

The effect of strategy training on Algerian learners' use of vocabulary learning strategies

Abstract

This study investigates the effect of strategy training on learners' use of vocabulary learning strategies in an Algerian EFL context. To achieve this aim, a training program about the use of six different vocabulary strategies was organised at L'Ecole Normale Supérieure de Constantine (ENSC). The training included three strategies necessary for the identification of new words' meanings and three strategies dealing with the consolidation and memorization of new words after they have been learnt. Ten third year students underwent the training for a period of about two and half months, attending about 16 different sessions with a total of 23 hours and 30 minutes. A comparison of the results of the pre-test and post test (administered at the beginning and at the end of the training respectively) showed a sharp rise in students' performance in the post-test reflected in their high scores in its different parts. In other words, the training had a positive impact on learners' use of the strategies under study. In the light of these results, it is recommended that more attention be given to strategy training in order to enhance students' use of the necessary strategies.

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ملخص

تتناول هذه الدراسة أثر التدريب على استخدام استراتيجيات تعلم المفردات من طرف طلبة اللغة الانجليزية بالمدرسة العليا للأساتذة بقسنطينة. لتحقيق هذا الهدف تم تنظيم برنامج تدريبي حول استخدام ست استراتيجيات مختلفة حيث شمل التدريب ثلاث استراتيجيات لازمة لتحديد معاني الكلمات الجديدة وثلاث استراتيجيات لازمة لحفظ الكلمات الجديدة بعد أن تم تعلمها. وقد خضع لهذا التدريب عشرة من طلاب السنة الثالثة لمدة حوالي شهرين ونصف تلقوا خلالها حوالي 16 حصة مختلفة بمجموع 23 ساعة و 30 دقيقة بالإضافة إلى ذلك تم إجراء اختبارين قبل وبعد التدريب حيث أظهرت المقارنة بين النتائج في كل اختبار ارتفاع في أداء الطلبة في الاختبار الثاني انعكس في درجات عالية في أجزائه المختلفة

Introduction

For many teachers and students of English as a second/foreign language, vocabulary is a key element in the teaching/learning process and an essential factor facilitating language use both receptively and productively. Yopp, Yopp and Bishop (2009) argued: "For many years we have known that vocabulary knowledge is a good predictor of academic success" (p. 5). The importance of vocabulary makes it a rich area of investigation and several studies attempted to describe and analyse the different strategies learners use to acquire vocabulary (O'Malley & Chamot, 1990; Oxford, 1990, 1993; Cohen, 1998; Schmitt, 2000).

The interest in the study of vocabulary learning strategies (VLS), in particular, within language Learning Strategies (LLS), in general, has been inspired by learner-orientated views of language learning as a reaction to traditional teacher-orientated views. Learners' actions and behaviours are closely examined in order to understand learners' attempts at learning the language and, therefore, describe useful ways for helping them reach their objectives.

II. Vocabulary Learning Strategies

Schmitt (1997, cited in Schmitt, 2000) suggested a list of 31 different VLS including four main categories: Determination strategies, Social strategies, Memory strategies, Cognitive strategies, and Metacognitive strategies.

1. **Determination strategies (DET)** refer to strategies which the person employs by himself without resort to any external source. Examples of these strategies include guessing from context, using the dictionary, analysing word parts, etc.
2. **Social strategies (SOC)** are strategies requiring interaction with other people like the teacher or classmates.
3. **Memory strategies (MEM)** also known as mnemonics, involve matching the target word with "some previously learned knowledge, using some form of imagery, or grouping" (Nation 2001, p. 135). Examples of memory strategies include: Connecting the word to a previous personal experience, Using Keyword method, connecting the word to its synonyms and antonyms, and so forth.
4. **Cognitive strategies (COG)** include "repetition and using mechanical means to study vocabulary, including the keeping of vocabulary notebooks" (Nation 2001, p. 136). Repetition can be verbal or written, in addition to some mechanical strategies like putting English labels on physical objects.
5. **Meta-cognitive strategies (MET)** involve "a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study" (Nation 2001, p. 136). Using English language media like songs and movies, and testing oneself with word tests are two examples of meta-cognitive strategies.

The strategies are further classified into two main categories: (1) strategies necessary for discovering new words' meanings, and (2) strategies necessary for consolidating (memorizing) the new word.

<i>Strategies for the discovery of a new word's meaning</i>	
Strategy Group	<i>Strategy</i>
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
<i>Strategies for consolidating a word once it has been encountered</i>	
Strategy Group	<i>Strategy</i>
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Use Keyword method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

Table 1: Classification of VLS (Schmitt, 2000)

III/Training in strategy choice and use

“Give me a fish, you feed me one day; teach me how to fish, you feed me every day”. The Chinese proverb is quite appropriate in the case of strategy training. The latter gives the learners a useful means for dealing with unfamiliar vocabulary in a wide range of situations, making it possible for them to apply the acquired strategies for different vocabulary items.

Nation (2001) emphasised the importance of training in strategy use and explained that the training should involve:

1. Deciding which strategies to give attention to.
2. Deciding how much time to spend on training the learners in strategy use.
3. Working out a syllabus for each strategy that covers the required knowledge and provides plenty of opportunity for increasingly independent practice.
4. Monitoring and providing feedback on learners’ control of the strategies (p. 222).

IV/Investigating the effect of strategy training on learners’ use of vocabulary learning strategies

The investigation consists of a training program about six vocabulary strategies dealing with the identification and retention of new words. The selected strategies include: guessing from context, word study, and dictionary use as strategies for the identification of new words’ meanings; and word study notebooks, the key word method, and semantic maps as strategies for the consolidation of new words after they have been learnt.

In order to check the efficiency of the training, a pre-test and a post-test were respectively designed and administered at the beginning and at the end of the training.

IV.1/ Strategy training Program

a. Aim of the training

The primary purpose of this training program is to shed light on the effect of strategy training on students’ use of vocabulary learning strategies. Moreover, the training attempts to help weak students or low achievers acquire some vocabulary strategies which might be of some help in their learning process. As such, the training seeks not only to make students know about these strategies but also be able to put them into practice in order to learn new vocabulary.

b. Population

The study population includes ten¹ third year students with the weakest annual average marks in the previous academic year. The students’ results sheets were obtained from the administration of the English department at the ENSC. Students with the lowest ten average scores² were selected as the study population.

c. Presentation of the training course

Level: 3rd year university level (the ENS Constantine).

Course hours: 23h, 30 min

Pre-requisites: knowledge of some reading strategies such as predicting, guessing from context, dictionary use; which students already studied in their first and second years.

Co-requisites: writing and reading skills which are learned simultaneously in the third year.

Course objectives

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of six vocabulary strategies that would be of some help to learn new vocabulary items.

2. Put into practice three different strategies to get the meaning of new words by demonstrating ability to:

- Guess new words from context
- Study word forms by breaking the words into stems and affixes.
- Use the dictionary to find out definitions, correct pronunciation, and get information about the new words.

3. Put into practice three strategies to consolidate new words' meanings and therefore be able to recall them for later use by demonstrating ability to:

- Draw semantic maps
- Make associations, both visual and phonological, to store the new words in their memory.
- Use word study notebooks in a way that enables to keep track of the newly acquired vocabulary.

In order to achieve the above mentioned objectives, a mini-syllabus for teaching vocabulary strategies was designed:

Vocabulary Strategies Mini-Syllabus

UNIT ONE: Strategies for the identification of new words' meanings

Lesson One: Guessing from context

- **Input:** - What is context?
 - A strategy for guessing new words from context.

- **Output:** Guided Practice

Lesson Two: Word study (Stems & Affixes)

- **Input:** -Definitions
 - A list of some commonly occurring stems and affixes

- **Output:** Guided practice

Lesson Three: Dictionary use

- **Input:** - Introduction
 - Different uses of the dictionary

- **Output:** Guided practice

Consolidation Activities

UNIT TWO: Strategies for the consolidation of new words

Lesson Four: Word study Notebook

1. **Input:** - - Introduction
 - Organising a word study notebook

- **Output:** Free practice

Lesson Five: The Key-word Method

- **Input:** -Definition
 - Memorizing English vocabulary
 - A strategy for using the key word method to learn foreign vocabulary

- **Output:** Free practice

Lesson six: Semantic Maps

- **Input:** -Definition
 - Examples of semantic maps

- **Output:** Free practice

Consolidation Activities

e. Description

The syllabus consists of two units; each including three lessons. Each lesson includes two main parts: a theoretical part (input), aiming at introducing the targeted strategy by providing basic information about it, and a practical part (output) giving students practice about the strategy through a variety of activities.

The first unit deals with strategies for the identification of new words' meanings and includes three lessons: guessing from context, word study, and dictionary use. The second unit deals with strategies for consolidating new words, and also includes three lessons: word-study notebook, the key-word method and semantic maps. Each unit ends with a revision section entitled 'consolidation activities' containing different activities and aiming at consolidating what has been learned throughout the whole unit.

f. Assessment

Assessment is a necessary part in any teaching/learning situation. In this training program, three types of tests were used:

1. Diagnostic tests: In the context of this study, diagnostic tests took the form of written activities in each lesson aiming at checking learners' understanding of the lesson and the extent to which they were able to put into practice the presented strategy. More focus was placed on learners' difficulties or deficiencies since they indicated the existence of some problems and the need for a remedy in due time. As such, each lesson included at least one diagnostic test presented in the 'output' part, which the learners had to perform individually or in pairs under the researcher's direct supervision.

2. Proficiency test: Harmer (2007) explains that proficiency tests "give a general picture of a student's knowledge and ability" (p. 380). In the light of Harmer's definition, the pre-test, used at the onset of this investigation may be considered as a proficiency test aiming at measuring students' knowledge of vocabulary as well as the size of this knowledge. This test tended to be more formal in nature since it was performed individually by the students without the interference of the researcher and for a predetermined period of time.

3. Progress or achievement test

This type of tests is "designed to measure learners' language and skill progress in relation to the syllabus they have been following" (Harmer 2007, p. 380). On this basis, the post-test which was carried out at the outset of the experiment can fit in this category. It measured the trainees' skill progress in learning vocabulary and in practicing the already taught strategies.

g. Schedule

The training stretched for a period of two months and 11 days from March 05th to May 16th, the date of the post test. During this period, one session took place regularly every week on Wednesdays from 12.30 a.m. to 14.00 p.m.

Themes	Number of sessions	Allocated time
Pre-test	1	1H. 30
Contextual guessing	3	4H.30
Word study (stems and affixes)	3	4H.30
Dictionary use	2	3H
Consolidation activities	1	1H.30
Word study notebook	1+1/2	2H
Key-word method	1+1/2	2H
Semantic maps	1	1H.30
Consolidation activities	1	1H.30
Post-test	1	1H.30
Total	16	23H.30

Table 2: Training Schedule

The table presents the different activities the program included as well as the allocated time in terms of sessions and number of hours. The training tackled ten

different themes, six of which were devoted to the six strategies under study; two for the pre-test and post-test and two for consolidation at the end of each unit. The course included 16 different sessions, each lasting 1 hour and 30 minutes; making a total of 23 hours and 30 minutes.

The table further indicates that most topics took one session. The lesson on dictionary use took two sessions, whereas those on 'word-study notebooks' and 'the key word method' took three sessions together, with the second session devoted to finish the first lesson and to start the second one. Two lessons, 'Guessing from context' and 'word-study' took three sessions each; that was mainly due to the importance as well as the richness of the content of both lessons.

V/Pre-test and Post-test

V.1/Pre-test

One important aim for this training program is to check the efficiency of strategy training on students with learning difficulties. To keep track of students' possible change in the use of six vocabulary strategies, a pre-test aiming at measuring students' entering vocabulary size level was used at the beginning of the program. The pre-test also served as a reference point to be compared with the post-test which would be administered at the end of the training.

a. Description

The pre-test consisted of three vocabulary exercises compiled from different sources. The first part was adapted from Schmitt, Schmitt and Clapham (as cited in Nation 2001) standardized test known as vocabulary levels tests, Test B, Academic vocabulary. The second part was adapted from Laufer & Nation (2000, as cited in Nation 2001), productive Levels test, version C, the 2000 word level. The third part was adapted from Baudoin et al. (1994).

Part one: Word association

In the first part of the test, students were asked to associate the given items with their synonyms. Seven sets of words were suggested with each set containing six words on the left side and three words on the right. The question was to write the number of the appropriate word from the left next to its equivalent word (synonym) on the right.

The choice of this exercise was made for two reasons: first, it attempted to test students' *knowledge* of vocabulary. The latter might be determined by students' ability to associate the words in question with their appropriate synonyms. Second; the format of the exercise made it possible to test students' *receptive* knowledge through making them choose the answer rather than produce it.

Part Two: contextual guessing

In this part students were required to fill in the blanks with missing words so as to complete the given sentences. Ten sentences were randomly selected from Laufer and Nation (2000) productive Levels Test (as cited in Nation, 2001). Each sentence contained a gap which the students had to fill in with the appropriate word.

This exercise was chosen for the main reason that it tested learners' guessing ability which is one of the strategies under study. Students were required to use context clues in order to guess the missing word. Moreover, it tended to place more focus on learners' productive vocabulary because students were required to write the missing word in each context.

Part three: inference

The third part of the test consisted of ten sentences, each with an italicized word which the students had to explain or infer the meaning by writing a definition, synonym, or description in the provided space.

The third part of the test was different in two ways: first it tended to be more productive in nature since the students were required to give their answers without any suggestions or hints at the correct answer. Second, it tended to be more 'open' in that there was no exact correct or wrong answer. The suggested exercise focused on learners' use of two main strategies; inference of word meaning and study of word parts, both strategies were to be dealt with in the training course.

b. Procedure

The pre-test was administered at 8.30 in the morning with the presence of all the participants. The latter were told that they would answer the test individually and were assured that the test results would be kept confidential and be solely used for research purposes. The time allocated for the test was 1h. 30, but most students could finish before the dead line. None of the students showed any sign of confusion or objection while answering the questions. After all the students gave their papers back, a collective correction of the test was carried out. That was mainly done as a response to the students' desire since they were eager to know how well they had done in the test. They were very enthusiastic in giving their answers and could already calculate their scores. The test correction was followed by a discussion of the course in general as well as the different requirements of the program.

c. Results and analyses: A case study

For reasons of space, results of the investigation will concentrate on one student from the group which underwent the strategy training program. This student is selected because his scores tend to be very close to the average scores of the group as a whole. In other words, the selected case tends to be representative of the study population as a whole. To protect the student's identity, he is given the pseudo name of 'Amine'.

c.1/ Amine's results in the pre-test

The following table presents Amine's scores in the different parts of the pre-test in addition to his average score in the test as a whole.

Word association /10	Contextual guessing /10	Inference/word parts /10	Total/final mark /30
07.5	04	04.5	16

Table 3: Amine's scores in the pre-test

Results in the table show that Amine scored seven and half out of ten in the ‘word association’ part of the test, four out of ten in ‘contextual guessing’ exercise, and four and half out of ten in the ‘inference’ exercise. His final score in the pre-test was 16 out of 30.

An analysis of these results shows that the first exercise was the easiest for Amine since he achieved the best sub score in it. This result may lead to several interpretations:

1. Amine is familiar with the vocabulary items presented in this exercise. In other words, the items in question do exist in his vocabulary store which helped him do well in this part particularly.

2. The activity itself might be easier in that Amine was not required to produce any answer; rather he had to choose the appropriate answer from the suggested options. In other words, the exercise tended to be a receptive rather than a productive activity (see appendix 1).

3. The format of the exercise, i.e. Multiple Choice, may leave room for the student under study to answer randomly. Though this may not be the case for all the answers, it still is a probable interpretation.

4. Another interpretation based on more empirical evidence is that Amine’s receptive vocabulary is larger than his productive vocabulary (Hiebert & Kamil 2005, p.3). In general, students can recognize much of the vocabulary which they read (or hear); but when they come to produce, they use only a small percentage of the vocabulary they know.

The second and third sub scores, as illustrated by the table, tend to be very close to each other. This may indicate that the second and third exercises were nearly equal in difficulty for Amine. Unlike the first exercise, Amine’s sub scores in the second and third exercises were below average. Part of this result may be due to the fact that Amine was required to produce the correct answer rather than to choose it from the suggested alternatives. This strengthens the idea that Amine’s receptive vocabulary is larger than his productive vocabulary. Moreover, the below average scores in the last two exercises clearly show that Amine had serious problems with some vocabulary strategies, namely contextual guessing, inferencing and study of word parts.

All in all, Amine’s results in the pre-test show that Amine does well when it is a matter of *recognition* than when it is of *production* of new vocabulary. This may explain why most students of English find receptive skills such as reading and listening easier than productive skills like speaking and writing. Finally, it is clear that Amine is rather poor at contextual guessing and word study; both being important strategies for the identification of new words’ meanings.

V.2/Post-test

In order to avoid biasing results in the post-test, the latter took exactly the same form as the pre-test, but with a different content. Similar to the pre-test, the post-test also included three exercises with exactly the same formats, number of items, and allocated marks. Moreover, the three exercises were adapted from the same sources as those in the pre-test.

The content, however, was different. The first part was adapted from Schmitt, Schmitt and Clapham (as cited in Nation, 2001) vocabulary levels test, test B; the 5000 word level and Academic vocabulary. The second part was adapted from Laufer & Nation, productive Levels test, version C, the 3000 word level (as cited in Nation, 2001). The third part about inference and study of word parts consisted of ten sentences which students had already dealt with in their training program. That was mainly done for the purpose of making some link between the test and the syllabus that had been taught in that the test was supposed to evaluate students' progress or achievement in relation to a particular course of study.

Amine's results in the post-test

The table below presents Amine's score and sub-cores in the post-test

Word association	Contextual guessing	Inference/word parts	Total/final mark
/10	/10	/10	/30
08.5	07	07	22.5

Table 4: Amine's results in the post-test

Results show that Amine scored eight and half out of ten in the 'word association' part of the test, seven out of ten in 'contextual guessing', and seven out of ten in 'inference' exercise. His final mark in the post test was 22.5 out of 30.

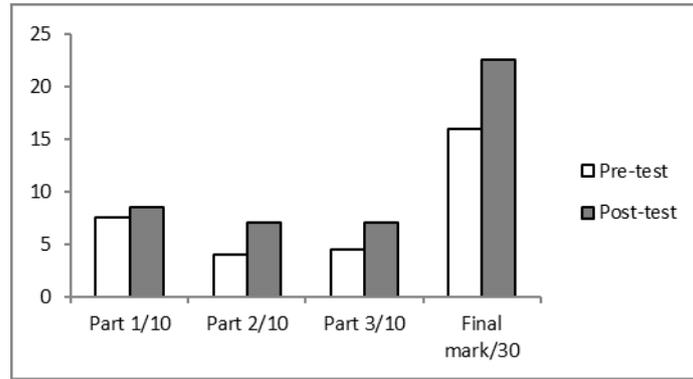
A first reading of these results shows that Amine's scores in the different parts of the test were all above average. His final mark was 22.5/30 (75%) which is indeed a good mark.

Scores across the different parts show that the first part was the best in terms of the scored mark. Moreover, scores in the second and third exercises tend to be equal, still inferior to the first exercise. These results correlate positively with the previous results in the pre-test and confirm the argument that students do well in exercises requiring recognition rather than production of new vocabulary.

Another important point which can be read from Amine's scores in the post-test is that the difference between his mark in the first part and those in the second and third parts is not very big (one point and half (1.5)). This means that Amine achieved an important progress in productive activities requiring the use of contextual guessing, and study of word parts strategies. Both strategies were part of the training program and as indicated in table 2, they took the biggest number of hours with four hours and half for each. This result clearly shows that the time spent on the teaching of these two strategies particularly was not a waste of time; rather it was very beneficial for Amine as for all students in the group.

Comparison of the results in the pre- and post-tests

An illustration summarizing Amine's results in both tests is presented in the diagram below



pre-test and post-test results

The diagram shows a rise in Amine's scores in all parts of the post-test and on his final mark. The most important progress rate was achieved in the second part with 30% and with a slight difference in the third part with 25%. This is a good sign of Amine's progression in productive activities which, according to his results in the pre-test, was a problematic issue

Therefore, it may be suggested that the training program about strategy use had a positive impact on Amine's use of some vocabulary strategies including contextual guessing and study of word parts. Such a conclusion is, obviously, to be extended to the whole population of the study.

VI/Conclusion

Training in strategy use tends to be very beneficial for students with learning difficulties. These students encounter problems in the study of English as a foreign language mainly because they ignore much about the existence as well as the use of certain strategies. This raises the issue about the importance of explicit instruction of different vocabulary learning strategies. Thus, it is recommended that teachers devote some time for the discussion of useful strategies which might be of some help to their students in their learning process.

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Note:

1. The study population represents about 12.5% of third year whole population which consists of 80 students.
2. Students' scores were re-counted taking off their scores in French and computing and eliminating the coefficients for the rest of the modules.

Appendix 1: the Pre-test

Part 1. Write the number of the appropriate word in the space provided.

- 1 debate
2 exposure _____ plan
3 integration _____ choice
4 option _____ joining something into a whole
5 scheme
6 stability
- 1 accumulation
2 edition _____ collecting things over time
3 guarantee _____ promise to repair a broken product
4 media _____ feeling a strong reason or need to do something
5 motivation
6 phenomenon
- 1 alter
2 coincide _____ change
3 deny _____ say something is not true
4 devote _____ describe clearly and exactly
5 release
6 specify
- 1 demonstrate
2 embarrass _____ have a rest
3 heave _____ break suddenly into small pieces
4 obscure _____ make someone feel shy or nervous
5 relax
6 shatter
- 1 correspond
2 embroider _____ exchange letters
3 lurk _____ hide and wait for someone
4 penetrate _____ feel angry about something
5 prescribe
6 resent
- 1 decent
2 frail _____ weak
3 harsh _____ concerning a city
4 incredible _____ difficult to believe
5 municipal
6 specific
- 1 adequate
2 internal _____ enough

- 3 mature _____ fully grown
4 profound
5 solitary
6 tragic

Part 2: Fill in the blanks so as to complete the sentences

1. He has a successful car..... as a lawyer.
2. The thieves threw ac..... in his face and made him blind.
3. To improve the country's economy, the government decided on economic ref.....
4. The government tried to protect the country's industry by reducing the imp..... of cheap goods.
5. The children's games were amusing at first, but finally got on the parents' ner..... .
6. The lawyer gave some wise coun..... to his client.
7. Many people in England mow the la..... of their houses on Sunday morning.
8. Sudden noises at night sca..... me a lot.
9. France was proc..... a republic in the 18th century.
10. He perc..... a light at the end of the tunnel.

Part 3: Read each sentence carefully, and write a definition, synonym, or description of the italicised word in the space provided.

1. We watched as the cat came quietly through the grass toward the bird. When it was just a few feet from the victim, it gathered its legs under itself, and **pounced**.
2. Some people have no difficulty making the necessary changes in their way of life when they move to a foreign country; others are not able to **adapt** as easily to a new environment.
3. In spite of the fact that the beautiful **egret** is in danger of dying out completely, many clothing manufacturers still offer handsome prices for their long, elegant tail feathers, which are used as decorations on ladies' hats.
4. the snake **slithered** through the grass.
5. the man thought that the children were defenceless, so he walked boldly up to the oldest and demanded money. Imagine his surprise when they began to **pelt** him with rocks.
6. When he learnt that the club was planning to admit women, the colonel began to **inveigh** against all forms of liberalism; his shouting attack began with universal voting and ended with a protest against divorce.
7. Experts in **Kinesics**, in their study of body motion as related to speech, hope to discover new methods of communication.
8. Unlike the **gregarious** sister, Jane is a shy, unsociable person who does not like to go to parties or to make new friends.
9. After a day of hunting, Harold is **ravenous**. Yesterday, for example, he ate two bowls of soup, salad, a large chicken, and a piece of chocolate cake before he was finally satisfied.
10. After the accident, the ship went down so fast that we weren't able to **salvage** any of our personal belongings.

Appendix 2: The Post-test

Part 1: write the number of the appropriate word in the space provided.

- 1 construction
2 feature _____ safety
3 impact _____ noticeable part of something
4 institute _____ organization which has a special purpose
5 region
6 security
1 accumulation
2 edition _____ collecting things over time
3 guarantee _____ promise to repair a broken product
4 media _____ feeling a strong reason or need to do something
5 motivation
6 phenomenon
1 adult
2 exploitation _____ end
3 infrastructure _____ machine used to move people or goods
4 schedule _____ list of things to do at certain times
5 termination
6 vehicle
- 1 chart
2 forge _____ map
3 mansion _____ large beautiful house
4 outfit _____ place where metals are made and shaped
5 sample
6 volunteer
1 circus
2 jungle _____ musical instrument
3 nomination _____ seat without a back or arms
4 sermon _____ speech given by a priest in a church
5 stool
6 trumpet
1 concrete
2 era _____ circular shape
3 fibre _____ top of a mountain
4 loop _____ a long period of time
5 plank
6 summit
1 access
2 gender _____ male or female
3 implementation
4 license _____ entrance or way in
5 orientation
6 psychology

Part 2: fill in the blanks so as to complete the sentences

1. I live in a small apa..... on the second floor.
2. Before writing the final version, the student wrote several dra..... .
3. Anthropologists study the struc..... of ancient societies.
4. After two years in the Army, he received the rank of lieu..... .
5. The statue is made of mar..... .
6. The secretary assi..... the boss in organizing the course.
7. His beard was too long. He decided to tr..... it.
8. People were whir..... around on the dance floor.
9. The Emperor of China was the supr..... ruler of his country.
10. You must be awa..... that very few jobs are available.

Part 3: Read each sentence carefully, and write a definition, synonym, or description of the italicised word in the space provided.

1. Because of her all-night study sessions, Sandy is *run-down*.
.....
2. The workers' lives were *wretched*; they worked from morning to night in all kinds of weather, earning only enough money to buy their simple food and cheap clothes.....
3. The apple *appeased* my hunger temporarily, but I could still eat a big dinner
.....
4. The singer walked onto the *runway* in order to get closer to the audience.....
5. The major points of your plan are clear to me, but the details are still *hazy*
.....
6. The doctor asked Martin to *inhale* deeply and hold his breath for 10 seconds.....
7. I'm sending a sample of my handwriting to a *graphologist* who says he can use it to analyse my personality.....
8. *Phonograph* recordings of early jazz musicians are very valuable now.....
9. The Portuguese sailor Magellan was the first person to *circumnavigate* the world
.....
10. There were 24 *runes* in the Germanic alphabet.....