## APPENDICES

### Appendix-A

Table 1.1: Scope and Sequence Frameworks for Learning Strategy Instruction (O'Malley & Chamot 1990)

<table>
<thead>
<tr>
<th>First language contexts</th>
<th>Second language contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>general guidelines (all subjects)</td>
<td>general guidelines (content-based ESL)</td>
</tr>
</tbody>
</table>

1. **Assess strategy use with:**
   - think-aloud
   - interviews
   - questionnaire

2. **Explain strategy by:**
   - naming it
   - telling how to use it, step by step

3. **Model strategy by:**
   - demonstrating it
   - verbalizing own thought processes while doing task

4. **Scaffold instruction by:**
   - providing support while students practice
   - adjusting support to student need
   - phrasing out support to encourage autonomous strategy use

5. **Develop motivation by:**
   - providing successful experiences
   - relating strategy use to improved performance

1. **Preparation:** Develop student awareness of different strategies through:
   - small group retrospective interviews about school tasks
   - modelling think-aloud, then having students think aloud in small groups
   - discussion of interviews and think-alouds

2. **Presentation:** develop student knowledge about strategies by:
   - providing rationale for strategy use
   - describing and naming strategy
   - modeling strategy

3. **Practice:** Develop student skills in using strategies for academic learning through:
   - cooperative learning tasks
   - think-alouds while problem solving
   - peer tutoring in academic tasks
   - group discussions

4. **Evaluation:** Develop student ability to evaluate own strategy use through:
   - writing strategies used immediately after task
   - discussing strategy use in class
   - keeping dialogue journals (with teacher) on strategy use

5. **Expansion:** Develop transfer of strategies to new tasks by:
   - discussions on metacognitive and motivational aspects of strategy use
additional practice on similar academic tasks
- assignments to use learning strategies on tasks related to cultural backgrounds of students

Weinstein and Underwood (1985) college course (individual learning skills)

1. Identify academic and strategy needs through:
   - Learning and Study Skills Inventory (LASSI)
   - other self-report measures
   - reading comprehension test
   - individual interviews
   - group discussions

2. Develop goals for strategy use and affective control for:
   - individuals
   - entire class

3. Provide background information on:
   - motivation
   - cognition
   - strategies and study skills
   - transfer

4. Provide different practice opportunities with varied content:
   - discussion
   - role playing
   - peer tutoring

5. Evaluate strategy acquisition by:
   - providing both individual and group feedback
   - administering same instruments as in Step 1
   - developing self-evaluation with student journals and papers

Hosenfeld et al. (1981) reading comprehension (French)

1. Provide think-aloud training

2. Identify current reading strategies

3. Explain importance of strategies

4. Help students analyze own strategies in (English)

5. Have students practice L1 strategies in L2 (French)

6. Provide direct instruction on reading comprehension strategies by:
   - explanation
   - practice
   - application to reading assignments
   - evaluation of success of strategies

7. Evaluate success of strategy training by repeating Step 2
Appendix-B

Materials for Strategy Instruction (Chapter V)

Lesson A: Vocabulary

Read the following passage carefully:

And she was stricken with horror at the thought of leaving her mother and at the selfishness of her thoughts. She had never been prone to thinking anything important, but now, somehow for a moment, she had a glimpse of her mother's life that made her shiver and hate herself as a cruel, heartless, lazy, selfish wretch. Her mother's life loomed up before her eyes, a life of continual misery and suffering, hard work, birth pangs, sickness, and again hard work and hunger and anxiety. [from Guided Reading, (for class XII), eds. M.L. Tickoo et al. (New Delhi: CBSE) p.54].

1. **Stricken** (v.t.) p.p. of strike - hit, give a blow, also struck
   
   **Examples:**
   
   i) The tree was sticked/struck by lightening.
   
   ii) Who had stricken struck the first blow?

2. **Prone** (adj.) liable, inclined

   **Examples:**

   i) He has always been prone to accidents.
   
   ii) She is prone to laziness.
3. **Glimpse (n)** - quick, imperfect view

**Examples**

i) I caught a glimpse of the sugar factory from the window of the train.

ii) The fans waited for hours to get a glimpse of their favourite star.

4. **Shiver (v.i.)** - tremble, shake, quiver.

**Examples**

i) The half-naked boy shivered under the tree throughout the night.

ii) The man started shivering with fear at the sight of the snake.

5. **Wretch (n.)** - mean, contemptible person.

**Examples**

i) I am not such a wretch as to deceive my own friends.

ii) The wretch that he is, he let down his own parents.

6. **Loom up (v.i.)** - appear indistinctly in a threatening way, appear great and fill the mind.

**Examples**

i) The dark outline of another ship loomed up through the fog.

ii) The fear of examination loomed up before my mind, and I was unable to concentrate on my studies.
7. **Continual** (adj.) Going on or continuing all the time without stopping or only with short breaks.

**Examples**

i) Aren't you tired of this continual rain?

ii) Life is a continual struggle.

Note: Continual is different from continuous, which always means going on without any break. For example, "A continuous performance from I.A.M. to 11.30 P.M."

**Practice Exercises**

I. Match the words in column A with their equivalents in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sticken</td>
<td>appear in a frightening manner</td>
</tr>
<tr>
<td>2. prone</td>
<td>tremble, shake</td>
</tr>
<tr>
<td>3. glimpse</td>
<td>worthless person</td>
</tr>
<tr>
<td>4. shiver</td>
<td>hit</td>
</tr>
<tr>
<td>5. wretch</td>
<td>continuous</td>
</tr>
<tr>
<td>6. loom up</td>
<td>having a tendency</td>
</tr>
<tr>
<td>7. continual</td>
<td>a brief sight</td>
</tr>
</tbody>
</table>

II. Make sentences of your own with the words in column A.

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Lesson B: Tenses (Simple Past & Past Perfect)

Passage: David had slept only a short time when a rich looking carriage, drawn by two fine horses, stopped directly in front of where he slept. One of the horses had injured his leg and the driver wished to let the horse rest for a while. An elderly businessman and his wife got out of the carriage and decided to rest during this time under the shade of the trees. There they noticed the spring and David asleep alongside of it. They tried to walk lightly and to make as little noise as possible in order not to wake him. David looked like their own son who had deserted them two years ago. [from Complete Course in English, ed. R.J. Dixson (New Delhi: Prentice Hall International Inc., 1987), p.130].

The Form and Function of the Simple Past and Past Perfect Tenses

Simple Past Tense

Form: Regular verbs take -ed but irregular verbs have different forms to be learned individually.

For example,

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>past</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>play</td>
<td>played</td>
</tr>
<tr>
<td>open</td>
<td>opened</td>
</tr>
</tbody>
</table>
(A list of irregular verbs with their past and past participle forms is found in every good dictionary.)

The form of the verb in the simple past tense remains the same with all the persons and numbers. For example:

<table>
<thead>
<tr>
<th></th>
<th>First person</th>
<th>Second person</th>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I worked</td>
<td>You worked</td>
<td>He worked</td>
</tr>
<tr>
<td>Plural</td>
<td>We worked</td>
<td>You worked</td>
<td>They worked</td>
</tr>
</tbody>
</table>

**Function:** To express an action performed and finished in the past.

**Past Perfect Tense**

**Form:** The past perfect of a verb is formed by placing had before the past participle form of the verb, e.g.,

<table>
<thead>
<tr>
<th></th>
<th>First person</th>
<th>Second person</th>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I had worked</td>
<td>You had worked</td>
<td>He had worked</td>
</tr>
<tr>
<td>Plural</td>
<td>We had worked</td>
<td>You had worked</td>
<td>They had worked</td>
</tr>
</tbody>
</table>

**Function:** To describe an action which took place before a definite time in the past.

**Comparison of Simple Past and Past Perfect**

While the simple past tense describes an action where the link between the action and the present time seems to be cut off, the past perfect tense retains the relationship between a performed action and a point of time in the past just as the
present perfect tense retains the relationship between a past action and present time, eg.,

**Simple past**: He ate his breakfast.

**Past perfect**: He had eaten his breakfast (when we called).

**Simple past**: I wrote a letter to my parents yesterday.

**Past perfect**: I had already written a letter to my parents (when I got their phone call).

Note: The clauses within parantheses may not always appear in actual production, and the reference to a particular point of time might just be inherently understood.

**More Examples**

**Past Tense**: Tom's father died when Tom was eighteen. Before he died, he advised Tom not to marry till 35, and Tom at 23 still intended to follow his advice.

**Past Perfect Tense**: Tom was 23 when our story begins. His father had died five years before and since then Tom had lived alone. His father had advised him not to get married till he was 35 and Tom had intended to follow his advice.

Thus, in the past perfect, the narrator or subject looks back on an earlier action from a certain point in the past.
Practice Exercises

I. Put the verbs in the following sentences into the simple past tense first and the past perfect tense afterwards:

1. I go to work every day.
2. I meet her on Tuesdays.
3. He always wears black.
4. He cries when he is hurt.
5. I change my library book every week.
6. He signs the cheques.
7. He sleeps badly.
8. I read a chapter every night.
9. He understands me.
10. Who knows the answer?

II. Put the verbs in brackets into the correct tense either simple past or past perfect:

It _______ (seem) the police _________ (check out) everyone who could be checked. From the modus operandi the thief _______ (appear) to be a local guy. Someone who _______ (know) people living in the colony. All the servant's quarters _______ (search). The sabziwallas _______ (be) regulars and they ______ (check) too. The only clue _______ (seems) to be that old Mr. Pant _______ (see) a short-haired fellow in tight grey trousers go up to the Parekh's flat the day of the theft at their house.
Lesson C : Phrases and Expressions

Passage: Pongs began to search. He looked high and low, went through my pockets, felt at my brat, but of course he found no trace of an orange. Finally he figured out orange what must have happened, but even then he couldn't believe it "seventeen oranges", he kept murmuring "big ones at that ... how has he managed it?". But I said nothing. And he couldn't bring up a charge against me because he had no evidence upon which to commit me and because I suppose he did not want to be laughed at. So all he could do was to curse me, while I kept my lips shut tight, and then he had to let me go. [from English Reader (for Class IX), ed. M.L. Tickoo et. al. (New Delhi: CBSE, 1981) p.21].

Example Sentences

1. Grandma has been looking high and low for her lost glasses.
2. The police went through the apartment.
3. The criminals had left no trace of the murder.
4. It was easy to figure out who could have stolen my watch.
5. These are the facts which can always be brought up against you.
6. The teacher let me go after I finished my assignment.
7. She is a very sensitive girl and doesn't like being laughed at.
Practice Exercises for Phrases

I. Complete the sentences:

1. He wasted two hours looking high and low for ....
2. The warden wants to go through his cupboards because ....
3. As there was no trace of sugar in the house ....
4. I could not figure out the meaning of what he said so I ....
5. A charge of theft was brought up against him and he ....
6. If you want to avoid being laughed at ....
7. I will not let you go until you ....

II. Make sentences of your own with the underlined phrases in the above sentences.
Appendix-C

Instruments (Chapter V)

Pretest

I. Fill in the blank with the right form of the appropriate work chosen from the list:

Stricken, prone, glimpse, shiver, wretch, loom up, continual.

1. What a _______ he must be to burn his own wife!
2. The labourers lead a life of _________ hardship.
3. His uncertain future _________ large before him after he finished his studies.
4. Thousands of men gathered to have a _________ of their beloved leader.
5. _________ by the horror of the bombardment, the people left the town.
6. By nature she is _________ to living alone.
7. I kept _________ at the doorstep in the cold.

II. Read the following passage carefully and put the verbs in brackets into; either simple past or past perfect:

When he _________ (see) his wife off at the station, he _________ (return) home as he _________ (not have) to be at the airport till 9.30. He _________ (not have) to pack for his wife already _________ (do) that for him and his case _________ (be) ready in the hall. He _________ (not have) to check the doors.

III. Fill in the blanks choosing the appropriate form of the phrase from the list: go through, laugh at, bring up, let (sb.) go, not a trace of, looking high and low, figure out.

1. The policemen ________ all the secret places in the apartment but couldn't get any clues.
2. He looked ________ for it in vain.
3. It was a hot day and there was a cloud in the sky.
4. It was difficult to ________ how he reached inside the house.
5. They ________ the charge of stealing jewellery against the servant.
6. Everybody ________ as soon as he turned his back.
7. My mother ________ to the movie with my friend.

Post-test

I. Choose the most appropriate alternative for the given words:

1. stricken : affected, chosen, weakened, struck
2. prone : clear, steady, inclined, upright
3. glimpse : a quick view, glare, trace, stain
4. shiver : ridicule, tremble, cut off, heighten
5. wretch : mistaken notion, selfish person, frustration,

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II. Put the verbs in brackets into the correct tense; either simple past or past perfect:

When the old lady (return) to her flat she (see) at once that burglars (break) in during her absence, because the front door (be) open and everything in the flat (be) upside down. The burglars themselves (be) no longer there, but they probably only just (leave) because a cigarette was still burning on an ornamental table. Probably they (hear) the lift coming up and (run) down the fire escape. They (help) themselves to her whisky too but there (be) a little left, so she (pour) herself out a drink. She (wonder) if they (find) her jewellery and rather (hope) that they had. The jewellery (be given) to her by her husband, who (die) some years before. Since his death she (not have) the heart to wear it, yet she (not like) to sell it. Now it (seem) that fate (take) the matter out of her hands, and certainly the insurance money would come in handy. [From A.J. Thomson, and A.V. Martinet, A Practical English Grammar : Combined Exercises, Vol. II (Oxford: OUP, 1975) p.118).]
### III. Match the phrases in column A with their equivalents in column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. laugh at</td>
<td>understand</td>
</tr>
<tr>
<td>2. bring up against</td>
<td>search</td>
</tr>
<tr>
<td>3. figure out</td>
<td>ridicule</td>
</tr>
<tr>
<td>4. go through</td>
<td>use as evidence</td>
</tr>
<tr>
<td>5. let something/somebody go</td>
<td>in every place</td>
</tr>
<tr>
<td>6. a trace of something</td>
<td>leave</td>
</tr>
<tr>
<td>7. look high and low</td>
<td>sign or mark</td>
</tr>
</tbody>
</table>