( ), sometimes ( ), Never ( )

   b) Do you try to learn words while reading any piece of text?
   Always ( ), Very often ( ), sometimes ( ), Never ( )

4. Do you listen to English news on radio or any other device?
   Very often ( ), sometimes ( ), Never ( )

5. Do you watch English movies on T.V?
   Very often ( ), sometimes ( ), Never ( )

6. Can you speak/write your ideas and thoughts in English?
   Yes ( ), No ( )

   If No is your response, what do you mainly need to be able to do so? Justify your answer.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
7. Do you enjoy learning and remembering words?

Yes ( ) No ( )

If No is your response, what makes you say so? Tick one of the following options
a) So many words to learn ( ) b) no interest ( ) c) do not know easy ways to learn ( )

8. Tick whatever is relevant to the statements given below.

I cannot use English because of the following reasons:
- do not know enough words and phrases ( )
- do not know its minimal grammar ( )
- do not get chances/opportunities ( )

9. Identify from the following, the important areas in which you need training to gain confidence in learning and using English language. Tick whatever is relevant to you.

1) in learning large lists of words ( )
2) in using an English dictionary ( )
3) in simple ways to learn words (vocabulary learning strategies) and use them in speaking or writing ( )
4) in remembering and using learnt words whenever needed ( )

10. What is your general opinion about learning English language?

very easy ( ) easy ( ) difficult ( ) very difficult ( )
Appendix 3

Pre-test: Vocabulary Size Test

(Paul Nation’s Productive levels test: version A-Slightly adapted)

THE 2000-WORD LEVEL

I.Complete the following blanks. The first one has been done for you.

He was riding a bicycle.

1. I'm glad we had this opp_________ to talk.

2. There are a doz______ eggs in the basket.

3. Every working person must pay income t_____.

4. The pirates buried the trea_______ on a desert island.

5. Her beauty and cha_______ had a powerful effect on men.

6. La______ of rain led to a shortage of water in the city.

7. He takes cr______ and sugar in his coffee.

8. The rich man died and left all his we______ to his son.

9. Pup_______ must hand in their papers by the end of the week.

10. This sweater is too tight. It needs to be stret____.

11. Latha intro_______ her friend to her mother.

12. Teenagers often adm____ and worship film stars.

13. If you blow up that balloon any more it will bur______.

14. In order to be accepted into the college, he has to impr______ his grades.

15. The telegram was deli_______ two hours after it had been sent.

16. The differences were so sl_______ that they went unnoticed.

17. The dress you're wearing is lov_______.

18. He wasn't very popu______ when he was a teenager, but he has many friends now.
II. Observe the picture given below. Prepare a list of 15 words and write a small paragraph about the picture.

Words:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
III. Look at the picture given below. Write the meaning of words that you know well. Make an attempt to guess the meanings of those unknown words from the context (‘how to achieve success’).

7 secrets of Success...

I found the answers in my room.

Roof said: Aim high
Fan said: Be cool
Clock said: Every min. is precious
Mirror said: Reflect before you act
Window said: See the world
Calendar said: Be up-to-date
Door said: Push hard to achieve ur goals.

words known and their meanings:  words unknown and their meanings:
Appendix 4:

Pre-survey: Vocabulary Learning Strategy Questionnaire (VLSQ)

How aware are you of Vocabulary Learning Strategies?

I request you to answer the following questions concerning the Vocabulary Learning Strategies (VLSs). Your responses are important as they help me design an intervention programme on promoting vocabulary learning through strategy training. This is prepared by me, Nagendra, a researcher in the school of ELE (English Language Education), EFL University, Hyderabad. Learning strategies here refer to the methods by which you learn, understand and acquire various words or vocabulary. I would like to know how or in what ways you do learn and develop word knowledge or vocabulary knowledge for both communication and academic (study) purposes. If you feel difficulty and do not understand the questionnaire, please feel free to ask me for any doubt and clarification. Thank for your cooperation and giving time.

Student’s name:
School name:
Class:
Age:

Medium of Instruction:
Mother Tongue:
Languages known:

What to do now? The following are some of the ways of learning words and developing vocabulary knowledge. Read the statements carefully and tick the response that describes how you acquire/learn words. Your responses will also inform how often you use them while learning English language.

1. I ask my teacher for translation of a word in mother tongue.
   Never  sometimes  Most often  always

2. I try to guess a word’s meaning from context.
   Never  sometimes  Most often  always
3. I learn words thorough pair work (with my classmates).
   Never    sometimes   Most often   always

4. I use a bilingual (English to Mother tongue or mother tongue to English) dictionary.
   Never    regularly   sometimes   always

5. I use a monolingual (English to English) dictionary.
   Never    sometimes   Most often   always

6. I explain the meaning of a word in simple way in my mother tongue.
   Never    sometimes   Most often   always

7. I explain the meaning of a word in English.
   Never    sometimes   Most often   always

8. I make / take a note of words in class.
   Never    sometimes   Most often   always

9. I make word cards/flash cards.
   Never    sometimes   Most often   always

10. I keep a separate vocabulary notebook.
    Never    sometimes   Most often   always

11. I use new words in a sentence in order to remember them.
    Never    sometimes   Most often   always

12. I create mental images of words.
    Never    sometimes   Most often   always

13. I refer to vocabulary (‘learning words section’) component in my textbook.
    Never    sometimes   Most often   always
Learners' Questionnaire

Section A:

Name: \text{Enlavene}
Class: \text{III Blass}
Gender: \text{Male}
Mother Tongue: \text{Tekugu}
Age: 14 years
Section: A
Medium: \text{English}
Village: \text{Kanokon}
Mandal: \text{Sattin}
District: \text{Andhra Pradesh}

Section B

1. Is your Father literate?
   Yes ( )  No (✓). If yes, Father’s Education ____________________________

2. Is your mother literate?
   Yes ( )  No (✓). If yes, Mother’s Education ____________________________

3. Father’s occupation: \text{Housewife}

4. Mother’s Education: \text{Housewife}

5. Language(s) known: \text{Tekugu}
   1. Name of the language:
      i) \text{Reading (with understanding)}  ii) \text{Writing}  iii) \text{Speaking}
   2. Name of the language: \text{Kanada}
      i) \text{Reading (with understanding)}  ii) \text{Writing}  iii) \text{Speaking}
   3. Name of the language:
      i) \text{Reading (with understanding)}  ii) \text{Writing}  iii) \text{Speaking}
Section C

1. Age at which you started learning English:
   4 5 6 7 8 9 10 11 12 13 (tick the number)

2. Class in which you started learning English:
   1 2 3 4 5 6 7 8 9

3. Do you read books other than textbooks in English? Tick your response in given brackets
   - Newspapers: Very often ( ) sometimes ( ) Never (√)
   - Storybooks: Very often ( ) sometimes ( ) Never (√)
   - Magazines: Very often ( ) sometimes ( ) Never (√)

4. Do you listen to English news on radio or any other device?
   Very often ( ) sometimes ( ) Never (√)

5. Do you watch English movies on T.V.?
   Very often ( ) sometimes ( ) Never (√)

6. Can you say/write what you want to say/write in English?
   Yes ( ) No (√)

   If No is your response, what do you mainly need to be able to do so? Justify your answer.
   [No work]

7. Do you try to learn words while reading any piece of text?
   Always ( ) Very often ( ) sometimes ( ) Never (√)

8. Do you enjoy learning and remembering words?
   Yes ( ) No (√)

   If No is your response, what makes you say so? tick one of the following options
   a) So many words to learn (√)  b) no interest ( )  c) do not know easy ways to learn (√)
Vocabulary Size Test
(Paul Nation’s Productive levels test: version A Slightly adapted)

THE 2000-WORD LEVEL

1. Complete the following blanks. The first one has been done for you.
   He was riding a bicycle.
   1. I'm glad we had this opp___ to talk. x
   2. There are a doz____ eggs in the basket. x
   3. Every working person must pay income tax. x
   4. The pirates buried the treasure on a desert island. x
   5. Her beauty and char____ had a powerful effect on men. x
   6. Lack of rain led to a shortage of water in the city. x
   7. He takes croc____ and sugar in his coffee. x
   8. The rich man died and left all his wea__ to his son. x
   9. Pupils must hand in their papers by the end of the week. x
   10. This sweater is too tight. It needs to be stretc___ . x
   11. Latha introduced her friend to her mother. x
   12. Teenagers often admire_____ and worship film stars. x
   13. If you blow that balloon any more it will bur____. x
   14. In order to be accepted into the college, he has to improve his grades. x
   15. The telegram was deli____ two hours after it had been sent. x
   16. The differences were so sl____ that they went unnoticed. x
   17. The dress you're wearing is love____. x
   18. He wasn't very popular when he was a teenager, but he has many friends now.
II. Observe the picture given below. Prepare a list of 15 words and write a small paragraph about the picture.

**OLD AGE HOME**

Words: Plants, Bench, cot, cycle, blindman, flower, bed, grandfather

Girl is a sick in sitting
Girl also a glass give
Boy give in fruit
One person is going to hospital
Treatment the doctor
III. Look at the picture given below. Write the meaning of words that you know well. Make an attempt to guess the meanings of those unknown words from the context ("how to achieve success").

![Picture with words]

**Words known and their meanings:**

- cool: a cool place
- clock: a clock
- mirror: a mirror
- window: my house window
- calendar: a monthly week

**Words unknown and their meanings:**

- precious
- reflect
- achieve
- before
- him
- goals
- said
Appendix 4:

Pre-survey: Vocabulary Learning Strategy Questionnaire (VLSQ)

How aware are you of Vocabulary Learning Strategies?

I request you to answer the following questions concerning the Vocabulary Learning Strategies (VLSs). Your responses are important as they help me design an intervention programme on promoting vocabulary learning through strategy training. This is prepared by me, Nagendra, a researcher in the school of ELE (English Language Education), EFL University, Hyderabad. Learning strategies here refer to the methods by which you learn, understand and acquire various words or vocabulary. I would like to know how or in what ways you do learn and develop word knowledge or vocabulary knowledge for both communication and academic (study) purposes. If you feel difficulty and do not understand the questionnaire, please feel free to ask me for any doubt and clarification. Thank for your cooperation and giving time.

Student’s name: C. Naveen

School name: ZPH school

Class: IX class

Age: 

Medium of Instruction: English medium

Mother Tongue: Telugu

Languages known: Kannada

What to do now? The following are some of the ways of learning words and developing vocabulary knowledge. Read the statements carefully and tick the response that describes how you acquire/learn words. Your responses will also inform how often you use them while learning English language.

1. I ask my teacher for translation of a word in mother tongue.

Never  sometimes  Most often  always

Never
2. I try to guess a word's meaning from context.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

3. I learn words through pair work (with classmates).
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

4. I use a bilingual (English to Mother tongue or mother tongue to English) dictionary.
   \( \begin{array}{cccc}
   \text{Never} & \text{regularly} & \text{sometimes} & \text{always} \\
   \end{array} \)

5. I use a monolingual (English to English) dictionary.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

6. I explain the meaning of a word in simple way in my mother tongue.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

7. I explain the meaning of a word in English.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

8. I make/take a note of words in class.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

9. I make word cards/flash cards.
   \( \begin{array}{cccc}
   \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
   \end{array} \)

10. I keep a separate vocabulary notebook.
    \( \begin{array}{cccc}
    \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
    \end{array} \)

11. I use new words in a sentence in order to remember them.
    \( \begin{array}{cccc}
    \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
    \end{array} \)

12. I create mental images of words.
    \( \begin{array}{cccc}
    \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
    \end{array} \)

13. I refer to vocabulary (‘Learning words section’) component in my textbook.
    \( \begin{array}{cccc}
    \text{Never} & \text{sometimes} & \text{Most often} & \text{always} \\
    \end{array} \)
Appendix 5

Materials Used In the Intervention Programme

Dictionary Activities

6.12 Name cards

<table>
<thead>
<tr>
<th>Aim</th>
<th>Vocabulary building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Adjectives</td>
</tr>
<tr>
<td>Age</td>
<td>Teenagers</td>
</tr>
<tr>
<td>Level</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Time</td>
<td>10–15 minutes</td>
</tr>
<tr>
<td>Preparation</td>
<td>You will need rectangular sheets of card, one for each student.</td>
</tr>
</tbody>
</table>

Procedure
1. Give each student a sheet of card.
2. Ask them to fold it in half.
3. Ask them to write the name of a friend or relative (preferably a short name) vertically down the left side of the card.

![Folded card example]

4. Ask them to use their dictionaries to find adjectives (or intensifiers + adjectives – see example) beginning with each letter of the name.

![Example cards]

Magic
Adorable
Really kind
Independent
Amazing
**Task.** Read the following text and name the parts of speech/word categories/classifiers used in this text.

Wow! What a match I saw yesterday? The last ball needed six runs to win the match with Australia. And, can you guess who must have stolen the show? And he is none other than Mr. Mahindra Singh Dhoni. As soon as Johnson bowled the ball, Dhoni hit it as sixer and made India won the match. All Audience in the stadium stood and clapped loudly on his great performance.

Questions for Interaction:

12. What do you mean by parts speech?
13. Could you name a few parts speech?
14. Why should we try to know them?

**Now, let us know what each part of speech does mean?**

*Observe the following picture and understand definitions of different parts of speech*
Note: Articles such as a/an/the come under the category of determiners which will also include quantifiers, demonstrative adjectives, and possessive adjectives. In terms of functions of words, name of the categories assume different names. Please do not bother about these labels……

Task 5

Observe the words given below carefully.

Look, looks, looking, looked

Play, player, replay, playful

Beauty, beautiful, beautify

Appear, disappear, reappear, appearance

Questions for interaction?

8. What do you observe in the list1?
9. What do you observe in the list2?
10. What differences do you find between the two?
11. Do they belong to same family? What do we call these words?
12. What do you mean by affixation?
13. What are prefixes and suffixes?

Task

Read the following conversations and observe the words underlined

Kiran: Hi Ramu, how are you?

Ramu: Hi, Kiran, I am over the moon? My exams got over. You too seem to be the same.

Kiran: Yes, me too, I am full of the joys spring? Because I will set out for home town soon.

Ramu: What brings you here?

Kiran: Well, I have to do shopping for Pongal festival? I want to buy some brand-new clothes.

Ramu: That’s a nice idea. I too will join in. Before that, Shall we chat over some strong coffee?

Kiran: Sure, let’s go.
Questions for interaction:

6. What do you think about the words underlined?
7. What happens if you remove any word from the underlined words?
8. Do they carry any specific meaning as a whole word or not?
9. What do we call these words?
10. Why do we need to be aware of these words?

Task

Read the following and answer the questions that follow.

1. Be proactive, 2. Put the first things first, 3. be up to the mark, 4. sharpen the saw, 5. stay focused on the process and product, 6. think win-win and 7. synergise

Questions for interaction?

1. What do these group of words convey?
2. Do you understand the meaning being conveyed?
3. How do you try to know the meanings of these types of words?

Task: Look the pictures-'ABC of happy life’ and ‘how to determine if an egg is fresh’
Questions for interaction:

1. How many words do you know?
2. What will do with the words not known to you?
3. If I ask you not to refer to dictionary, then how do you try to understand?
4. What clues do we get to guess from the context?
Task: Look at the picture containing information about the word ‘LOOK’

Questions for interaction:

1. How to understand phrasal verbs?

2. How to frame sentences on your own based on a definition?
Task:

Look at the sample vocabulary notebook table and create one on your own.

Task: Look at the group of words given in the picture.
Questions for interaction:

1. What does the picture talk about?
2. How are the ideas presented?
3. How to expand an idea?
4. Could you add some more words to the list?
Task 13.

*Shall we know what a word does involve?*
A Routine for Vocabulary and Concept Development

V

VERIFY the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

O

ORGANIZE the vocabulary words into a diagram which shows the relationship of the words to each other as you understand them in context of what is being learned.

C

COMMUNICATE your reasoning and share your diagram with a partner and visa versa.

A

ASSESS the diagrams; discuss sameness and differences; compare to the teacher’s point of view, then ADJUST your diagram with helpful ideas from your partner.

B

BUILD your understanding with self-testing; EXPAND your diagram with new/related words.
2 Keeping a vocabulary notebook

A Organising your notebook
Give each page or double page a title, e.g. sport, education, phrasal verbs, etc. Then, as you learn new words, record each one on a suitable page. You could also have a general index in the back of your book, with a space for each letter. Then, as you learn new words, you enter them alphabetically with the title of the topic in brackets.

B What do I need to record?
These things are important but you won't need to record all of them for every word.

<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>a translation</td>
<td>lembrar = to remember (Portuguese)</td>
</tr>
<tr>
<td></td>
<td>b definition/explanation</td>
<td>A pond is an area of water smaller than a lake.</td>
</tr>
<tr>
<td></td>
<td>c synonym or opposite</td>
<td>awful (= terrible); ugly (= beautiful)</td>
</tr>
<tr>
<td></td>
<td>d picture</td>
<td>saucepan</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>e example sentences</td>
<td>My hands were cold so I put on my gloves. ache (æk/)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ache (like 'make')</td>
</tr>
<tr>
<td>Part of speech</td>
<td>phonetic symbols</td>
<td>gloves (n); remember (v); careful (adj), ache (n, v)</td>
</tr>
<tr>
<td>Grammar</td>
<td>f example sentence</td>
<td>enjoy + -ing form; I enjoy going to parties. weather (U): We had lovely weather in Italy.</td>
</tr>
<tr>
<td>Common partners</td>
<td>g phrase or sentence</td>
<td>make a mistake; make a decision; make a mess</td>
</tr>
<tr>
<td>Special style</td>
<td>h make a note</td>
<td>purchase [paʃʊtʃ]; kids [kɪdz]</td>
</tr>
</tbody>
</table>

Note: You won't learn everything about a word when you first record it, so always leave space in your notebook, then you can come back and add more information later.

C Organising words on the page
Certain words often appear together (common partners), so it is a good idea to record them together, and not just write lists of words on their own. You can do this in different ways:

1. Don’t pronounce the 'w' in 'wrist' or the 'l' in 'thumb'.
2. A decision to take a shower or a photograph.
3. A smile (s a): She smiled at me yesterday. He gave me a big smile. She’s got a lovely smile.
4. Rising slowly, rising sharply, falling slowly, falling sharply.

Note: Both verbs are irregular: rise/rise/risen; fall/fall/fallen
Using a dictionary

A. What dictionaries do I need?

If possible, you should buy two dictionaries: a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is quicker and easier for you to understand; the English–English dictionary may give you more information about a word or phrase, and it is also a good idea for you to work in English as much as possible. Here are some current recommended English–English dictionaries:

Large dictionaries
- Cambridge International Dictionary of English
- Longman Dictionary of Contemporary English
- Collins Cobuild English Dictionary

Medium-sized dictionaries
- Collins Cobuild Essential Dictionary
- Oxford Wordpower Dictionary
- Longman Active Study Dictionary
- Oxford Advanced Learner’s Dictionary

B. What information does a dictionary give me?

- the meaning, e.g. homesick = unhappy when you are away from home for a long time
- the pronunciation, e.g. chaos [kəʊʃəs], dreadful [ˈdredfl], island [ˈaɪlənd]
- the part of speech, e.g. dirty adj (= adjective), lose v (= verb), law n (= noun)
- any special grammatical features, e.g. advice (U) (= uncountable)
- common collocations (word partners), e.g. you do homework [not you make homework]
- example phrases or sentences, e.g. It was such a big menu, I didn’t know what to choose.
- opposite (where they exist), e.g. polite (= impolite/rude)

Note: In most English–English dictionaries for foreign learners, collocations are usually shown in bold or italics, or they are included in the examples given after the definition.

C. How should I use my dictionary?

Here are some ideas to help you.

- When you look up a word, put a ✓ next to it. Each time you return to a page with a ✓ look at it quickly to check that you remember the word.
- If you see an English word in a text, first try to guess the meaning, and carry on reading to see if your guess seems correct. Use your dictionary to check the meaning.
- If you look up a word in a bilingual dictionary and get several different words in your own language, look up the word in your monolingual dictionary. This should help you to decide which word in your own language is the nearest translation in this context.
- Remember that many words have more than one meaning, and the first meaning in the dictionary is not always the one you want. Read through the different meanings.
Dictionary skills quiz

1. Put the words in each row in alphabetical order:
   a) handy hard hand heat heart
   b) photography photographic photograph photographer photogenic
   c) shoulder school scholar should solid
   d) strange study student studious stranger
   e) gorilla great grand gorgeous group

2. All of these words are parts of the body (nouns). Which of the words are also verbs?
   arm head leg eye stomach hand toe thumb
Finding the word information in the dictionary is given in entries, arranged in alphabetical order of headwords. Compound words are in separate entries, also arranged alphabetically.

**book binder**

noun

a person whose job is fastening the pages of books together and putting covers on them.

**bookbinding**

noun [U]

bookcase

noun

a piece of furniture with shelves for keeping books on it.

**book club**

noun

1. an organization that sells books cheaply to its members

| VISUAL VOCAB PAGE V18 |

Some headwords can have more than one part of speech.

There are also some words in English that have more than one possible spelling, and both spellings are acceptable. Information about these words is given at the most frequent spelling.

The small homonym number shows that this is the first of two headwords spelled gifl.

The variant spelling is·ter [pl.] the posts and rail which you can hold on to when going up or down stairs: to hold on to the banister.

There are also some words that are derivatives of other words but do not have their own entry in the dictionary because they can be easily understood from the meaning of the word from which they are derived (the root word). They are given in the same entry as the root word, in a specially marked section.

Some irregular forms of verbs are treated in the same way.

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Build your vocabulary

The dictionary also contains a lot of information that will help you increase your vocabulary and use the language productively. Language banks. Synonyms and Collocations notes give useful vocabulary, especially for writing, and Express yourself notes help you find the right words in everyday situations.

▼ EXPRESS YOURSELF

Offering somebody something
Particularly when you are the host, you may want to make polite offers to your guests:
• Would you like a magazine to read?
• Can I get you a coffee?
• Can I offer you something to drink?

Special symbols show synonyms and opposites.

- Noon noun a small GRAND PIANO
- Cling verb [clung, clung, clinging] 1 [i] to hold on tightly to sb/sth: ~ to sb/sth: He clung on to her baby. 2 [i] ~ to sb/sth: They clung together, shivering with cold. 3 ~ to sb/sth: She clung to her baby. 4 [i] ~ to sb/sth: The wet shirt clung to her clothes. 5 [i] ~ to sb/sth: The smell of smoke still clung to her clothes. 6 [i] ~ to sb/sth: (usually before noun) showing friendly feelings for sb: a hearty welcome. 7 [i] common phrase in bold type in example (see page R12)
You can find idioms and phrasal verbs in separate sections, marked with special symbols.

**fetch** verb 1 (especially BrE) to go to where sb/sth is and bring them/her back: ~ sb/sth to fetch help/a doctor. 0 The inhabitants have to walk a mile to fetch water. 0 She's gone to fetch the kids from school. 0 ~ sb/sth Could you fetch me my bag? 2 ~ sb/sth to be sold for a particular price or sold. The painting is expected to fetch £10,000 at auction.

**Wordfinder notes** help you to find words that you don't know, or have forgotten. They suggest entries that you can look up to find vocabulary related to the headword. If those entries contain their own Wordfinder note or Collocations note, the word is shown in bold.

**Finding the meaning**

Some words have very long entries. It is not usually necessary to read the whole entry from the beginning, if you already know something about the general meaning that you are looking for.

**spin** verb (spinning, spun, spun /span/) 1 turn round quickly 1 ~ (l, t) to turn round and round quickly; to make sb do this: (+ adv./prep.) The plane was spinning out of control. 0 a spinning ice skater 0 My head is spinning (= I feel as if my head is going around and I can't balance). 0 ~ round/around The dancers spun round and round. 0 ~ sb (round/around) to spin a ball/coin/wheel. 2 ~ (l, t) + adv./prep. to turn round quickly once; to make sb do this: He spun around to face her.

**Understanding and using the word**

**abandoned** adj. [a] left and no longer wanted, used or needed: an abandoned car/house. 0 The child was found abandoned but unharmed. 2 (of people or their behaviour) wild; not following accepted standards.

**aardvark** noun an animal from southern Africa that has a long nose and tongue and that eats insects.
4 English language words

A Parts of speech

nouns: e.g. chair, information, happiness
verbs: e.g. choose, tell, complain
adjectives: e.g. happy, tall, dangerous
adverbs: e.g. slowly, carefully, often
prepositions: e.g. in, at, on
pronouns: e.g. me, you, him, we, it, she
articles: e.g. definite article (the); indefinite article (a/an)

B Special terms

Uncountable noun: (U) a noun which has no plural form and cannot be used with the indefinite article, e.g. information. See Unit 27.
Plural noun: (P) a noun which only has a plural form and cannot be used with the indefinite article, e.g. trousers. See Unit 27.
Infinitive: the base form of a verb, e.g. (to) work, (to) stop, (to) be.
Phrasal verb: a verb + adverb and/or preposition, e.g. turn on (verb + adverb), look after (verb + preposition), give up (verb + adverb), put up with (verb + adverb + preposition).
See Units 16 and 17.
Idiom: a group of words with a meaning that is different from the individual words, e.g. 'never mind', hang on, a short cut, keep an eye on something.
Transitive verb: a verb which needs a direct object, e.g. Police caught the man ('the man' is the direct object of the verb 'caught'). See Unit 17.
Intransitive verb: a verb which does not need a direct object, e.g. The books arrived on time. (There is no direct object after arrive.) See Unit 17.

C Word building

In the word uncomfortable, un- is a prefix, comfort is a root, and -able is a suffix. Other common prefixes include: re-, in-, and dis-; common suffixes include: -ity, -ment, and -ive. Many words also have synonyms, which are words with the same meaning. For example, 'big' is a synonym of 'large'. The opposite is 'small'.

D Pronunciation

Dictionaries show the pronunciation of a word using phonetic symbols, e.g. book /buk/, before /'bɛrə/, cinema /'sɪnəmə/, and so on. Each word contains one or more syllables: 'book' has one syllable; 'before' has two syllables (be-fere); 'cinema' has three syllables (ci-ne-ma); 'education' has four syllables (e-du-ca-tion); and so on. For pronunciation, it is important to know which syllable has the main stress. On 'before' it is the second syllable (before); on 'cinema' it is the first (cinema); and on 'education' it is the third (education).

Note: Dictionaries mark stress in different ways: in bold (return); or a ' before the main syllable (re'turn). Make sure you understand how your dictionary shows it.

E Punctuation

full stop . comma , brackets () hyphen - question mark ?
Word Family Diagrams
These are useful ways of recording and remembering:
1) Words and associated words.
2) Words and their compounds and derivatives.

Words and Associated Words
The key word can be a place, an action, a person, an idea, a thing, etc.

OR AN ELEMENTARY STUDENT

FOR A MORE ADVANCED STUDENT

*with some difficulty*

* faster

* more slowly
Gopal and Mohan were good friends. They were enjoying their school holidays. They wanted to visit the forest far away from the town and see its natural beauty. Somehow they reached the forest and were having a good time. Suddenly a Bear came on to the scene. They were terrified by the very sight of the Bear. Immediately Mohan climbed a tree as he knew how to climb it. He was in a hurry to save himself. In that hurry he forgot his friend Gopal. As Gopal did not know how to climb trees he remained on the ground and was trembling with fear. Suddenly Gopal got an idea. He read somewhere that the Bears do not touch the dead bodies. So Gopal stopped breathing for some time and lied down on the ground like a dead man.

The Bear came to Gopal did not even touch him, but it smelt him and left the place. As soon as the Bear had left, Mohan got down from the tree and asked Gopal, “What did the Bear say in your ears”. Then Gopal replied “It advised me to “keep away from the people like you”.”
What does the passage say?

Choose (a), (b) or (c) and complete each of the sentences given below. Write the letter of the right answer in your exercise book, along with the number of the sentence.

6. Whenever a new candidate came asking for a job, Nana Phadnavis would
   a) test him first.
   b) give him a job immediately.
   c) send him to a moneylender.

7. Nana gave the young man a box and asked him to
   a) guess what it contained.
   b) deliver it to one Shankar Sheih, unopened.
   c) take it home and open it.

8. The young man
   a) delivered the box to Shankar Sheih the next day.
   b) took the box home and gave the jewels to his wife.
   c) opened the box to see what was inside it.

9. The box contained
   a) a yellow snake.
   b) expensive jewels.
   c) sacred papers.

10. The young man
    a) died of snake bite.
    b) returned sadly to the Poona Court.
    c) never went back to the Poona Court.

Once a man came to see Nana Phadnavis, and begged him to give him a job in the Peshwa Durbar. He talked at length of his love of duty, his sincerity, and his loyalty to the Poona Court. Nana was happy and liked the young man, but he wanted to test him first. He always did this with a new candidate. It was always a hard test, but once Nana was satisfied, it would be smooth sailing for the man. Nana Phadnavis would do the rest.

"Come again," he told the young man. He came again! Not once, but many times. Each time Nana would talk with him at length, and then send him away. He would ask him to come another day but never promised him a job. The young man was about to lose his patience when one day Nana suddenly came to the point.

"Young man," said Nana showing him a small metal box. "I want you to do something for me — but keep it a secret. This little box has to be delivered to Shankar Sheih of Khed. He is a well-known moneylender and you will have no difficulty in finding him. You have to be very careful with this box. It is locked."

Nana then handed a big iron key to the young man. "Take this along with the box," he said. "They are to be handed over to Shankar Sheih. But remember, the box must remain unopened. If
contains very valuable things, and they must reach him as they are. Deliver the box in all secrecy and you will be paid well for it."

5. The young man nodded his head and took the box, feeling suddenly very important.

6. Next day, he set out early in the morning. Khed was a village near Poona and he had to reach it on foot.

7. On the way, he became very curious about the box. What was inside? Expensive jewels, secret papers? Would anyone know if he were to open the lid and look inside? He had the key. He would close the lid immediately and lock it. No one would know about it. And his curiosity would be satisfied.

8. After much thought, the young man sat down under a tree. In a few seconds he had the lock out of the way. He threw the lid back in excitement, when what should crawl out but a yellow snake! It slipped out of the box and disappeared into a nearby bush.

9. The poor young man sat looking at the empty box in front of him. Needless to say, there was now no need to lock it, or to go back to the Poona Court to ask for a job.

Such was the Phadnavis way of judging a man.

---

Learn words

Given below are the meanings of some words in the passage. Find the words which fit these meanings. A paragraph number tells you where to look. Write the correct word in your exercise book, along with the number of the given meaning:

1. feelings which are true (1)
2. to try or examine (1)
3. handed over to (3)
4. strong feelings of pleasure about something which is going to happen (8)
5. very close to (8)
The #Headlines:

• Government approves guidelines for providing financial assistance to sugar industry for payment of cane price arrears; Also provides for non-budgetary support of 116.86 crore rupees to eleven public sector undertakings.

• Aam Aadmi Party Chief Arvind Kejriwal says, he does not have a magic wand to solve all problems; Seeks people's co-operation.

• A Magistrate's court in Sri Lanka extends remand of 111 arrested Indian fishermen.

• UN Security Council unanimously passes resolution to address India's concerns over security and mandate of its peacekeepers in South Sudan.

• Sensex rules flat in afternoon trade; Rupee weakens 12 paise to 61 rupees 91 paise against the dollar.

• India win the toss; Elect to bat against South Africa in the second and final Test at Durban.

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**Very Hot Weather in India - level 1**

It is very hot in India. It is 47°C. This weather makes people sick. Many people are in hospital. Around 1,700 people die.

The electricity grid is overused. It does not work well. Many people have no electricity.

People should drink a lot of water. They should stay out of the sun. They should cover their heads.

Difficult words: electricity grid (the system which moves electricity), overused (used too much), should (if you should do something, it is good to do it).
Temperatures in India soared to 47°C in some parts of the country. The heat claimed 1,700 lives in just one week. It was so hot that even the roads melted.

The electricity grid was overused, and tens of thousands of people were left without power supply. Hospitals struggled to help all the people who are sick because of the extreme weather.

People should stay out of the sun, cover their heads and drink a lot of water. Cooler, rainy weather is on its way to India, but it will be weeks before the whole subcontinent cools down.

Difficult words: soar (to increase, go up), melt (to change from a solid thing to a thing that is like water), struggle (to do something difficult and to have problems doing it).

(Source: Read more: http://www.newsinlevels.com/products/very-hot-weather-in-india-level-2/)
Sample Listening text- transcribed version.

1. Tenali Rama’s trick & the robbers

Finally I have reached home. Once I am home I shall eat and then go off to sleep. I am tired after travelling in the heat in the entire day. Haa... (showing tiredness). Oh! No... the plants.... The plants have become dried. Tomorrow itself I shall call two or three people and ask them to throw water from the well and water the plants. (The plants are shaking....) I must do something Okay... yes. Vasudha... vasudha... vasudha..coming.... coming.... Vasudha are you listening ? I hope have kept the jewellery, the gold coins and silver wear carefully. Yes, I have. But why are you asking me all of a sudden? Because today the thieves in the city was the topic of the discussion in the court. There are reports that there are many thieves are around here.what must we do now?...I feel...we must hide our jewellery and gold coins in some safe place and keep removing them as and when we need them. But where will we hide them?

(Now thieves) Hay listen what they are saying. Yes. You know that iron big chest we have. Yes. We will hide our jewellery and coins inside it and we will lock the chest. And then... we will throw it in the well in our garden. Oh! What an idea. If thieves come here they shall get nothing. Now come... come let us go and get the chest down. Listen vasudha... there are thieves hiding in our garden, haa ... what are you saying? Yes. That is why I was speaking loudly so that they could hear our talks. Now we shall keep the grinding stones in the chest and throw the chest in the well. Let us see what happens. Fine. I will go and bring the grinding stones. Go quickly. (Now thieves). Well well I had heard that this Tenali Rama was very smart man. Me too. But he seems to be a quite fool. (Now tenali and his wife). Careful vasudha... it is so heavy. Pick it up
properly. Hold it and lift slowly. We will now throw, throw it down. Ha…. Done. Now there is no need to worry. Yes yes. Come let us now go and sleep. I am extremely tired today. (Thieve) Look here! I shall now go down into the well and take that chest out. You two be ready to pull me out. Okay…It is not going to that much easy. They find it difficult to lift the chest. How can u lift that alone? Correct. Instead of that let us draw all the water. Once the water level goes down we can lift it easily and empty it. After taking out the jewellery and gold coins we will put it back into the well. (Having decided that, The thieves did draw out the water from the well with a great difficulty). Pull… pull... I think we will now open the chest and see the jewellery inside. shhh…don’t shout. Don’t make any noise. Open quickly….hay what is this? All stones inside. It means Tenali Rama fooled us completely. Let us run away from this place quickly.
13 Collocation (word partners)

A What is collocation?
If you want to use a word naturally, you need to learn the other words that often go with it (word partners). These can be very different from language to language. For example, in English we say:
I missed the bus (= I didn’t catch the bus) [not: I lost the bus]
She made a mistake [not: she made a mistake]
A heavy smoker (= someone who smokes a lot) [not: a strong smoker or a big smoker]
It was a serious illness [not: a big illness or a strong illness]

B Verb + noun
The meaning of many of these examples may be clear, but did you know these verbs and nouns go together? Is it the same or different in your language?
start the car (= turn on the engine) start a family (= think about having your first child)
tell a story tell the truth (= to tell a lie)
tell a joke run a shop/company (= manage/control it)
get on a bus (= get off) get in (to), a car (= get out of) a car
miss a person (= be unhappy because that person is not there)
miss a lesson (= when you don’t come to a lesson)

C Adjective + noun
Common adjectives often combine with a wide range of nouns.
a soft drink (= non-alcoholic drink) a soft voice (= a loud voice)
dry wine (= sweet wine) dry weather (= wet weather)
strong coffee (= weak coffee) a strong accent (= a slight accent)
hard work (= hard physically or mentally) a great success (= very successful)
heavy traffic (= a lot of cars) heavy rain (= raining a lot)

Look at some of these phrases in example sentences.
I can’t understand his English because he has such a strong accent.
It was hard work organising the conference, but I think it was a great success.
You always get heavy traffic during the rush hour.

D Adverb + adjective
In these examples, all the adverbs mean very, but we choose to use them with certain adjectives. (You could still use very in all of these examples if you wish.)
I was terribly sorry to hear about your accident.
He’s highly unlikely to come now. (= I’m almost sure he will not come)
She is fully aware of the problem. (= she knows all about the problem)
It is vitally important that you make a note of common collocations in your notebook.

E Collocation in dictionaries
All good dictionaries now include examples of common collocations, but they do it in different ways: sometimes they are in bold print after the definition; sometimes in italics after the definition; and sometimes in the definition and examples. (See Unit 3, Section B.)
Exercises

13.1 You can keep a record of common collocations by using 'spidergrams'. These are very clear on the page and you can add to them. Complete these.

13.2 Write the opposite of these phrases and expressions.
1. sweet wine 3. get on the bus
2. a strong accent 6. tell the truth
3. strong coffee 7. catch the bus
4. a soft voice 8. get in the car

13.3 Find a suitable adjective, verb or adverb from the opposite page to complete these sentences.
1. I'm .............. sorry I'm late, but I .............. the bus and had to wait ages for another one.
2. He .............. everyone the same joke, and nobody laughed.
3. We had lots of snow in the night and I had a problem .............. the car this morning.
4. Michael is the owner, but his brother John .............. the company, and he has about 50 employees working for him.
5. I think they want to get married and .............. a family.
6. That's the third mistake she's .............. today.
7. It's .............. important that we finish this work by the end of the week.
8. If this .............. rain continues, I think he's .............. unlikely to come.
9. I don't drink .............. coffee at night because it keeps me awake.
10. I really .............. my family when I stayed in Australia on my own last year.

13.4 The adjectives on the left can all mean 'very big', but we often use them specifically with the nouns on the right. Use a good dictionary to find the correct collocations, and then complete the sentences below.

<table>
<thead>
<tr>
<th>wide</th>
<th>large</th>
<th>shoulders</th>
<th>range</th>
</tr>
</thead>
<tbody>
<tr>
<td>broad</td>
<td>vast</td>
<td>majority</td>
<td>size</td>
</tr>
</tbody>
</table>

1. I used to be medium but I need a .............. new because I've put on weight.
2. Fortunately the shop I go to has a .............. of shirts and jumpers to choose from.
3. I've also got very .............., but my waist is quite small.
4. A few men can't find clothes to fit them, but the .............. are small, medium or large.
Phrasal Verbs: Form and Meaning

16
4 Positive Thoughts on Life

LOOK BACK & Get Experience!
LOOK FORWARD & See Hope!
LOOK AROUND & Find Reality!
LOOK WITHIN & Find Your self.

Def. Get out of bed
e.g. I get up at 9:30 every morning.

Def. Finish or complete
something
e.g. I wish I could get through
school sooner!

Def. Start doing or continue
doing an activity
e.g. I’m getting guitar
lessons this week.

Def. Arrive at a place
e.g. Do you remember what
time the bus gets in?

Def. Become known
e.g. Accidentally he get out
the secret.

Def. to leave/depart
e.g. If you want to avoid
traffic, get off early in the
morning.

Virtual English Lessons
18 Idioms and fixed expressions

A  What is an idiom?

An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words. Many of the phrasal verbs in Units 16 and 17 were idiomatic. Here are some more common idioms:

The teacher told us to get a move on. (= hurry; be quick)

My wife and I take it in turns to cook. (= I cook one day, she cooks the next, etc.)

I don't know the answer off-hand. (= without looking it up or asking someone)

It's not far. We can take a short cut (= a quick way) through the park.

I'm not very good at small talk. (= social talk; not about serious things)

I'm sorry I can't make it (= come) on Friday.

I asked her to keep an eye on (= watch; look after) my suitcase while I went to the toilet.

B  Fixed expressions

There are also expressions in English where the meaning is easy to understand, but the same idea in your language may need a completely different expression. In other words, if you just translate from your language, you may say something in English which is completely wrong. For this reason, you need to learn some expressions as idioms. For example:

A: What was wrong with the hotel?
B: Well, it was next to a motorway and very noisy. And to make matters worse, there were factories on the other side of the road, which stayed open 24 hours a day.

It's not a problem in the short term (= at the moment) but in the long term (= for the longer future) we will need to think about it and probably spend some money on it.

C  Using idioms

Idioms are important but they can be difficult to use correctly.

- With many idioms, if you make just a small mistake, it can sound strange, funny, or badly wrong. For example, get a move on; put an eye on; off-roads, etc.
- Idioms often have special features: they may be informal; funny; or humorous; they may only be used by certain people (e.g. children, or teenagers, or elderly people); they may only appear in certain contexts; they have special grammar. For these reasons, you can often 'sense' the meaning of an idiom but that is just incorrect. For example:

After her husband died she was down in the dumps. (= Idiom means 'sad and depressed' but is completely wrong here; the situation is too serious and the idiom is too informal.)

D  Easy idioms to use

Some idiomatic expressions are used on their own, or with just one or two other words. These are often the easiest to use.

A: Are you coming?
B: Yes, hang on (= wait)

A: Can I borrow your dictionary?
B: Sure, go ahead. (= help yourself; take it; do it)

A: What's up? (= what's the matter?)
B: Nothing.

A: I don't know which one to choose.
B: Well, make up your mind. (= make a decision)

A: I'm really sorry but I've forgotten to bring the book you lent me.
B: That's OK. Never mind. (= it's OK, don't worry; it's not important)
If Idioms Were Literal...
It's raining cats and dogs.

IDIOM OF THE DAY

"As free as a bird"
Completely free to do what you want and without any worries.

e.g. "My dad's very happy - he's as free as a bird since he retired."

facebook.com/StudentCommitteeMexico
1. This is a __________.

2. These children are __________. They are in their __________, and they are in front of the __________.

3. These are their __________. The one on the left is __________, but the one on the right is __________.

4. What has the boy written now? The __________? No, it is not. It is __________. He has made a __________.

5. Now the boy and the girl are at their __________. The girl has taken the ______ off her __________, and she is taking a pencil out. She is going to write her name on the first __________ of her __________.

6. There is a __________ and an __________ near her left hand.

7. What is the __________ doing? He is writing a __________ on the __________ with a piece of __________. He is writing 'Answers.' What has he got in his left hand?

8. Are all the boys and girls __________?
   No, they are not. Two of them are __________. They are at home, because they are ill.

9. What are these boys and girls? They are __________. They are going to their __________. The boy on the left is holding a __________, and the girl on the __________ has got a __________ and some __________.
When nails grow long, we cut nails not fingers.
Similarly when misunderstanding grow up, cut your ego, not your relationship.
1. Keep a dictionary near/close at hand when you are studying.
2. He is near-/short-sighted. (=sb who can’t see distant things)
3. I worked hard but it was a near miss. (=almost succeed but fail)
4. You may inform your nearest and dearest. (=family you live with)
5. It’s 1 km or near enough. (=almost)
6. Your guess is close to/near the mark. (=almost correct)

Self Study: The end is drawing near.
1. His books are in/out of print. (=new copies available/not available to buy)
2. Be sure to read the small/fine print before signing. (=vital details printed in small fonts)
3. Because of the Internet and mobiles, children are not interested in the printed word. (=books, magazines, etc.)
4. The **date** is printed in bold.

SS: Her face is printed in/on my mind.
Appendix 6 A

Collection of Learners’ Work
Vocabulary * learning * strategies

There are many word building strategies to develop English language. Some important strategies are:

1. Keeping a vocabulary notebook.
2. Using a dictionary (referring to a monolingual dictionary).
3. Guessing words meanings from context.
4. Mind mapping / word web / concept map.
5. Framing example sentences using learnt vocabulary.
Is it important to keep a vocabulary note book?

- To record words and their meanings
- To use them contextually when a situation arises
- To revise learnt vocabulary items
- How to organise a vocabulary note book?
my new word: **Humour**

where I found this word: next book lesson: The snake and the mirror

what it means: the quality that makes funny or amusing

other things I know about it:

- humorous
- humorously
- humorless

my sentence:

- "If my mother has a good sense of humour, I read humorous stories in the library." (p)

**Synonyms:**

- funny
- amusing

**Part of Speech:** noun

**Antonyms:**

- serious
- unamusing

**Sense of humour**

**Key Picture**

"Using a dictionary"

what is a dictionary?

- a reference book that contains words listed alphabetically and that gives information about words

what dictionaries do I need?

- a good bilingual (French-English) dictionary
- a good monolingual (English-English) dictionary
surrounding details, many children of normal intelligence have great difficulty learning how to read, write or work with numbers. They are often termed as "underachievers." They are said to have a learning disability, a disorder that interferes in some way with school achievement. "Learning disability" was defined after the word.

Word mapping strategy:

A word map is a visual organizer that promotes vocabulary development.
- Using word maps, we can think about terms or concepts in several ways.
- Word maps are useful in developing a definition, synonyms, antonyms, and a picture for a given concept.

Task: Prepare a word map for the word "national" (adj).
Concept map/word map:

**Word Map:** Flood Rescue

- Navy
- Army
- Relief camps
- DMRF: Disaster Management Response Force
- Mobile phone / cell phone
  - Talking to relatives
  - SMS
  - Information
  - Photos and videos from internet
- Portable

DMRF = Disaster Management Response Force

Word Map: Uses of mobile phone
Sentence frames strategy

This strategy is more useful to practice recent vocabulary words in own sentences.

How to make sentence frames?

0 Use the word in context (or suitable situation).
0 Generate a sentence with meaningful example
0 Demonstrate understanding of the word is

Use the following words in your own meaningful sentences you may look at the clues given.

0 Target 0 Pay 0 Achieve

Clues: 0 What is your target
0 What do you generally?
0 What did our freedom fighters achieve for us?

1) My target is to get an 'A' grade in all subjects.
2) I pay the bill for using electricity.
3) Our freedom fighters achieved independence for us.
Multiple meanings of a same word

1. I read the following sentences and notice the meaning of the underlined word.
   They reached their dwelling places hoping a bright morning the next day.
   In this sentence "bright" means "full of light"
or "shining strongly" or "happy".
   Identify the meaning of "bright" in each of the following sentences and write your own sentences using "bright" in different meanings.

1. I like bright colours.
2. Rejaewini gave me a bright smile.
3. Shinde is a bright student.
4. Yamuna has bright ideas.
5. This young player has a bright future.
6. We took rest in a bright room.

My own sentences.

1. I like bright colours.
   Meaning: strong and easy to see
   Sentence: I have a bright yellow dress.
3. Rejewini gave me a bright smile.
   meaning: cheerful and lively
   sentence: Sujatha's eyes are usually bright.
3. Sindu is a bright student.
   meaning: intelligent; quick to learn
   sentence: There are many bright students in our school.
4. Yamuna has bright ideas.
   meaning: clever
   sentence: Bright ideas help us come out of troubles.
5. This young player has a bright future.
   meaning: likely to be successful
   sentence: I am sure Meghana has a bright future as a lecturer in this college.
6. We took rest in a bright room.
   meaning: full of light
   sentence: I usually sit and study my lessons in a bright room.

Complete the concept map! Complete word map.
"Synonyms."

Read the following sentence. The sap which courses through the trees carries the memories of the red man. The word "course" means "flow" or "move rapidly." Write other words that denote "movement." If necessary, refer to a dictionary.

carry  move  passing  gone  walk

some more words that denote "movement"

creep  bounce  race  dive  swim

roll  pip  hop  drift  jog

skip  whirl  stride  spin  wriggle

run  glide  limp  revolve  stretch

leap  fly  lean  rotate  bend

fall  float  drop  expand  twist

stake  scoop  pounce  curl  turn

swing  sail  slide  rise  drop

sway  march  slither  sink  collapse

rock  scurry  plunge  tumble

spring  trudge
The following is a list of words related to sound. Refer to a dictionary.

**Word** | **Meaning**
--- | ---
bang | a sudden loud noise
clang | a loud ringing sound
buzz | a continuous low sound
ring | a sound that a bell makes;
| a loud clear sound

### Synonyms

Use a thesaurus/dictionary to find out synonyms of these words from the biographical account you have read.

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Synonyms</strong></th>
</tr>
</thead>
</table>
| quench | satisfy, put out, cool, slake, appease
| glamour | attraction, captivating, charm, rhetoric, smart
| passion | desire, eagerness, hunger, love, obsession, strong feeling
| presiding | centrist, insistent, action, relentless, constant, mass, stand, steadfast
| arrogant | boastful, haughty, high-handed, impudent, pretentious, proud
| panting | pant, pant, hammer, grind, crash

### Suffixes

Look at the following words given in the box: competition, excitement, persistence, immediately, wonderful, effortless, cultivated, restful, intensity.

Now, pick out the suffix from each word and form new words of your own in the table given below. One is done for you.
<table>
<thead>
<tr>
<th>word</th>
<th>suffix</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>competition</td>
<td>-ion</td>
<td>competition</td>
</tr>
<tr>
<td>excitement</td>
<td>-ment</td>
<td>management</td>
</tr>
<tr>
<td>persistence</td>
<td>-ence</td>
<td>constancy</td>
</tr>
<tr>
<td>immediately</td>
<td>-ly</td>
<td>immensity</td>
</tr>
<tr>
<td>wonderful</td>
<td>-ful</td>
<td>grateful</td>
</tr>
<tr>
<td>effortless</td>
<td>-less</td>
<td>restless</td>
</tr>
<tr>
<td>childhood</td>
<td>-hood</td>
<td>brotherhood</td>
</tr>
<tr>
<td>material</td>
<td>-al</td>
<td>natural</td>
</tr>
<tr>
<td>intensity</td>
<td>-ity</td>
<td>adversity</td>
</tr>
</tbody>
</table>

**Collocations**

A collocation is an arrangement of words or word elements, especially those that commonly co-occur.

- for: heart-felt congratulations
- there are certain word combinations:
  - adjective + noun: e.g., bright, harsh, intense, strong, light
  - verb + noun: e.g., cast, emit, give, produce, shed, light
  - noun + verb: e.g., light gleams, glows, shine
  - noun + noun: e.g., a light source
  - preposition + noun: e.g., by the light of the moon
  - noun + preposition: e.g., the light from the window
  - quantifier + noun: e.g., a beam, ray of light

*Exercise using collocations:*

1. The mother has heart-felt sympathy on her children.
2. I received heart-felt congratulations from my friends when I obtained prize.
3. You have our deep sympathy on the loss of your father.
4. Becoming a doctor was my childhood dream.
5. He expressed his opinion on his marriage with Lathia.
6. Expressing strong opinion on fire is very difficult.
E.g.: I am kind of writing words. I need a break/take a break.

Collocations with COME & GO

- first
- late
- fast
- early
- into view
- to terms with

Collocations [word partners or words often appear together]
English Idioms with Red.

- red in the face - angry.
  e.g. My brother was red in face after he found his bike was stolen.
- In the red: own money.
  e.g. By the end of the week, I am always in the red.
- red letter day: an Important day.
  e.g. Every calendar comes with red letter days.
- painted the town red: Have a great time party.
  e.g. I painted the town (Anantapur) red when I went for summer holidays.
- caught red handed: Catch someone in the act.
  e.g. The thief was caught red handed by the police.

Three Sentences for getting Success:

a) Know more than others.
b) Work more than others.
c) Expect less than others.

more express the same meaning using 'Be'.

a) Be more knowledgeable.
b) Be more work minded.
c) Be less desirable.
"Tell me and I forget. Teach me and I remember. Involve me and I learn." 

Which two words get more importance? Write their meanings from the dictionary.

- involve (v): An activity involves somebody means, we take part in it or affected by it.
  
  E.g: My science teacher involves me in experiments.

- learn (v): To gain knowledge or skill by studying from experience, from being taught.
  
  E.g: I learn English definitely.
Example sentences:

1. Take up: Ramesh has taken up morning walk. He likes it.
2. Take after: Laksh takes after her mother.
3. I could not take in what science sir told today.
4. Our school took on new sweepers.
5. The plane took off on time.
6. Our village dealership was taken over by new member.
There are many words which can function as more than one part of speech. For instance, the word "talk" can be used as a verb as well as a noun.

She talks at length about her dogs.

Her talk is boring.

Refer to a dictionary and say whether the following words can be used as different parts of speech like a noun, a verb, an adjective, etc.

- talk
- battle
- chain
- concert
- fight
- like
- refuse
- reject
- respect
- hate

<table>
<thead>
<tr>
<th>Word</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>battle</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>chain</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>like</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>refuse</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>reject</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>respect</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>hate</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Creativity in words learning activities:

**The word:** ANI [words ending in ANI family]

- Clever ant: BRILLIANT
- Important ant: IMPORTANT
- Good small ant: FRAGRANT
- On ant: SUGAR ANT
- Seashore ant: CHANT
- Counting ant: ACCOUNT ANT
- Big ant: ELEPHANT
- Animal
- Ready worker: IMPERIAL
- Serving ant: SERVANT
- Empty ant: VACANT
- Police ant: WARRANT
- Spawning: PLAGUE
- Ant: Infected house: TERRANT
- Terrorist ant: MILITANT ANT
- Huge ant: GIANT

7 Tips for learning English:

1. Use the new word in sentences.
2. Do mind maps of words and their derivations.
3. Do word associations or mind maps.
4. Make flashcards to revise the words.
5. Carry a list to notepad for re-reading and note-taking of words.
6. Listen and read English daily.

Acronym on my name: LATHA

L - Luminous
A - Active
T - Talented
H - Happy
A - Admirable

Acronym on my name: Asha

A - Affable
S - Smart
H - Humble
A - Ambitious

Students’ description of NEW YEAR
Happy New Year

N - Nice
E - Encouraging
W - wonderful
Y - yummy
E - Energetic
A - Achievable
R - Radiant

VOCABULARY

Join each word in Column A with a suitable word in Column B to form compound nouns. The first one is done for you.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>birth</td>
<td>cycle</td>
</tr>
<tr>
<td>door</td>
<td>bell</td>
</tr>
<tr>
<td>fire</td>
<td>kettle</td>
</tr>
<tr>
<td>hand</td>
<td>light</td>
</tr>
<tr>
<td>moon</td>
<td>shine</td>
</tr>
<tr>
<td>monkey</td>
<td>way</td>
</tr>
<tr>
<td>sun</td>
<td>wood</td>
</tr>
<tr>
<td>gate</td>
<td>day</td>
</tr>
</tbody>
</table>

1) Fill in the blanks using appropriate phrases given below.
   looked around, plenty of, half of, piece of, got off.

Ramabai started his journey to his grandfather’s village in Mahasam District. He caught a train to reach the village. The train arrived at the station at that time. He was hungry and thirsty as soon as he got off the train. He wanted to drink and eat something, so he looked around but found nothing to eat or drink. He started walking towards his grandfather’s house. On the way, he found a shop which was full of cool drinks, had plenty of

bread. So he bought a cool drink and a piece of
Vocabulary: correct meaning of the words

Tick [✓] the correct meaning of the word underlined below.

1. the house was not electrified.
   a. there was no electricity in the house.
   b. the house was not away from the electricity board.
   c. the house was not lit up.

2. the earnings were meager.
   a. very high  ✓ b. very small  c. nil

3. I also possessed one solitary black coat.
   a. single  ✓ b. unique  c. expensive

4. I made another earth-shaking decision.
   a. valuable  b. dangerous ✓ c. important

5. the room was surrounded by darkness.
   a. full of  b. covered ✓ c. encircled

6. some thief had removed most of my things
   a. damaged  b. destroyed ✓ c. stolen


Contextual use of words:

1. Late

2. He was a late developer/late
   mover = become good at/something later
   than others in the group.

3. We haven't gone to the cinema
   of late/lately = recently.

4. Mrs. Suman doesn't like to talk
   about her late husband = dead person.

5. This aid is too little, too late
   = not enough and not in time.

6. It's late in the day to change
   the system = too late to be useful.

7. Better late than never.

Nouns of word meanings:

1. Near

2. He is near/short-sighted = person
   who can't see distant things.

3. I worked hard but it was a
   near miss = getting closer to success.

4. You may inform your nearest
   and dearest = family you live with.

5. It's almost 1 km or near enough.
   = almost.

6. Your guess is near/close to the
   mark = almost correct.

7. My work is nearing completion.
word of the day

(WOTD): date: 06-11-2014

Festivity: The happiness and enjoyment that exist when people celebrate something.
1. Lesson: Humour: Theme: Page: 2

If the lion really enjoyed its beauty on felt threatened, it would not roar. In the picture, the lion seems to be roaring. So we can say it felt angry on seeing its reflection in the well, as it thought there was another lion in the well.
Homework is usually given to students to reinforce the things they learn at school. It usually helps the students learn the material better. But too much homework is not useful. It has some negative effects on students. This essay stresses the importance of limiting the amount of homework to be given to children.
FREEDOM

The People in the Picture are the father of our Nation Mahatma Gandhi and President of Republic of South Africa Dr. Nelson Mandela. They are great leaders who inspired millions of People not only in the Place in which they were Born but also across the world. Both of them fought for the Independence of their Countries. Both of them followed the method of non-violence and Truth they led a Simple Life.

Written by E. Ashley
Conversation.
Headmaster: Why didn't you come to school yesterday.
Swami: Sir, my mother was suffering from fever.
Headmaster: I don't believe your words. You always say something or the other to escape from school.
Swami I: I'm speaking the truth, sir.
Headmaster: Well, I'll come to your house tomorrow and talk to your parents.
Picture Writing

There came a severe flood. The flood water inundated the house.
So the people climbed on the roof tops to save their lives.
The people in the helicopters were trying to save the people.
Who stood on the roof tops and were caught in the flood, yes.
I have seen a situation like this several times in my life.
In every rain season, some of the low-lying places in our
area affect by flood. On such occasion, people stood on rooftop
to save their waiting for help.
Conversational:

Father: Rahul, what are you doing?
Rahul: I am listening to commentary.
Father: What are you listening to?
Rahul: I am listening to the cricket commentary between India and Pakistan.
Father: I think you have exams from tomorrow.
Rahul: Yes, dad.
Father: Don’t you think listening to commentary is a waste of time before exams?
Rahul: But it is very exciting and interesting.
Father: You exams are more important than listening to cricket commentary you can watch.
Rahul: Ok dad, it is true. I’ll get back to preparation for exams.
Thanks dad for your advice.
Father: Ok my son.
Deepawali - The festival of lights

Deepawali is my favourite festival. It is a festival of lights. Deepawali or Diwali means rows of lighted lamps. All houses are decorated with lights. It is a national festival of India. It is celebrated on "kaythrika Amavasya" as per Hindu calendar. We prayed to the goddess "Lakshmi". At night we burnt crackers and enjoyed a lot. I like Diwali festival.
Letter to a Friend on importance of cleanliness

16-12-2014,
Kanukur.

Dear Nithin,

In this letter, I would like to write to you about the importance of cleanliness. As we all known that "health is wealth". When will India really become wealthy?

If we all keep our premises, villages, towns and cities clean. Let us implement it.

Door No: 2/28, yours lovingly,
Colony: Krishna colony, P. Samath Kumar,
Village: Kanukur,
Mandal: Settur.
Appendix 7

Post-test 1

Name:

School Category: Government/aided/Private (tick your answer)

Name of the school:

Class:

Medium:                                                                                                    Time allotted: 90 minutes

Marks: 50M

Directions: 1. Read the text supplied to you carefully before you take the test.

2. Attempt all the items in the test.

Section A

Task 1 5M

Write whether the following statements are TRUE or False. Support your answer in a few words.

a) Washington was attending the little coloured school in his town.

b) Hampton Normal and Agricultural Institute (HNAI) did not attract Washington much.

c) Washington had a sound sleep under the side walk.
d) Washington could impress the head teacher with his appearance.

e) Tables and chairs in the recitation room were found completely dustless.

**TASK2**

*Read the following statements and options given below. Tick the correct choice in the given brackets.*

1) What did Washington listen from the miners?

   a) About work in the coal mine  
   b) About coloured people in Virginia  
   c) About problems of miners  
   d) About school for coloured people  

2) To Washington, Hampton Normal and Agricultural Institute (HNAI) was more attractive than heaven because

   a) He had already seen it  
   b) He was very much interested in education  
   c) HNAI had charms  
   d) Both b & c

3) Washington was on fire constantly with one ambition, that is, to go to Hampton. In this context, the underlined phrase means

   a) The state of burning  
   b) He was happy  
   c) Burning sensation  
   d) He was burning with desire

4) “My mother was troubled with a grave fear that I was starting out on a wild-goose chase”. It means
a) Reaching Hampton alone was not difficult  

b) Reaching Hampton involved mad adventure  

c) Reaching Hampton with help of animals  

d) Washington did not want to take his mother to Hampton  

5) Washington hardly expected to see his mother again. This sentence means  

a) He worked hard in Hamton to see her again  

b) He expected to see her again  

c) He was never hopeful to see her again  

d) None of the above  

6) When he reached Richmond, he went bankrupt. The underlined word means  

a) He robbed the bank  

b) He did not have any money  

c) He went to bank to get money  

d) Both b&c  

7) The captain told Washington to continue working on the vessel mainly because  

a) The captain was kind-hearted  

b) The captain wanted to help him reach Hampton  

c) The captain was so happy with his work  

d) both a & c  

8) The head teacher told Washington to sweep the recitation room mainly because  

a) The room needed sweeping  

b) She wanted to test his interest and sincerity  

c) She thought he could be a good sweeper in the school  

d) his appearance was bad  

9. I continued to linger about her, and to impress her in all the ways I could with my worthiness. What does underlined word mean?  

a) Speak  

b) Meet  

c) Think  

d) Convince
10. Which of the following could be a better title of the text? ( )

a) Education is important       b) My fight for an education

c) My struggle for an Education d) School Education
Section B

Task 1 8M

For each word given below, find a word that is similar in meaning from the text you have read. The paragraph numbers given in brackets will help you.

1. decide (2) =
2. Steadily (2) =
3. Goal (2) =
4. Suffering (6) =
5. Friend (6) =
6. Tired (7) =
7. Save (9) =
8. Next (12) =

Task 2 5M

Given below are some words from the text you have read. Each word can have more than one meaning. Using the dictionary, find out 1) the meaning in which the word is used in the story, 2) the other possible meaning(s) of the words.

6. mine=
7. grave=
8. article=
9. vessel=
10. light=

Task 3 7M

Given below are some sentences. Most of them are related to the text you have read, others are not. In each sentence find the exact meaning of the word great from the list given in the box below.

extremely good in ability, splendid, important, large in amount, big in size, very enjoyable, to an extent in degree

8. It seemed to me that it must be the greatest place on earth.
   A.
9. Brooker received help from his brother, but, that was not a great deal
   A.
10. Finally the great day came and I started for Hampton.
    A.
11. I saw the head teacher admitting other students, and that added greatly to my discomfort.
    A.
12. I listened to a concert by M.S.Subbulakshmi. It was great performance.
    A.
13. There is a great tree in front of our house which takes away all the light.
    A.
14. Mary Kom, the first Indian woman boxer and an Olympic medalist, claimed, “I am the greatest.”
    A.

TASK 4  5M

The following words are taken from the text. Write their noun forms.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. describe</td>
<td></td>
</tr>
<tr>
<td>12. determine</td>
<td></td>
</tr>
<tr>
<td>13. expect</td>
<td></td>
</tr>
<tr>
<td>14. permit</td>
<td></td>
</tr>
<tr>
<td>15. impress</td>
<td></td>
</tr>
<tr>
<td>16. part</td>
<td></td>
</tr>
<tr>
<td>17. happen</td>
<td></td>
</tr>
<tr>
<td>18. present</td>
<td></td>
</tr>
<tr>
<td>19. know</td>
<td></td>
</tr>
<tr>
<td>20. occur</td>
<td></td>
</tr>
</tbody>
</table>
Section C

Task 1

You have been studying for about nine years. Describe your school life in your own words. Express your thoughts/feelings/ideas in your own words in two or three paragraphs
Reading text

Read the following text (an auto-biography) about Booker T. Washington, an African-American educator. Answer the tasks given in the post-test basing on the text.

1. One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.

2. As they went on describing the school, it seemed to me that it must be the greatest place on earth, and not even Heaven presented more attractions for me at that time than did the Hampton Normal and Agricultural Institute in Virginia, about which these men were talking. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it; I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton. This thought was with me day and night.

3. In the fall of 1872 I determined to make an effort to get there, although, as I have stated, I had no definite idea of the direction in which Hampton was, or of what it would cost to go there. I do not think that any one thoroughly sympathized with me in my ambition to go to Hampton unless it was my mother, and she was troubled with a grave fear that I was starting out on a “wild-goose chase.” At any rate, I got only a half-hearted consent from her that I might start. I had some amount with me, but that was taken by stepfather with the exception of a very
few dollars. With which, I had to buy some shirts and meet my travelling charges. I received help from my brother, John, of course, that was not a great deal.

4. Finally the great day came, and I started for Hampton. I had only a small, cheap satchel that contained what few articles of clothing I could get. My mother at the time was rather weak and broken in health. I hardly expected to see her again, and thus our parting was all the more sad. She, however, was very brave through it all.

5. The distance from Malden to Hampton is about five hundred miles. By walking, begging rides both in wagons and in the cars, in some way, after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry, and dirty, it was late in the night.

6. I had never been in a large city, and this rather added to my misery. When I reached Richmond, I was completely out of money. I had not a single acquaintance in the place, and, being unused to city ways, I did not know where to go. Knowing nothing else better to do, I walked the streets.

7. I must have walked the streets till after midnight. At last I became so exhausted that I could walk no longer. I was tired, I was hungry, I was everything but discouraged. Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the board sidewalk was considerably elevated. I waited for a few minutes, till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night upon the ground, with
my satchel of clothing for a pillow. Nearly all night I could hear the tramp of feet over my head.

8. The next morning I found myself somewhat refreshed, but I was extremely hungry, because it had been a long time since I had had sufficient food. As soon as it became light enough for me to see my surroundings I noticed that I was near a large ship, and that this ship seemed to be unloading a cargo of pig iron. I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast, and it seems to me, as I remember it now, to have been about the best breakfast that I have ever eaten.

9. My work pleased the captain so well that he told me if I desired I could continue working for a small amount per day. This I was very glad to do. I continued working on this vessel for a number of days. After buying food with the small wages I received there was not much left to pay my way to Hampton. In order to economize in every way possible, I continued to sleep under the same sidewalk.

10. When I had saved enough money with which to reach Hampton, I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton, with a surplus of exactly fifty cents with which to begin my education. To me it had been a long, eventful journey; but the first sight of the large, three-story, brick school building seemed to have rewarded me for all that I had undergone in order to reach the place. The sight of it seemed to give me new life.
11. As soon as possible after reaching the grounds of the Hampton Institute, I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath, and change of clothing, I did not, of course, make a very favourable impression upon her, and I could see at once that there were doubts in her mind about the wisdom of admitting me as a student. I felt that I could hardly blame her if she got the idea that I was a worthless loafer or tramp. For some time she did not refuse to admit me, neither did she decide in my favour. I continued to linger about her, and to impress her in all the ways I could with my worthiness. In the meantime I saw her admitting other students, and that added greatly to my discomfort, for I felt, deep down in my heart, that I could do as well as they, if I could only get a chance to show what was in me.

12. After some hours had passed, the head teacher said to me: “The adjoining recitation-room needs sweeping. Take the broom and sweep it.”

13. I felt that I got here to prove how enthused I am about education. Never did I receive an order with more delight.

14. I swept the adjacent room thrice. Next I took a dusting napkin and I cleaned four times. I cleaned each piece of furniture four times and ensured that the room was crystal clear. I took this an opportunity to show my genuine interest in getting college admission. When I was through, I reported to the head teacher. She was a “Yankee” woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls, and over the table and benches. When she was
unable to find one bit of dirt on the floor, or a particle of dust on any of the furniture, she quietly remarked, “I guess you will do to enter this institution.”

15. I was one of the happiest souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I have always felt that this was the best one I ever passed.

Now take the test. All the best dear students!
Appendix 8
Post-test 2

Name:

School Category: Government/aided/Private (tick your answer)

Name of the school:

Class:

Medium:                                                                                        Total Marks: 100M

 Attempt all the tasks.

Task 1

Match the words given under A with their possible opposites (antonyms) given under

\[ \text{Total Marks: } 5 \text{M} \]

\[
\begin{array}{ccc}
  \text{A} & & \text{B} \\
  1. \text{ suddenly} & [ ] & \text{a) irritation} \\
  2. \text{ patience} & [ ] & \text{b) affordable} \\
  3. \text{ remember} & [ ] & \text{c) forget} \\
  4. \text{ secret} & [ ] & \text{d) gradually} \\
  5. \text{ expensive} & [ ] & \text{e) well-known} \\
\end{array}
\]

Task-2

\[ \text{Total Marks: } 18 \text{M} \]

A. Put the following words under the correct headings.

\[ \text{Total Marks: } 8 \times 1 = 8 \]

Improper    retell    necessarily    employment
Illiterate  discontinue examination    kindness

Prefixes    Suffixes
1) ______________ 1) ______________
2) ______________ 2) ______________
3) ______________ 3) ______________
4) ______________ 4) ______________

B. Use your knowledge of prefixes to write definitions of the underlined words.

Although Rakesh is an (1) **ex-soldier**, he is only (2) **semi-literate**. When he tries to write a letter, he (3) **misspells** half of the words and his wife has to (4) **rewrite** for him. His wife used to work in a (5) **sub-department** of the post office where her main job was (6) **redirecting** mails. Rakesh is very (7) **pro-army** but he (8) **over-emphasises** its good points. His wife, on the other hand, is rather (9) **anti-army** and she (10) **undervalues** its positive aspects.

Task-3 10M

A. Rewrite the sentences using the underlined nouns as verbs. The meaning must be the same. Look at the example first.

**Example:** There was a lot of rain yesterday.

It rained a lot yesterday.

1. We had a long wait. __________________________________________________
2. I had a dream about you last night. ___________________________________
3. We were in the queue for half an hour. ________________________________
   __________________________________________________
4. The cost of the holiday was about 5000 rupees. _______________________  
   __________________________________________________
5. I wrote a reply to his letter yesterday. ________________________________
   __________________________________________________

B. Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

1. I’ll ring him this evening. ________________________________
2. I **diet** if I put on weight. ________________________________
3. It was very hot, so we **rested** for a while after lunch.

4. I **braked** but still I could not stop in time.

5. Did you **look** in the paper?
Latha is a _________________ girl. She speaks kindly with her classmates. Look at her, she is wearing an ______________ dress. She does not like to wear ___________ dresses. This could be due to her ___________ family tradition. Don’t you think Latha is a ___________ girl?

Task 6

Read the following paragraph carefully. Write the different meanings of the word ‘present’ in their context in the space provided.

Last Sunday, I attended Ms. Lahari’s birthday party. All her family members and friends were (1) present there. At the party, there was arrangement for traditional dance programme. At the beginning, Lahari’s father (2) presented to the audience Ms. Mrunalini Guptha, the famous Kathak dancer at (3) present. Ms. Guptha did present(4) a fabulous show. I enjoyed the party a lot. At the end, I gave Ms. Lahari a marvellous present (5).

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________

Task 7

A. Match the adjectives in the box to the people who are being described.

<table>
<thead>
<tr>
<th>optimistic</th>
<th>eccentric</th>
<th>gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>envious</td>
<td>sensitive</td>
<td>nosy</td>
</tr>
</tbody>
</table>

Example: Optimistic—Shiny always sees the bright side of things.

1. Rakesh always wants what other people have got.
2. Sarada plays the piano better than anyone else I know.
3. Sudha wears only black clothes.
4. Whenever we have visitors, our neighbor Naveen is at his window to see who it is.
5. Nirupama always gets upset if she feels that she is being criticized or laughed at.

B. Explain the following statements in your own words.  

1. Life is like camera… Focus on what’s important, capture the good moments, develop from negatives, and if things don’t work out, take another shot.

2. “Intellectual growth should commence at birth and cease only at death”

3. By changing nothing, nothing changes.

4. Two things define you. Your patience when you have nothing, and your attitude when you have everything.

B. Describe the following pictures  

![Old Crow](image1.png) ![Modern Crow](image2.png)
Put the expressions from the box into the correct category in the table given below.
workshop, put off, make a mistake, get over, on TV, a storm in a tea cup, at the end, on holiday,

valid card, live music, checkpoint, look after, by chance, pull somebody’s leg, in time,

give up, heavy snow, caretaker, bitterly disappointed, key ring, find out, take after,

<table>
<thead>
<tr>
<th>Compound words</th>
<th>Phrasal verbs</th>
<th>Prepositional phrases</th>
<th>Collocations</th>
<th>Idioms</th>
</tr>
</thead>
</table>


A. Complete the following speech by the director of ‘sports shops company’, using the words from the box.

range, success, important, aware, unlikely, majority, work

It has been a very difficult year for the company, as I am sure you are fully (1) ______________. However, the good news is that it is now highly (2) ______________that we will have to close any of our shops or lose any workers. This is thanks to all your hard (3) ____________, and I have to congratulate especially those of you who work in the Hyderabad branches of our stores who have had great (4) ____________ in selling a wide(5) ____________ of new ‘ski clothes’. The vast (6) ________________ of our customers are happy with the service we give them, and it is vitally(7) ______________ for us to continue to maintain these high standards in the future. Thank you, everyone.

B. Look at the dictionary entry for the word ‘pick up’ and match the meaning with sentences below.
pick up v adv 1 [T] (pick sbdy./sthg. up) to take hold of and lift up: Pick up the box by the handles.

2 [T] (pick sthg. up) to gather together; collect: Please pick up all your toys when you’ve finished playing.

3 [I] to improve: Trade is picking up again.

4 [T] (pick sthg. up) to gain; get: Where did you pick up that book/your excellent English?

5 [I; T (pick sthg. up)] to (cause to) start again: to pick up (the conversation) where we left off

6 [T] (pick sbdy./sthg. up) to collect; arrange to go and get: Pick me up at the hotel. I’m going to pick up my coat from the cleaner’s.

7 [T] (pick sbdy./sthg. up) to collect in a vehicle

8 [T] (pick sbdy. up) to collect

1. I said I would pick her up at the airport.
2. I picked up most of the rubbish that was on the floor.
3. Where did he pick up that strange voice/accent?
4. Business was bad at the beginning of the year but it now picking up now.
5. I hurt my back when I tried to pick up that chair.

Task 10

Read the following text consisting of idiomatic expressions. List out them and write their meanings.

I passed class X board examinations with A grade. Being on cloud nine, I made up my mind to go on a holiday. So, I went to stay with my friend, who is born silver spoon in his mouth. We are the same age but have very little in common: he loves sport and I hate it, I am mad about music and he is not interested in it. As you can imagine, we didn’t have very good time together, and by about Thursday we were really getting on each other’s nerves. I was down in dumb. All in all, I decided to come back home. Upon reaching home, I fell all in and felt like hitting the hay.

Appendix 9

Post-survey: Learners’ Questionnaire on Vocabulary Learning Strategies
Section A

Student’s name:

School name:

Class:

Age:

Medium of Instruction:

Mother Tongue:

Languages known:

Section B

Dear Student, you are now familiar with the strategies mentioned below. Respond to the questions given by ticking (√) ‘Yes/ No’

I. **Name of the Strategy: Keeping a Vocabulary Notebook**
   A. 1. Do you like keeping a vocabulary notebook?   Yes / No
       2. Do you think that ‘vocabulary notebook’ makes you learn and remember new/useful words?   Yes / No
   B. Write what you like/ dislike about keeping a vocabulary notebook.

II. **Name of the strategy: Using a monolingual dictionary (English-English Dictionary)**
   1. Do you like using English to English dictionary?   Yes / No
   2. Do you think that using an English dictionary makes you know and learn new words independently?   Yes / No

III. **Name of the strategy: Guessing the meaning of a word from its context**
1. Do you like the meaning of a word from its context?  Yes / No
2. Do you think that guessing the meaning of a word from its context is interesting and also interesting?  Yes / No
3. Write what you like/dislike about ‘guessing the meaning of a word from its context.

IV. Name of the strategy: word mapping
1. Do you like using word maps?  Yes / No
2. Do you think that ‘word mapping’ enables you to develop your vocabulary knowledge?  Yes / No
3. Write what you like/dislike about ‘word mapping strategy’.

V. Name of the strategy: Use new words in sentences (sentence frames)
1. Do you like to ‘use new words in sentences’?  Yes / No
2. Do you think that ‘using words in sentences’ help you improve your vocabulary knowledge and also increase your confidence level in using English language?  Yes/ No
3. Write what you like and dislike about the strategy ‘use new words in sentences’.

Sample Answer Script of a Learner
Post-test 1

Name: E. S. G. Kumar

School Category: Government/aided/Private (tick your answer)

Name of the school: Z P H S Kandava

Class: 9th class

Medium: English medium

Time allotted: 90 minutes

Marks: 50M

Directions: 1. Read the text supplied to you carefully before you take the test.

2. Attempt all the items in the test.

Section A

Task 1

Write whether the following statements are TRUE or FALSE. Support your answer in a few words.

a) Washington was attending the little coloured school in his town.

False! He just heard two women talking about the colour.

b) Hampton Normal and Agricultural Institute (HNAI) did not attract Washington much.

False! For him, it was like heaven.

c) Washington had a sound sleep under the side walk.

False; He could hear the tramp of feet over his head.

d) Washington could impress the head teacher with his appearance.

False; Washington was dumpy in appearance.

e) Tables and chairs in the recitation room were found completely dustless.

False; The recitation room was not clean.
Read the following statements and options given below. Tick the correct choice in the given brackets.

1) What did Washington listen from the miners? (d)
   a) About work in the coal mine  b) About coloured people in Virginia  c) About problems of miners  d) About school for coloured people

2) To Washington, Hampton Normal and Agricultural Institute (HNAI) was more attractive than heaven because (d)
   a) He had already seen it  b) He was very much interested in education  c) HNAI had charms  d) Both b & c

3) Washington was on fire constantly with one ambition, that is, to go to Hampton. In this context, the underlined phrase means (d)
   a) The state of burning  b) He was happy  c) Burning sensation  d) He was burning with desire

4) "My mother was troubled with a grave fear that I was starting out on a wild-goose chase". It means (b)
   a) Reaching Hampton alone was not difficult  b) Reaching Hampton involved mad adventure  c) Reaching Hampton with help of animals  d) Washington did not want to take his mother to Hampton

5) Washington hardly expected to see his mother again. This sentence means (c)
   a) He worked hard in Hamton to see her again  b) He expected to see her again  c) He was never hopeful to see her again  d) None of the above

6) When he reached Richmond, he went bankrupt. The underlined word means (b)
a) He robbed the bank b) He did not have any money c) He went to bank to get money d) Both b & c

7) The captain told Washington to continue working on the vessel mainly because ( D )
   a) The captain was kind-hearted b) The captain wanted to help him reach Hampton
c) The captain was so happy with his work d) both a & c

8) The head teacher told Washington to sweep the recitation room mainly because ( B )
   a) The room needed sweeping b) She wanted to test his interest and sincerity
c) She thought he could be a good sweeper in the school d) his appearance was bad

9. I continued to linger about her, and to impress her in all the ways I could with my worthiness. What does underlined word mean? ( C )
   a) Speak b) Meet c) Think d) Convince

10. Which of the following could be a better title of the text? ( C )
   a) Education is important b) My fight for an education
c) My struggle for an Education d) School Education

Section B

Task 1

For each word given below, find a word that is similar in meaning from the text you have read. The paragraph numbers given in brackets will help you.

1. decide (2) = resolve  2. Steadily (2) = constantly
3. Goal (2) = ambition
4. Suffering (6) = misery
5. Friend (6) = acquaintance
6. Tiired (7) = exhausted
7. Save (9) = economize
8. Next (12) = adjoining
Talk 1

Given below are some words from the text you have read. Each word can have more than one meaning. Using the dictionary, find out 1) the meaning in which the word is used in the story, 2) the other possible meaning(s) of the words.

1. mine
   - A deep hole under the ground (A) pit
   - Belonging to the person speaking (A) property
2. grave
   - A place in the ground where a dead person is buried (A) burial
   - Very serious and sad (A) solemn
3. article
   - A particular thing (A) separate thing
4. vessel
   - A piece of writing about a particular subject (A) newspaper
   - A large ship (B) boat
5. light
   - Energy from the sun (A) energy
   - Easy to lift or move (B) weight

Task 3

Given below are some sentences. Most of them are related to the text you have read, others are not. In each sentence find the exact meaning of the word great from the list given in the box below.

- extremely good in ability, splendid, important,
- large in amount, big in size, very enjoyable, to
- an extent in degree

1. It seemed to me that it must be the greatest place on earth.
   - A. very enjoyable
2. My brother John helped me all that he could, but, of course, that was not a great deal.
   - A. large in amount
3. Finally the great day came and I started for Hampton.
   - A. important
4. I saw the head teacher admitting other students, and that added greatly to my discomfort.
   - A. to an extent in degree
5. I listened to a concert by M.S.Subbulakshmi. It was great performance.
   - A. splendid
6. There is a great tree in front of our house which takes away all the light.
A. Big in size

7. Mary Kom, the first Indian woman boxer and an Olympic medalist, claimed, “I am the greatest.”
A. Extremely good in ability

TASK 4

The following words are taken from the text. Write their noun forms.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe</td>
<td>description</td>
</tr>
<tr>
<td>determine</td>
<td>determination</td>
</tr>
<tr>
<td>expect</td>
<td>expectation</td>
</tr>
<tr>
<td>permit</td>
<td>permission</td>
</tr>
<tr>
<td>impress</td>
<td>impression</td>
</tr>
<tr>
<td>part</td>
<td>parting</td>
</tr>
<tr>
<td>happen</td>
<td>happening</td>
</tr>
<tr>
<td>present</td>
<td>presence</td>
</tr>
<tr>
<td>know</td>
<td>knowledge</td>
</tr>
<tr>
<td>occur</td>
<td>occurrence</td>
</tr>
</tbody>
</table>
Section C

Task 1

You have been studying for about nine years. Describe your school life in your own words. Express your thoughts/feelings/ideas in your own words in two or three paragraphs.

Our school name is ZPHS Kanhari. It is located in Settur Mandal of Anantapuramu District of Andhra Pradesh. I am lucky to join this school because I enjoy my school life everyday. Our school is surrounded by lot of neem and sandal trees. Our school has a special garden with many plants. We all enjoy sitting and talking under the trees.

We like our teachers very well. They act like brothers in the school. They are all friendly. I have been enjoying my school life because some teachers stay in our village. They play cricket and volleyball. Because every day is a special event for us. My favourite subject is English. I love learning new English words. I enjoy word of the day and proverb of the day activities in our school. We have weekly quizzes to win the prizes. I get four prizes, my school life is so happy and unforgettable.
Post Test 2

Name: S. Somesh Kumar

School Category: Government/aided/Private (tick your answer)

Name of the school: Z.P. 4/8, Kankawin.

Class: 9th class

Medium: English medium

Total Marks: 100

Attempt all the tasks.

Task 1

Match the words given under A with their possible opposites (antonyms) given under B.

5M

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. suddenly</td>
<td>[ d ]</td>
</tr>
<tr>
<td>2. patience</td>
<td>[ a ]</td>
</tr>
<tr>
<td>3. remember</td>
<td>[ c ]</td>
</tr>
<tr>
<td>4. secret</td>
<td>[ e ]</td>
</tr>
<tr>
<td>5. expensive</td>
<td>[ b ]</td>
</tr>
</tbody>
</table>

   a) irritation
   b) affordable
   c) forget
   d) gradually
   e) well-known

Task 2

A. Put the following words under the correct headings. 8x1=8

Improper retell necessarily employment
Illiterate discontinue examination kindness

Prefixes

1) __improper__
2) __retell__
3) __illiterate__
4) __discontinue__

Suffixes

1) __necessarily__
2) __employment__
3) __examination__
4) __kindness__
B. Use your knowledge of prefixes to write definitions of the underlined words.

Although Rakesh is an (1) ex-soldier, he is only (2) semi-literate. When he tries to write a letter, he (3) misspells half of the words and his wife has to (4) rewrite for him. His wife used to work in a (5) sub-department of the post office where her main job was (6) redirecting mails. Rakesh is very (7) pro-army but he (8) over-emphasises its good points. His wife, on the other hand, is rather (9) anti-army and she (10) undervalues its positive aspects.

Task 3

A. Rewrite the sentences using the underlined nouns as verbs. The meaning must be the same.

Look at the example first.

Example: There was a lot of rain yesterday.

It rained a lot yesterday.

1. We had a long wait. \underline{we waited for a long time}.
2. I had a dream about you last night. \underline{I dreamt about you last night}.
3. We were in the queue for half an hour. \underline{we queued for half an hour}.
4. The cost of the holiday was about 5000 rupees. \underline{the holiday cost about 500 rupees}.
5. I wrote a reply to his letter yesterday. \underline{I replied to his letter}.

B. Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

1. I’ll ring him this evening. \underline{I will give him a ring} this evening.
2. I diet if I put on weight. \underline{I go on a diet} if I put on weight.
3. It was very hot, so we rested for a while after lunch. \underline{It was very hot, so we took rest}.
4. I braked but still I could not stop in time. \underline{I applied the brakes, but still I couldn’t stop in time}.
5. Did you look in the paper? \underline{Did you have a look} in the paper?

Task 4. Morning #NewsHeadlines:

A. Read the following headlines and write the meanings of the underlined words in the space provided. You may use the dictionary as a reference.

- Delhi Chief Minister Arvind Kejriwal seeks ten days time to formulate grievance redressal system to address people's problems.
- Examination for appointment of primary teachers in municipal schools of Delhi cancelled after reports of question paper leak.

\underline{grievance redressal} = complaints solution
\underline{address} = to think about problems and decide how you solve
\underline{appointment} = The act of choosing a person for a job
US initiates inter-agency review to look into lapses in Indian diplomat Devyani Khobragade case.

India to resume their second innings at overnight score of 68 for 2 against South Africa on the fifth day of Durban Cricket test.

B. Explain these headlines in your own words. Do not use the underlined words. 5M

1. Minister to quit

2. Government cuts spending on new hospitals

3. Bad weather hits farmers

4. Germany backs US plan

5. Police discover key witness

Task 5

Fill in the blanks with appropriate compound adjectives from the box given below.

deep-rooted, old-fashioned, well-mannered, soft-spoken, brand-new

Latha is a soft-spoken girl. She speaks kindly with her classmates. Look at her, she is wearing an old-fashioned dress. She does not like to wear brand-new dresses. This could be due to her family tradition. Don’t you think Latha is a well-rooted girl?

Task 6

Read the following paragraph carefully. Write the different meanings of the word 'present' in the space provided.

Last Sunday, I attended Lahari’s birthday party consisting of traditional dance programme. All her family members and friends were present (1) there. In the beginning of the party, Lahari’s father presented (2) Ms. Munalini Guptha, the world number one Kathak artist at present (3). Ms. Guptha did present(4) a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous present (5).
Task 7

A. Match the adjectives in the box to the people who are being described.

optimistic eccentric gifted
envious sensitive nosy

Example: Optimistic-Shiny always sees the bright side of things.

1. Rakesh always wants what other people have got. **envious**
2. Sarada plays the piano better than anyone else I know. **gifted**
3. Sudha wears only black clothes. **eccentric**
4. Whenever we have visitors, our neighbor Naveen is at his window to see who it is. **nosy**
5. Nirupama always gets upset if she feels that she is being criticized or laughed at. **sensitive**

B. Explain the following statements in your own words.

1. Life is like camera... Focus on what's important, capture the good moments, develop from negatives, and if things don't work out, take another shot.

   *Life is compared to camera, we take important photos, we get negatives*

2. “Intellectual growth should commence at birth and cease only at death”

   *We must always learn from birth to death*

3. By changing nothing, nothing changes.

   *Change is important for good life*

4. Two things define you. Your patience when you have nothing, and your attitude when you have everything.

   *We need patience and attitude in our daily life*
C. Write your comment(s) on the following pictures.

Our Education System

Our Education System

8th is not possible for an elephant to be a bad student—will not get good marks. Text is not good.

A like modern crow. It is very clever by using the glass to drink water. Old crow is putting let a time to drink water. It is time taking, more.

Old man is also busy with the computer closing the tree.

People are intelligent—they keep their pair of chopsticks on the chair. They are sitting on the chair. It is nice idea.
Task 8

Put the expressions from the box into the correct category in the table given below.

- workshop, put off, make a mistake, get over, on TV, a storm in a tea cup, at the end, on holiday,
- valid card, live music, checkpoint, look after, by chance, pull somebody’s leg, in time,
- give up, heavy snow, caretaker, bitterly disappointed, key ring, find out, take after.

<table>
<thead>
<tr>
<th>Compound words</th>
<th>Phrasal verbs</th>
<th>Prepositional phrases</th>
<th>Collocations</th>
<th>Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>workshop</td>
<td>check out</td>
<td>on TV, at the end</td>
<td>make a mistake</td>
<td>a storm in a tea cup</td>
</tr>
<tr>
<td>check off</td>
<td>put off</td>
<td>on holiday</td>
<td>live music</td>
<td>pull somebody’s leg</td>
</tr>
<tr>
<td>make a mistake</td>
<td>get over</td>
<td>by chance</td>
<td>bitterly disappointed</td>
<td>heavy snow</td>
</tr>
<tr>
<td>put off</td>
<td>look after</td>
<td>in time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Complete the following speech by the director of 'sports shops company', using the words from the box.

range, success, important, aware, unlikely, majority, work

It has been a very difficult year for the company, as I am sure you are fully (1) aware. However, the good news is that it is now highly (2) likely that we will have to close any of our shops or lose any workers. This is thanks to all your hard (3) work, and I have to congratulate especially those of you who work in the Hyderabad branches of our stores who have had great (4) success in selling a wide (5) range of new 'ski clothes'. The vast (6) majority of our customers are happy with the service we give them, and it is vitally (7) important for us to continue to maintain these high standards in the future. Thank you, everyone.

B. Look at the dictionary entry for the word 'pick up' and match the meaning with sentences below.

**pick up v adv** 1 [T] (pick sbdy./sthg.--up) to take hold of and lift up: *Pick up the box by the handles.*

—see picture on page 669 2 [T] (pick sthg.--up) to gather together; collect: *Please pick up all your toys when you've finished playing.* 3 [I] to improve: *Trade is picking up again.* 4 [T] (pick sthg.--up) to gain; get: *Where did you pick up that book?* Your excellent English? 5 [I; T (pick sthg.--up)] to (cause to) start again: *to pick up (the conversation) where we left off* 6 [T] (pick sbdy./sthg.--up) to collect; arrange to go and get: *Pick me up at the hotel.* 7 [T] (pick sbdy./sthg.--up) to collect in a vehicle 8 [T] (pick sbdy.--up)

1. I said I would pick her up at the airport. 6
2. I picked up most of the rubbish that was on the floor. 2
3. Where did he pick up that strange voice/accent?

4. Business was bad at the beginning of the year but it now picking up now.

5. I hurt my back when I tried to pick up that chair.

Task 10

Read the following text consisting of idiomatic expressions. List out them and write their meanings.

I passed class X board examinations with A grade. Being on cloud nine, I made up my mind to go on a holiday. So, I went to stay with my friend, who is born silver spoon in his mouth. We are the same age but have very little in common: he loves sport and I hate it, I am mad about music and he is not interested in it. As you can imagine, we didn’t have very good time together, and by about Thursday we were really getting on each other’s nerves. I was down in dumb. All in all, I decided to come back home. Upon reaching home, I fell all in and felt like hitting the hay.

1) on cloud nine—feeling happy
2) made up my mind—to decide
3) born silver spoon—in rich parents
4) all in all—on the whole
5) hitting the hay—to go to bed
6) all in—feeling tired

Task 18

1) use to be a soldier—partially literate
2) spells of—incorrectly
3) at the same time—again
4) very important—forwarding
5) doesn’t give enough value
Learners' Survey Questionnaire on Vocabulary Learning Strategies

Section A

Student's name: M Prem Kumar
School name: Z. P. H. S Kanukuru
Class: 9th class
Age: 14
Medium of Instruction: English Medium
Mother Tongue: Telugu
Languages known: Kannada

Section B

Dear Student, you are now familiar with the strategies mentioned below. Respond to the questions given by ticking (✓) 'Yes/No'

1. Name of the Strategy: Keeping a Vocabulary Notebook
   A. 1. Do you like keeping a vocabulary notebook? ✓ Yes / No
   2. Do you think that 'vocabulary notebook' makes you learn and remember new/useful words? ✓ Yes / No
   B. Write what you like/ dislike about keeping a vocabulary notebook.
   Likes: It is my own dictionary, it helps me remember my words.
   Dislikes: I am unable to take it home. Lol of book to carry.

2. Name of the strategy: Using a monolingual dictionary (English-English Dictionary)
   1. Do you like using English to English dictionary? ✓ Yes / No
   2. Do you think that using an English dictionary makes you know and learn new words independently? ✓ Yes / No
   Likes: Good reference, all time helping book.
   Dislikes: Heavy to carry.
Name of the strategy: Guessing the meaning of a word from its context
1. Do you like the meaning of a word from its context? Yes / No
2. Do you think that guessing the meaning of a word from its context is interesting and also interesting? Yes / No
3. Write what you like/ dislike about ‘guessing the meaning of a word from its context.’
   
   **Likes:** It is challenging, it is useful for thinking.
   
   **Dislikes:** It requires a lot of time. It is difficult to guess exact meaning sometimes.

Name of the strategy: word mapping
1. Do you like using word maps? Yes / No
2. Do you think that ‘word mapping’ enables you to develop your vocabulary knowledge? Yes / No
3. Write what you like/ dislike about ‘word mapping strategy’.
   
   **Likes:** It improves my memory skill, it is appealing for my eyes.
   
   **Dislikes:** Sometimes it is difficult to draw related pictures. Sometimes confusing, feeling misunderstanding.

Name of the strategy: Use new words in sentences (sentence frames)
1. Do you like to ‘use new words in sentences’? Yes / No
2. Do you think that ‘using words in sentences’ help you improve your vocabulary knowledge and also increase your confidence level in using English language? Yes / No
3. Write what you like and dislike about the strategy ‘use new words in sentences’.
   
   **Likes:** Sentences are so useful for my language improvement. Writing sentences is creative.
   
   **Dislikes:** Sometimes I feel that I make mistakes. Lol of time.
system and the Discovery/Consolidation distinction. The figures summarize the results of the survey research detailed later in this chapter. The USE figure refers to the percentage of total respondents who indicated they use that particular strategy, while the HELPFUL figure indicates the percentage who felt the strategy was helpful for learning vocabulary.

### Table 1: A taxonomy of vocabulary learning strategies

<table>
<thead>
<tr>
<th>Strategy Group</th>
<th>Use %</th>
<th>Helpful %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies for the discovery of a new word’s meaning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DET Analyse part of speech</td>
<td>32</td>
<td>75</td>
</tr>
<tr>
<td>DET Analyse affixes and roots</td>
<td>15</td>
<td>69</td>
</tr>
<tr>
<td>DET Check for L1 cognate</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>DET Analyse any available pictures or gestures</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>DET Guess from textural context</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>DET Bilingual dictionary</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>DET Monolingual dictionary</td>
<td>35</td>
<td>77</td>
</tr>
<tr>
<td>DET Flash cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DET Study lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DET Use flashcards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC Ask teacher for an L1 translation</td>
<td>45</td>
<td>61</td>
</tr>
<tr>
<td>SOC Ask teacher for paraphrase or synonym of new word</td>
<td>42</td>
<td>86</td>
</tr>
<tr>
<td>SOC Ask teacher for a sentence including the new word</td>
<td>24</td>
<td>78</td>
</tr>
<tr>
<td>SOC Ask classmates for meaning</td>
<td>73</td>
<td>65</td>
</tr>
<tr>
<td>SOC Discover new meaning through group work activity</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td><strong>Strategies for consolidating a word once it has been encountered</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC Study and practise meaning in a group</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>SOC Teacher checks students’ flash cards or word lists for accuracy</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>SOC Interact with native-speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEM Study word with a pictorial representation of its meaning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Image word’s meaning</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>MEM Connect word to a personal experience</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>MEM Associate the word with its coordinates</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>MEM Connect the word to its synonyms and antonyms</td>
<td>41</td>
<td>88</td>
</tr>
<tr>
<td>MEM Use semantic maps</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>MEM Use ‘scales’ for gradable adjectives</td>
<td>16</td>
<td>62</td>
</tr>
<tr>
<td>MEM Peg Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Loci Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Group words together to study them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Group words together spatially on a page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Use new word in sentences</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>MEM Group words together within a storyline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM Study the spelling of a word</td>
<td>74</td>
<td>87</td>
</tr>
</tbody>
</table>
Vocabulary and acquisition

MEM Study the sound of a word
MEM Say new word aloud when studying
MEM Image word form
MEM Underline initial letter of the word
MEM Configuration
MEM Use KeyWord Method
MEM Affixes and roots (remembering)
MEM Part of speech (remembering)
MEM Paraphrase the word's meaning
MEM Use cognates in study
MEM Learn the words of an idiom together
MEM Use physical action when learning a word
MEM Use semantic feature grids

COG Verbal repetition
COG Written repetition
COG Word lists
COG Flash cards
COG Take notes in class
COG Use the vocabulary section in your textbook
COG Listen to tape of word lists
COG Put English labels on physical objects
COG Keep a vocabulary notebook

MET Use English-language media (songs, movies, newscasts, etc.)
MET Testing oneself with word tests
MET Use spaced word practice
MET Skip or pass new word
MET Continue to study word over time

---

= Strategy was not included on the initial list used in the survey

Discussion of the vocabulary learning strategies taxonomy

Discovery strategies

Determination strategies

If learners do not know a word, they must discover its meaning by guessing from their structural knowledge of the language, guessing from an L2 cognate, guessing from context, using reference materials, or asking someone else. Determination strategies facilitate gaining knowledge of a new word from the first four options. Learners may be able to discern the new word's part of speech, which can help in the guessing process. They can also obtain hints about meaning from its root or affixes, although not always reliably. Clarke and Nation (1980) warn
Appendix 11

A Few Memories from the Fieldwork

Having an Interactive session with the learners

Learners ‘learning to learn’ engagement with vocabulary activities in nature’s lap
A learner demonstrating ‘word-map strategy’

Children having ‘Mid-day meal’
An inside view of a classroom in the school

Students’ drawings as a response to the question: *Do what you can do?*
Teacher made chart titled: ‘KITES CLUB’ (caption: For achieving heights in English)

Learners performing skit on the lesson “Hero”