CHAPTER III

TECHNIQUES ADOPTED FOR DEVELOPING WORD POWER OF ENGINEERING COLLEGE STUDENTS

3.1 PRELIMINARIES

The present study has adopted an eclectic approach to develop vocabulary of Engineering College students. An attempt has been made to make use of some new techniques along with the often used traditional methods for better learning and the teaching situation so as to enable learners to become self-reliant in their grasping and using their vocabulary of English. It discusses how the researcher has made use of different vocabulary techniques that can be used for all faculties and all students but the techniques are prepared with specific reference to Engineering College students. The vocabulary enhancement programme was developed in classroom by following nine major heads of vocabulary enrichment process such as major processes of word formation, minor processes of word formation, homonyms and homophones, synonyms and antonyms, vocabulary games, collocations and idioms, semantic fields, guessing meaning from context, and use of mobile phone technology during the training programme.

3.2 IMPORTANCE OF THE TECHNIQUES OF TEACHING VOCABULARY

The question related to ‘What to teach’ in respect of vocabulary has been addressed in the previous two chapters. It is essential to know ‘how to teach’ vocabulary. Various innovative techniques and devices have been used in order to teach, enhance, enrich and expand vocabulary. Word building or word-formation and Affixation are major processes of expanding vocabulary. Two other major processes of word building are conversion and compounding, such as round, ground, match is used in more than one word-class such as noun, verb, adjective as in ‘They have drawn a round design’ (adj), ‘The earth is round’ (adj), ‘They take a round every morning’ (noun), ‘They
rounded up the discussion’ (verb) and ‘The members rounded up the meeting’ (verb). There are some minor processes of word building such as clipping, blending and acronyms. The similarity as well as dissimilarity between sounds as well as meanings gives rise to the words known as synonyms (words of same meaning) for example, ‘long ago’, ‘in the bygone era(‘days’) in the past’, in which, ‘ago’, ‘bygone’ and ‘past’ mean the same. Antonyms are found in pairs such as large-small, long-short, night-day, love-hatred and glad-sad. There are words of the same sound and the form having different meanings which are called homonyms and homophones. There are one word substitutes such as, ‘A place where goods are sold by the seller and are bought by the customers – market’. Collocation means natural combination of words; it refers to the way English words are closely associated with each other. For example, commit and crime go together, as do pay and attention; blonde goes with hair and slime with chance. There are words which belong to the semantic fields as in the case of the register of cookery – boil, fry, roast, cook, rolling pin, chop, cut, slice, squeeze. Guessing the meaning in the context is another device of enriching vocabulary. The cucumber was____(past) by the cook for preparing the ____salad (slice, chop, red, green)– choose the appropriate word suitable to the context). The choice is ‘sliced’ in the first blank and ‘green’ in the second blank space. Presenting the new vocabulary requires different strategies to enrich the stock of vocabulary. The new vocabulary items like ‘satellite’ or “spacecraft” can be taught using innovative techniques. It is not possible to bring the actual object like a ‘satellite’ or a ‘spacecraft’ in the classroom. It is of course possible to show the model of a spacecraft or show the flashcards or draw a picture of the object. These strategies can enable the teacher to teach the item innovatively. The use of a dictionary is another device of extending and expanding the vocabulary. The uses of a dictionary are multi-fold. Picture dictionary or making one’s own word dictionary are the other methods to enrich the vocabulary. Words are powerful in assigning semantic significance to the syntactic and grammatical structures. The sound, structure and meanings of words are the pivotal items in the comprehension of any usage of English. Creativity of language is possible only because of words. Words are the spirit behind the mechanism of the language systems. Words are invaluable treasure in mastering a language.
3.3 ENHANCING THE WORD POWER OF ENGINEERING COLLEGE STUDENTS

Learning the vocabulary of a language is significant because it is mainly the vocabulary which carries meanings. We can convey what we want to say through words alone. In the present study the procedure used would be of special interest to those who expect the students to enhance their word power by using different vocabulary processes and techniques.

In every class, first the researcher gave a brief introduction of vocabulary and its importance in communication skills. To help the students to be comfortable, relaxed and stress-free for learning, she played a song. For example, in one of the classes, the song “My heart is beating” was played and this created appropriate ambience for learning. Students were given a handout of the song, they listened to the song twice and then they filled in the blanks. It is believed that listening helps in effective language production.

A famous song from the movie “Julie” was selected

My heart is beating, keeps on repeating,

I am waiting for you,

My love encloses, a plot of roses,

And when shall be then, our next meeting,

Cause love you know,

That time is fleeting, time is fleeting

Q. Fill in the blanks in the following lines.

My heart is ……, keeps on ……..,

I am waiting for you,

My love ………, a plot of roses,

And when shall be then, our next……,
USE OF DICTIONARY, THESAURUS, PICTIONARY AND ACTIVATOR

A dictionary, thesaurus, pictionary and activator are effective tools for developing students’ word power. Information of these sources was provided to the students right in the first class.

A) Using a Dictionary

Dictionary is a very significant tool in teaching and learning of vocabulary. Students look up the word in a dictionary. A word can be completely understood through the entries as the meaning, the etymology, the pronunciation, the usage, the grammatical and syntactic features, the stress pattern and the synonyms and other details are explained in the dictionary. Dictionaries are of different types such as dictionaries that give meaning, dictionaries that give synonyms and antonyms, that give the pronunciation, that give word to word translations in different languages such as English and French, English and Spanish. There are dictionaries that give the words of twenty-six languages for one entry. Dictionary work is laborious but highly necessary. The appropriate use of a dictionary needs to be brought out to the students. Word usage explanations are given in many prominent dictionaries. Words in the context, words belonging to the lexical set, words explained in their subtle but different meanings are found in a good and useful dictionary. The Oxford Advanced Learners Dictionary of English with its eighth edition of 2012 is a vitally significant tool for learning vocabulary independently. Teachers of course bring out the hidden interest in finding an entry in the dictionary. Contemporary English Cambridge International Dictionary of English is another significant dictionary for the learners of English as a second language. Each of the components of the entries in such a Dictionary has been used for preparing different exercises, which is illustrated in the various sections of the present chapter.
B) Using a Thesaurus

A Thesaurus is a book that lists words in group that has similar meanings, words which have the same meaning or a meaning similar to the word chosen by learners. While using a thesaurus one comes to know many words that have similar meaning. This will increase their word power. Choosing the most appropriate word according to the situation is an advantage of using a thesaurus. Vocabulary is expanded on account of the words that are listed as synonyms for a specific word. The difference between a dictionary and a thesaurus is that a dictionary gives the meaning of a word while a thesaurus gives a list of other words which are similar in meaning to the particular entry of a word. Using a thesaurus increases the word power of learners. Propriety and similarity – synonymity are the two parameters used for the entries in a thesaurus. Contextualized use of vocabulary items is possible through the use of a thesaurus. Though similarity of meaning is the criterion for making the lists of words in a thesaurus, it is desirable to use a thesaurus to understand what is the term to be used. A thesaurus is the device that enables the teacher to explain meanings of words and that helps students in strengthening the word power.

C) Using a Pictionary

A Pictionary is a book that has one picture for each entry. The words like peacock and parrot are better learnt if the students are given an opportunity to use the dictionary which presents one picture for each entry. Pictures make a visual presentation. It is a graphic presentation of the object being introduced. Pictures contain visual instruction material. They are capable of motivating students. It is a good device to expand word power. Using pictures is a teaching technique used by innovative teachers. Pictures encourage students to get motivated and to actively participate in the process of learning. Pictures stimulate and provide information as they bring the whole universe into a classroom. Nowadays pictures are procured from variety of sources such as computers, photographs, drawing and diagrams. Visibility, appropriateness and contextual suitability are the features which the pictures to be used in teaching should have.

D) Using Activator

An activator could be considered as a combination of a dictionary and a thesaurus. It is another extremely useful resource for enhancing students’ vocabulary. An activator
provides information with respect to pronunciation, meaning, grammar and usage like a dictionary, but it brings together synonymous words, and provides a detailed information of each of them. For example, the entry of a word ‘Angry’ is followed by words like ‘mad’, ‘furious’, ‘throw a tantrum’, ‘livid’, ‘irritated’, etc. A detailed explanation of each of these words is available in an activator.

The advantage of using an activator is that the learners are able to understand the shades of difference in meaning of words. This resource can help the learners significantly to play with words and develop an interest in them. It also motivates them to use ‘the right word at the right place’.

3.3.1 MAJOR PROCESS OF WORD FORMATION

A) Prefixation

Vocabulary is a collection of words. Many more words are collected by adding prefix or rather by placing the prefix before the root. What precedes a stem is placed or fixed before the stem or the root and what comes after or what succeeds the root or the stem determines the position of the affix which must be placed before or after the root. Knowing affixes helps learners to know how to build up new words.

In the word “disrespectful” respect is the stem. ‘Dis’-is the prefix which is placed before respect and ‘ful’ is the suffix which is fixed or placed after ‘respect’. The same is the case with unrespectful which has un-prefix, respect-stem and ful-suffix.

1) The Significance of Morphological Analysis in Developing Word Power

The morphological analysis is one of the ways of teaching prefixes and suffixes. The students were asked to attempt a morphological analysis of the following words:

i) Miscalculation           mis + calculation  
ii) Misunderstanding       mis + understanding  
iii) Disappointment         dis + appointment  
iv) Unbelievable            un + believable  
v) Procreation               pro + creation  

The teacher wrote the Morphological Analysis on the Board Using Colours.
Different strategies were used to teach these items.

i) The teacher wrote on the blackboard the analysis by using the white chalk-stick dis+ appoint+ ment.

ii) The teacher wrote on the blackboard the analysis by using coloured chalk-sticks either for plus signs or for each unit of the analysis. Dis + (red chalk-stick) appoint + (red chalk-stick) ment, or dis(green chalk-stick) + (red chalk-stick) appoint (Yellow chalk-stick) + (blue chalk-stick) ment (white chalk-stick)

2) Providing Examples of Prefixes

The other strategy of teaching vocabulary items which is formed by adding prefixes requires to ask a question to the students in the manner indicated below.

Give five examples of words formed by using the following prefixes.

Questions

Mis– misguide, mislead, mismatch, mismanage, misnomer
Dis – discharge, disinherit, discredit, dismantle, disintegrate
Un – unnecessary, unfit, unlock, unidentified, unwed.

3) Match the following exercise

This is a traditional exercise but it is put here to the novel use of vocabulary enrichment.

i) in ___ a) irresponsible
ii) in ___ b) irreversible
iii) im ___ c) indecent
iv) ir ___ d) indiscreet
v) ir ___ e) impossible
vi) ir ___ f) irresponsible

i_c, ii_d, iii_e, iv_f, v_a, vi_b
4) Completion Exercise

Some additional exercises to develop their knowledge of prefixes were given to the students. The teacher has moved from simple to more complex activities.

i) It is not possible to study when the procession is out. (use im)
ii) It is his not regular habit that has caused harm. (use ir___)
iii) Kissing in public is considered an not decent act in India. (use in__)
iv) Not discreet is he who makes noise in the classroom. (use in___)
v) The fall out of an atomic explosion is not reversible. (use ir___)
vi) Not responsible persons cause damage in every society. (use ir__)

5) Generating Exercises

Make words from the following prefixes (as shown below)

i) Fore – (forefront, forerunner, forepaw, foreplay, foreground)
ii) Back – (backfoot, backyard, backbencher, backtrack, background)
iii) Under- (understand, understate, underestimate, underplay, underpin)
iv) Over- (overuse, overjoyed, overact, overdo, overhit)
v) In – (inside, inward) out – (outside, outward)
vi) Post – (postpone, postdated, postpaid) pre- (prepone, prepaid, prestamped)

These are some of the techniques which an enthusiastic, interested and innovative teacher can use while teaching vocabulary items related to the placement or prefixation of the prefixes in English. These strategic techniques can be put to use in different ways:

6) Use of Technology to Display Morphological Analysis

(i) The teacher wrote all the questions on the black (white) note-board. She made the students copy the questions in their note-books and asked them to write answers in a fixed time-frame.
(ii) The teacher typed these questions on a computerized sheet and distributed the questions to every student in the class and asked the students to answer within a stipulated period.

(iii) The teacher put the questions on a flannel-board. Students copied the questions in their note-books. Students answered the questions in a fixed time-frame.

(iv) The teacher displayed the questions on a notice-board. Students copied the questions in the note-books. Students answered the questions in a fixed time-frame.

(v) The teacher uploaded the exercises online. Students downloaded the questions and sent replies online immediately.

7) Production and Analytical Exercise

a) The prefix ‘pre’:

i) Prefix pre + fix

Prefix (before) (Place-root-verb)

ii) Prepayment Pre + Pay + ment

Prefix (before) (root-pay (give)-verb) (noun forming suffix)

iii) Preparation pre + (pre) pare + -tion

Prefix (before) (root-to get ready-verb) (noun forming suffix)

iv) Preposition Pre + pos (e) + -tion

Prefix (before) (root-state-verb) (noun forming suffix)

iv) Predetermined pre + determine + e(d)

Prefix (before) (root-verb-make up mind) (past tense indicating suffix)

Morphological analysis for making appropriate and correct use of prefixes is the innovative techniques which have been employed to enrich vocabulary content of the students.
There are other prefixes which have been listed in a table with an example of each to enable the students to add more illustrations in order to expand their vocabulary.

8) Vocabulary Enhancement Exercises

Students were motivated to understand the meaning of prefixes, so that they can guess meanings of different words in real-life contexts.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>again-back</td>
<td>revisit, reconstruct</td>
</tr>
<tr>
<td>dis-</td>
<td>reverse meaning of the verb</td>
<td>discontinue, disarm</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overcast, oversight</td>
</tr>
<tr>
<td>un-</td>
<td>reverse meaning of the verb</td>
<td>undo, unending</td>
</tr>
<tr>
<td>mis-</td>
<td>badly, wrongly</td>
<td>misinformed, misconduct</td>
</tr>
<tr>
<td>be-</td>
<td>make-cause</td>
<td>belittle, befriend</td>
</tr>
<tr>
<td>co-</td>
<td>Together</td>
<td>coexist, cooperate</td>
</tr>
<tr>
<td>fore-</td>
<td>before, earlier</td>
<td>foresee, foresight</td>
</tr>
<tr>
<td>de-</td>
<td>the opposite off</td>
<td>devalue, derecognize</td>
</tr>
<tr>
<td>pre-</td>
<td>Before</td>
<td>pretext, pretend</td>
</tr>
<tr>
<td>ex-</td>
<td>Former</td>
<td>ex-president, ex-chairman</td>
</tr>
</tbody>
</table>

There are some prefixes from which a large number of words are generated.

9) Production Exercise

Make three (3) words each from the prefixes listed below:

i) bi (two) : bicycle, bifocal

ii) tri (three): tricycle, tripod, triangle, tribunal, triangular

iii) Quarto (four): Quartet, quadrangle, quarterly, quarter-final

iv) Penta (five) : pentagon, pentacid, penta (fire) sided
v) hexa (six) : hexagonal, hexameter, hexa-sided

vi) Hepta (Seven) : Heptameter, hepta (September), hepta-sided

vii) Octo (eight): October (eight month), octagonal (eight sided)

These strategic techniques were used in this study to enable the students to enrich and expand the vocabulary. After drilling in the strategy of Prefixation, the second strategy, that is suffixation to enrich vocabulary has been emphasized by the teacher. The innovative techniques were delivered through a number of exercises, which were taken up in the class as well as home assignments were given to the students for practice a period of two weeks.

B) Suffixation

Prefix is the first type of affix in English and the second type of affix in English is a suffix. What comes after, what succeeds the root or stem, what is positioned after the stem is a suffix.

1) Morphological Analysis

i) Usefulness – use (root)+ful (positiveness)+ness (non forming suffix)

ii) Uselessness – use (root)+less (suffix expressing negativeness)+ ness (noun forming suffix)

iii) Helplessness – help (root)+less (suffix expressing negativeness)+ ness (noun forming suffix)

iv) Hopelessness – hope (root) + less (suffix expressing negativeness)+ ness (noun forming suffix)

v) Cheerlessness – Cheer (root) + less (suffix expressing negativeness)+ ness (noun forming suffix)

vi) Joylessness – Joy (root) + less (suffix expressing negativeness)+ ness (noun forming suffix)
vii) Helplessness – help (root) (root) + less (suffix expressing negativeness)+ ness (noun forming suffix)

viii) Hopefulness - hope (root) + full (suffix expressing positiveness)+ ness (noun forming suffix)

ix) Joyfulness Joy (root) + less (suffix expressing positiveness)+ ness (noun forming suffix)

x) Cheerfulness Cheer (root) + full (suffix expressing positiveness)+ ness (noun forming suffix)

2) Morphological Analysis

Teacher employed different strategies to teach these items.

i) The morphological analysis of these and similar items have been written by the teacher with a white chalk-stick on the black-board.

Use + less + ness

ii) The morphological analyses have been written by the teacher on the blackboard by using different coloured chalk-sticks for each of the unit of the said morphological analysis as detailed below:

Use (red coloured chalk stick) + less (green coloured chalk-stick) + ness (blue coloured chalk stick)

(Root) (affix expressing negativeness)  (noun forming suffix)

vv (root)+ (suffix expressing positiveness or negativeness) + (noun forming suffix)

3) Multiple Choice Exercise

Multiple Choice Questions are quite useful to enable the students to choose the correct option in word-building using the correct suffix.
i) The teacher found his student’s essay meaning……

(a) - able  (b) – lize (c) – ous (d) ful

ii) The teacher found it realist…. to teach that student.

(a) – able  (b) – ic  (c) – ical (d) – ous

iii) The student made some sport…. actions on the ground

(a) – ic (b) – ful (c) – ive (d) – less

iv) In our classroom there are many students who got scholar…..

(a) – ment  (b) – tion (c) ship (d) hood

v) The edit…..of The Times of India Writes good articles.

(a) ar  (b) er  (c) or  (d) ur

4) Completion exercise

Fill in the blanks is the exercise that was used by the teacher of vocabulary to test her students’ level of the knowledge of vocabulary and their skills in using the items.

i) Two ----- girls entered the classroom.

(a) handsome  (b) beautiful  (c) stout  (d) tough

ii) The magician performed a ____________ trick.

(a) miraculous  (b) stronger  (c) irregular  (d) bookishly

iii) He behaved in a _________ way yesterday.

(a) foolishness  (b) childish  (c) stupidly  (d) idiotic

iv) Most of the students of this class are ____________ .

(a) impossible  (b) immigrants  (c) obedient  (d) migrants.

v) His remarks on that topic are ____________ .
(a) louder (b) smarter (c) stronger (d) memorable

5) Directive Exercise

‘Do as directed’ was used as one of the teaching strategies by the teacher in the classroom.

i) The rule is **general** by customary observations.

(Use a verb forming a suffix appropriately: -en, -ize, -fy, -ate)

ii) The **govern** is taking immediate steps to help the affected.

(Use a noun forming suffix appropriately: -ship, -hood, -ment, -tion)

iii) In the next week his **examine** begins.

(Use a noun forming suffix appropriately: -ship, -hood, -ment, -tion)

iv) The most **fameact** on the screen is now busy writing his autobiography.

(Use the appropriate suffixes: -er, -or, -man, -ant, -ous, -ic, -able, -ness)

v) He is carrying a **full** loaded bag of tasty mangoes.

(Use the appropriate suffix: -y, -ly, -ic, -ish)

6) Matching Exercise

Matching the items correctly allows the students to enrich their vocabulary as they come across different suffixes at one and the same time in this type of activity. Teachers have to be resourceful in order to make the students aware of the process of word-formation through the use of correct suffixes.

I) (i) **clever** - (a) **er**

(ii) brother - (b) **or**

(iii) direct - (c) **hood**
(iv) lecture - (d) ness

Answers: I-d, II-c, III-b, IV-a

II) (i) book - (a) hood
(ii) sleep - (b) ly
(iii) child - (c) ish
(iv) mother - (d) y

Answers: I-c, II-d, III-a, IV-b

III) (i) affection - (a) ness
(ii) motive - (b) fy
(iii) hard - (c) ate
(iv) beauty - (d) ate

Answers: I-c, II-d, III-a, IV-b

7) Substitution Table Exercise

Use of substitution tables is another innovative technique of teaching the items of vocabulary and also to make the students aware of the processes of word building. The substitution table used for verb-forming suffixes can well lead the students to understand the nature of word formation procedure.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Verb-forming suffix</th>
<th>Some illustrations</th>
<th>Students will be asked to add three illustrations each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ise/-ize</td>
<td>idealize, realize, specialize</td>
<td>characterise, stabilize, symbolise</td>
</tr>
<tr>
<td>2</td>
<td>-en</td>
<td>enlighten, darken, deepen</td>
<td>strengthen, lengthen, brighten</td>
</tr>
<tr>
<td>3</td>
<td>-at</td>
<td>fabricate, lubricate, differentiate</td>
<td>elaborate, initiate, duplicate</td>
</tr>
</tbody>
</table>
8) Substitution Table Exercise

Most common noun-forming English suffixes are -tion, -ship, -ment and -hood, of which – tion is the most commonly used suffix in English word-building.

Noun-forming suffixes:

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Noun-forming suffix</th>
<th>Some illustrations</th>
<th>Students will be asked to add three illustrations each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-tion (sion)</td>
<td>examination, translation, demonstration</td>
<td>alteration, transition, admission, exclusion, submission</td>
</tr>
<tr>
<td>2</td>
<td>-ship</td>
<td>leadership, guardianship, readership</td>
<td>scholarship, membership, studentship, professorship</td>
</tr>
<tr>
<td>3</td>
<td>-ment</td>
<td>department, compartment, armament</td>
<td>segment, statement, progllment</td>
</tr>
<tr>
<td>4</td>
<td>-hood</td>
<td>sisterhood, motherhood, manhood</td>
<td>womanhood, childhood, boyhood</td>
</tr>
</tbody>
</table>

9) Substitution Table Exercise

There are some more noun-forming suffixes such as -er (or), -ant, -age, ance (ence), -ky and -ry (-ery) that have been illustrated as below.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Noun-forming suffix</th>
<th>Some illustrations</th>
<th>Students were asked to write three illustrations each</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **-er (or)**  
   advertiser, astronomer, editor  
   actor, manager, demonstrator

2. **-ant/ent**  
   student, assistant, president  
   consultant, accountant

3. **-age**  
   broderage, mileage, marriage  
   baggage, luggage, beverage

4. **-ance (-ence)**  
   preference, acceptance, endurance  
   dependence, interference, attendance

5. **-ry (-ery)**  
   misery, bribery, treachery  
   refinery, bakery, robbery, jewelry, finery

6. **-cy**  
   urgency, efficiency, delicacy  
   frequency, regency, decency

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10) **Substitution Table Exercise**

There are some more noun-forming suffixes: such as –ism, -ity, -man, -person that have been illustrated as below.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Noun-forming suffix</th>
<th>Some illustrations</th>
<th>Students will be asked to add three illustrations each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ism</td>
<td>Marxism, structuralism, post colonialism</td>
<td>ramantiasm, classicism, graticism</td>
</tr>
<tr>
<td>2</td>
<td>-ity</td>
<td>brevity, utility, unity</td>
<td>serenity, humanity, trinity</td>
</tr>
<tr>
<td>3</td>
<td>-man</td>
<td>gateman, policeman, postman</td>
<td>cabman, taximan, gangman</td>
</tr>
<tr>
<td>4</td>
<td>-person</td>
<td>chairperson, resource person, key person</td>
<td>third person, second person, first person</td>
</tr>
</tbody>
</table>
11) Substitution Table Exercise

There are a few adjective forming suffixes which were taught using the technique illustrated below.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>adjective forming suffix</th>
<th>Some illustrations</th>
<th>Students will be asked to add three illustrations each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ent</td>
<td>excellent, deterrent, detergent</td>
<td>dependent, different, permanent</td>
</tr>
<tr>
<td>2</td>
<td>-ive</td>
<td>active, sportive, imaginative</td>
<td>repetitive, attractive, subjective, objective</td>
</tr>
<tr>
<td>3</td>
<td>-ous</td>
<td>famous, dangerous, adventurous</td>
<td>glorious, obvious, voracious</td>
</tr>
<tr>
<td>4</td>
<td>-ful</td>
<td>dutiful, careful, useful</td>
<td>lawful, bagful, peaceful</td>
</tr>
<tr>
<td>5</td>
<td>-less</td>
<td>weightless, careless, useless</td>
<td>harmless, hopeless, lawless</td>
</tr>
<tr>
<td>6</td>
<td>-able</td>
<td>constable, predictable, saleable</td>
<td>capable, dependable, eatable</td>
</tr>
</tbody>
</table>

12) Group Work Exercises

The teacher enabled her students to work in various ways (i) single and separate individual learners and (ii) in groups of three or four students by assigning them various innovative vocabulary teaching and learning tasks.

13) Enlargement Exercises

Students have been asked to enlarge the vocabulary by adding new forms or items related: for example, flower, flower-bed, a garland of flowers (Indian Context) a bouquet of flowers, a basket of flowers, flower-pot, a bunch of flowers, so on and so forth.
14) Situations used As Exercises

Creating verbal situations and encouraging students to do that is a good technique of teaching vocabulary items involving addition of suffixes: He brought a new (bed) yesterday. He took it to his (bed room). At (bed-time), he took two (bed-sheets) out of the (bed roll) cupboard. In the morning he asked his wife to bring his (bed-tea)

C) Conversion

It is one of the major processes of Vocabulary Enhancement. Conversion means change. The word class of an item changes from one word class to another.

a) i) He took one round.

ii) They generously rounded up the meeting promptly.

iii) They went on a round trip of the world.

In these sentences, the term ‘round’ is used in the word class ‘noun’ in sentence 1 and in the word class verb in sentence 2 and in sentence 3) the word class is adjective.

b) i) They flash the signal of red light at night.

ii) It was the flash news on Radio and T.V.

iii) We saw a bright flash on the horizon.

In sentence 1) ‘flash’ is used as a verb. In sentence 2) ‘flash’ is an adjective in the noun phrase, the flash news and in Sentence 3) ‘a bright flash’ is the noun phrase which has the head-word, ‘flash’ is used in the word class of ‘noun’

The examples in (a) and (b) illustrated the way the same item can be used in various word-classes. The meaningfulness of the vocabulary item is enhanced through this process of conversion. These examples prompt to employ different teaching technologies in a learning – teaching situation.
1) Using Items in Word-Classes

Use the following items in two or more word classes:

i) Circle: Circle the dark spot. Draw a circle.

ii) Lift: Use the lift to go upstairs. They lift the heavy boxes. He asked for a lift on the highway.

iii) Book: Book your return tickets. It is a good book.

D) Compounding

Words which are formed by joining two or more words, each of which may be used separately as well, are called compound words. The process of using compounds to form words is very productive in English language. Students were asked to solve the following exercises.

1) Make compounds (at least five) from the following

i) Time: Time table, Time keeper, Time out, Standard time, Time up

ii) Table: Dining table, kitchen table, Writing table, Table-top, Table work.

iii) Flash: Flash cards, Flashlight, Flash news, Flash bulb, Flash up

iv) Bag: Shopping bag, Bean bag, Ladies bag, Handbag, School bag

v) Room: Bedroom, Dining room, Drawing room, Washroom, Restroom

2) Attempt an analysis of the following compounds

i) Railway: rail (n) + way (n). compound = noun + noun

ii) Pathway: path (n) + way (n). compound = noun + noun

iii) Roadway: road (n) + way (n). compound = noun + noun

iv) Airways: air (n) + ways (n). compound = noun + noun
v) Cause way: cause (n) + way (n). compound = noun + noun

vi) Ticket-house: ticket (n) + house (n). compound = noun + noun

vii) Box-office: box (n) + office (n). compound = noun + noun

3) Production Exercise

Make compounds (at least three) adding the second part as ‘man’, ‘guard’, ‘board’, ‘court’. For example,

i) Watch man ii) Life guard iii) black board

4) Completion Exercise

Fill in the blanks to make compounds:

I) i) ---- let ii) ------- let iii) ----- let iv) ------ let

v) ------- let

leaf----, book----, plamp ----, pig----, cut ----

II) i) ---- mark ii) ----- mark iii) ---- mark iv) ----- mark

v) ------ mark

book----, ink----, birth----, blood----, land----

Compounding is one of the productive processes of word-building and enables learners to expand their vocabulary.

3.3.2 MINOR PROCESSES OF WORD FORMATION

There are some minor processes of vocabulary enhancement such as blending, clipping, reduplicatives and acronyms and some others.
A) **Blending**: Blending is a process in which two different items of vocabulary are put together to form a new vocabulary item. There is blending of ‘fog’ and ‘smoke’ in an item like ‘smog’. Breakfast and lunch are blended to build “Brunch”.

B) **Clipping**: Clipping is a minor process in which the vocabulary item is clipped or cut short. Telephone has been clipped to form ‘phone’ and television to form TV. ‘Advertisement’ is clipped as ‘ad’. Motor car is clipped to ‘car’. Omnibus has become ‘bus’.

C) **Reduplicatives**: Reduplicatives are words in which the same item is repeated. These are used to denote sounds such as ‘ding-dong’, ‘tick-tock’, ‘pat-pat’, ‘ring-tring’ and ‘bon-bon’, hustle-bustle, ‘hickory-dickory’, ‘notch-potch’, ‘ping-pong’ are some other items which have duplicated portions and these contribute to the enhancement of vocabulary – the treasure of words.

D) **Acronyms**: Acronyms are words which are formed by putting together the initials of an organization or an object as illustrated by the items like United States of America – ‘USA’, United Arab Emirates – ‘UAE’, United Kingdom – ‘UK’, Indian Premier League ‘IPL’ and leg before wicket ‘LBW’.

The processes of word formation enable the users of language like the English to enhance their word power by encouraging them to form, to frame and to reframe different items of vocabulary.

### 3.3.3 HOMOPHONES AND HOMONYMS

**A) Homophones**

Similarity is the principle that is highly productive in building of words. There are several words which have the same sounds but they have different spellings and though they are pronounced alike, they differ in meanings. The words ‘no’ and
‘know’ have different meanings – meaning ‘something negative, and meaning something that one understands, recognizes, and something that adds to the stock of information that one possesses. The sound or phone used in ‘know’ and ‘no’ is the same and therefore the pronunciation of both the words is the same as the letters ‘k’ and ‘w’ in ‘know’ remain silent and ‘no’ is pronounced as in ‘go’ or ‘toe’ or ‘foe’. The sound pronunciation is the same and therefore ‘know’ and ‘no’ are words having similar pronunciation, similar (homo) sounds (phones). These words are homophones.

1) Give the homophones of:

i) right - write, rite

ii) flower - flour

iii) bank - bank (of India) , bank (of the river)

2) Use homophones in separate sentences to bring out their meanings

Students were asked to formulate sentences with homophones, Some of the exercises were as follows.

i) red, read : The book is red. He read the book in a single day.

ii) Seen, Scene : I have seen the film. It is a wonderful scene.

iii) Flour, floor : The floor is a wooden floor. The wheat-flour is on sale.

iv) Sale, Cell : The cell lasts longer. The dress is on sale.

v) tell, tale :This is a very fine tale. He tells many tales.

vi) pale, pail : She appears pale today, as she carried a pail of water.

vii) fell, fail : He fell down on the ground. he failed the examination.

viii) buy, bye : He said, “Bye, baby, bye”. they buy tomatoes every day.

Homophones and the knowledge of their distinction is a sure measure of enhancing vocabulary.
B) Homonyms: It is a generic term that includes the category of homophones – words pronounced alike but which have different spellings. Homonyms are words that have the same spelling but they have different meanings. Students were asked to solve the following exercises.

1) Bring out the difference of meaning in separate sentences

i) bowl, bowl : The bowl is full of fruit salad. Their players bowl well.

ii) foul, foul : The umpire gave a foul. The fair is foul and foul fair.

iii) fare, fare : The bus fare has gone. They do fare well.

iv) tear, tear : She shed a tear or two. They tear the clothes.

v) bank, bank : They sat on the bank of a river. The bank opens at 9 am.

vi) Park, park : They park the car in the lot. He visited the famous park.

vii) Talk, talk : He gave a talk. They talk uninterruptedly.


x) charge, charge : He gave him the charge of an officer. The officers work under his charge.

xi) charge, charge: The charge is ten rupees. The charge is of criminal offence.

xi) change, change : He changed his decision. Give me the change of a dollar.

xii) right, right : Your decision is right. Turn to the right side.

xiv) right, right : “Freedom is my birth-right” roared Lokmanya Tilak.

They right the wrong.

xv) make, make : He appealed for “Make in India”. They make a mistake.

xvi) Spot, spot : They spot the man. It is a dark spot.

xvii) mark, mark : They mark the house. It has left a bad mark.

xix) cross, cross : They put him on the cross. All men cross the street there.
xx) paint, paint : The paint is not dry. They paint a picture.

xxi) picture, picture : I saw a picture. They picture it well.

xxii) hand, hand : Pat it at your left hand. Hand it over to him.

xiii) foot, foot : The ministers foot the bill. Move your left foot first.

xxiv) nail, nail : He painted his right thumb nail. They nail him on the ground.

xxv) stamp, stamp: Students stamp on the ground. He put a stamp on the envelope.

Many more homonyms will have to be explored in order to enrich the vocabulary.

3.3.4 SYNONYMS AND ANTONYMS

A) Synonyms

By synonyms we mean ‘having the same meaning’. The meaning of the key form ‘synonym’ is therefore ‘syn(o)” = similar ,’nym’ = word. That is a word having the same or similar meaning. Synonyms are significant for the enhancement, enrichment and empowerment of vocabulary that strengthen the word power and increase the volume of the treasure of words called ‘vocabulary’. Providing alternate words, and enriching as well as expanding vocabulary, that is, the reservoir of words are the functions performed by the strategy of discovering ‘synonyms’. Synonyms are helpful in word-building and are useful in making students recognise more and more words. It is essential to proceed with caution in the use of synonyms as it is a very arduous task to find a word that matches with the right shade of the meaning. The existence of two separate words itself points out the fact that the two words express slightly different shades of the right meaning. Though “colour” and “paint” are classified as synonyms, the usage shows that a picture of a swan is coloured” but “The wall is painted pink”. It will be grammatically correct to say “ The swan is painted” and “A wall is coloured” but if the principle of ‘what goes with what’ is applied “the wall is painted” and “The swan is coloured on the drawing paper” would be appropriate. The minute and subtle distinction in meaning is expressed by the terms and the use of propriety and decency needs to be followed in the use of words that appear to have similarity of meaning. It is true that each word is distinguished by its peculiar meaning which is its most
distinctive and exclusive mark. Even then, using synonyms or words having the same, similar or near meaning is a strategy that is highly useful and productive in its everyday use, in the daily routine of contemporary times and in teaching and learning situations, in particular, in teaching English or any other language as a second or Foreign Language (TESOL OR TOEFL). Each word has its unique and differentiating connotation but the use of synonyms of true similarity or near proximity is a strategy that enhances vocabulary of both the pedagogues and their learners. Teachers will have to take a recourse to the use of synonyms as that is the way in which the teachers will be able to explain a concept in the manner which will enable his students to recognize and understand a concept or identify an object or know which action is indicated or which location is signified.

Various techniques, strategies and methods of teaching synonyms have been devised by the enthusiastic teachers of English to students whose second or foreign language is English in large parts of the world covering the population of about one thousand millions.

1) Matching Exercise

Match the synonyms:

a) i) Blank - (a) Clever
ii) Centre - (b) Risky
iii) Dangerous - (c) Middle
iv) False - (d) Empty
v) Intelligent - (e) Untrue

b) i) Huge - (a) Indolent
ii) Glad - (b) Wide
iii) Board - (c) Eatable
iv) Edible - (d) Happy
2) Generating Exercise

Give the synonyms of the following words

i) Little (small) xi) Oral (verbal)
ii) Loving (Fond) xii) Loyal (faithful)
iii) Real (Genuine) xiii) Nice (kind)
iv) Ready (Alert) xiv) Old (ancient)
v) Rare (scarce) xv) Rowdy (Noisy)
vi) New (Modern) xii) Middle (Centre)
vii) Mad (Crazy) xvii) Fast (Rapid)
viii) Quick (Rapid-Fast) xviii) Vacant (empty)
ix) Poor (Destitute) xix) Feeble (Weak)
x) Polite (courteous) xx) Usual (Normal)

3) Substitute Exercise

Substitute the synonyms in the following table :

i) Rich – (Wealthy) vi) Rude -(Impolite)
ii) Slim-- (lean) vii) Lean -(slim)
iii) Thin - (Slender) viii) Slender -(Thin)
iv) Sleepy - (Drowsy) ix) Sad - (Unhappy)
v) Ready – (Alert) x) Genuine - (Real)
4) Multiple Choice Exercise

Choose the correct option from the following:

i) He became famous due to his record-breaking throw. (well-known, known, defame)

ii) Three days’ fever made her feeble. (poor, miserable, weak)

iii) Such thin persons like Bruths are dangerous. (tall, fat, slim)

iv) His failure in SET examination made him sad. (glad, unhappy, joyful)

v) The room was vacant before their arrival (empty, noisy, large)

5) Groups of Words Exercises (Synonyms)

a) Words grouped with similar ideas:

i) Beginnings: start, dawn, origin, begin, originate, birth

ii) Middle: middle, centre, central, noon, half-way, mid-way

iii) End: end, finish, stop, close, pack (up), wind, round (up)

b) Words grouped according to size, shape, age and sex.

i) Size; country, province, city, town, village, sea, river, pool, pond, lake.

ii) Shape: Stool, chair, table, bench, cap, hat, turban, helmet, rickshaw, tanga, buggy, carriage.

iii) Age: Child, boy, yough, man, oldage.

iv) Sex: boy, girl, man, woman, father, mother, brother, sister, son, daughter, aunt-uncle.
6) Matching Exercises

Match the following: (Similar words: Synonyms from group A with Group B)

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Noisy</td>
<td>-</td>
<td>Dumb</td>
<td>v) End</td>
</tr>
<tr>
<td>ii) Clever</td>
<td>-</td>
<td>silly</td>
<td>vi) Start</td>
</tr>
<tr>
<td>iii) Mute</td>
<td>-</td>
<td>Intelligent</td>
<td>vii) Half-way</td>
</tr>
<tr>
<td>iv) Foolish</td>
<td>-</td>
<td>Rowdy</td>
<td>viii) Middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group E</td>
<td>Group F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix) Safety</td>
<td>-</td>
<td>Lazy</td>
<td></td>
</tr>
<tr>
<td>x) Stupid</td>
<td>-</td>
<td>Quiet</td>
<td></td>
</tr>
<tr>
<td>xi) Silent</td>
<td>-</td>
<td>Fool</td>
<td></td>
</tr>
<tr>
<td>xii) Idle</td>
<td>-</td>
<td>Security</td>
<td></td>
</tr>
</tbody>
</table>

7) Expansion Exercise

Expanding Vocabulary Through Synonyms:

Students came across a new word and instantly they became interested to learn other related words – related by the principles of similarity or dissimilarity. This gave a natural opportunity for vocabulary development which is often called ‘vocabulary expansion’. Synonyms present two ways of expanding vocabulary based on the word ‘cook’.

a) cook  
b) cook  

bake  fry  stove  stir  
boil  grill  pot  spoon
The words in ‘a’ are synonyms. They are words of the same type and have the same general meaning as they refer to methods of cooking.

The words in ‘b’ are words which are related by context. All these words might be used when talking about cooking, although they may not be synonyms. They belong to the same lexical set.

**B) Antonyms**

There are words which have similar meaning and there are words which have dissimilar meanings. Similarity and dissimilarity are the bases which lead to the enrichment and enhancement of vocabulary. Vocabulary or the collection of words gets expanded through the recognition and frequent as well as far and wide use of synonyms as well as antonyms. Antonyms means opposite and ‘nyms’ are words so an antonym means a word of opposite meaning. Carter (1987) defined it as “Antonym refers to a notion of semantic opposition or unrelatedness or dissimilarity”. (p. 19)

McArthur (1992) identifies three types of antonyms: (i) Gradable antonym, (ii) Complementary antonym and (iii) Converse or relational antonym. Gradable antonym operates on a continuum: (very) big: Very (small). Such pairs often occur in phrases such as hot and cold, light and night, day and night, thin and fat, high and low, long and short and tall and short. Complementary antonyms express an either – or relationship such as male or female, dead or alive, sweet or bitter, sad or glad, joy or sorrow, tears or smiles, Converse antonyms convey reciprocate relationships such as borrow or lend, buy or sell, earn or spend, wife or husband, teacher or learner dominate or suppress and subordinate or predominate. Antonyms with such notions of unlikeness, unrelatedness or dissimilarity enrich vocabulary. Continuity of antonyms is noticed in small – big, very small- very big, smaller-bigger and smallest – biggest and such other pairs that have continuity such as long – short.

The use of antonyms made students aware of the different shades of meanings of words. The dissimilarity or opposition is the principle that governs the use of antonyms. Students were grouped in three or four groups in a class marked as Charlie, Johnny, Mary and Lizzy groups. Charlie group was given a word which was supplied by its opposite antonym by Lizzy group. Mary group’s word was responded by
Johnny group with the supply of an antonym. It was observed that this kind of group work created a lot of enthusiasm among the learners and weak learners also started responding in the class.

1) Group Work Exercise

One group responds to another by supplying an antonym:

<table>
<thead>
<tr>
<th>Charlie Group</th>
<th>Lizzy Group</th>
<th>Mary Group</th>
<th>Johnny Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) above</td>
<td>(below)</td>
<td>ii) asleep</td>
<td>(awake)</td>
</tr>
<tr>
<td>iii) brave</td>
<td>(cowardly)</td>
<td>iv) Cheap</td>
<td>(expensive)</td>
</tr>
<tr>
<td>v) costly</td>
<td>(cheap)</td>
<td>vi) alive</td>
<td>(dead)</td>
</tr>
<tr>
<td>vii) fast</td>
<td>(slow)</td>
<td>viii) good</td>
<td>(bad)</td>
</tr>
<tr>
<td>ix) sad</td>
<td>(glad)</td>
<td>x) hard</td>
<td>(soft)</td>
</tr>
</tbody>
</table>

2) Matching Exercise

Match the following antonyms:

<table>
<thead>
<tr>
<th>i) Generous</th>
<th>small</th>
<th>vi) Rude</th>
<th>after</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii) False</td>
<td>thin</td>
<td>vii) Before</td>
<td>dangerous</td>
</tr>
<tr>
<td>iii) Empty</td>
<td>mean</td>
<td>viii) Clean</td>
<td>difficult</td>
</tr>
<tr>
<td>iv) Fat</td>
<td>true</td>
<td>ix) Easy</td>
<td>polite</td>
</tr>
<tr>
<td>v) Big</td>
<td>full</td>
<td>x) Safe</td>
<td>dirty</td>
</tr>
</tbody>
</table>

3) Substitution Exercise

Substitute the appropriate antonyms:

<table>
<thead>
<tr>
<th>i) hard (soft)</th>
<th>vi) forward (backward)</th>
<th>xi) rich (poor)</th>
</tr>
</thead>
</table>
Antonyms as well as synonyms are effective means of increasing the word power of students.

4) Matching Exercise

Antonyms can enrich vocabulary if different techniques are used:

Antonyms in Pairs and Groups of students

<table>
<thead>
<tr>
<th>Charlie Group</th>
<th>Lizzy Group</th>
<th>Mary Group</th>
<th>Johnny Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) rough</td>
<td>(smooth)</td>
<td>(vi) Strong</td>
<td>(weak)</td>
</tr>
<tr>
<td>ii) right</td>
<td>(left)</td>
<td>(viii) right</td>
<td>(wrong)</td>
</tr>
<tr>
<td>iii) wet</td>
<td>(dry)</td>
<td>(viii) wise</td>
<td>(foolish)</td>
</tr>
<tr>
<td>iv) shallow</td>
<td>(deep)</td>
<td>(ix) quiet</td>
<td>(noisy)</td>
</tr>
<tr>
<td>v) pretty</td>
<td>(ugly)</td>
<td>(x) healthy</td>
<td>(ill)</td>
</tr>
</tbody>
</table>

This exercise has been used for chorus drill in which Charlie Group said loudly “rough” which was responded through a drill in Chorus by Lizzy Group. In case of the other items from i to x the respective groups have used this drill. The drill in chorus has many other advantages such as practice in oral skills, vocabulary enhancement and expansion.

5) Group of Words Exercises (Antonyms)

Words of opposite meanings (antonyms) have been taught through groups given
below:

a) Word-groups with opposite idea:

Superior-inferior, inside-outside, insider-outsider, slow-fast
upper-lower, upper house-lower house, active-lazy, good–bad

b) Quality words grouped with opposites:

i) Cold-hot, small-large, dry-moist, damp, wet.

ii) Old-young, old-new, hard-soft, hard-easy, short-long, short-tall

6) Matching Exercises

Match the words of opposite meanings:

i) Superior, Outside v) Active, Old

ii) Cheap, Stale vi) Senior, Far

iii) Fresh, Innocent viii) Young, Passive

iv) Inside, Inferior ix) Near, Junior

3.3.5 VOCABULARY GAMES

Vocabulary games encourage, entertain, teach and promote fluency of the use of English words, idioms and proverbial expressions. They have a tremendous educational value. They are important methods of learning, challenging, repeating, drilling and using language more effectively.

1) Classroom Games

i) Bingo encourages the operation of psychological and intellectual factors which facilitate communication with motivation and spontaneity with greater self-confidence
and with heightened self-respect that reinforces learning and improves the vocabulary intake. The first student points out the definition ‘a place where selling and buying takes place’ and the respondent answers ‘Market’. Bingo can be played by two individual players, or groups of two, three or four students, teams of more than five students and larger classes, whole divisions and school teams.

ii) Back to the board game: Drawing the object on the board and providing its verbal substitute. This is a guessing game which leads to the use of the target language.

iii) Game with the first letter given – such as B (big, bag, black, board, bin, bean, bring, buy etc.)

iv) Word translation race – teams can play these games.

v) Spelling Parer Race

2) Relay Exercises

i) The suffix relays

ii) Kangaroo Word Game – finding words in words such as misunderstanding- stand, under, understanding, misunderstand and mis, un, ing etc.

iii) Kim’s Game – One minute glimpse of about 15 objects or pictures and then asks the students to write the words in their notebooks.

Many more, such vocabulary games such as ‘pass the word’, ‘extend the word’, ‘give the opposites’, ‘give the synonyms’ and others can be constructed and used for classroom teaching.

3) One word substitutes

i) One who drives the car is a driver.

ii) One who makes wooden furniture is a carpenter.
iii) One who manages an enterprise is a manager.

iv) One who teaches his students is a teacher.

v) One who flies an aeroplane is a pilot.

In the above illustrations five words such as 1) one 2) who 3) verb form determiner or article and the noun ware substituted by a single word such as – driver, carpenter, manager, teacher and pilot. All of them preceded by the article “a”. This device depends on the principle of the economy of words. It is better to use a simple, single word in place of many words. Confusion, pompous and roundabout expression and clumsy construction and other drawbacks creep in the use of more words but these can be avoided by the use of one word substitutes. Exercises of the following type were given to the students.

a) Give one word substitutes for the following group of words

i) A Government by a king or a queen – (Monarchy)

ii) A grass eating animal – (Herbivorous)

iii) A handwriting that cannot be read – (illegible)

iv) One who lives in a foreign country – (Immigrant)

v) One who does not believe in the existence of God (Atheist)

b) Give the meaning of the following single words

i) Autobiography : (Account of life of a man written by himself)

ii) Polyglot : (One who knows many languages )

iii) Cannibal : ( a man or animal that feeds on its own species)

iv) Antonym : ( A word opposite in meaning to another)

v) Omnipotent : (All powerful possessing complete power or authority)

vi) Opaque : (That through which light cannot pass)
vii) Transparent: (That through which light can pass)

viii) Indescribable: (that which cannot be described)

ix) Egoist: (One who thinks only of himself)

x) Imperceptible: (That which cannot be noticed)

4) Puzzles Enrich Vocabulary

In the traditional method of teaching and learning of the items of vocabulary, an item has been introduced in a rather set manner but nowadays innovative techniques are being used by enterprising and enthusiastic teachers. The researcher designed crossword puzzles and also asked her students to construct puzzles. This exercise involves many skills such as those of vocabulary, reasoning and spelling.

i) Designing a crossword puzzle

```
T     H     I     R      S     T     Y

H Up to Down – September has _____ days. (Thirty)

I Left to Right – A ------ crow filled the pitcher with stones.

R (Thirsty)

T

Y
```

ii)

```
M      O      N      T      H

O

S L to R – February has less number of days. It is a short ……

S Up to Down – Rolling stones gather no______
```
### iii)

W A S T E

A

S L to R – Haste makes __________

T Up to Down – Make_____ useful by producing teaching materials.

E

### iv)

B E S T

A

L L to R – Honesty is the _______ policy.

L Up to Down – Cricket______ is made of hard leather

In daily newspapers or in some other periodicals such as the magazines, Crossword puzzles appear as a regular feature. Teacher asked her students to fill in the blank spaces in the class-room or gave the crossword puzzles as a home assignment. In such crossword puzzles, often clues are given, students are required to find out the correct item of vocabulary. This helps to enrich word power. Vocabulary is a main contributor to comprehension, fluency and achievement. There are different methods and techniques which need to be used in the teaching and learning. Vocabulary word lists, quizzes, puzzles, word games, and some other methods can be efficiently implemented by enthusiastic and interested teachers. Their use of different methods and varieties of techniques makes them flexible in their approach and practice. The more flexible a teacher becomes, the more efficient teacher he becomes.
3.3.6 COLLOCATIONS AND IDIOMS

After dealing with the word level the researcher moved on to a level higher than a word.

A) Collocation

Collocation is a combination of two or more words which frequently occur together. There are words which are used in connection only with some other words. It is the connection between “take” and “a picture” that functions to produce the connection or collocation of the expression: “to take a picture” and the connection does not exist between “make” and “a picture”. Therefore in the principle of “What goes with what” “to make a picture” cannot function and therefore it is an unacceptable expression. It cannot be used. It is inappropriate and therefore wrong. Collocations are words that are in connection with each other. An appreciation of collocation helps students to make (NOT do) fewer mistakes and sound more natural when they speak and write.

1) Collocation Exercises

a) Match the two parts of these collocations

i) make            material
ii) fulfil         developed
iii) dress         a project
iv) screen         traffic
v) prevent         code
vi) building       permission
vii) foster        a dream
viii) basic        a disaster
ix) have           concept
x) cultural        progress
xi) highly   a film
xii) heavy    parents
xiii) grant   doughts

b)Tick the combinations of words that sound the more natural.
i) gossip writer/ gossip columnist
ii) speak fluent English/ speak easy English
iii) Hardly nothing/ practically nothing
iv) background knowledge/ earlier knowledge
v) have conversation/ make a conversation
vi) press an icon/ click on an icon
vii) renew the contract/ re-sign a contract
viii) opposite statement/ contradictory statements
ix) glare at/ glare towards

B) Idioms

An idiom is a group of words in a fixed order whose meanings cannot be known by looking at the meaning of the each word, for example, ‘be on cloud nine’ means to be very happy about something.

Commonly Used Idioms as Exercises

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>neck to neck</td>
<td>equal</td>
<td>The two teams were neck and neck until the last game.</td>
</tr>
</tbody>
</table>
face the music | accept punishment for something wrong you have done. | The boy has to face the music for the mess he made in his room
---|---|---
back to square one | back to where one began | I lost all the work I had done and am back to square one.
move heaven and earth | try very hard | She moved heaven and earth to give her children a decent education.
a stumbling block | an obstacle | Lack of money is the main stumbling block to the company’s growth.

### 1) Proverbs as Exercises

Proverbs are the gems of wisdom. These are pointed sayings which convey a lot of meaning in very few words. They are the backbones of speech communities and cultures. Generations after generations have used them and they have enhanced vocabulary through their condensed wisdom and philosophy.

A novel exercise of fill in the blanks can be constructed as given below:

#### a) Completion Exercise

Fill in the blanks appropriately.

i) A little knowledge is a _________ thing. (dangerous)

ii) All that glitters is not _______.(gold)

iii) As you saw so shall you _________.(reap)

iv) ____________ begins at home.(Charity)

v) A thing of ____________ is a joy forever. (beauty)

vi) A rolling stone gathers no _______________.(moss)
vii) __________ dogs seldom bite. (Barking)

viii) __________ never comes. (Tomorrow)

ix) Where there’s a will there’s a ______________ .(way)

x) ____________ is better than cure. (Prevention)

**b) Correction Exercise**

Correct the following wherever necessary.

i) A little knowledge is a **childish** thing. (dangerous)

ii) All that glitters is not **lead** .(gold)

iii) Where there’s a **bill** there’s a way .(will)

iv) Today never **goes** .(comes)

v) You can’t make omelets without **taking hens** .(breaking---- eggs)

vi) Honesty is the **worst** policy. (best)

vii) Might is **fight** . (right)

viii) God helps those who help **ourselves** .(themselves)

ix) Every **cat** has its **month** .(dog ---- day)

x) **New York** was not built in a **year** .(Rome ---- day)

This is how idioms and proverbs can be used to enhance vocabulary of the students.

**3.3.7 SEMANTIC FIELD**

Semantic relationships are the basic word building blocks. These are associated and linked together to form a cohesive text. Teaching words in semantic relationship is effective since vocabulary expansion involves not only just, the acquisition of the meaning of individual words but also learning the relationships among words and how
these words relate to each other. Some of semantic relations such as synonyms, antonyms, homonyms and homophones are word substitutes and are already discussed with sufficient examples. Students need to understand semantic fields or account for the principle of Association and Proximity involved in their use. Teaching words in relation to their semantic fields is an effective way of vocabulary expansion. It involves not just the understanding of meaning but involves the method of building word cycles around the central concept like physics – with related semantic field of words like energy, matter, thermodynamics, optics, magnetism, electricity, volume, neutron, quantum mechanics and solid state physics. Acquiring a language means acquiring its semantic structure. This helps in counting a strong awareness and a keen interest in words, word lists, word chains, word cycles, using internet, using videos and audio equipments, using the dictionary, using ICT, word games, are useful for finding new semantic fields that expands vocabulary.

1) Production Exercise

Making a lexical set on ideas given:

i) Transport – car, train, plane, ship, tractor, horse-carriage, bullock cart.

ii) School- Teacher, Student, Head master, Peon, Parent, Guardian, Chairman.

iii) College – Lecturer, Professor, Collegian, Principal, Tutor, Reader


v) Office – clerk, Manager, Accountant, Cashier, Cheque book, Xerox

vi) Railway station – Platform, coolers, clock, Tea stall, Book-stall, hawkers.

vii) Bank – ATM, RGTS, D.O., MT., FOREX, DM, HA.

viii) Salary Book – Salary, DA, TA, HRA, ITD, PTD, ECCSD, RDD

ix) Bus stand – Bus, Conductor, Driver, Volvo, Enquiry, Reservation counter, Canteen

2) Lexical Set Exercise I

Make a lexical set of the following:

i) Profession – tailor, carpenter, iron smith, goldsmith, barber

ii) faculty – humanities, science, engineering, commerce, education, law

iii) pharmacy – medicine, prescription, pharmacist, drugs, receipt, medical bills

iv) surgery – operation theatre, syringe, injection, doctor, surgeon, operative

v) cookery – coriander, fenugreek, mustard, tomato, potato, beans

3) Lexical Set Exercise II

Make a lexical set of the following:

i) Criticism – evaluation, imagery, symbols, point of view, focus, perspective,

ii) Poetry – rhyme, rhythm, emotions, spontaneity, figures, mood, foregrounding,

iii) Novel – plot, narration, characters, setting, structure, style, social realism,

iv) Dramas – conflict, climax, denouncement, catharsis, dramatic irony, stage directions

dialogues,

v) Short story – singleness, brevity, compactness, realism,

4) Etymological Exercises

Greek Roots

i. atron (star) – astronomy, astrology, astrophysics, astronomies

ii. Chron (time) – chronology, chronic, synchronic, diachronic

iii. dia (across) – diameter, diagonal, diagnosis diagram
iv. hydro (water) – hydrology, hydro-electric, hydrant, hydrate.

v. tele (distant) – telephone, telegraph, telescope, television, telepathy

5) Etymological Exercises

Latin Roots

i. annus (year) – annual, anniversary, biannual, perennial, annuity

ii. aqua (water) – aquarish, aquifer, aqueduct, aquarium

iii. capitis (head) – capital, captain, capitalism.

iv. manus (hard) – manuscript, manufacture, manual, manicure, manipulate

v. spect (look) – inspect, speculate, perspective, introspect

6) Word Map Exercises

Like word lists, word chains and word cycles, there is a concept of word map. Word map is a design provided by the teacher. It is semantic mapping. This is a word mapping strategy. A word map stimulates vocabulary development. The dictionary definitions, semantic relations as in the case of synonyms, antonyms, homonyms are word substitutes and other relationships are headed to complete the word mapping (i.) Honesty is the central concept around a word map of words like dishonest, honest, faith, faithful, faithfulness, faithless, faithlessness, dishonesty, trust, trustworthy, trustworthiness. Thesaures, Dictionaries, Encyclopedias are very useful in constructing word maps.

7) Vocabulary Notebook Exercises

Vocabulary notebook preparation and maintenance is a very constructive activity that enables students to increase the word power. Collocations, Semantic fields, Translations and Sample sentences help in keeping vocabulary notebooks. Vocabulary
notebooks encourage students to control their own vocabulary collection and manage it methodically. This can foster independent vocabulary learning. Asking students to break words into their (i) roots and (ii) affixes (iii) finding their collocations (iv) writing them on the black board (v) finding their semantic fields and (vi) engaging themselves in recording these items into a notebook are the six ways of learning vocabulary.

Semantic fields, lexical sets, semantic relationships, semantic mapping, chains, ladders, cycles, boxes, baskets and others develop students’ vocabulary. These are various techniques of enriching the vocabulary of students in such a way that the understanding of multiplication of words and items is possible. Semantic fields are related to various other ways of expanding vocabulary. These are inter-related and inter-dependent methods of word-building, expansion of vocabulary is possible to a large extent and in a large measure to extent the scope of the use of various items of vocabulary to make word power stronger.

3.3.8 GUESSING MEANING FROM CONTEXT

Knowing the meaning of a word is important but ‘guessing’ it is equally important. This skill can help the learner to predict meaning in many different contexts in real life. Context can be viewed as morphological, syntactic, and discourse information in a given paragraph or text. This is the context within the text. The reader also has background knowledge of the subject matter of a given paragraph or text that is the general context. Good reader takes advantage of such background knowledge in processing the text, and creating an expectation about the kind of vocabulary that will occur.

1) Providing Actual Objects

Learners remember material in a better way that has been presented by means of visual as well as audio aids. What is done is limited only by the preparation time available, the visuals – and the imagination of the teacher can create the context for a specific expression.
2) **Providing pictures of match-stick drawings**

Pictures bring images of reality into the classroom and are useful to demonstrate items belonging to the contexts of food, drink, clothing, house furniture, transportation and communication means, sports, activities and appearances such as fat-thin, long-short, glad-sad.

3) **Creating verbal situations**

i) Mr. Smith stands in front of the black-board with a coloured chalk-stick. He is a (doctor, teacher, actor, carpenter)

ii) He applied moustache and began shouting. He is an (actor, doctor, carpenter)

iii) The patient began to cry as the …………. inserted the needle of the injection in his arm. (doctor, carpenter).

4) **Some Innovative Exercises**

i) The following word clusters were written on the black board: Ice, Snow, Crystal, Hail, Icicle, Iceberg, Frost, Glacier and others such as rivers, waves, billons, stream, brook, rivulet, spring, creek or watch, wrist-watch, pocket-watch or pin, pendant, choker, necklace. Students were asked to find out the differences in each expression referring to the context or using a dictionary.

ii) Watching the Teachers’ Lip movement – The teacher moves his lips to utter

   D --- O --- G and students will be asked to guess the item.

iii) By association- the teacher asked what is the opposite of ‘Good’, ‘strong’, ‘Fat’, ‘Long’. Some other techniques need to be mentioned in respect of guessing the item from the context.

iv) Spelling Power Race - S … p … e … a … k .. e … r … s

v) Tongue Twister like Henry hated Harriet, Harriet loved John who loved Henrietta.

vi) Using Audio cassettes like the Linguaphone equipment or the Computer programs.
vii) Replace the words underlined with a suitable similar word in English from the words given below the paragraphs.

a) The journalist Mrs. Sharma is happy to meet Mr. Sengupta, who is a famous writer. Mrs. Sharma finds him happy for his achievements in his writing career. In his writing mostly he writes about happy characters. He believes that happy characters bring lots of positive and happy change in the society (lively, satisfied, glad, cheerful, pleasant)

b) The very minute Peter Barry entered, the minute hand struck twelve. Mary said wait a minute, I am not ready. Peter made a minute observation of her house. Peter asked Mary to stick to the minute by minute time-table.

(one-sixtieth fraction of an hour, minute hand of a clock, short time, detailed, time bound)

c) Ted Dexter has decided to bank on his close friend who works in the bank. He came out and proceeded towards the garden situated on the bank of the Thames river. (financial institution, rely on, a sloped side)

d) John Bosco gave me a call in the morning. Therefore Ruth and I decided to call on him in the evening. That was a good call. When we reached his house, we heard a call from the other side of the room.

(to visit, decision, a ring, a cry)

These are some of the methods that can be applied to teach the vocabulary items that fit in a given context.

5) Songs Based Exercises

Teacher made them listen to the following songs. Songs exercises have been used basically to reduce elements of stress and fear. Students were relaxed in answering these exercises because of their close familiarity with most of the film songs.
i) Qe Sera, Qe Sera

ii) Get up and Get up, Mary

On the banks of the river, Dec.

iii) The songs from The sound of Music.

iv) The songs used in My Fair Lady.

These exercises have made students aware of the use of vocabulary items.

6) Poem Based Exercises

The handouts of the following poems were given to the students. The teacher has explained the meaning and made them read twice and later other handouts of the similar poems with vocabulary exercises were given to the students. In order to give exposure to the different words, different options were provided to the learners in the exercises.

i) How ………(short, long, high, low) before word of ………. (that, what,this, then) Hits the factories, the ……… (lines, pines, fines, mines), the …………. (crooked,wicked, wrecked, delayed) ………. (floor, spinning, cloth, textile) mills ? What good, what possible(bad, sad, good, food) is ………. (reply, supply, teapoy, deploy) without ………. (demand, remand, pretend, reprimand)

(Thorn Word)

Choose the correct option.

(Answers: long, this, mines, wicked, textile, good, supply, demand)

ii) I am ……… (everybody, nobody) ! …… (what, who) are ……… (we, you)

… (Am, are) you. nobody ………… (also, too)?

Then there’s a ………(couple, pair) of …………… (them, us) Don’t …………..
(say, tell) ! they’d ………… (publish, advertise) . you ……….(know, speak) !

(Emily Dickinson)

Choose the correct option of the two provided in the brackets.

(Answers: Nobody, who, you, are, too, pair, us, tell, advertise, know)

iii) He is all …… (fine, pine, line, lime) and I am apple ……… (garden, orchard, park, farm) My apple ………… (plants, shrubs, trees, fruits) will never………. (come, stand, get, set) across and ………….. (drink, sip, swallow,eat ) the ………….. (cones, tones, bones, zones) under his pines I tell him

He only …………. (tells, utters, says, speaks) Good ………….. (fences, benches, Coaches, houses) make good …………..friends, mates, neighbors, past)

(Robert Frost)

Choose the correct option

(Answers: pine, around, trees, get,eat, cones, says, fences, neighbors)

iv) The …… (trees, forests, hills, woods) are …….(beautiful, fine,lovely,Nice) ……… (dark, deep, bright, light) ………….. (dark, deep, seep, peep)

But I have …………… (wishes, dreams, promises, desires) to …………… (keep, Sleep, peep, dine) And …………… (metres, yards, kms, miles) to go before I …… (sleep, stop, stood, stand) And miles to …. (come, get, set, go) ………….. (till, until, after, before) I sleep.

(Robert Frost)

Choose the correct option from those given above
(Answers: woods, lovely, dark, deep, promise, keep, miles, sleep, go, before)

v) ………….. (Pardon, forgive) me

They were ………….. (tasty, delicious)

So ………….. (sweet, sour, bitter, pungent)

And so ………….. (bold, gold, sold, cold)

(William Carlos Willaim)

Choose the correct option from those given above

(Answers: Forgive, delicious, sweet, cold)

vi) There were some unclean cups

And a mug of tea

Beside her on a big stool

Near the bank, scattered cot.

(William Carlos Williams)

Pick the appropriate and correct alternatives from the expressions given below and rewrite the lines.

(1) Small table  (2) Glass of milk  (3) Rank, disheveled, bed

(4) Dirty plates

(Answers: 4 Line 1/ 2 Line 2/ 1 line 3/ 3 line 4)

vii) I wandered lonely as a cloud

That floors on high over vales and hills
When all at once I saw a crowd

A host of golden daffodils

Beside the lake, beneath the trees

Fluttering and dancing in the breeze

(William Wordsworth)

Select the correct option

1) Wander: walk, more, jump, sit
2) Lonely: crowded, solitary, restless, careless
3) Lost: group, single, individual, alone
4) Beside: over, hear, under, above
5) Golden: red, white, black, yellow
6) Breeze: storm, hurricane, wind, hot

7) Use of Passages From Short Stories as Exercises

The handouts of the following short stories were given to the students. The teacher has explained the meaning and made them read twice and later other handouts of the similar short stories with vocabulary exercises were given to the students.

i) There was a woman who was beautiful, who started with all the advantages, yet she had no luck. She married for love and the love turned to dust. She had bonny children, yet felt they had been thrust upon her, and she could not love them.

(D. H. Lawrence, The Rocking Winner, p.223, Oxford)

Give the synonyms as well as antonyms (one each) of the above underlined expressions.

Answers (1) (a) pretty (b) ugly
(2) (a) was unfortunate  (b) was fortunate  

(3) (a) was lost  (b) had won  

(4) (a) healthy  (b) sick  

(5) (a) forced upon  (b) picked up by  

ii) Maya Sanyal has been in Cedar Falls, Iowa, less than two weeks. She’s come, books and clothes and one armchair rattling in the smallest truck that U-Haul would rent her, from New Jersey. Before that she was in North Carolina. Before that, Calcutta, India. Every place has something to give (50 words)  

(Bharati Mukherjee, The Tenant, 102 Bedford) 

This is another opening paragraph. Expand it make it into a paragraph of 150 words.  

iii) From the time Tarzan left the tribe of great anthropoids in which he had been raised, it was torn by continual strife and discord. Terkor proved cruel and capricious king, so that, one by one, many of the older and weaker apes, upon whom he was particularly prone to vent his brutish nature took their families and sought the quiet and safety of the far interior.  

(Edgar Rice Burroughs, Tarzan of the Apes, P.62 Bedford)  

Give the synonyms of the underlined words  

Answers: (a) Group  (b) primates  (c) brought up  (d) Constant  (e) struggle  

(f) disagreement  (g) whimsical  (h) express  (i) beastly  (j) silence  

iv) She (Saddie – The English woman) knows she won’t sleep tonight. She doesn’t want to sleep. She loves this feeling of excitement and youth pacing the room with her heart beating and wild thoughts storming in her head. The servants have turned out the lights downstairs and gone to bed. The lights are out in her husband’s and Annapurna’s room too; they must be fast asleep side by side on their bed.
Answer the questions below -

1. Why is Saddie happy to leave India?

2. How does Annapurna prove to be a different Indian woman?

3. Is Saddie sad in leaving her husband behind in India?

4. Do you think that the Indian woman Annapurna in this story has done what an Englishman is popularly supposed to do?

5. Have your routine impressions about India changed after reading this final portion of the story ‘The English woman?’ Why?

v) I chose red for my sister. Fierce, dark red, made in Hongkong, Hand wash only because its got that slain of fuzz. She’ll look happy. That’s good, Everything’s perfect for a minute – That seems enough.

Red for Good luck. Of course, this fire red sweater is smollen with good cheer. Wear it, I will tell her. You’ll look lucky. We’re a family of three girls. By Chinese standards that not lucky, “Too bad” outsiders whisper “nothing but daughters, a failed family” First, middle and end girl. Our order of birth marked us. That came to tell more than our given names.

(FaeMyenne Ng, A Red Sweater, p.235, Bedford)

This is the opening portion of the short story of FaeMyenne Ng – a Chinese American novelist and short-story writer, Answer the following questions:

1. Bring out the colour symbolism in this portion of the short story

2. Which two objects are red?

3. State which feature of Chinese culture is revealed in this portion.

4. Explain how the ‘good beginning of a short story is good in itself” as the story develops.
5. What values are revealed in this part of the story?

8) Some Film Reviews as Exercises

Reviews were distributed in the classroom to the students before giving them the exercises. Some of the simple factual questions related to the films and reviews were asked to the learners; so as to give them more practice in using words.

a) Prabhudeva reprises his good natured coach Vishnu Sir from the 2013 ABCD, who believed anybody can dance; the original coasted on a bunch of unknown faces.

(The Indian Express, 20.06.2015, Review of ABCD 2, p.16)

1. Who is Prabhudeva?
2. What is his specialty?
5. Explain the significance of a bunch of unknown faces.

ii) Post-interval, the action moves to Las Vegas, and we are treated to many standard aerial shots of glittery skyscrapers as our little troupe goes about its way, trying to deal with a lead characters’ dodgy’s appearance, and an accident which allows for the return of blonde bombshell Gottlieb who gets a full dance to herself. But these are the minor excitements which manage to lift the film only momentarily.

(The Indian Express, 20.06.2015, Review of ABCD2, p.16)

1. Does this paragraph tell you about the film’s photography? What? Explain in detail.
2. Name and explain in detail the three minor excitements of the film ABCD2.
3. What is meant by “to lift the film only momentarily”? Comment.
4. State in about 80 words the action of the fiction after interval.
(The Indian Express 20.06.2015, Review of Spy, p.16)

1. Who is the director of this film Spy? Has he directed some other film?
   If yes, which one?

2. The review of Spy speaks about the performance of four actors in this passage.
   Who are they? State their names.

3. Comment on the roles played by those actors.

4. Is there any actress who has acted in Bollywood film? Who? Comment on the
   performance of this person.

5. How many of the four actors are male or how many are females? State their
   details.

iv) How bad can a film about a Hollywood Star, his groupies, a studio head, their
efforts to make a film together and lots of women in short clothes caught mid-way
through veins many dance moves, be?

Pick out the correct set of synonyms from those given below and rewrite the passage.
Costumes, steps, in the middle, plenty of associates, produce, jointly, attempts, chief, actor.
v) The film …… with a……. mela, …..by my Tanakpur’s …………... and his … , which include the kohl-eyed …………. played by …………….
The ……… Sarpanch’s much …………. wife is …………. it ………….. 
………….. with a …… ……. …… .
(The Indian Express, Review of Miss Tanakpur Hazir ho, 28.6.2015 p.10)

Clues are given below. Fill in the blanks appropriately;
rustic, sarpanch, dimmit, younger, elderly, opens, attended, kissen, on, secretly, getting, gaon-ka-chhora, hangers-on.

vi) Avinash Arun’s National …………. …………. directorial …………. is about that …………. in this …………. , but it could be just as well be any of ………….., because those are …………. we all with when & …………. no growing past, growing ………….. .
(The Indian Express, Review of Killa, 28.6.2015, p.10)

Fill in the blanks:
(Up, comes, grapple, question, us, winning, award, debut, movie, boy)

vii) This (kind / type) of (film / movie) needs (silent / quiet) moments, and (thought / reflection) where the (matter/ things) not (spoken / said) over fifty years, (bottled / suppressed) (inside / under) come (flooding / releasing) (on / out)
(The Indian Express, Review of Belaseshe, 26.6.2015, p.10)
Chose the correct option and rewrite the passage.
viii) There is a (moment/ minute) all Swatilekha’s, when she (tells/ recounts) the things she has (done / made) for her (blissfully / happily) (oblivious / ignorant) husband, when the film comes (near / close) to realizing its potential. But it gets dissipater in the (continuous/incessant) (chatter / talk) and heavily underlined (dialogue / speech). You (wonder / think) what Ray or Rituparno would have made of the (subject / theme)

(The Indian Express, Review of Belaseshe, 26.6.2015, p.10)

Use the appropriate options and rewrite the passage.

9) Dictionary Based Exercises

a) Students were asked to guess the different shades of the word ‘cool’ and fill in the blanks in the following sentences. They were asked to refer to a dictionary.

<table>
<thead>
<tr>
<th>Cool</th>
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<tbody>
<tr>
<td>Keep cool</td>
</tr>
<tr>
<td>Pretty cool</td>
</tr>
<tr>
<td>Play it cool</td>
</tr>
</tbody>
</table>

i). The coffee was not ……. enough to drink.

ii) She ……..in every situation,

iii) Rita’s blue dress is ……….

iv) Rohit decided to ………. rather than letting her know his real feeling.
b) Check the guess by looking up the unusual usage of underlined words in the dictionary. Read through the various entries under common form until a matching meaning is found.

i) Raj came home **plastered** after the party.

ii) Mr. Kate was **picked up** by police for questioning.

iii) Last year, Wimbledon was won by the number three **seed**.

iv) Sara entered the house, and felt the cold **flags** under her hot and tired feet.

**10) Activator Based Exercises**

Some words were selected for example,

1) **WALK**  
2) **IMPORTANT**  
3) **HAPPY**

By referring to an activator, students were asked to fill in the blanks with the right word. This helped the learners to use ‘the right word in the right context’. The following sentences were given for filling in the blanks with the near synonyms of the word ‘Walk’.

a) Mother ………….. out of the room as the baby was sleeping  
   (expected answer: ‘Tiptoed’)

b) The soldiers ………… ahead  
   (expected answer: ‘marched’)

c) I saw a man …….. along the roadside.  
   (expected answer: ‘staggering’)

d) The thief ………… inside the room.  
   (expected answer: ‘sneaked’)

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3.3.9 THE USE OF MOBILE PHONE TECHNOLOGY

Use of mobile phones for learning, use of SMS for transmitting short messages is a best and a fast way of helping students to learn vocabulary. It is a new type of learning in which learners are privileged to receive learning materials anywhere and anytime through Internet. Mobile technologies include mobile phones, pocket electronic dictionaries, tablets and MP3 player. Mobile phones are not only beneficial for personal use but they can make language and vocabulary learning more interesting.

It is essential to revisit the topic, so for the purpose of reinforcement after every lecture, some exercises were sent to the learners. This helped substantially to create in them curiosity and interest to learn words and motivated them to think beyond the classroom.

The following exercises were given to the students.

a) Send SMS with options as given below and then do as directed
   i) Hard, long, soft, short (find the anonyms and rewrite)
   ii) Magnificent, gate, grand, door (Pick the synonyms and rewrite)
   iii) Film, moves, steps, movie (Pick the synonyms and rewrite)
   iv) Impossible, irregular, regular, possible (Rewrite the pairs of negatives)
   v) Weak, strong, rich, poor (Rewrite the pairs of antonyms)

b) The following questions were asked through the mobiles to the class:
   i) Give antonyms of
      bright, light, thin, tall, rise (dark, heavy, fat, short, fall)
   ii) Give synonyms of:
      bright, light, heavy, power, brilliant (shining, weightless, weighty, strong, clever)
c) Guess from the context: (teacher sent the clues from their mobiles to the class)

i) out of the …………… (blue, yellow, black, white)

ii) Cats and ……………. (mice, kittens, dogs, wolves)

iii) Spick and …………… (spin, speak, span, spat)

iv) I ……………. as a cloud. (wondered, wandered, pondered, flaundered)

v) Lock and ……………. (fee, sec, bee, key)

d) Pick the odd word out from those sent by SMS from mobile;

i) Cuckoo, sparrow, daffodils, crow

ii) pine, acasia, mango, watermelon

iii) engine, gear box, plywood, chassis

iv) steering, breaks, clutch, battery

v) boiler, geyser, heater, thermometer

The researcher sent one word to a student from the class. The student was expected to write one word that belonged to that of lexical set and he sent it further to another student, In this way, a chain was formed.

3.4 CONCLUDING REMARKS

Vocabulary processes, teaching techniques and methods have been abundantly illustrated in this chapter with copious examples for the improvement, enhancement, enrichment, and expansion of vocabulary. The third chapter is of vital importance for the present study as it provides solutions and remedial measures to overcome the problems of inadequacy of word power, which has an effect on the clear, direct, meaningful and effective communication and conversation. This chapter makes it clear that a systematic approach needs to be developed for enhancing word-power of Engineering college students. This study has proved that it is extremely beneficial to
begin with prefixes and suffixes, then move to a word level, then take into consideration collocations and idioms and finally motivate learners to use words at the sentence level.